

We thank you for your time spent taking this survey.
Your response has been recorded.

54/70

77.1%

I. Course information provided to students via hard copy or course webpage. (check all that occurred in your course) **5/6**

List of topics to be covered

List of topic-specific competencies (skills, expertise, ...) students should achieve (what students should be able to do)

List of competencies that are not topic related (critical thinking, problem solving, ...)

Affective goals – changing students' attitudes and beliefs (interest, motivation, relevant beliefs about their competencies, how to master the material)

Other (please specify)

II. Supporting materials provided to students (check all that occurred in your course) **6/7**

Student wikis or discussion boards with little or no contribution from you.

Student wikis or discussion boards with significant contribution from you or TA.

Solutions to homework assignments

Worked examples

Practice or previous year's exams

Animations, video clips, or simulations related to course material

Lecture notes or course PowerPoint presentations (partial/skeletal or complete)

Other instructor-selected notes or supporting materials, pencasts, etc.

Articles from scientific literature

Other (please specify)

III. In-class features and activities **1/1**

III. A. Various

Average number of times ...

Per class: pause to ask for questions:

0

1-3

4-6

7-10

11 or more

Per class: have small group discussions or problem solving:

2/2

0

1

2-3

4-5

6 or more

Per class: show demonstrations, simulations, or video where students first record predicted behavior and then afterwards explicitly compare observations with predictions:

1/1

0-0.5

0.6-1

1-2

3-5

6 or more

Per term: discussions on why the material useful and/or interesting from students' perspective:

2/2

0-2

3-5

6-9

10-15

16 or more

Comments on above (if any):

0/0

Check all that occurred in your course:

3/4

Students asked to read/view material for upcoming class session

Students asked to read/view material for upcoming class session and complete assignments or quizzes on it shortly before class or at beginning of class

Reflective activity at end of class, e.g. "one minute paper" or similar (students briefly answering questions, reflecting on lecture and/or their learning, etc.)

Student presentations (verbal or poster)

Fraction of typical class period you spend lecturing (presenting content, deriving mathematical results, presenting a problem solution, ...)

2/2

0-20%

20-40%

40-60%

60-80%

80-100%

Considering the time spent on the major topics, approximately what fraction was spent on the *process* by which the theory/model/concept was developed?

1/1

0-10%

11-25%

more than 25%

Number of PRS questions posed followed by student-student discussion per class:

2/2

0

1

2-3

4-5

6 or more

IV. Assignments (check all that occurred in your course)

5/6

Problem sets/homework assigned or suggested but did not contribute to course grade

Problem sets/homework assigned and contributed to course grade at intervals of 2 weeks or less

Paper or project (an assignment taking longer than two weeks and involving some degree of student control in choice of topic or design)

Encouragement and facilitation for students to work collaboratively on their assignments

Explicit group assignments

Other (please specify)

V. Feedback and testing; including grading policies (check all that occurred in your course)

2/2

V. A. Feedback from students to instructor during the term

Midterm course evaluation

Repeated online or paper feedback or via some other collection means, such as clickers

Other (please specify)

V. B. Feedback to students (check all that occurred in your course)

4/7

Assignments with feedback before grading or with opportunity to redo work to improve grade

Students see their graded assignments

Students see assignment answer key and/or grading rubric

Students see their graded midterm exam(s)

Students see midterm exam(s) answer key(s)

Students explicitly encouraged to meet individually with you

Other (please specify)

V. C. Testing and grading**2/2****Number of midterm exams**

- 0
- 1
- 2
- 3**
- 4 or more

Approximate fraction of exam grade from questions that required students to explain reasoning**1/1**

- 0-5%
- 6-15%
- 16-25%
- 26-35%
- more than 35%**

Approximate breakdown of course grade (% in each of the following categories)**1/1****Final Exam**

- 70% or greater
- 61-69%
- 51-60%
- 41-50%
- 31-40%
- 30% or less**

VI. Other (check all that occurred in your course)**6/10****Assessment given at beginning of course to assess background knowledge**

Use of instructor-independent pre-post test (e.g. concept inventory) to measure learning.

Use of pre-post test that is repeated in multiple offerings of the course to measure and compare learning

Use of pre-post survey of student interest and/or perceptions about the subject**Opportunities for students' self-evaluation of learning**

Students provided with opportunities to have some control over their learning, such as choice of topics for course, paper, or project, choice of assessment methods, etc.

New teaching methods or materials were tried along with measurements to determine their impact on student learning

VII. Training and Guidance of Teaching Assistants (check all that occurred in your course)**3/7****No TAs for course**

TAs must satisfy English language skills criteria

TAs receive ½ day or more of training in teaching

There are Instructor-TA meetings every two weeks or more frequently, where student learning and difficulties, and the teaching of upcoming material are discussed.

- TAs are undergraduates
- TAs are graduate students
- Other (please specify)

VIII. Collaboration or sharing in teaching

0/1

- Used or adapted materials provided by colleague(s)
- Used "Departmental" course materials that all instructors of this course are expected to use

Discussed how to teach the course with colleague(s)

1/1

- 1 Never
- 2
- 3
- 4
- 5 Very Frequently**

Read literature about teaching and learning relevant to this course

2/2

- 1 Never
- 2
- 3
- 4
- 5 Very Frequently**

Sat in on colleague's class (any class) to get/share ideas for teaching

2/2

- 1 Never
- 2
- 3
- 4
- 5 Very Frequently**