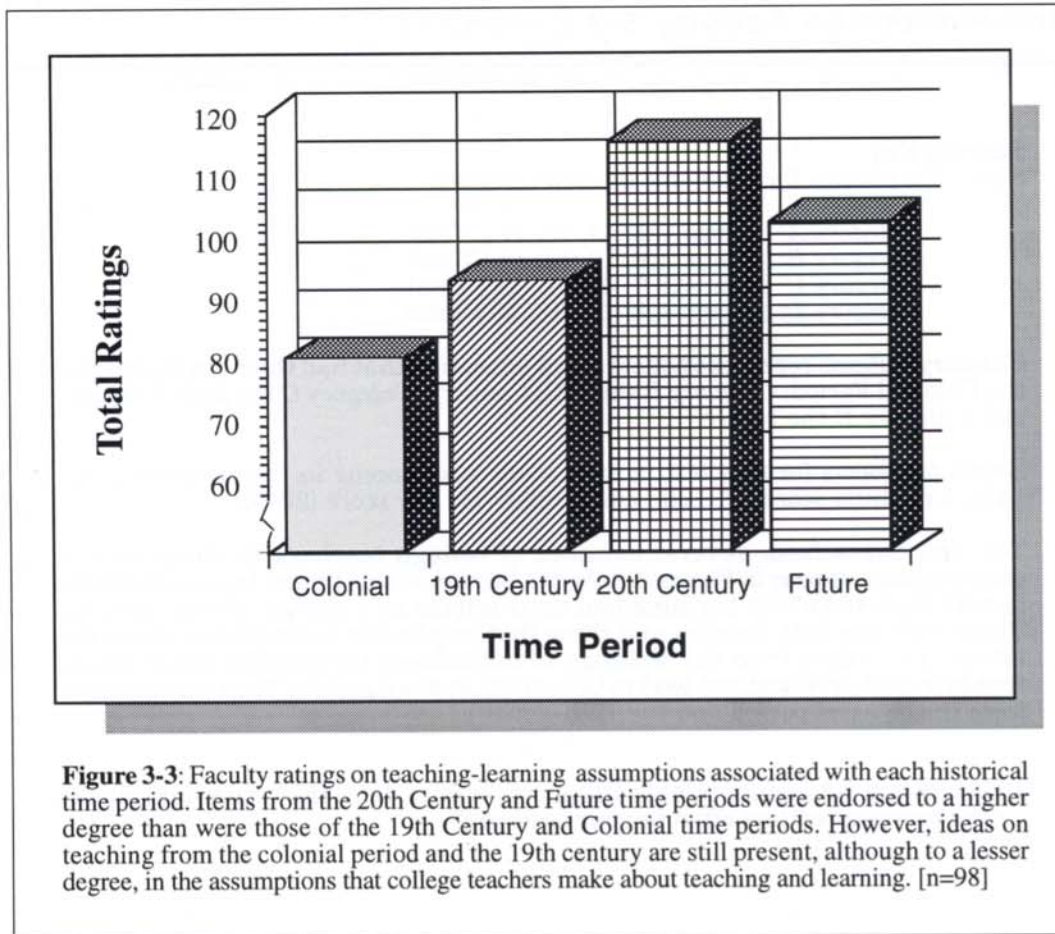
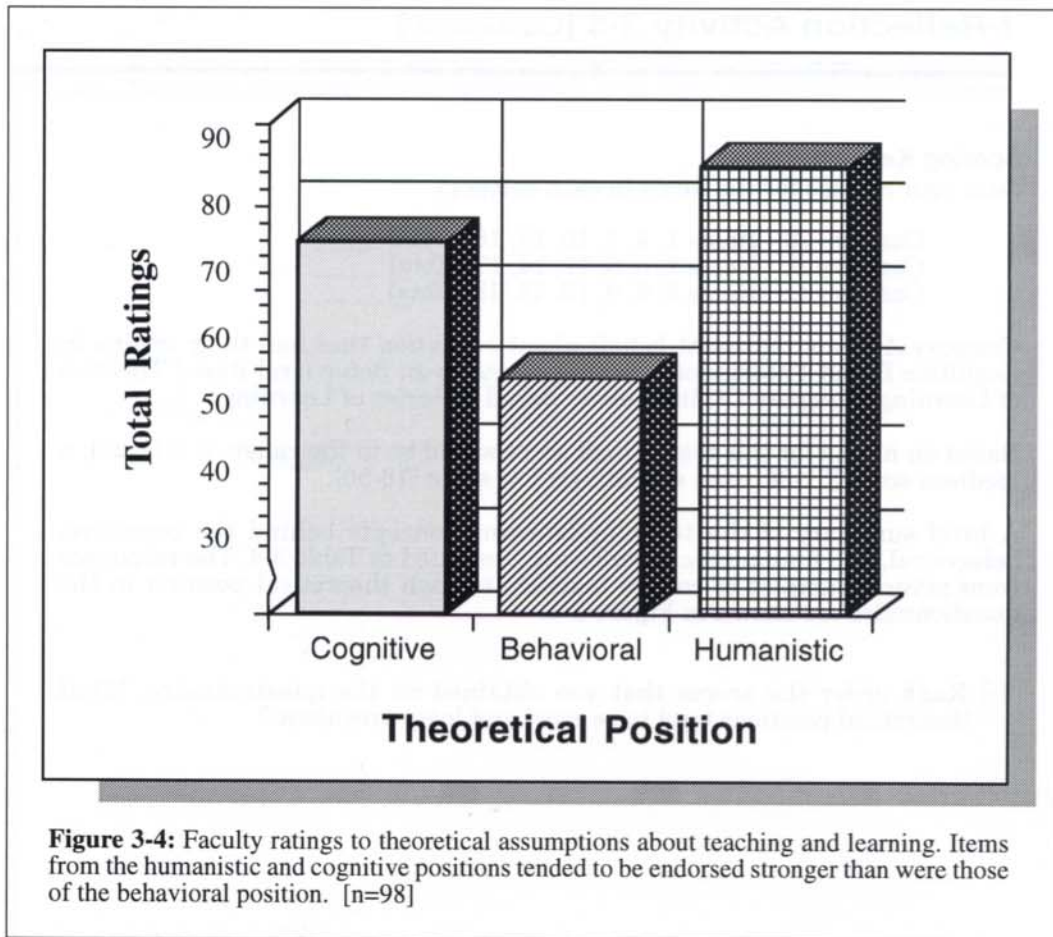


