Note: N = 10 respondents. Two participants did not fill out survey. Three participants did not attend the meeting.

Please help us evaluate to what degree we achieved the following FIRST II goals:

Goal #1: Developing and implementing your course/curriculum reform plans

1. To what extent did you improve your understanding of inquiry-based teaching/learning, and strategies for implementing inquiry, as a result of this workshop?

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Explain your answer.

- I intend to explore these ideas and methods more since specifics weren’t discussed in depth. I have a better understanding but know that there is more to learn and a lot to read about.
- I think I understand it, partly because I have a long history of using discovery activities, have taken 2 other workshops and have had the opportunity to make changes and try new ideas before this workshop.
- I got a better idea about assessment- how to grade student work effectively without spending too much time and how to collect student feedback to drive changes
- Very contextual zed examples that helped clarify our understanding
- Further elaborates on what we discussed in May
- Big increase in understanding in May workshop. Less of an increase in this workshop, but I think that is natural
- I enjoyed the opportunity to talk informally with other participants, review exams, and develop new exercises
- Usage of Bloom’s taxonomy that I missed in May
- It was interesting to see what other schools were doing. Especially on syllabi and exams.
2. To what extent did your understanding of collaborative learning increase as a result of this workshop?

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Explain your response

- Since I’ve heard of it in bit and pieces over time, I now have a more concrete feeling for it. I didn’t know that was what I was using!
- I got a better idea about assessment – how to grade student work effectively without spending too much time, and how to collect student feedback to drive change
- We were able to consider/reflect about the differences between group work, cooperative learning, and collaborative learning.
- Further elaborates on what we discussed in May
- I was starting at a low level of knowledge of the theory of collaborative learning. Definitely a good introduction.
- I got a few ideas for implementation.
- Just added to what we had covered two years ago.
- There was an interesting short discussion of cooperative vs. collaborative.

3. How effective were the termite and middle school activities in contributing to your understanding of inquiry-based teaching/learning and use of collaborative groups?

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Explain your response

- The termite exercise is a very tangible way to see the process evolve since the termites oblige so well! It’s exciting, promotes discussion in group, and encourages questions.
- I’ve seen it before.
- Very cool ideas
- I plan to use this to get students thinking about hypothesis testing
- Observation – hypothesis - testing approach to science made clear by this activity
- I think I understand the concepts, but the idea was great.
- Getting to see the activities again and with a different spin
• Had done the termite activity before. The middle school activity was very interesting and generated some good ideas.

4. To what extent did you receive feedback about your plans for implementation of inquiry-based activities in your science course(s)?

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Explain your response.

• Peer evaluation helped a great deal. All the suggestions were very helpful.
• The critique of exams using Blooms Taxonomy was somewhat useful. The critique of the assignment was very useful.
• Didn’t bring required materials, sorry.
• I wasn’t really ready for that. I didn’t work on teaching material much in June or July. Actually the timing of the conference was pretty bad. I just completed summer research and this time could have been used for course prep.
• Feedback I received from my peers on my activities was very useful. I expect to incorporate some of their suggestions this semester.
• I did not present specific plans.
• We examined and reflected upon personal and institutional plans and artifacts that were shared between different institutions.
• I got good feedback on exam and activities. I also picked up new ideas for activities.
• I didn’t bring any.

5. What is your comfort level with inquiry-based teaching/learning?

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Explain your response.

• Have used it and didn’t know it
• I use it a lot but comfort level is still moderate. It is still hard to reconcile the value of problem-solving skills with the skill-based content direction of the department.
• Have been doing this for years – what is new is the context which spurs my own creative thinking.
• Very enthusiastic overall with definite plans for implementation
  • Still learning
I need to practice.
Have used it and found it is an excellent bridge to student-instructor relationships.
As part of First I, and having a faculty/admin support group, I am very comfortable with IBL.
I am constantly looking for new and innovative methods. I’ve always had an open mind and willingness to try new things. Now if I’m doing it correctly is another thing…

Goal #2: Improving evaluation and assessment skills

6. To what extent has the workshop contributed to improvement in your evaluation and assessment skills?

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Explain your response.

- I’d like to spend more time on the formative, summative, evaluative, and educative way of evaluation/assessment.
- This is my weak spot. This and the May workshop have helped focus my attention on assessment.
- Brought to my attention need for alignment of goals and assessment.
- The peer evaluation was useful.
- Peer reviewing of my exam and syllabus was very rewarding and helpful.
- Still not crystal clear on assessment goals and strategies.
- Feedback is helping to clarify my assessment instruments and promote new creativity in designing them.
- I have changed a final exam and have set up different grading rubrics to use this fall to make grades better reflect teaching goals and to be easier to use.
- Not very interested in assessment tools as presented, at this time. Evaluation of student work and how to present it was helpful.

7. What is your comfort level with assessing student learning and the effectiveness of your course/curriculum reforms as they are implemented?

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Explain your response.
• I’m interested in implementing some of these ideas and seeing what happens
• I’m still working on this. It is hard to find a balance – between time spent grading and student results; between content and problem-solving
• CAT book is very helpful
• Still not crystal clear on assessment goals and strategies
• Assessing effectiveness not as clear to me as assessing learning
• I just need to try it and see what happens. I think I have talked about it enough.
• Need to work with it some and meet with other team members this fall.
• Again, my weak spot. However, I am more confident than I was 6 months ago. This is because of a better understanding and a better knowledge of available tools.
• Assessing student learning → I’ve learned what I teach and what I assess are not consistent. There is no connection between the two…as a result my effectiveness of my course/curriculum is not so great. I need to work on this.

Goal #3: The scholarship of teaching and learning

8. What term best describes your current level of understanding of “teaching and learning as scholarly activities”?

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Explain your response.

• Inexperience
• I have a formal view of the topic because of our discussions. Now I have to put it into practice
• I see how the same rigorous rules can be applied to educational research
• It depends on who is defining those activities
• Still learning
• Perception of teaching as scholarly activity is not unusual in our academic environment
• My “cup of tea”
• I am comfortable with assessing student work as I have traditionally done. What is more difficult to determine is how to assess effectiveness of teaching or the student overall experience.
• Never thought about it
Please rate the following:

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Other comments:

- Thank you for your energies and sharing! All done quite well!
- Good workshop
- Keep women in Wolfson house!
- I’m concerned with amount of consumables we use in food service. Can’t we get a cheap set of dinnerware and just clean them after every meal?
- Good conference. But I think that I really need some real experience with these techniques before I would be willing to meet again. (Minimally 1 semester)
- Enjoyed the workshop site, facilitators, and participants. Thanks.
- Better arrangement in the meeting room.
- It was wonderful to see you all! I feel this ENTIRE group works well and complements each other. Murray State has done an excellent job establishing a sense of community:> I really enjoyed working with others in my same discipline.