

Educational Practices Inventory - Cohort 2

Introduction

Q13 Introduction

This inventory was designed to help us trace the evolution of your educational practices over the course of this project as a response to involvement in this project, and to provide an opportunity for you to reflect on what you might have been doing and what you might do in the future.

The inventory should take you approximately 20-30 minutes to complete. If you do not finish it in one sitting, you can come back to complete your inventory!

Q14 As you contemplate your responses, think across the courses you taught in the previous calendar year (2016). List your courses below.

Q32 In the past calendar year (2016), I taught in the following format(s). Check all that apply:

- Face-to-face courses (1)
- Hybrid courses (2)
- Online courses (4)

End of Block

Support Academic Success for All Students

Q2 Support Academic Success for All Students

Please indicate how frequently you incorporated the following strategies within the course(s)

that you taught last year. If you used different approaches in different courses, please average over all of your courses.

	Nearly every session (1)	Weekly (2)	Several times a term (3)	Once or twice a term (5)	Never (6)
Traditional lecture (58)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrations, simulations, and/or videos (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies that promote student-to-student engagement using strategies such as think-pair-share, small group discussions, debates (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies that promote student-to-student interactions outside of class sessions, such as student wikis or discussion boards (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperative learning strategies, such as gallery walk, jigsaw, cooperative exams (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strategies that promote interactions between students and instructor, such as Socratic questioning, moderated whole class discussions (11)

Strategies to promote metacognition, such as minute paper, exam wrappers, or knowledge surveys (2)

Strategies that include open-ended or inquiry-based activities or labs (7)

Practice of setting high standards and explicitly conveying the expectation that all students will be able to meet them (14)

Using validation techniques to build students' confidence in their ability to succeed in the geosciences (29)

Teaching students self-affirmation, such as short, self-positive writing assignments (36)

Practice of articulating connections between course content and current events (10)

Practice of articulating connections between geoscience and other academic disciplines (15)

Articulate connections between course content and geoscience careers (8)

Online office hours; video-chat or instant email replies (38)

Additional strategies I use in the course(s) I teach to improve student learning: (13)

Q38 **IF YOU TEACH ONLINE:** Please indicate how frequently you:

	Nearly every session (1)	Weekly (2)	Several times a term (3)	Once or twice a term (4)	Never (5)
Supplement online work with optional synchronous activities (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block

Frequency of Strategies

Q40 Teaching Strategies

Please indicate how frequently **students** do the following within the course(s) that you teach:

	Nearly every session (1)	Weekly (2)	Several times a term (3)	Once or twice a term (4)	Never (5)
Use authentic data (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use quantitative skills to solve problems (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and practice oral communication skills (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and practice written communication skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze and solve problems (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in service learning projects (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct research activities (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice geoscience skills in a field setting (e.g. collect their own field data) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read primary literature for data or information (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strategies

Q3 Classroom Strategies

Thinking across all the courses you taught in the last year (2016), please indicate to what extent you did each of the following to support student learning:

	All or nearly all of my courses (1)	Some of my courses (2)	Rarely (3)	Never (4)
Inform students what I expect them to do at the end of the course (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inform students what I expect them to be able to do at the end of a unit of study (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inform students what I expect them to be able to do at the end of an activity or exercise (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activate students' prior knowledge in my instruction and design of activities/assignments (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect course content to students' interests (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate information on geoscience careers (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate assignments where students explore some aspect(s) of geoscience careers (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feature diverse geoscientists in course materials (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explicitly address student misconceptions (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teach students effective study skills and learning strategies (11)

Provide feedback in a timely fashion (e.g., return graded assignments promptly) (34)

Use feedback on assignments to help students understand their strengths and weaknesses (38)

Provide assignments that are structured to build students' skills over multiple class periods or assignments (such as assignments that use increasingly complex quantitative skills throughout the term) (39)

Provide scaffolding in content areas that historically are challenging for students (e.g., through tutorials, study sessions, web-based support materials) (35)

Differentiate instruction and materials to meet different learners' needs in the same course (13)

Provide students with information on tutoring, mentoring programs, and/or other campus services (43)

Encourage students to form study groups (44)

Contact students who are struggling academically to offer help (45)

Provide students with information on advising services (46)

Offer students multiple ways to communicating with me (e.g., phone, office hours, email, appointments) (47)

Make mid-term changes to course based on student feedback (48)

