

# Summer Institute Evaluation

## Section A: Demographic Information

1 What is your academic title? (Check all that apply.)

- Faculty (tenured)
- Faculty (pre-tenure)
- Faculty (non tenure-track)
- Instructional Staff
- Dean or Assistant Dean
- Department Chair
- Other, Please identify:

2 What courses will you teach during the 2008-09 academic year? (name and level)

## Section B: Evaluation of the Summer Institute

3 Please indicate how valuable you found each of the following presentations at the Summer Institute:

	1 Not at all valuable	2 Somewhat valuable	3 Extremely valuable	N/A (Did not attend)
Monday - Scientific Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monday - Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday - How People Learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday - Active Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday - Diversity (	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday - From Assessment to Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Wednesday- Connecting to Professional Societies

1  2  3

Friday - Implementation and Dissemination Workshop: Scientific Teaching Workshops

1  2  3

Friday - Implementation and Dissemination Workshop: Mentoring

1  2  3

Friday - Institutional Transformation

1  2  3

Friday - Wrap-up

1  2  3

4 Of all the workshops, which two or three were most useful to you?

- Monday - Scientific Teaching
- Monday - Assessment
- Tuesday - How People Learn
- Tuesday - Active Learning
- Wednesday - Diversity
- Wednesday - From Assessment to Research
- Wednesday- Connecting to Professional Societies
- Friday - Implementation and Dissemination Workshop: Scientific Teaching Workshops
- Friday - Implementation and Dissemination Workshop: Mentoring
- Friday - Institutional Transformation
- Friday - Wrap-up

5 Please indicate your level of agreement with the following statements:

1                      2                      3                      4                      N/A  
Strongly Disagree    Disagree            Agree                Strongly Agree

There was a collegial climate at the Summer Institute (SI).

1  2  3  4

I am happy with the teaching materials that I helped to create.

1  2  3  4

The overall content of the SI will be beneficial to my teaching in the future.

1  2  3  4

The themes of scientific teaching (active learning, assessment, and diversity) were clearly modeled throughout the week.

1  2  3  4

An appropriate balance between active learning and lecturing was achieved at the SI.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of the workshops overall was informative.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The format of the workshops overall was engaging.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall sequence of the SI events was logical.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoyed working in a group to create teaching materials.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilities at the SI were comfortable.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lodging and meals were satisfactory.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Both the schedule and pace of the Institute were appropriate.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workload was appropriate.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The SI was a worthwhile use of my time.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident that I can implement the teaching materials that I helped to create.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident that I can implement the teaching materials that were created by other groups.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident that I can implement the mentoring seminar.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the SI to a colleague.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would attend another SI.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6** Please use this space to explain any of your answers to question 5:

**7** Please indicate how valuable you found each of the following aspects of the Summer Institute:

1	2	3	N/A
Not at all valuable	Somewhat valuable	Extremely valuable	
Developing the framework of a teachable unit			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Developing teachable tidbits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with a group of participants from other institutions to develop teaching materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a trained facilitator for group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partnering with another group to share and discuss teachable tidbits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving a group presentation on Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receiving peer review comments on the presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeing and reviewing other groups' presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending the SI with one or more participants from my home campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in Reading Assessment presentations (as an audience participant)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being part of a Reading Assessment Team (as a RAT presenter)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having the SI Intranet website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having the daily SI Newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having evening reception time (6:30 pm)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8** Please indicate how valuable each reading was:

	1	2	3	Did not read
	Not at all valuable	Somewhat valuable	Extremely valuable	
Scientific Teaching chapter 1 - Scientific Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific Teaching chapter 2 - Active Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific Teaching chapter 3 - Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific Teaching chapter 4 - Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific Teaching chapter 5 - Framework for a Teachable Unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button"/>
Scientific Teaching chapter 6 - Institutional Transformation	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button"/>
Scientific Teaching Workshops	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button"/>
Bio 2010 Excerpt	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button"/>
National Research Council. Selections from "How People Learn: Bridging Research and Practice"	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button"/>
J Mestre. Synopsis of "How People Learn"	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button"/>
J Mestre. "Facts and Myths About Pedagogies of Engagement in Science Learning"	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button"/>
D Silverthorn. "Teaching and Learning in the Interactive Classroom."	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button"/>
CIRTL Diversity Resources (online)	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button"/>
Series of articles from "Pathways to Scientific Teaching" by Ebert-May and colleagues	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button"/>
C Pfund et al. "The Merits of Training Mentors". Science 311:473-474.	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button"/>
J. Handelsman et al. "Entering Mentoring"	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button"/>

