WORKSHOP EVALUATION
AUGUST 2002
Murray State University/Hancock Biological Station
***FIRST II* Project**

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?**

very much	somewhat	not much	not applicable
20%	**70%**	**0%**	**10%**

   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?**

very much	somewhat	not much	not applicable
10%	70%	10%	10%

   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?**

very much	somewhat	not much	not applicable
40%	40%	0%	20%

   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)?**

very much	somewhat	not much	not applicable
50%	**0%**	**0%**	**50%**

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?**

high	medium	low
73%	**27%**	**0%**

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

- o I need to practice.
- o Have used it and found it is an excellent bridge to student-instructor relationships.
- o As part of First I, and having a faculty/admin support group, I am very comfortable with IBL
- o 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?**

very much	**somewhat**	**not much**
50%	**40%**	**10%**

   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?**

very much	**somewhat**	**not much**
10%	**80%**	**10%**

   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"?**

High	**Medium**	**Low**
50%	**40%**	**10%**

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:

	Excellent	Good	OK	Fair	Poor
Food	70%	20%	10%		
Lodging	56%	22%	22%		
Mtg. Rooms	40%	40%	22%		

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.