

# EOSC 331:Mineral deposits - End of Term Survey Data

- Course began transformation in spring 2010
- An end of term survey was performed on the last day of class in 2009, 2010, and 2011
- Transformation included:
  - Reinforcing frameworks (Source/Transport/Trap; Deposits in space and time)
  - Learning goals for all classes and labs
  - In class activities
  - New lab format and activities
  - Refined Poster Project with “poster session”
  - Summative activity to reinforce frameworks

# Title: 3 years of improving student impressions of EOSC 331

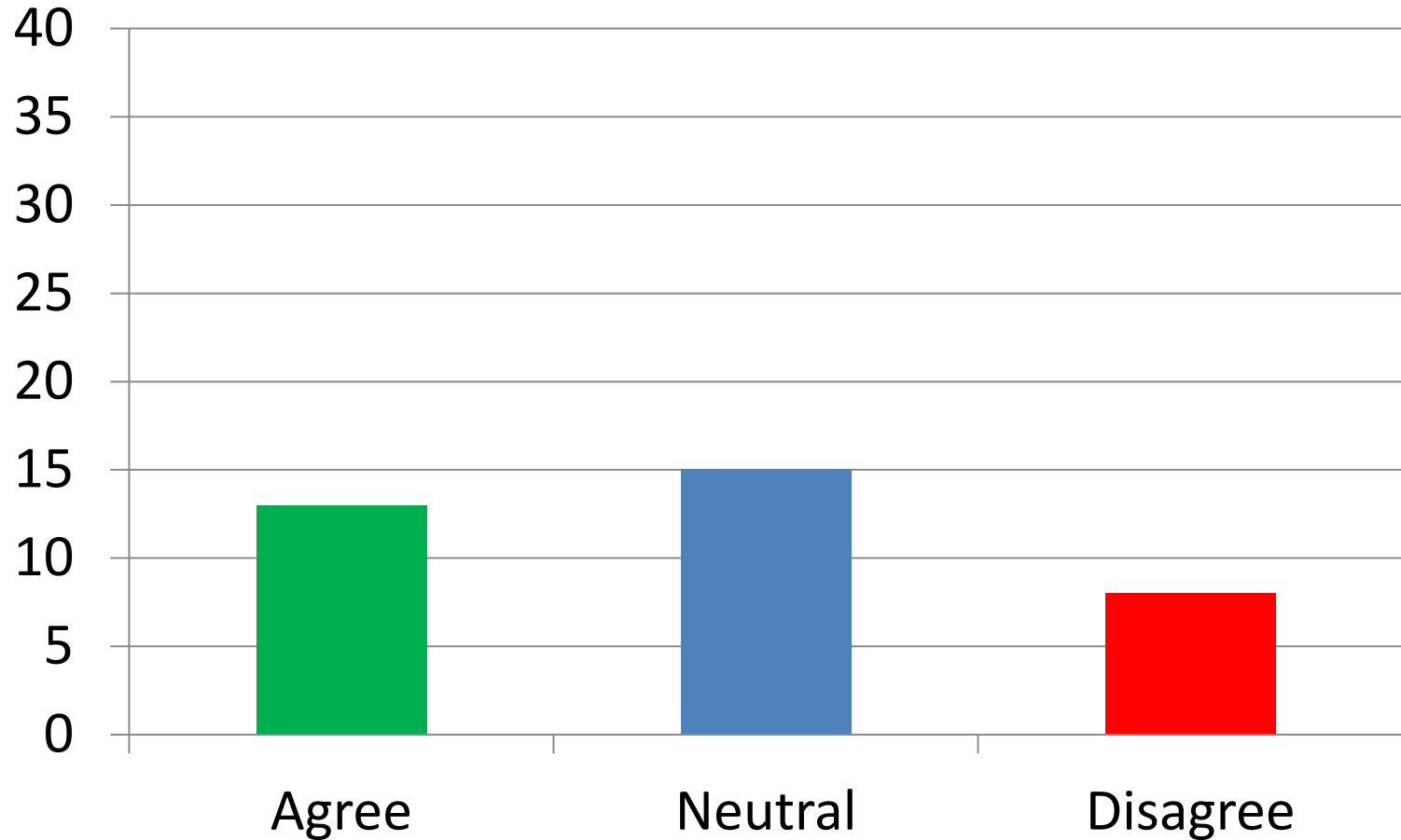
Brett Gilley\*, Ken Hickey, and James  
Scoates

# Learning goals

- Student response to learning goals was positive.
- Most saw benefit in lecture level goals used in class