Figure 3-2: Relationship of evaluation processes to each element in a conceptual base for teaching. All of the elements listed above are interrelated.





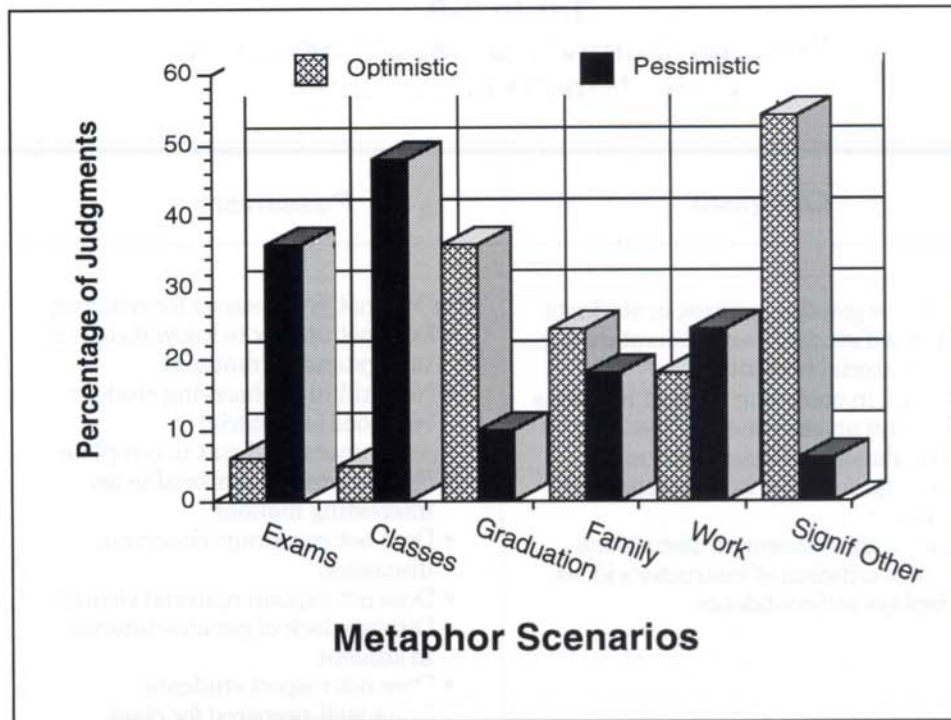


Figure 3-5: Percentage of student metaphors for classes, exams, graduation, family, work, and their significant others judged to be optimistic and pessimistic.