Additional strategies I use to support student learning: (12)

End of Block

Sharing Information

Q5 Information Sharing

Please indicate to what extent you shared the following kinds of information with students in your courses in the last year (2016):

	I told all of the students in my courses (1)	I told some of the students in my courses (2)	I didn't tell students in my courses about these (3)	I had no information to share on this topic (4)
Personal invitations to discuss majoring in the geosciences (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about career opportunities in the geosciences (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My personal story of what drew me to geoscience (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examples of alumni from our institution who are working in the geosciences (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to do research outside of class, with me or others (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to do field work, with me or others (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising on transfer pathways (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to give talks or posters on or off campus to an audience beyond the classroom (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Opportunities to attend professional society meetings (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to interview geoscience professionals (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to shadow geoscience professionals (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data on entry-level salaries for various geoscience careers (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data on the projected growth for various geoscience careers (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about what degrees are required for various types of geoscience jobs (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about professional societies (e.g. that they exist, what they do, how to join) (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invitations to hear professional geoscientists talk about their careers or their work (e.g. via an invited speaker series) (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block

Student Support

Q15 Student Support

To support students' professional pathways in the geosciences, I do the following:

	Yes (1)	No (2)	Not Applicable/Available (3)
Invite alumni to discuss their job and career path in class, in a program for geoscience students, or in a public forum (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invite local geoscientists to discuss their job and career path in class, in a program for geoscience students, or in a public forum (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in career fairs on campus (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with the career center (e.g. provide them with information about geoscience careers) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with the advising center (e.g. provide their staff with information about geoscience courses and pathways) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve students in outreach efforts (e.g. to local science museums, schools, etc.) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support student chapters of professional organizations (e.g. Association of Environmental and Engineering Geologists) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Connect with K-12 schools (e.g. you visit them, have them visit you) (9)



End of Block

Community of Practice

Q33 Community of Practice

To what extent do you consider yourself part of a community of geoscience educators that shares your goals, philosophy, and values for geoscience education?

- To a great extent (1)
 - To some extent (2)
 - To a little extent (3)
 - Not at all (4)
-

Q34 What is the composition (e.g., size, discipline, location) of geoscience educators who are part of the community of practice to which you belong?

Q24 What has impeded your involvement in a geoscience community if you are not currently engaged and would like to be?

Q35 Briefly state the primary goals, philosophy, and values that define the community of practice to which you belong.

Q36 In which of the following ways do you interact with this community: Check all that apply:

- Seeking people to talk to who have experience relevant to my situation (1)
 - Providing assets or resources to other community members (2)
 - Coordinating or strategizing to achieve a shared goal (3)
 - Finding collaborators for a new project (4)
 - Engaging in deep two-way conversation in support of our educational work (5)
 - None (6)
 - Other. Please describe (7) _____
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Q37 How do you learn about new teaching methods? Check all that apply.

- Professional meetings or workshops (1)
 - Publications (2)
 - Discussions with other faculty members in my department (3)
 - Discussions with other colleagues on campus (4)
 - Discussions with colleagues in other institutions (5)
 - Online resources (6)
 - My own research (7)
 - Learning and Teaching Center (8)
 - None of the above (9)
 - Other. Please describe (11) _____
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Q41 How do you learn about strategies for broadening participation of students in the geosciences? Please list some examples.

End of Block

short answers

Q42 Describe a few of the changes that you have made to your courses this year that you are most excited about.

Q43 Briefly explain changes that you have made to promote the **academic success of all students** since becoming a SAGE 2YC Change Agent. Specifically address the changes you have made in your teaching practices since becoming involved with this project. If there are other specific strategies you currently use that were not covered in the inventory above, please note these as well.

Q44 Briefly explain the changes that you have made in your courses regarding **broadening participation** since becoming a SAGE 2YC Change Agent. If there are other specific strategies you currently use that were not covered in the questions above, this space provides an opportunity for you to make note of those as well.

Q45 Briefly explain the changes that you have made in your teaching practices regarding the facilitation of **career pathways for students** since becoming a SAGE 2YC Change Agent. If there are other specific strategies you currently use that were not covered in the questions above, this space provides an opportunity for you to make note of those, as well.

Q25 Thank you for your responses! You have completed the last question on the survey, but you can still go back now to look at your responses or go back to finish any section that you may have not completed. Once you move forward from this page, however, your response will be recorded and you will not have the opportunity to return to the survey.

End of Block