### 3) The *course* level learning goals help guide my studying (2009)

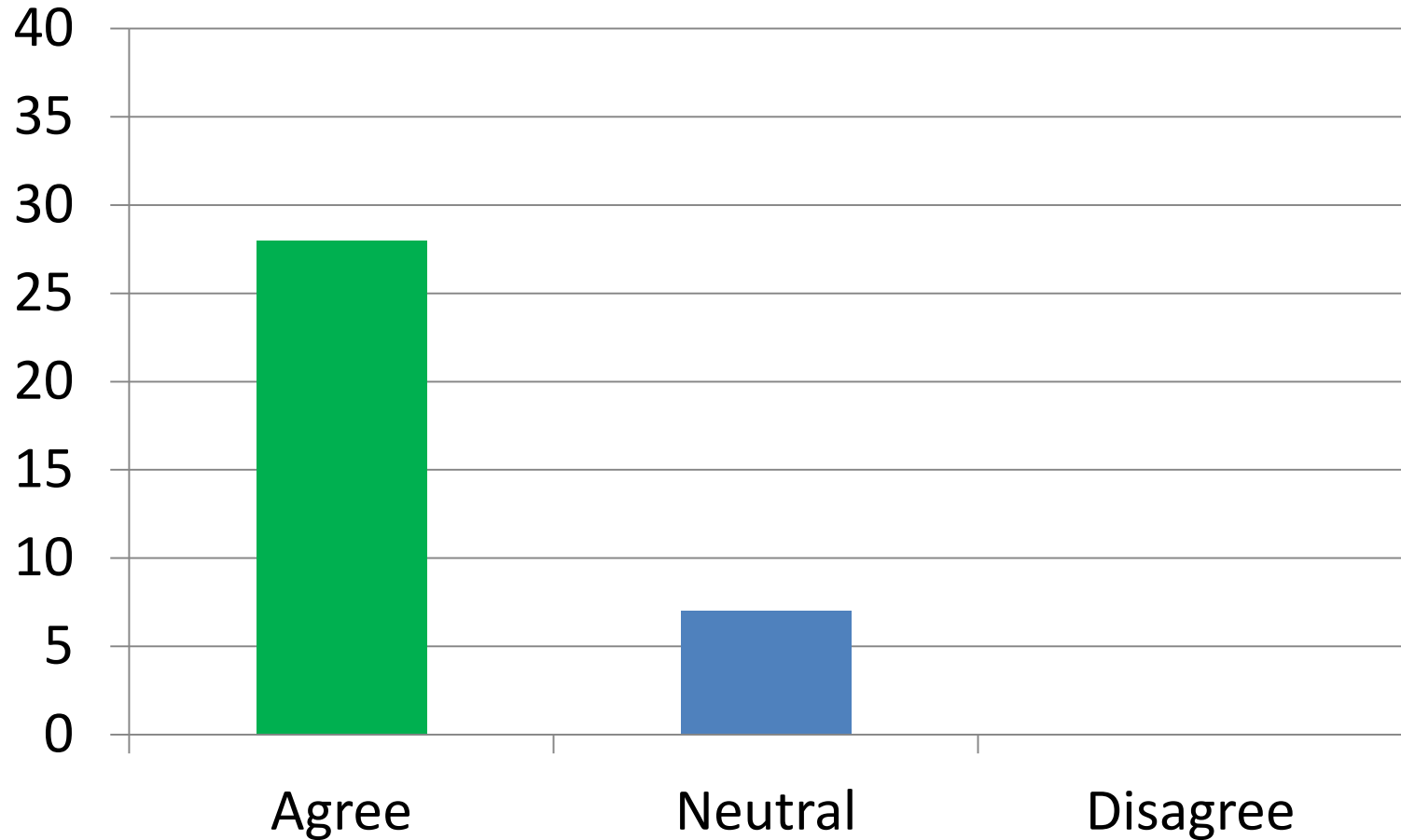
n = 32



\*Lecture level goals not part of the 2009 course

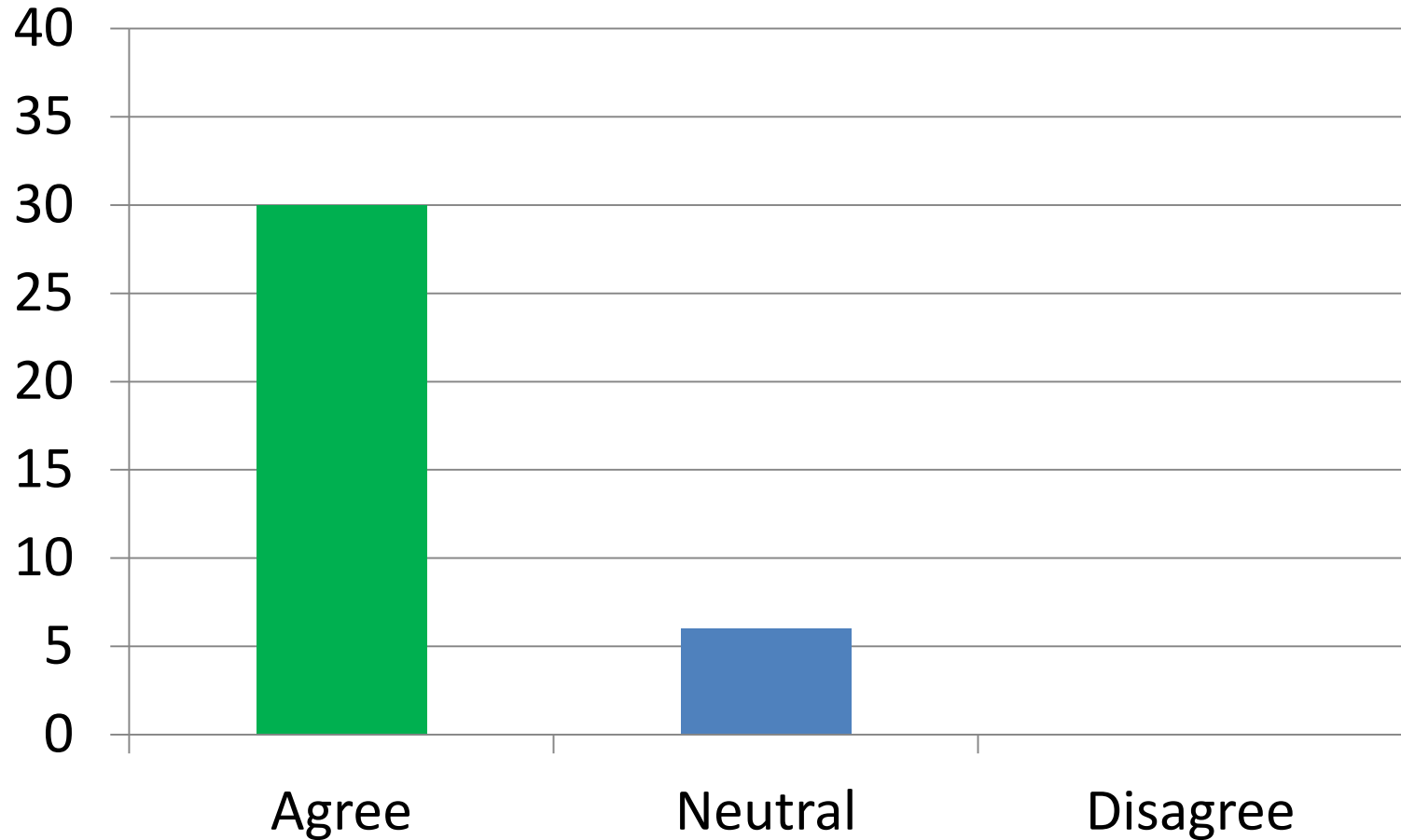
### 3)The course level learning goals helped to guide my studying (2010)

