Problem Solving: Teacher Profile

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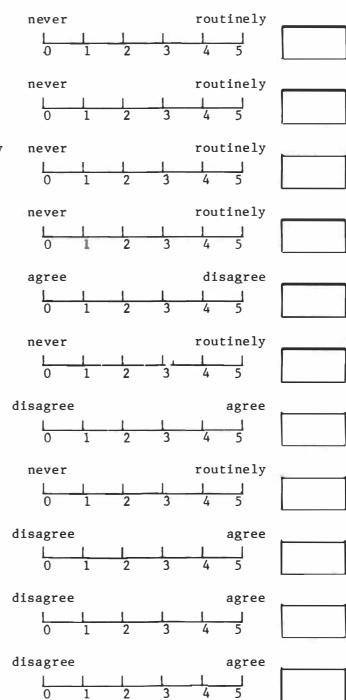
Your response to the 20 statements below will give you an indication of the degree to which you, the teacher, bring problem solving into your classroom.

- "Learning to solve problems is the principal reason for studying mathematics."
- "I teach my students general problem-solving strategies."
- "I allow my students to work on problems in small groups."
- "I introduce math topics through problems."
- "I encourage students to write out their solution 'plan'."
- "I permit the use of calculators in problem-solving activities."
- "I stress the process of solving a problem rather than getting the answer to a problem."
- "I assign problems that have extraneous or missing information."
- "I assign ambiguous problems or problems that require an assumption to be made before a solution can be found."

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- "I assign problems that permit more than one method of solution."
- "I assign problems that have more than one (or no) solution."
- . "The solving of a problem usually leads to my, or my students, asking, 'What if...?'"
- "I have my students practise
 'rule selection'."
- "I don't have enough time to teach the course and teach problem solving too."
- "My students solve problems of their own creation."
- "Problem solving represents a significant part of my students' marks."
- "I integrate problem solving throughout my courses."
- "Problem solving is for everyone."
- "I enjoy solving problems with my students."
- "My students enjoy problem solving."



PROBLEM SOLVING SCALE

INEFFECTIVE				HEALTHY				EXEMPLARY		
0	10	20	30	40	50	60	70	80	90	100