

**WORKSHOP EVALUATION**  
**FACULTY INSTITUTES FOR REFORMING SCIENCE TEACHING**  
**MURRAY STATE UNIVERSITY/HANCOCK BIOLOGICAL STATION**  
**MAY 2003**

Please help us to evaluate this workshop and general concepts of this project. Please provide us with comments that apply to your answer for each question.

**Note:** N = 16 respondents (5 were first-time participants in a FIRST II workshop)

**1. How comfortable are you with inquiry-based concepts?**

<b>very much</b>	<b>somewhat</b>	<b>not much</b>	<b>not applicable</b>
<b>25%</b>	<b>75%</b>	<b>0%</b>	<b>0%</b>

**Comments:**

- very comfortable that IBL is the “right” approach; less comfortable with my ability to implement it fully
- still in early stages of evaluating what is helpful/useful
- use it often
- I am comfortable with using IBL, but am not as comfortable with assessment of success/failure
- I find that ideas and techniques of IBL are easier to imagine and utilize
- Being the first meeting I have attended, I am just now learning about the objectives of IBL methods
- Willing to try alternatives
- I believe that it could be difficult to narrow the focus of the type of IBL technique to be utilized
- I have some good ideas now. However, I am not confident that I can use these ideas successfully in all cases. Time will tell.
- Active learning ok, IBL still touchy
- At this juncture, I have learned more than I can assimilate, yet upon reflection there is much to be gained by the approach, and we are incorporating IBL even though I still do not consider myself totally conversant in it.

**2. How well do you believe you understand assessment?**

<b>very much</b>	<b>somewhat</b>	<b>not much</b>	<b>not applicable</b>
<b>13%</b>	<b>56%</b>	<b>31%</b>	<b>0%</b>

**Comments:**

- Always improvement can be done

- Very important issues: this is still murky to me
- Can't claim to be an expert – but I feel stronger about my understanding.
- I understand what and why, but need more understanding of how understand its need, but actually collecting data seems daunting
- Problem is how to best assess the kind of learning going on in controlled manner with valid instruments
- I find it hard to find concrete ways to assess the benefits of IBL methods
- It seems that assessment is not reproducible unless extensive training on assessment. The questions are vague and often leading.
- I have never been comfortable with assessment given the subjective nature of most techniques. Although I now use rubrics to organize my grading, I don't believe that these tools reduce subjectivity.
- Finding balance between content, process open and closed responses difficult
- This is probably the area of most concern. Given limited time available for teaching, either IBL or simply lecture. The value of assessment is something I still need to be convinced is worth devoting significant amounts of time to.

### 3. How comfortable are you with implementing assessment strategies?

<b>very much</b>	<b>somewhat</b>	<b>not much</b>	<b>not applicable</b>
<b>13%</b>	<b>53%</b>	<b>33%</b>	<b>0%</b>

#### Comments:

- Strategies yes, design of strategies is more difficult

### 4. How effective was the inquiry-based activity at the beginning of the workshop?

<b>very much</b>	<b>somewhat</b>	<b>not much</b>	<b>not applicable</b>
<b>20%</b>	<b>67%</b>	<b>13%</b>	<b>0%</b>

- Too unfocused, need some guidance; conditions were not conducive for gathering sufficient data to make this meaningful. Connection to the simulation exercise could be stronger.
- Too disjointed. Very little group interaction. The simulation could have been done in a shorter period.
- It is always good to get out in the field.
- The activity gave an introduction to two modes of IBL techniques. It was a good example of a possible task.
- Depends on what the goal was. Would be effective with students if models preceded wet lab.
- Enjoyed the two strategies.
- Good to show the dichotomy between computer models and real world.

- Needed a bit more structure for an open inquiry activity. Those of us who were not biology were left out of the loop. We can't meet certain assumptions when we've never seen such equipment.
- Delineating wetlands activity from last year was more effective.

**5. To what extent did the teaching videos and discussion provide you with information to help you develop activities in the classroom?**

<b>very much</b>	<b>somewhat</b>	<b>not much</b>	<b>not applicable</b>
<b>87%</b>	<b>13%</b>	<b>0%</b>	<b>0%</b>

- Videos were very enlightening
- Great choices: ideas for lab/"Lecture room" modifications and ideas for personal teaching practices
- The third and fourth videos very valuable in differentiating between using IBL and succeeding with IBL
- Good to see IBL being used again
- Great to see examples of varying degrees of inquiry/engagement
- I thought observing teaching by others was the best part of this workshop. I will definitely do this more when I return to campus.
- But one was far too long
- This was very helpful – being put in the position of evaluator of teaching approaches. Good to see examples of "IBL gone awry."

**6. To what extent did the team reports and ideas help you with possible activities for your classroom?**

<b>very much</b>	<b>somewhat</b>	<b>not much</b>	<b>not applicable</b>
<b>31%</b>	<b>56%</b>	<b>12%</b>	<b>0%</b>

- This was enhanced with the arrival of the Transy. Group as we have a common base of discussion since our mission as Lib. Arts schools is very similar and the kinds of students we teach are similar. It is enlightening, however, to hear from schools that have a much different "clientele."
- Seems like the kind of thing to be explored individually
- There were a few good ideas
- Always good to share, especially if there's a problem someone is dealing with
- Some ideas were terrific, some not as helpful because of difference in class type or school size – maybe meeting in smaller affinity groups by discipline or school type would help
- Formulated several new ideas to try
- Ideas pop up that hadn't occurred to me before
- Need more one on one discussion to really accomplish this
- I'd like to learn more about pyramid quizzed

**7. How useful was the discussion concerning the connection between high school and undergraduate education on Thursday evening?**

<b>very much</b>	<b>somewhat</b>	<b>not much</b>	<b>not applicable</b>
<b>31%</b>	<b>37%</b>	<b>25%</b>	<b>6%</b>

- Nice to discuss the relationships and the differences
- I have taught high school and work with high school teachers so I have some insights into high school teaching
- Having taught high school and been a substitute it was old hat.
- Nothing really new introduced, although I am sympathetic with the plight of high school teachers.
- They were wonderful teachers but the experience shared was too narrow a view – a broader sense of high schools in general would be more helpful
- In education there needs to be good feeder programs to enable students to succeed in elementary → middle → secondary → university
- I think there is tremendous variation among cities, states, and regions. Given the variation, it is difficult to generalize.
- Major concepts for what to expect – good
- I always appreciate hearing from colleagues in high school. Their success makes our job easier.

**8. What concepts and/or activities were most useful to you?**

- Evaluation of videos of teachers. Learning more about the U. of Akron experience.
- Videos on teaching
- Hearing other people's ideas and activities
- The videos. Informal conversation.
- I believe the concept of giving students open ended questions to stimulate thinking
- The teaching assessment films were good and provided a good discussion starter
- Rich's presentation
- Videos
- All of them
- Videos
- Videos, presentation by Rich Londraville
- Video ranking, discipline groups, open discussion because you see the universal problems and discuss options and approaches to resolve these issues
- Rich's presentation