

Teaching Fellows Evaluation

- 1 What do you think are the most important challenges in teaching science?

- 2 What do you think were the most important challenges to teaching the topic area of the course with which you worked?

- 3 Please indicate how valuable you found each of the following experiences during your Teaching Fellowship.

	1 Not at all valuable	2 Somewhat valuable	3 Extremely valuable
Coursework for Instructional Materials Development course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading & discussing primary literature about scientific teaching issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading & discussing "Scientific Teaching" book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching practice sessions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing my own teaching materials in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborating with a pod to develop teaching materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting feedback from instructors about teaching and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting feedback from colleagues about teaching and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing and discussing teaching materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular meetings with instructors & classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice teaching with a cohort of undergraduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluating my own teaching

1

2

3

Writing a teaching philosophy (fall)

1

2

3

Revising my teaching philosophy (spring)

1

2

3

Discussing everyone's teaching philosophy

1

2

3

Getting feedback from everyone on my teaching philosophy

1

2

3

Having the opportunity to review and revise materials

1

2

3

Establishing ground rules for instructional materials course

1

2

3

Dividing tasks and setting a clear timeline

1

2

3

- 4 Of all the experiences you had during the Teaching Fellowship, which two or three were most useful?

- 5 How do you determine whether students are learning?

- 6 How do you determine whether your teaching is effective?

- 7 Please indicate your SKILL or KNOWLEDGE level in the following areas BEFORE participating in the HHMI Teaching Fellowship and NOW:

1 2 3 4 5 6
None Very low Low Average High Very high

Teaching undergraduate biology--BEFORE

1 2 3 4 5 6

Teaching undergraduate biology--NOW

1 2 3 4 5 6

Teaching undergraduate microbiology--BEFORE/NOW

1 2 3 4 5 6

Creating a classroom that is inclusive to all students--BEFORE

1 2 3 4 5 6

Creating a classroom that is inclusive to all students--NOW

1 2 3 4 5 6

Addressing individual student needs--BEFORE

1 2 3 4 5 6

Addressing individual student needs--NOW

1 2 3 4 5 6

Measuring student learning--BEFORE

1 2 3 4 5 6

Measuring student learning--NOW

1 2 3 4 5 6

Using a variety of teaching methods to reach diverse students--BEFORE

1 2 3 4 5 6

Using a variety of teaching methods to reach diverse students--NOW

1 2 3 4 5 6

Including active learning strategies in my courses--BEFORE

1 2 3 4 5 6

Including active learning strategies in my courses--NOW

1 2 3 4 5 6

Including regular, formative assessments in my courses--BEFORE

1 2 3 4 5 6

Including regular, formative assessments in my courses--NOW

1 2 3 4 5 6

Using "Integrated Learning Systems"--BEFORE

1 2 3 4 5 6

Using "Integrated Learning Systems"--NOW

1 2 3 4 5 6

Creating activities that elicit the students' prior knowledge--BEFORE

1 2 3 4 5 6

Creating activities that elicit the students' prior knowledge--NOW

1 2 3 4 5 6

Creating activities that uncover students' misconceptions--BEFORE

1 2 3 4 5 6

Creating activities that uncover students' misconceptions--NOW

1 2 3 4 5 6

Teaching students to gauge their own learning--BEFORE

1 2 3 4 5 6

Teaching students to gauge their own learning--NOW

1 2 3 4 5 6

Developing and using inquiry-based labs--BEFORE

1 2 3 4 5 6

Developing and using inquiry-based labs--NOW

1 2 3 4 5 6

8 (CONTINUED) Please indicate your SKILL or KNOWLEDGE level in the following areas BEFORE participating in the HHMI Teaching Fellowship and NOW.

1 2 3 4 5 6
None Very low Low Average High Very high

Reflecting on teaching with rigor, and revising teaching methods or materials accordingly--BEFORE

1 2 3 4 5 6

Reflecting on teaching with rigor, and revising teaching methods or materials accordingly--NOW