n = 36



## 4)The lecture level learning goals helped to guide my studying (2011)

n = 37

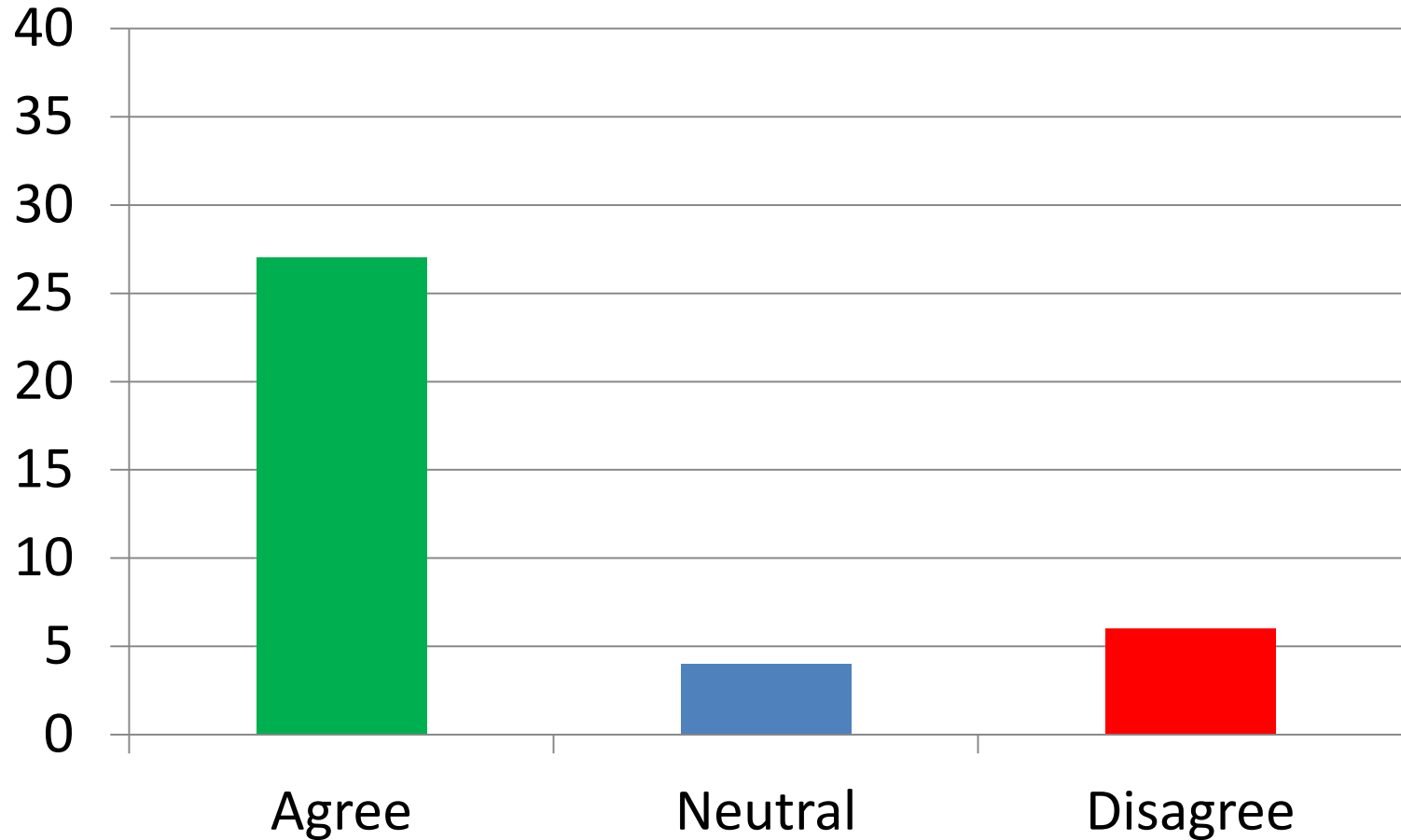


# Labs

- Student response to labs was complex
- First year of transformed labs (2010) had some difficulties
- Mostly corrected in 2011 offering
- “What part of the course is difficult, but rewarding? Why?” in 2011 ~40% of students included labs in their answer
  - *“Identifying the different ore and alteration minerals in the lab was quite difficult, particularly at first, but I learnt so much from doing it and am now much more confident”.*
  - *“The labs because when it came to the lab exam I realized how much I had learned.”*