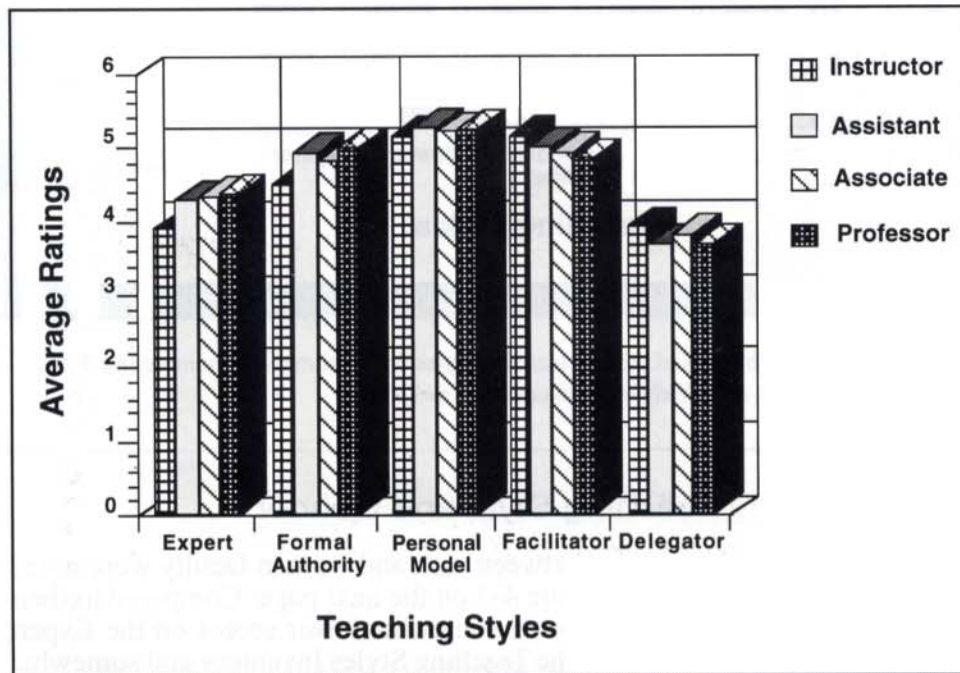
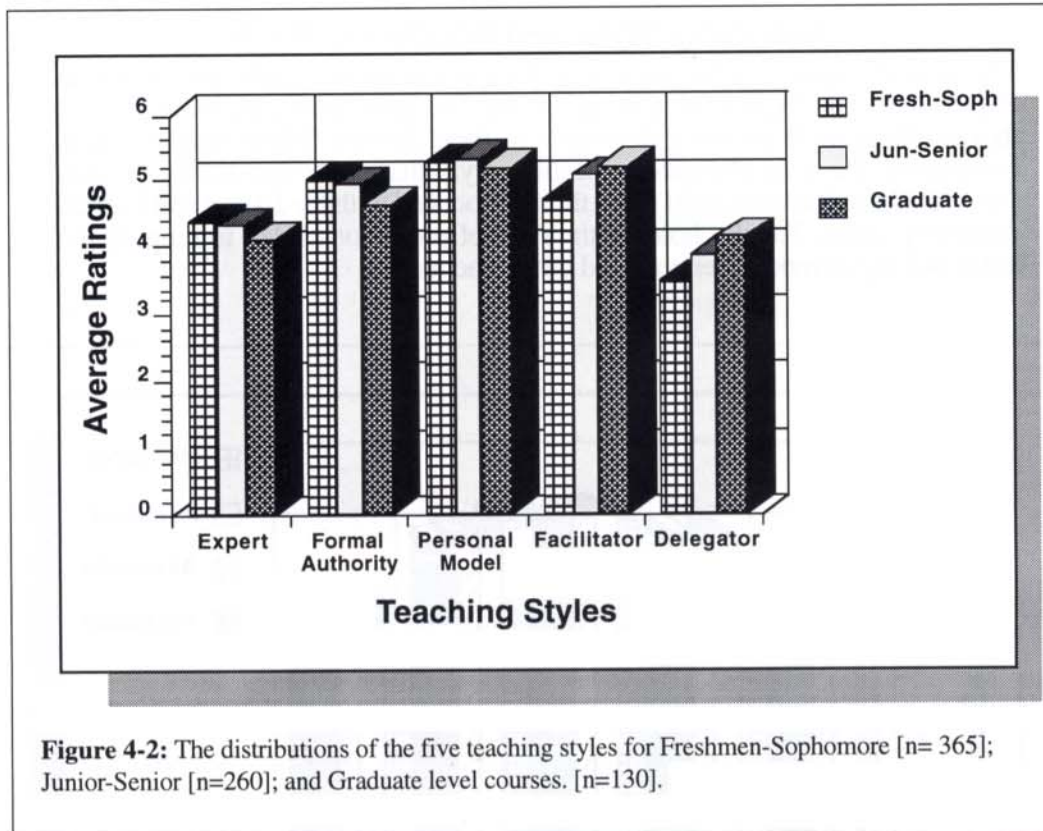


Figure 4-1: The distributions of the five teaching styles for the academic ranks of instructor, assistant professor, associate professor and full professor. [n= 23 Instructors; 193 Assist. Prof.; 258 Assoc. Prof; 286 Professors]