1 2 3 4 5 6

Developing learning goals that reflect the nature of science--BEFORE

1 2 3 4 5 6

Developing learning goals that reflect the nature of science--NOW

1 2 3 4 5 6

Developing instructional materials--BEFORE

1 2 3 4 5 6

Developing instructional materials--NOW

1 2 3 4 5 6

Adapting others' instructional materials for my purposes--BEFORE

1 2 3 4 5 6

Adapting others' instructional materials for my purposes--NOW

1 2 3 4 5 6

Identifying and solving teaching challenges--BEFORE

1 2 3 4 5 6

Identifying and solving teaching challenges--NOW

1 2 3 4 5 6

Drawing on the knowledge and experience of my colleagues in teaching--BEFORE

1 2 3 4 5 6

Drawing on the knowledge and experience of my colleagues in teaching--NOW

1 2 3 4 5 6

Giving and receiving constructive feedback about teaching--BEFORE

1 2 3 4 5 6

Giving and receiving constructive feedback about teaching--NOW

1 2 3 4 5 6

Teaching at the appropriate level--BEFORE

1 2 3 4 5 6

Teaching at the appropriate level--NOW

1 2 3 4 5 6

Managing classroom dynamics--BEFORE

1 2 3 4 5 6

Managing classroom dynamics--NOW

1 2 3 4 5 6

Applying "scientific teaching" methods in my practice of teaching--BEFORE

1 2 3 4 5 6

Applying "scientific teaching" methods in my practice of teaching--NOW

1 2 3 4 5 6

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

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

Not every student learns to the best of his or her ability in a large lecture course.

1 2 3 4

Students are mainly responsible for what they learn in a course.

1 2 3 4

Covering content is the most important aspect of a course.

1 2 3 4

Leading group projects requires less preparation time than lecturing.

1 2 3 4

In my ideal classroom, students listen quietly and take notes while I lecture.

1 2 3 4

I expect students to have the same motivation as me to learn.

1 2 3 4

Tangential questions are a waste of time.

1 2 3 4

I can identify with undergraduate students better than faculty.

1 2 3 4

Student learning is valued in my classroom.

1 2 3 4

I share responsibility with students for planning activities in my courses.

1 2 3 4

10 (CONTINUED) Please indicate your level of agreement with the following statements.

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

I feel that I am a part of a community of scientific teachers.

1 2 3 4

I am a good teacher.

1 2 3 4

I am satisfied with the teaching materials that I create.

1 2 3 4

I can adapt others' materials for my purposes.

1 2 3 4

My students are engaged in learning.

1 2 3 4

My students are learning what I intended.

1 2 3 4

I have evidence that my students are learning what I intended.

1 2 3 4

Students know what the learning goals are in my course.

1 2 3 4

I regularly experiment with new teaching methods.

1 2 3 4

I can balance teaching and research.

1 2 3 4

When I have teaching responsibilities, I feel I can barely survive each day.

1 2 3 4

I have skills, knowledge, and ideas to share with my colleagues about teaching.

1 2 3 4

I can mentor other teachers.

1 2 3 4

I am interested in disseminating and publishing about teaching.

1 2 3 4

I have had sufficient training to prepare me for my teaching responsibilities.

1 2 3 4

I want to gain new teaching skills and knowledge.

1 2 3 4

11 What is "scientific teaching" and how do you use it in practice?

12 Scientific teaching:

1 Strongly disagree 2 Disagree 3 Neither agree nor disagree 4 Agree 5 Strongly agree N/A

Invigorates my research

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
Makes my teaching better					
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
Improves student learning					
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
Is haphazard					
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
Is frustrating					
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
Is rewarding					
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
Is time consuming					
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
Is worthwhile					
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>



13 If you had to articulate your teaching philosophy in one sentence, what would it be?



14 If you are a graduate student or postdoc, please answer the following question. Faculty and staff, please go to the next question. **What are your career goals?**

- Faculty position-research university
- Faculty position-primarily undergraduate institution
- Faculty position-community college
- Academic position-instructional
- Academic position-research
- Teacher-K12
- Science outreach
- Industry/business
- Administration
- Other, please specify



15 Have your career plans changed at all due to your experience in the Teaching Fellowship?

YES NO

Please explain:

16 What are the characteristics of a great teacher?

17 What was the most important thing you learned during the Teaching Fellowship?

18 What suggestions do you have to improve the Teaching Fellowship experience?

19 Do you have any final comments about your experience?

20 While you were a participant in the Teaching Fellows program, which of the following best describes you?

- Ph.D. student (dissertator)
- Ph.D. student
- M.S. student
- Other graduate student
- Postdoc--research
- Postdoc--teaching
- Postdoc--teaching and research
- Faculty--tenured
- Faculty--untenured
- Instructional staff
- Other

SUBMIT