## 5) The lab format is useful to my learning (2009)

n = 32

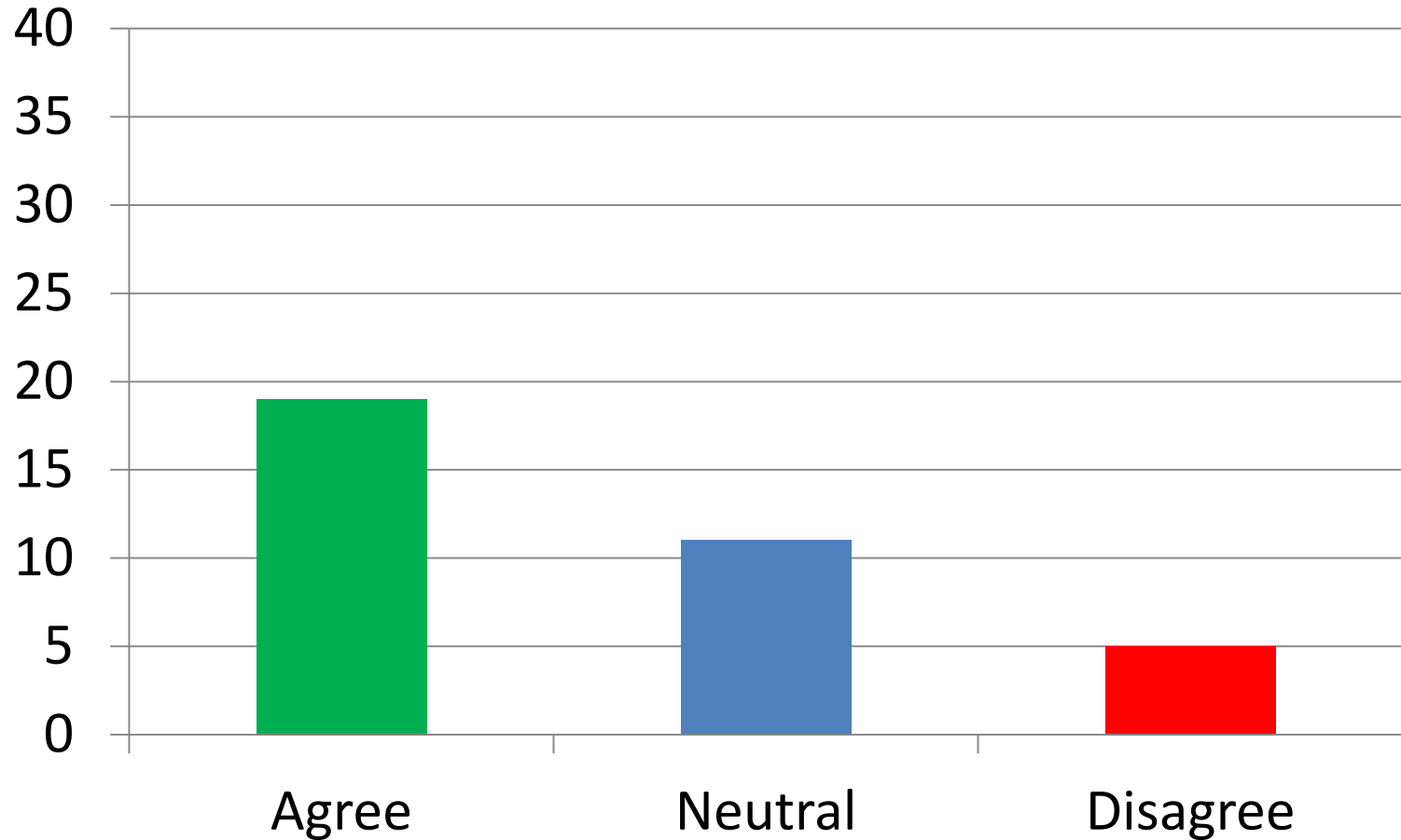


Profs frustrated with lab format prior to transformation



## 5)The lab format was useful to my learning (2010)

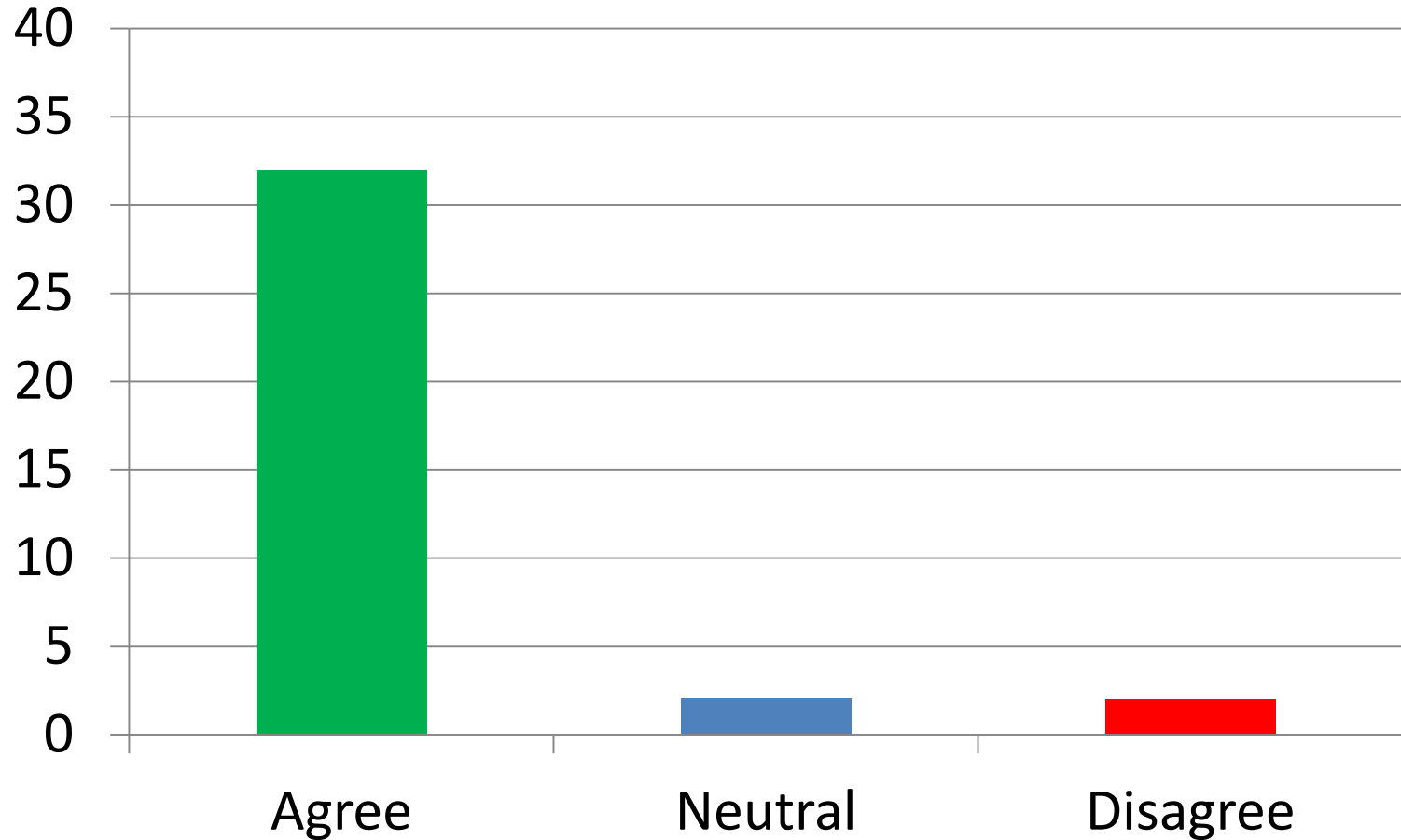
