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

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

**Note: N = 12 respondents**

**Goal #1: Explanation of *FIRST II* goals and objectives**

1. How effective were the facilitators at communicating the goals of the HBS *FIRST II* project?

| **very much** | **somewhat** | **not much** |
|---|---|---|
| **100%** | **0%** | **0%** |

Explain your response.
- a good structured explanation of the goals
- workshop well organized; I feel more connected to the other first II teams and the national program
- well organized workshop; good written materials; kept us informed about changes in the schedule
- goals 1,2,4,5,6 for May's workshop were met; goal 3 needs more facilitating
- I think the goals were adequately descried. Perhaps this could be improved by sending more material ahead to the teams. I often find myself motivated to read voraciously before a conference/workshop.
- I understand the individual and institutional goals relative to teaching effectiveness and student learning
- We not only got the "lectures" about why, what, and how to use IBL, but also got first hand (hands on, minds on) experience (application?) of activities in lecture lab time. I.e., "where can this work for me" was answered
- Prior to attending the workshop, I had no knowledge about this group or its mission. Clearly, IBL is an excellent tool for improving teaching and student learning as indicated by the facilitators.
- The goals were modeled as well as discussed throughout the workshop
- It was well-planned and delivered
- Appear clear-cut
- Appropriate mix of yak (espec. Dave, but his enthusiasm is infectious) and collaborative activities

**Goal #2: Understanding of inquiry-based teaching/learning**

2. **To what extent has the workshop contributed to your understanding of inquiry-based learning/teaching?**

| very much | somewhat | not much |
|---|---|---|
| **58%** | **42%** | **0%** |

Explain your response

- I had some knowledge, and expected to see more
- Very little knowledge of what IBL actually was going into workshop
- Having participated in First I, I had a pretty good idea about IBL. This workshop clarified some things
- The whole workshop had us engaged in various IBL activities
- The concrete experience with techniques was the best part of the conference
- I've already used active learning but the workshop has added to the tools and helped me understand the need for formal assessment
- Prior to this workshop I could see how IBL would naturally and easily be adapted to lab sessions where it makes sense, but could not see how it would be used as easily during "lecture times." I now am beginning to see areas where IBL methods could, with only a little effort, be worked into lectures too. Very eye-opening!

- Previously, I worked in several biomedical research collaboratives and have benefited greatly from collaborative learning. Also, the medical school where I previously worked (1993-2000) used PBL. I have implemented IBL type activities in diverse settings (K-12), post-secondary and informal education programs.

- I understood in general about IBL prior to this workshop. What was helpful was that dimensions in a contextual framework were clearly delineated. This helped to open a new "space" for my own thinking about IBL.

- I found that it describes what I have been doing and calling "problem solving" approaches, "discovery learning" and using facilitation techniques in teaching.

- Clarified some issue of assessment, add a new teaching strategy

- We pretty much started at zero, so this was very important in informing us of IBL

3. **How effective were the active-inquiry activities in the field (Cypress Swamp) in contributing to your understanding of inquiry-based learning/teaching?**

| very effective | somewhat effective | not effective |
|---|---|---|
| **25%** | **75%** | **0%** |

Explain your response.

- should have been better organized
- good introduction to IBL
- demonstrated directed vs. open-ended inquiry. Later we discussed how they could be used in class
- I didn't care much about "cypress swamp" – the actual site wasn't stimulating. I think we all made the best of it because we had no choice. However the poster presentation afterwards was great; in addition, to creating assessment tools for the activity
- Great, but not much different from the things I already do (although I could do them more). The second field trip would have been worthwhile. There was too much classroom work during this workshop.
- Been there, done that. But it helped broaden my horizon.
- I do much of this anyway in the field exercises I use in all of my courses (from intro to upper level). It was kind of a no-brainer for me.
- It provided an excellent model
- High water kept us from physically reaching the "boundary" to confirm our hypothesis. The process was very effective = both guided inquiry and open inquiry
- I already had a concept
- It was a chance to meet new people and build community. It is a very effective tool but not new for me
- I was hoping for more of this kind of activity. Too much time in the classroom – HBS is a great facility (first visit here) but I hardly got a chance to familiarize myself. Can't resources of the station be used? E.g., take the boat out for some plankton sampling

4. **What is your comfort level with inquiry based teaching/learning?**

| high | medium | low |
|---|---|---|
| **60%** | **40%** | **0%** |

Explain your response.