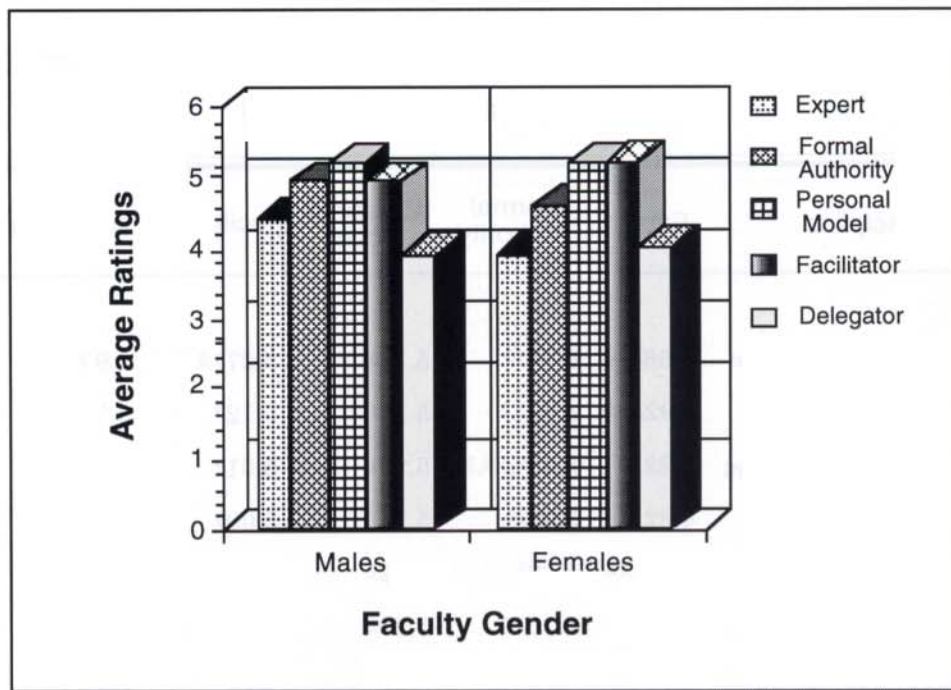
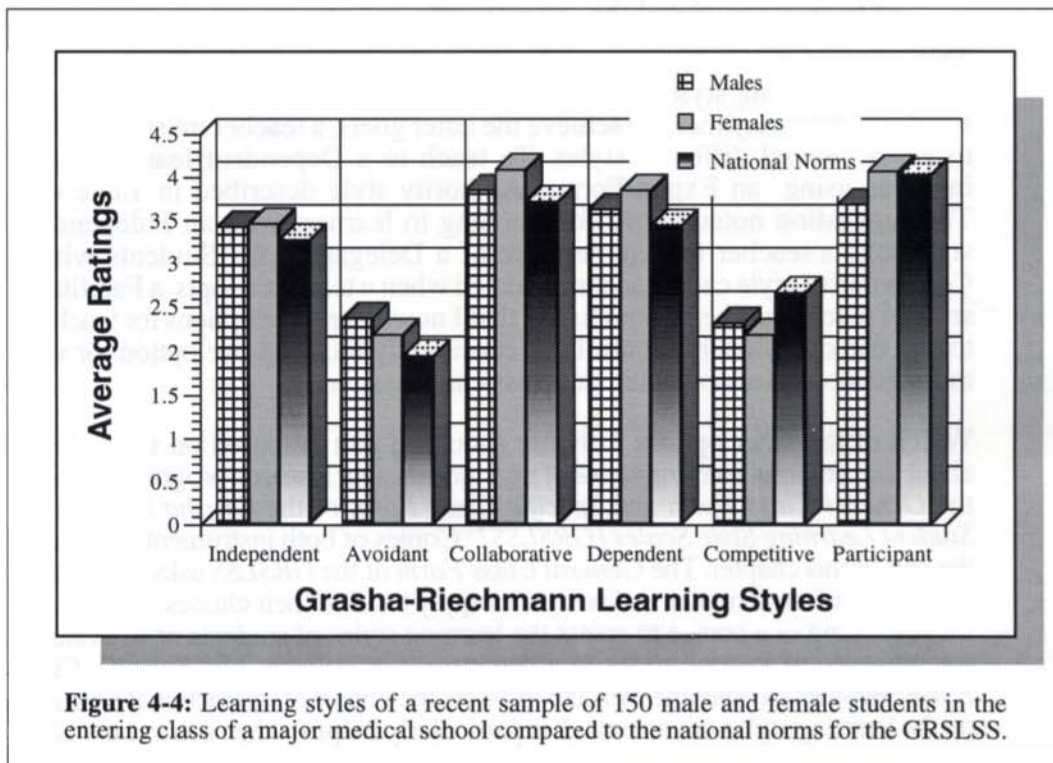


Figure 4-3: The distributions of the five teaching styles in courses taught by male faculty members [n=385] and female faculty members [n=375].