n = 36



New format attempted with mixed results

## 5)The lab format was useful to my learning (2011)

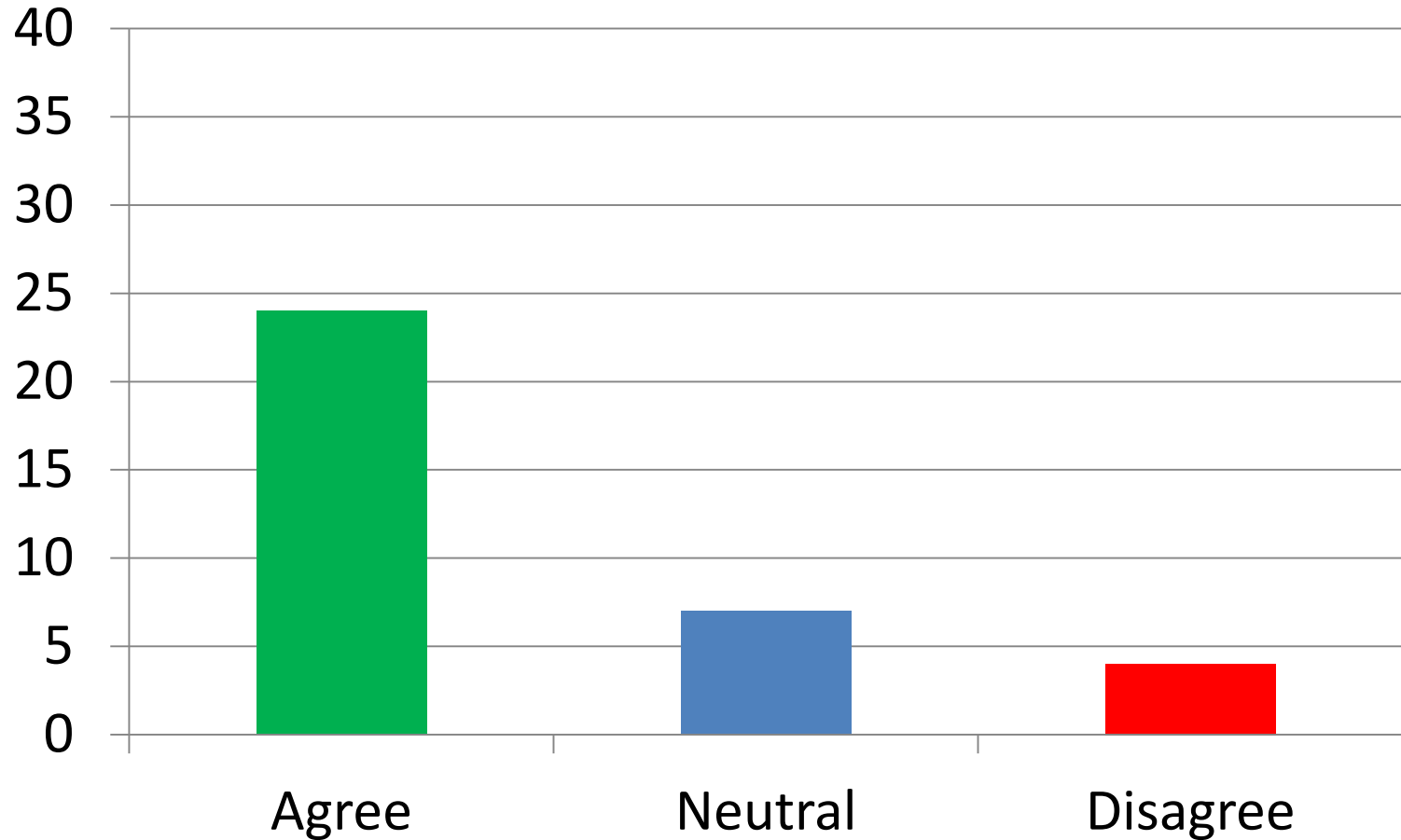
n = 37



Minor changes to new format greatly reduce student frustration

