

## **Lesson plan by Anna A. Golovkova Teaching Perspectives Discussion**

ALS 6015 Teaching in Higher Education  
Facilitators: Anna A. Golovkova and Lia Turtas  
February 23, 2016

**Learning Objectives:** Students will learn about Teaching Perspectives Inventory as a diagnostic tool, will discuss how their perspectives are reflected in the way they teach, and will be able to apply the results of their inventory to crafting the draft of their teaching philosophy statements.

**Prerequisite(s):** Students read Daniel D. Pratt and John B. Collins's article "The Teaching Perspectives Inventory (TPI)", <http://www.adulterc.org/Proceedings/2000/prattd%26collinsj-final.PDF>, accessed February 23, 2016.

Students were invited to take their TPI prior to class:  
<http://www.teachingperspectives.com/tpi/>

**Materials/Use of Technology:** We will use a PowerPoint presentation to guide the students in this discussion.

### **I. Introduction (Lia)**

1. Objectives: Students learn about Teaching Perspectives Inventory as a diagnostic tool and discuss how their perspectives are reflected in the way they teach.
2. "Who took the TPI?"

Students were invited but not required to take the survey. In the beginning of the class we will determine how many took the survey and will emphasize that those who did not take it should still be able to discuss TPIs based on how they see themselves.

### **II. Five TPIs (Anya)**

- Briefly review the five TPIs by asking students questions.
  - Describe the TPIs and have the students name them.
1. Transmission:
    - Instructors: mastery over content.
    - Content: well-defined and stable body of knowledge and skills.
    - Learners master the content.

2. Apprenticeship:

- Instructors: experienced practitioners.
- Performing tasks in real settings.
- Demonstration, observation, guided practice.

3. Developmental:

- Restructuring how people think about content.
- Increasingly complex and sophisticated cognitive structures.

4. Nurturing:

- Support effort as much as achievement.
- Balance between challenging people to do their best, while supporting and nurturing their efforts to be successful.

5. Social Reform: Pursuit of social change more than individual learning

In introducing the TPs, I will share my own experience with the survey and point out how my teaching persona is reflected in the results

**Partner Discussion I (Lia)**

Prompts:

“Discuss your dominant, back-up, and recessive perspectives.”

- All teachers embody all five views in varying degrees
- Pratt and Collins: teachers who are newer in their careers - higher nurturing scores
- See if this is true.
- Focus on a specific class and specific audience for taking inventory.
- Different type of class - different results

“How strongly are your individual perspectives held?”

- Scores range from a minimum of 9 to a maximum of 45. Are they in the 40s, 30s or 20s?

- The fact that we are in this class is proof that we take our teaching seriously and that we think about pedagogy. Let's see if there is a correlation between that and the range of scores?
- Flat or Differentiated scores?

### **III. Partner Discussion II (Anya)**

Prompts:

“Discuss the differences between your sub-scores (Beliefs, Intentions, Actions).”

Each of the five perspectives has three sub-scores:

- Beliefs - what you believe about teaching and learning.
- Intentions - What you try to accomplish in your teaching.
- Actions - What you do when you are teaching.

“What might this suggest regarding your espoused theory and theory-in-use?”

- Difference between what we want to do and think we do and what we do.
- This question allows us to tie in this week's material with previous reading from the “Handbook for Higher Education Faculty: A Framework & Principles for Success in Teaching.”

“Were there any surprises in your TPI?” “Does that look like you?”

This ties into the concluding discussion and the transition to David's explanation of the teaching philosophy statement.

### **IV. Concluding Group Discussion (Lia)**

“How are your Teaching Perspectives reflected in your teaching?”

“How can this be useful for crafting your teaching philosophy statement?”