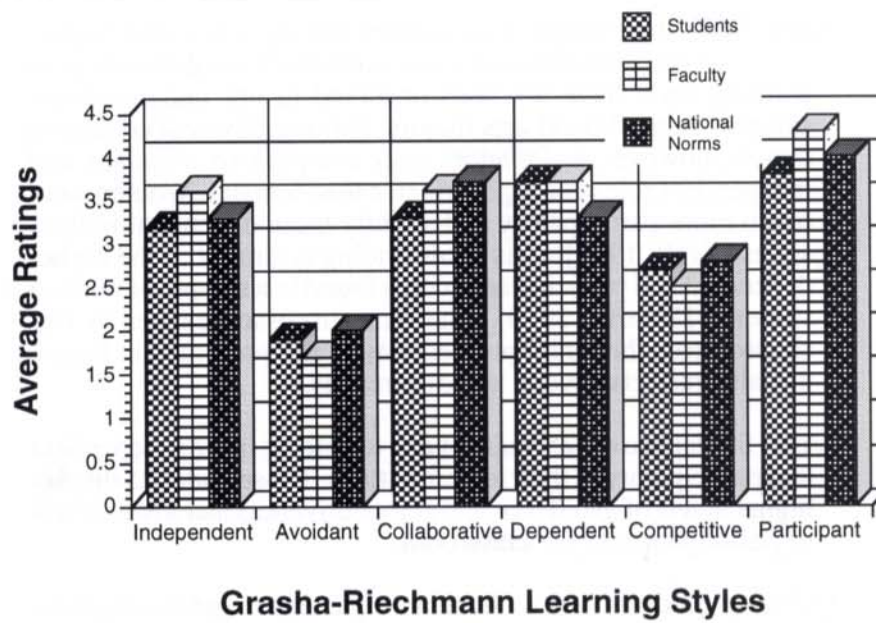
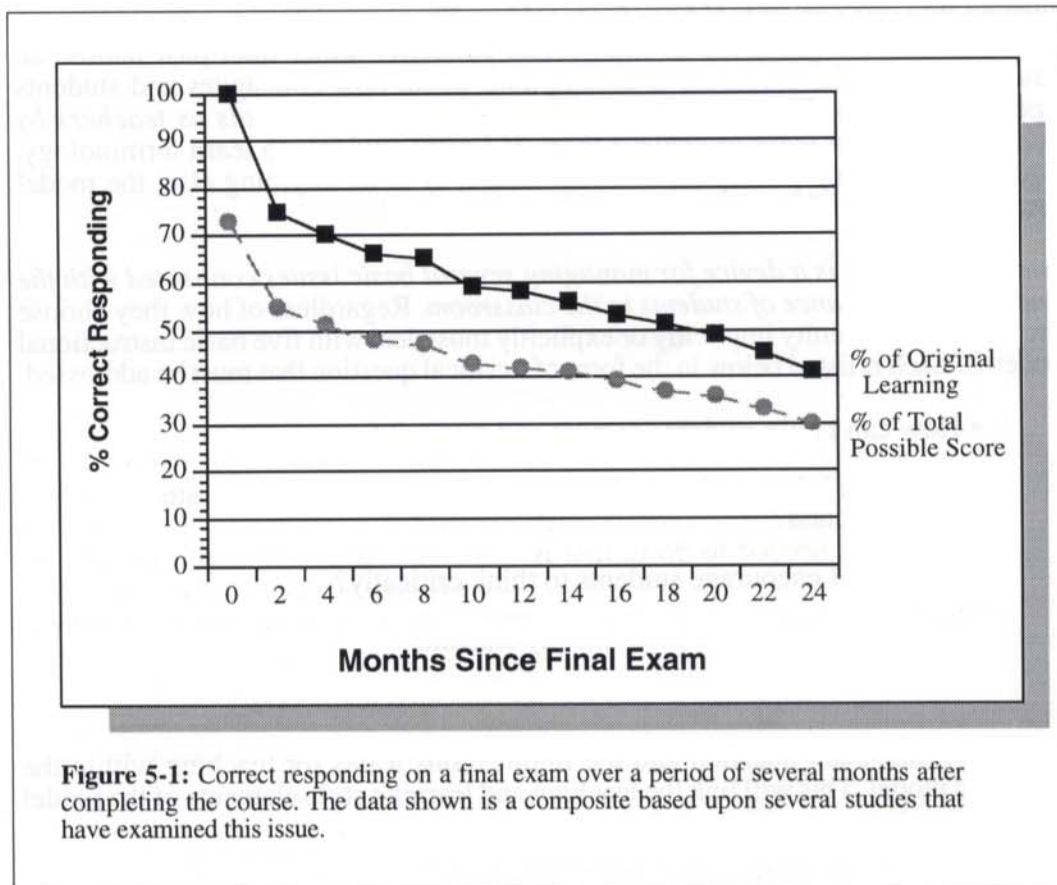