# 1) The overall format of the course is conducive to my learning (2009)

n = 32

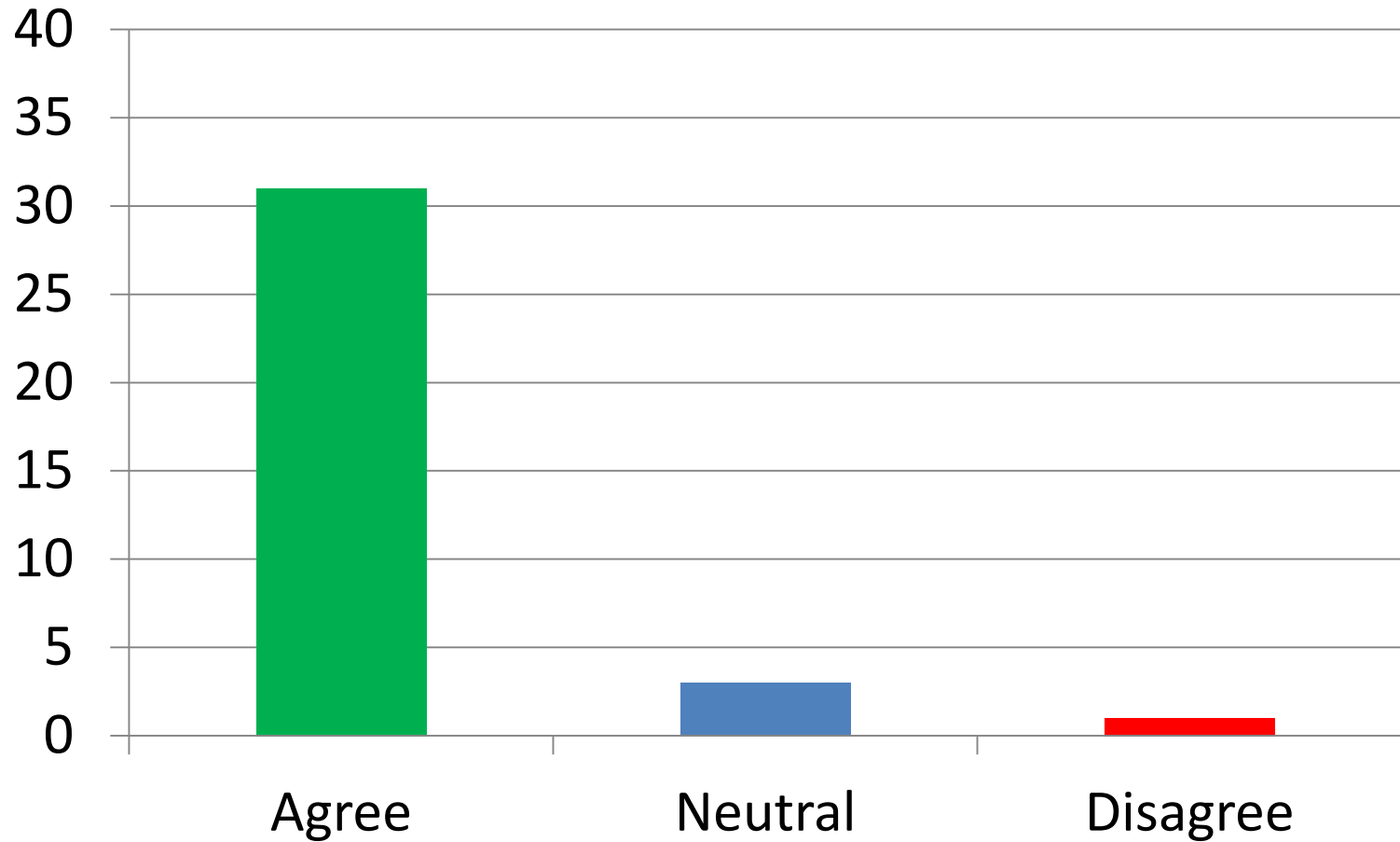


# Overall Course Format

- Students were happy with the course format before the transformation
- Post transformation their satisfaction increased