9 What other topics or experiences do you wish had been offered?

10 Please indicate your SKILL or KNOWLEDGE level in the following areas BEFORE attending the Summer Institute and NOW, using this scale:

	1 None	2 Very low	3 Low	4 High	5 Very High	N/A
Including active learning in my course(s)- BEFORE	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button"/>
Including active learning in my course(s)- NOW	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button"/>
Including assessment in my course(s)- BEFORE	<input type="button" value="1"/>	<input type="button" value="2"/>	<input type="button" value="3"/>	<input type="button" value="4"/>	<input type="button" value="5"/>	<input type="button"/>
Including assessment in my course(s)- NOW						

1	2	3	4	5	
Including diversity in my course(s)- BEFORE					
1	2	3	4	5	
Including diversity in my course(s)- NOW					
1	2	3	4	5	
Identifying resources to create or adapt as active learning strategies for my course(s) - BEFORE					
1	2	3	4	5	
Identifying resources to create or adapt as active learning strategies for my course(s) - NOW					
1	2	3	4	5	
Applying scientific teaching (ST) in practice - BEFORE					
1	2	3	4	5	
Applying scientific teaching (ST) in practice - NOW					
1	2	3	4	5	
Developing learning goals and outcomes - BEFORE					
1	2	3	4	5	
Developing learning goals and outcomes - NOW					
1	2	3	4	5	
Developing and using case studies - BEFORE					
1	2	3	4	5	
Developing and using case studies - NOW					
1	2	3	4	5	
Working with a colleague to improve my teaching - BEFORE					
1	2	3	4	5	
Working with a colleague to improve my teaching - NOW					
1	2	3	4	5	
Moving from assessment to research - BEFORE					
1	2	3	4	5	
Moving from assessment to research - AFTER					
1	2	3	4	5	
Leading a seminar about mentoring - BEFORE					
1	2	3	4	5	
Leading a seminar about mentoring - NOW					
1	2	3	4	5	
Leading a workshop or series of workshops on ST - BEFORE					
1	2	3	4	5	
Leading a workshop or series of workshops on ST - AFTER					
1	2	3	4	5	

## Section C: Evaluation of facilitators and group sessions

11 Who facilitated your group sessions?

\_\_\_\_\_

12 Please indicate your level of agreement with the following statements:

1	2	3	4	N/A
Strongly Disagree	Disagree	Agree	Strongly Agree	
The facilitator kept our group on time and on task.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator modeled scientific teaching.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator was a valuable resource.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I could consult my facilitator in the coming year about teaching-related issues.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator enhanced the group process.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My group would have functioned better without a facilitator.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned about teaching and group process from the facilitator.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator challenged us too much.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator could have challenged us more.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator gave our group regular, useful feedback.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator was involved with the group in just the right amount.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator was "transparent" about his/her leadership, giving reasons for the actions s/he took.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to keep in touch with the members of my group in the coming year.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to keep in touch with the facilitator in the coming year.				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


13 Comments or suggestions for the facilitator:

\_\_\_\_\_

**Section D: Institutional transformation and summary comments**

**14** Identify three things that will support the implementation and dissemination of what you learned and developed at the summer institute on your campus:

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**15** Identify things that will pose challenges to implementation and dissemination on your campus:




**16** How can the involvement of the National Academies, HHMI, UW-Madison, or SI participants from other campuses support you in implementing the teachable units in your courses and disseminating what you learned on your campus?

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**17** How can we help keep your connections and networks ongoing during the coming year and beyond?

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**18** Please compare this Summer Institute with other workshops in science and education that you have attended:

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**19** What does "scientific teaching" mean to you, and how will you apply it in the future?



**20** Overall comments about the Summer Institute or further responses to the previous questions:



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**21** How did you hear about the Summer Institute?

- From my Chair or Dean
- From a referral by a colleague
- I found out about it on my own
- Other, please describe:

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