

Principles of Adult Learning Scale (PALS)

Developed by Gary J. Conti

DIRECTIONS

The following survey contains several things that a teacher of adults might do in a classroom. You may personally find some of them desirable and find others undesirable. For each item please respond to the way you **most frequently practice** the action described in the item. Your choices are *Always*, *Almost Always*, *Often*, *Seldom*, *Almost Never*, and *Never*. If the item **does not apply** to you, circle never.

<i>Always</i> A	<i>Almost Always</i> AA	<i>Often</i> O	<i>Seldom</i> S	<i>Almost Never</i> AN	<i>Never</i> N	
Question/Item						Response Category
1. I allow students to participate in developing the criteria for evaluating their performance in class.	A	AA	O	S	AN	N
2. I use disciplinary action when it is needed.	A	AA	O	S	AN	N
3. I allow older students more time to complete assignments when they need it.	A	AA	O	S	AN	N
4. I encourage students to adopt middle class values.	A	AA	O	S	AN	N
5. I help students diagnose the gaps between their goals and their present level of performance.	A	AA	O	S	AN	N
6. I provide knowledge rather than serve as a resource person.	A	AA	O	S	AN	N
7. I stick to the instructional objectives that I write at the beginning of a program.	A	AA	O	S	AN	N
8. I participate in the informal counseling of students.	A	AA	O	S	AN	N
9. I use lecturing as the best method for presenting my subject material to adult students.	A	AA	O	S	AN	N
10. I arrange the classroom so that it is easy for students to interact.	A	AA	O	S	AN	N
11. I determine the educational objectives for each of my students.	A	AA	O	S	AN	N
12. I plan units which differ widely as possible from my students' socio-economic backgrounds.	A	AA	O	S	AN	N
13. I get a student to motivate himself/herself by confronting him/her in the presence of classmates during group discussions.	A	AA	O	S	AN	N
14. I plan learning episodes to take into account my students' prior experiences.	A	AA	O	S	AN	N
15. I allow students to participate in making decisions about the topics that will be covered in class.	A	AA	O	S	AN	N
16. I use one basic teaching method because I have found that most adults have a similar style of learning.	A	AA	O	S	AN	N
17. I use different techniques depending on the students being taught.	A	AA	O	S	AN	N
18. I encourage dialogue among my students.	A	AA	O	S	AN	N
19. I use written tests to assess the degree of academic growth rather than to indicate new directions for learning.	A	AA	O	S	AN	N
20. I utilize the many competencies that most adults already possess to achieve educational objectives.	A	AA	O	S	AN	N
21. I use what history has proven that adults need to learn as my chief criteria for planning learning episodes.	A	AA	O	S	AN	N
22. I accept errors as a natural part of the learning process.	A	AA	O	S	AN	N
23. I have individual conferences to help students identify their educational needs.	A	AA	O	S	AN	N
24. I let each student work at his/her own rate regardless of the amount of time it takes him/her to learn a new concept.	A	AA	O	S	AN	N
25. I help my students develop short-range as well as long-range objectives.	A	AA	O	S	AN	N
26. I maintain a well disciplined classroom to reduce interference to learning.	A	AA	O	S	AN	N
27. I avoid discussion of controversial subjects that involve value judgments.	A	AA	O	S	AN	N
28. I allow my students to take periodic breaks during class.	A	AA	O	S	AN	N
29. I use methods that foster quiet, productive desk work.	A	AA	O	S	AN	N

Factor 3: Relating to Experience

Question #	14	31	34	39	43	44	Total Score
Score							

Factor 4: Assessing Student Needs

Question #	5	8	23	25	Total Score
Score					

Factor 5: Climate Building

Question #	18	20	22	28	Total Score
Score					

Factor 6: Participation in the Learning Process

Question #	1	10	15	36	Total Score
Score					

Factor 7: Flexibility for Personal Development

Question #	6	7	26	27	33	Total Score
Score						

Computing and Interpreting Your Scores

Factor scores are calculated by summing the value of the responses for each item/question in the factor. Compare your factor score values to their respective means (see table below). If your score is equal to or greater than each respective mean, then this suggests that such factors are indicative of your teaching style. From such factors, you will then begin to identify what strategies you use to be consistent with your philosophy (from the Philosophy of Adult Education Inventory, PAEI). Those scores that are less than the mean indicate possible areas for improving a more learner-centered approach to teaching.

An individual's total score on the instrument is calculated by summing the value of each of the seven factors (see table below). Scores between 0-145 indicate your style is "teacher-centered." Scores between 146-220 indicate your style as being "learner-centered."

For a complete description of PALS and each of the seven factors, see Conti, G.J. (1998). Identifying Your Teaching Style (Ch. 4). In M.W. Galbraith (Ed.), *Adult Learning Methods* (3rd ed., pp. 87-91). Malabar, FL: Krieger Publishing Company.

Factor	Mean	Standard Deviation	Your Score
1	38	8.3	
2	31	6.8	
3	21	4.9	
4	14	3.6	
5	16	3.0	
6	13	3.5	
7	13	3.9	
TOTAL	146	20	