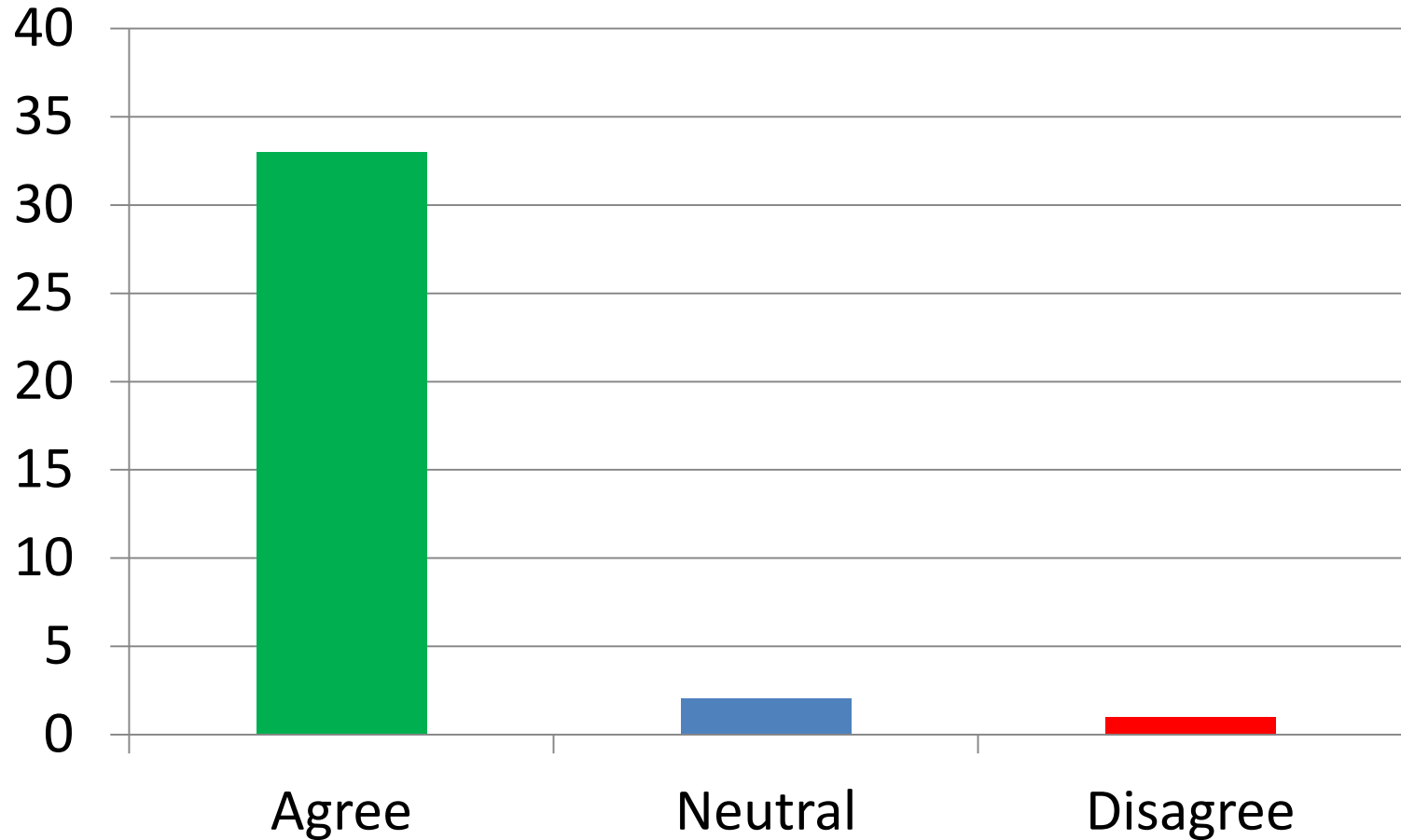
# 1) The overall format of the course is conducive to my learning (2010)

