

## APPENDIX A

### Generalizations about *students* in strongly...

<i>learner-focused</i> classroom cultures	<i>knowledge-focused</i> classroom cultures
Are visibly, audibly active during at least part of class time	Are mentally attentive during most or all of class time
Are attentive due to teacher's motivation and/or own interest	Are attentive due to own interest and/or passion for learning
View relationship with teacher as bridging small status gap	View relationship with teacher as respecting large status gap
View teacher as an advanced, not infallible, fellow learner	View teacher as subject authority, perhaps also as second parent
Ask questions and offer comments while class is in session	Withhold questions and comments until class is not in session
Expect to be or become self-reliant learners to some extent	Expect to be told what, how to learn, and to have errors corrected
Are pleased by rapid varied pace and dynamic presentation	Accept teacher's slow pace allowing in-depth topic coverage
Resist homework assignments, especially during holidays	Tolerate homework assignments, both overnight and holidays
View academic success as due mainly to innate intelligence	View academic success as due mainly to dogged perseverance
If complaining about a disliked teacher, use term "boring"	If complaining about a disliked teacher, use term "not serious"

### Generalizations about *teachers* in strongly...

<i>learner-focused</i> classroom cultures	<i>knowledge-focused</i> classroom cultures
Put thought and effort into delivering engaging lessons	Put thought and effort into delivering content-rich lessons
Feel responsible for students' becoming motivated to learn	Feel responsible for ensuring that lessons are clearly delivered
View self as advanced fellow learner, approachable guide	View self as <i>an</i> authority re content, <i>in</i> authority re comportment
Interact with students informally, on a near-equal-status basis	Interact with students formally, as an acknowledged authority
Gauge students' engagement via visible, audible activity	Gauge students' commitment via apparent mental attentiveness
Reluctant to interact with students socially outside of class	Ready, willing to interact with students socially outside of class
Hesitate to play moral character-building role with students	Readily accept moral character-building (second parent) role
Seek to gain the respect and/or liking of their students	Expect to receive students' instinctive respect and deference
Praise students and their work more than criticize them	Criticize students and their work more than praise them
Encourage students to become more self-reliant learners	Tell students what, how to learn; diligently correct their errors

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