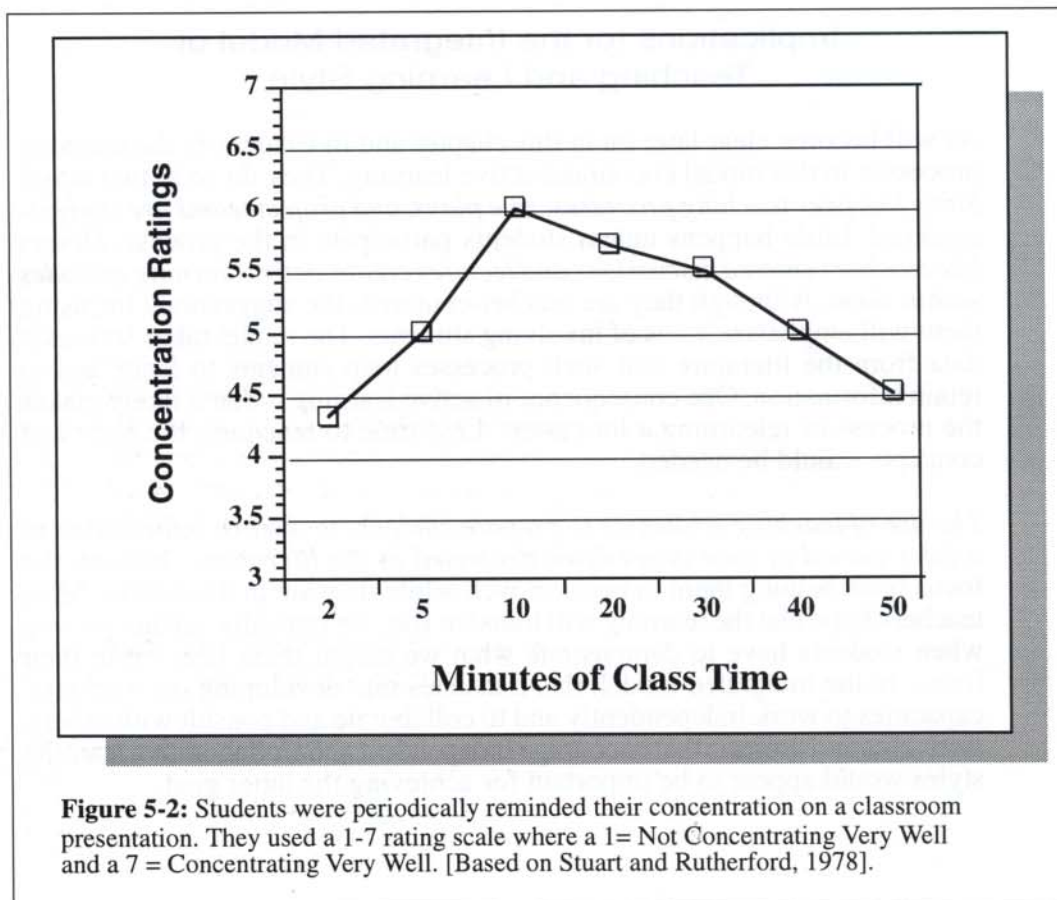
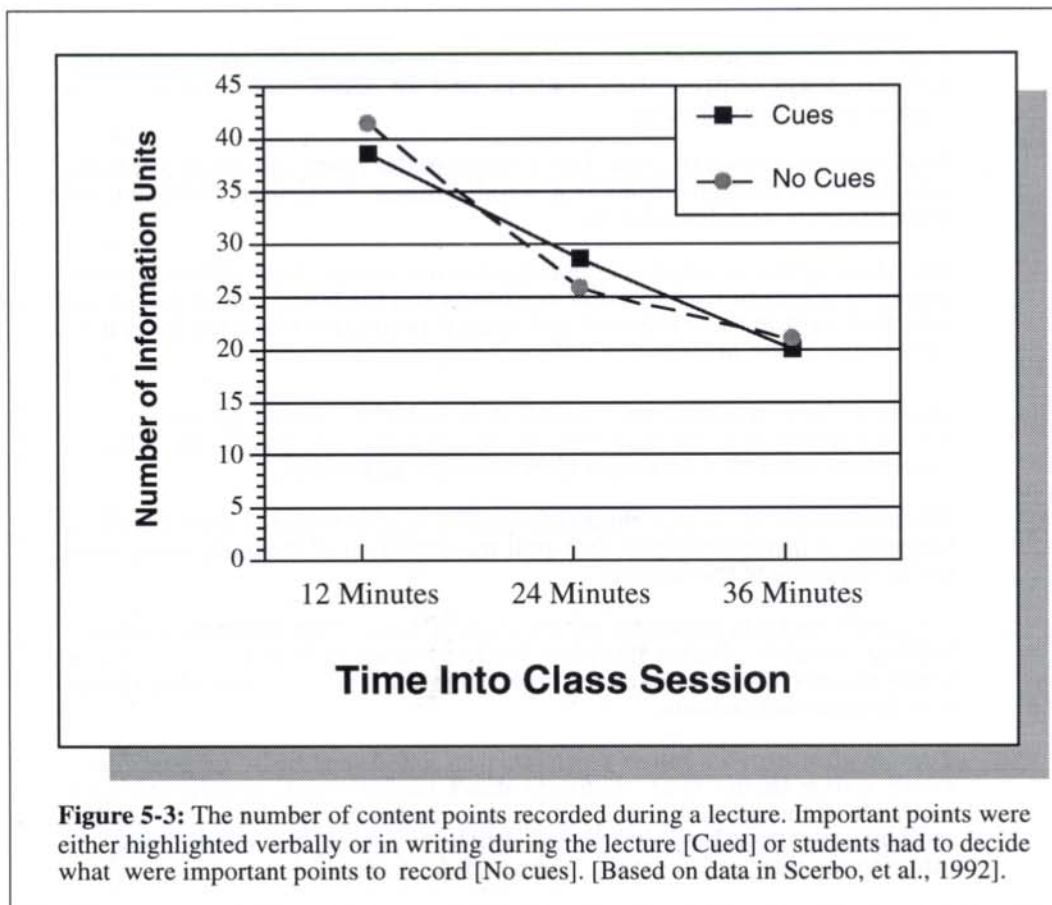