- although I have not used it completely, I have used some of the techniques

- medium because at this stage I have very little actual experience at applying IBL
- I have been using IBL for several years, and could never go back to traditional lecture
- I enjoyed organized chaos. This type of teaching/learning fits my personality. It's more of a personal thing now, but I'm certain once I see the results in my courses I'll appreciate it as an educational tool
- I think I got the idea. I just need to increase my use of the techniques throughout the semester. I also never really thought that much about assessment of my effectiveness as a teacher (in terms of gathering evidence for this). This change in focus could only help my student's experience.
- I like the concept although skill improvement is needed and I'm not confident in the end result
- I'm a beginner. I've only done two real inquiry-based courses. I expect to become more comfortable with time and experience.
- I'm halfway between high and medium. I just need to use more alternative techniques to become more effective.
- I love to use inquiry-based activities. I'll admit that early in my teaching career – the switch to IBL was painful. Now I see and understand the IBL value.
- I have already made a significant migration to IBL
- I have used it for several years now and I feel the student work is at a much higher level over all
- We'll just have to see how it goes next year

**Goal #3: Developing your course/curriculum reform plans**

5. **How effective was the workshop at helping you develop a "vision" for the course/curriculum changes that you and your team would like to implement?**

| very effective | somewhat effective | not effective |
|---|---|---|
| **83%** | **17%** | **0%** |

Explain your response.

- had a chance to hear other ideas/barriers; better understand what is involved
- 4-year action plan helpful in developing long term "vision" for IBL implementation
- having participated in first I, I had some goals in mind, but this workshop helped solidify the goals and gave me some other ideas on how to achieve the goals
- it sparked an interest by providing practical examples/resources, it (implementation) seems possible
- the concentration on goals is key. Before the workshop I spend days to weeks on the class schedule (to the date) and several minutes on goals. Next time I

will spend day to weeks working on the goals and assessments and spend less time on the schedule
- helped to reinforce subtle changes I want to make in my course(s) on concern and helped me to understand I'm probably safe in running a 199 class the way I intend.
- I can see where I can substitute IBL activities in my lecture sections to more effectively get a point across. I think my "lectures" will improve as I gain experience. However, assessment will be a challenge.
- It forced me to think and plan how to induce systemic educational reform at both my institution and globally
- We had a great environment to share ideas without the distractions of our work life. We were given structured experience and had modeling time to get a "feel" for IBL and assessment strategies. Providing contextual examples from other schools was beneficial.
- I think I already had a vision
- 1. new insights gained 2. new ideas of techniques to try 3. better picture of why some things I've tried haven't worked
- I'm still not clear on assessment. Understand it's needed, but still unclear on ways in which it can be applied. It seems to work in so any levels that its still confusing to me.

6. **How effective was the workshop at stimulating your interest in inquiry-based learning/teaching and curriculum reform (or other education-related projects)?**

| very effective | somewhat effective | not effective |
|---|---|---|
| **69%** | **31%** | **0%** |

Explain your response

- I will not be alone and will have support; saw several issues that will/should my goals
- Definitely interested in giving IBL a try. Little formal knowledge of IBL prior to workshop
- I already use IBL. But these workshops prevent inbreeding of ideas and increases my excitement levels
- It sparked an interest by providing examples/resources. It seems possible.
- I feel pretty energized right now. I hope it lasts.
- Already interested in personal class improvement; not sure about institutional issues
- I don't envision myself jumping off the deep end and doing full-blown education research/reform activities. I just want to be able to reach students more effectively knowing full well they do not have the passions or interests I have in biology
- Team effort and network building is quite effective

- This workshop has rekindled my love for IBL. The setting and great community allowed me to access the spark that was being snuffed by the burdens of a professional life
- I'm already interested. The interaction with other interested instructors is rejuvenating
- I needed to hear some positive feedback and support form other people using IBL
- We pretty much started at zero so this was very important in informing us of IBL

7. **To what extent has the workshop increased your awareness of different ideas for teaching and curriculum reforms?**

| very much | somewhat | not much |
|---|---|---|
| **42%** | **58%** | **0%** |

- have had some idea but learned more
- was aware of many of different ideas discussed, but workshop helped organize these ideas more efficiently for me
- I was already aware of some teaching and curricular reform because of my participation in first I and our school's assessment team
- I've been exposed to majority of these ideas in graduate school
- I knew about most of these, but I had not appreciated how much difference they could make in the experience of students
- Good to hear from other institutions on ideas, tools, frustrations
- Learn a variety of techniques (helpful tools) for teaching and learning
- - I had forgotten or never known some of the assessment ideas in the Angelo CAT text – great resources were provided. Modeling instructional strategies was beneficial.
- It was good to have people participating from other disciplines and that diversity increases the tools and resources available to me
- Great mix of facilitators enhanced diversity of approaches

**Goal #4: Understanding assessment**

8. **To what extent has this workshop helped you understand the process and importance of assessment in relation to learning/teaching?**

| very much | somewhat | not much |
|---|---|---|
| **69%** | **23%** | **8%** |

Explain your response.

