

**Pre-Workshop Questionnaire
2007 Professional Development Program**

Name: _____ Date: _____

Please complete this questionnaire before the workshop. You will be asked to hand this in at registration. This questionnaire will be used to learn about your teaching experience before the workshop, so that we can gauge how effective the workshop is. Please do not spend more than 20 minutes on this questionnaire.

1. Imagine that you are designing a laboratory activity (e.g. a 3 hour chemistry lab or physics lab for freshmen undergrads).

a. What are some important things that you might consider in the early phases of designing the lab activity?

b. Give 3 examples of learning goals (what students should gain by completing the activity) in the following areas:

1. Scientific <u>content</u> students should know. Your example goal:
2. Scientific <u>processes</u> (the thinking processes of the scientific method, <u>not</u> practical skills such as pipetting or graphing). Your example goal:
3. <u>Attitudes</u> about science. Your example goal:

2. Now imagine that you are reviewing a lab activity designed by somebody else. The design claims to teach content by engaging students in the processes of science. What kinds of things would you look for in determining the extent to which the lab activity does engage students in the processes of science?

3. Now imagine that you are in the middle of teaching a lab activity and students are working in groups of 2-3, and one of the groups is stuck. What are a couple of things you could do to get them back on track?

4. You are applying for a faculty position, and are asked how you will engage a diverse undergraduate student population through your teaching and in your research. Please give at least 3 bulleted points that you might include (include just the short bulleted points, we assume your actual response would be in the form of a carefully written teaching statement).