Figure 4-5: Learning styles of a random sample of 1678 students and 84 faculty members at a small Midwesterner university.







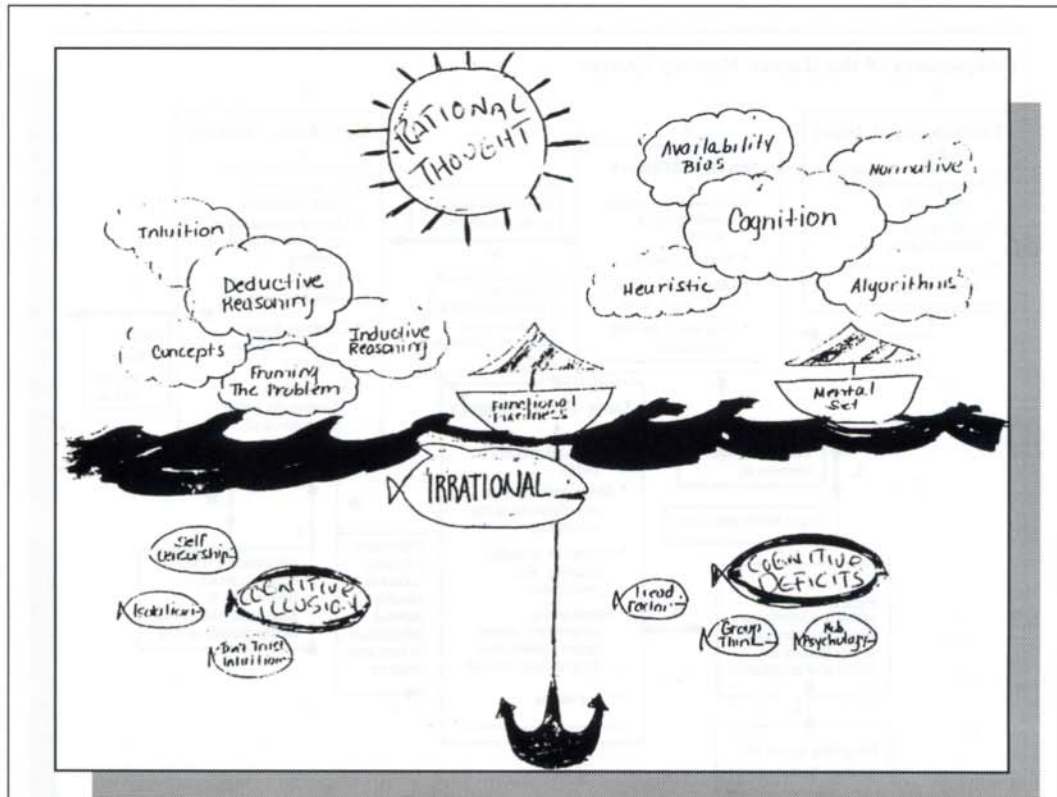


Figure 8-1: A map of problem solving and decision making issues.