- I was not fully aware of many different assessment techniques; learned several standard techniques
- Assessment was a specific interest for me in becoming involved in first. Workshop was a good introduction for me on various assessment strategies.
- This workshop helped focus my thinking on assessment. IN addition it gave me some ideas to use in assessment
- We need to focus more on this, just providing a workbook doesn't help for something so important we barely focused on it.
- This was a primary outcome for the conference for me. I really need to work on this. It might even make me feel better about my teaching.
- More formal, more regular (my assessment of the results)
- I wont know how well my alterations have impacted students unless I think through my own goals (for my courses) and what I want them to learn. There has to be a beginning and an end and the two have to be different
- As with science, testability and reproducibility are crucial
- Clear connections between goals and assessment were modeled.
- It gave me some ideas to better link the two
- It helped affirm what I'm doing as well as increasing my understanding of ways to improve. I like the info. David presented about their students. I was beginning to think I had lowered the bar, due to the high percentage of A's and B's in my class. I am more comfortable with what Imp doing as a result of this workshop
- I'm still not clear on assessment. Understand it's needed, but still unclear on ways in which it can be applied. It seems to work in so any levels that its still confusing to me.
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**Goal #5: Provide participants with resources**

9. **To what extent has this workshop increased your awareness of resources for inquiry-based teaching?**

| very much | somewhat | not much |
|---|---|---|
| **67%** | **25%** | **8%** |

Explain your answer.
- had a chance to see pros/cons; had a better idea of where to obtain what I need
- this was definitely a plus for the workshop. Angelo and Cross, specifically, is a resource that I intend to use immediately
- except for some specific papers provided I was aware of the books, journals, and websites with an IBL emphasis
- excellent handouts and David's top 20 list
- I expect most of my info will come from perusing the web sites afterwards. I wouldn't change the way this is done, however.
- Always more resources than time to explore and use; focusing on a few and applying a few is sufficient

- Only "somewhat: because I see much of the resources are already available. My dept. already supports IBL for four intro. Courses. It seems that the objectives/goals of IBL incorporation are largely up to me and how much time I want to invest.
- Great resources were provided
- Great resources and articles were provided
- I was not that aware of information on the website or funding sources
- New sources to tap that I had not previously thought of
- An abundance of resources. Facilitators and team members very helpful as resource providers

**Goal #6: Building Connections**

**10. Do you believe that sufficient communication plans have been proposed to sustain and encourage interactions within and between teams in the future? If not, why not?**

| **Yes** | **No** |
|---|---|
| **83%** | **17%** |

- no, only because we are just at the beginning of process. I think we are off to a good start.
- These are not clear to me (e-mail)? I guess we'll see what happens over the next few months.
- Within team fine – we'll meet and talk. Among teams? Probably ok with workshops – specific details at other institutions, especially barriers, institutional issues are extraneous
- Website will be very useful. Monthly lunch meetings within my group will be strictly observed, evaluated, reported on, etc.
- Website, email, listserv, periodic meetings

**11. To what extent has this workshop helped you achieve a sense of community within and between teams?**

| **very much** | **somewhat** | **not much** |
|---|---|---|
| **69%** | **31%** | **0%** |

Explain your response.
- communication among the teams was not well established!
- My IT team has a sense of purpose after this workshop. I enjoyed meeting the other teams and look forward to learning from them in the future

- Our team has been in existence for 4 years, and we work very well together. However, I did make some good connections with other teams and team members
- Mixing groups with cabin arrangements, activities was the major part in establishing community
- We knew each other quite well before this, but it has been a great bonding experience. I think we will all help each other a great deal
- Within – ok given different departments, course needs, etc. Between – not sure it's that important
- We have a good group with a common approach to problem solving. We know we can only do "so much" and all are committed to some level of IBL. We also are committed to maintaining a sense of humor about the successes or failure (we laughed the most of all the groups)
- Established both community and family ties. It was great working with a group committed to quality education for ALL students.
- I am new to the team and college. It is good to have support. I had little or none from my division at my previous college but at least had some support from humanities faculty.
- I think there was some excellent dialogue; the evening at Terry's was very nice
- I think more could have been done with the fact that there was such a diversity of institutional backgrounds. I'd like to have had some discussion of IBL in different settings – community college, urban minority, selective liberal arts, large regional university – just within our group