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Teaching-Learning Beliefs Inventory

Judith Longfield
Georgia Southern University, jlongfield@georgiasouthern.edu

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Teaching-Learning Beliefs Inventory

Please recreate the unique ID# you used for the first inventory by following the instructions below. I plan to link this one with the pre-inventory. To recreate your ID, use the following procedure:

1. The first letter is the first initial of your mother’s first name.
2. The two numbers represent the month of your mother’s birthday (i.e., not the year or the specific day).
3. The final letter is the first initial of your mother’s “maiden” name.

For example:
If your mother – Harriet Cone – was born on April 14, 1942, the identifier would be: H04C.

How many sessions did you attend? Circle the correct number. 8 7 6 5 4 3 2

**Directions** Circle the appropriate number to indicate the degree to which you agree or disagree with each of the following statements:

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<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided or Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</table>

11. When I introduce a new concept, it is not important to access students’ prior knowledge because I will cover the concept in enough depth.

12. Novices and experts tend to organize content knowledge in a similar and logical manner.

13. If I teach concepts sequentially and effectively, there is no need to explicitly make connections between them.

14. Mastery of content within a domain is an asset when it comes to helping novice learners develop mastery.
15. When students possess “positive outcome expectancies” (believe they will succeed), it is not necessary to consider classroom dynamics (e.g., tone, interpersonal forces, communication patterns, etc.) when planning instruction.  

16. Assigning tasks/problems that are simple and straightforward to instructors will ensure student success.  

17. Students’ learning goals and performance goals are interchangeable, and students who have them are more likely to utilize learning strategies that result in deeper understandings.  

18. Even if students are not taught critical thinking in high school, they are ready for symbolic thought and higher order reasoning as freshmen.  

19. Explicit instruction related to metacognitive skills in a discipline tends to be emphasized in introductory courses.  

20. Once students master pre-requisite concepts, if you carefully outline assignment objectives and requirements, motivated students will be able to successfully complete the assignment.  

21. Although instructors typically recognize and accurately assess their own teaching-learning strengths and weaknesses, students are especially poor judges of their own knowledge and skills.  

22. Both novices and experts spend about the same amounts of time planning approaches to a task and monitoring progress in order to increase their chances of success.  

23. There is no difference in time spent studying or practicing as long as it is quality time; studying or practicing for two straight hours is the same as studying four different times for 30 minutes each time.  

24. In order to be effective, feedback on assignments must be given to students in a timely manner; the sooner the better.  

25. There is little or no connection between classroom climate and student development.  

26. Professors with a reputation for making learning “fun” have sacrificed standards.  

27. Tests contribute to the learning process because they show what the students have learned.  

28. Students won’t meet outside of class in work groups.  

29. If they don’t ask questions, I can assume students understand what I am talking about.  

30. Students who complain that lectures have nothing to do with the real world don’t know anything about the real world.