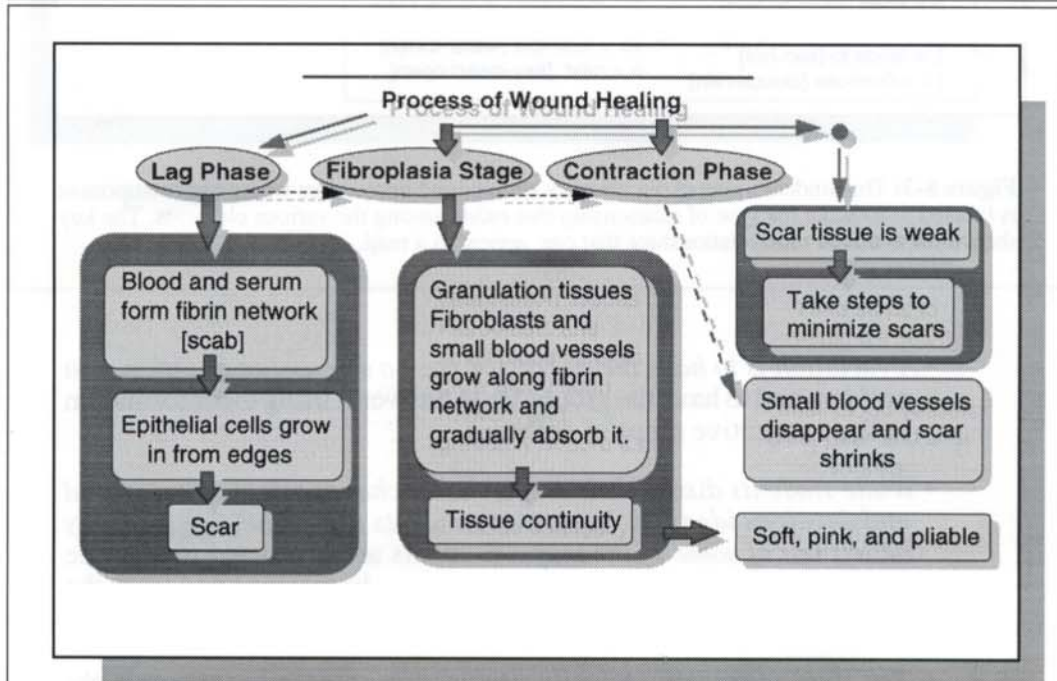


Figure 8-2: A cognitive map of concepts and principles related to wound healing.

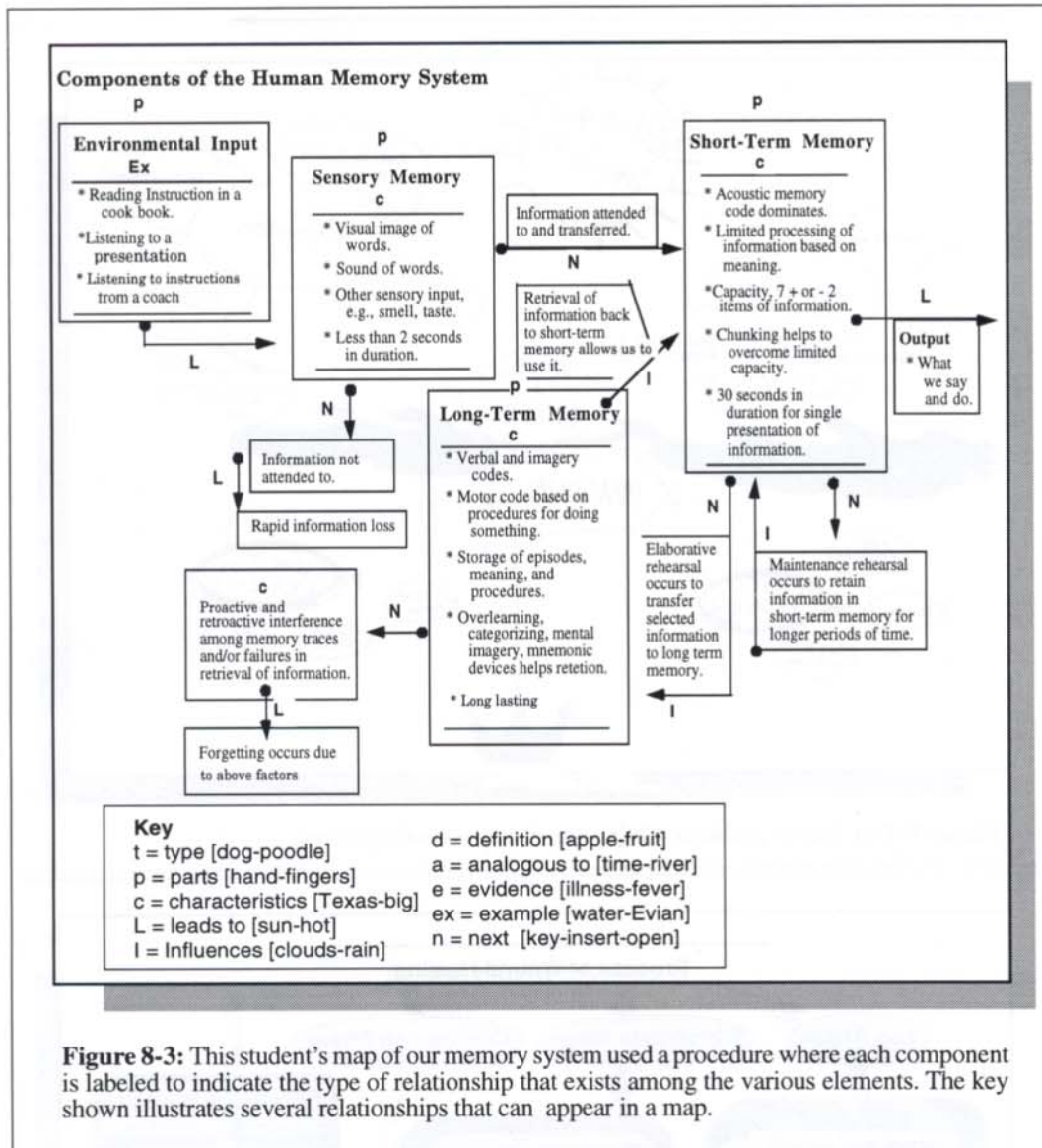


Figure 8-3: This student's map of our memory system used a procedure where each component is labeled to indicate the type of relationship that exists among the various elements. The key shown illustrates several relationships that can appear in a map.