n = 36



# 1) The overall format of the course is conducive to my learning (2011)

n = 37

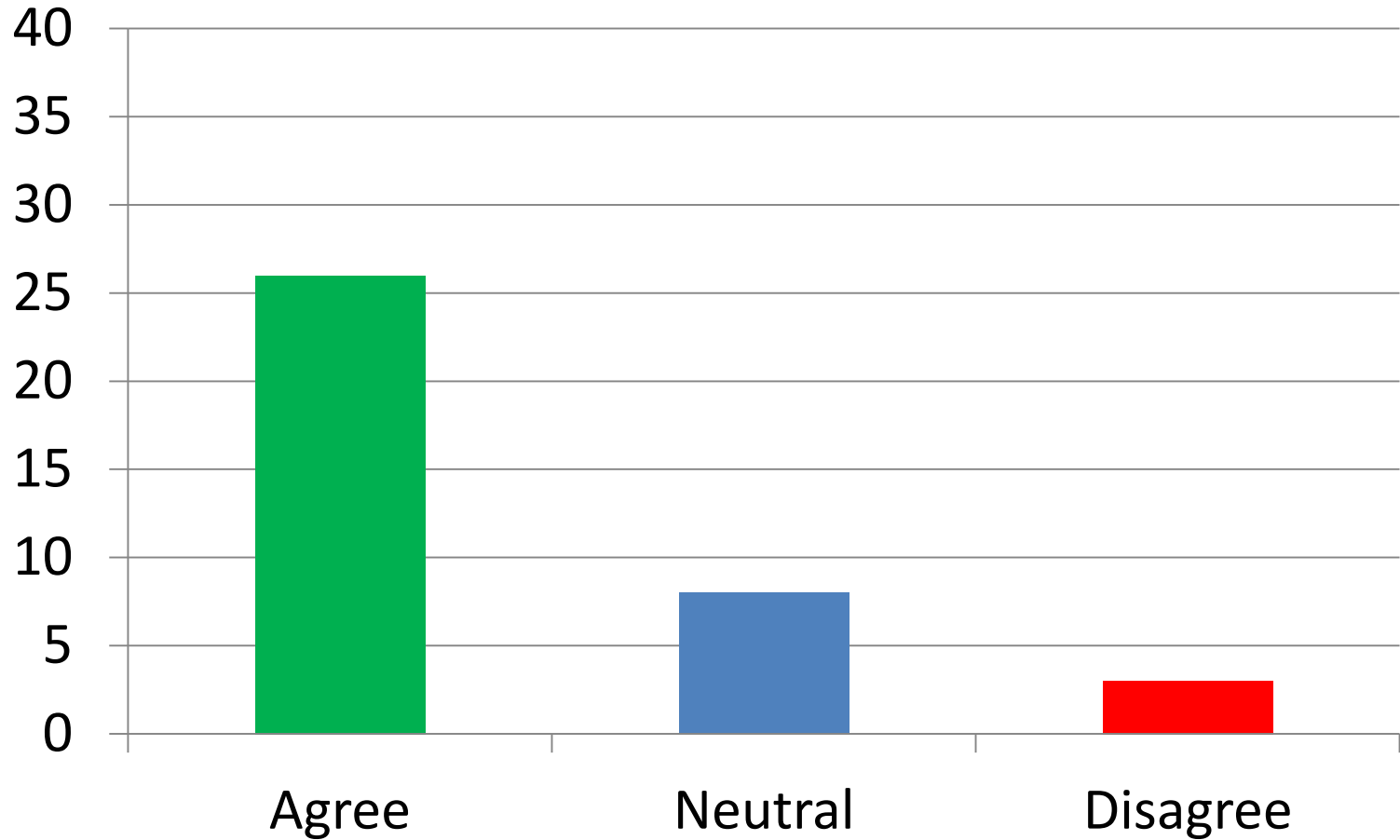


# Poster Project

- Again students found the poster project useful, but post transformation their approval increased

**6) The poster project was a useful to my learning (2009)**

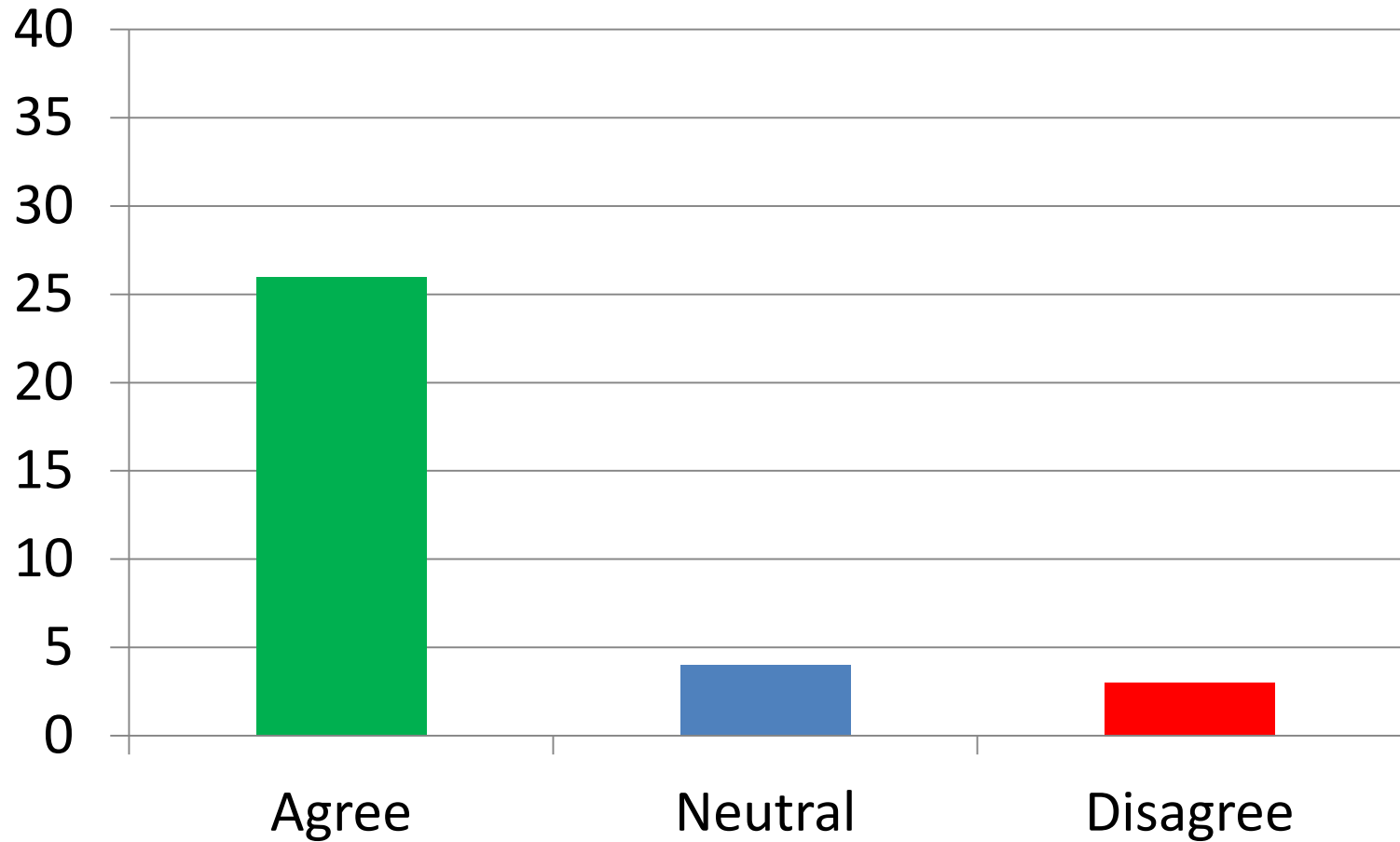
n = 32





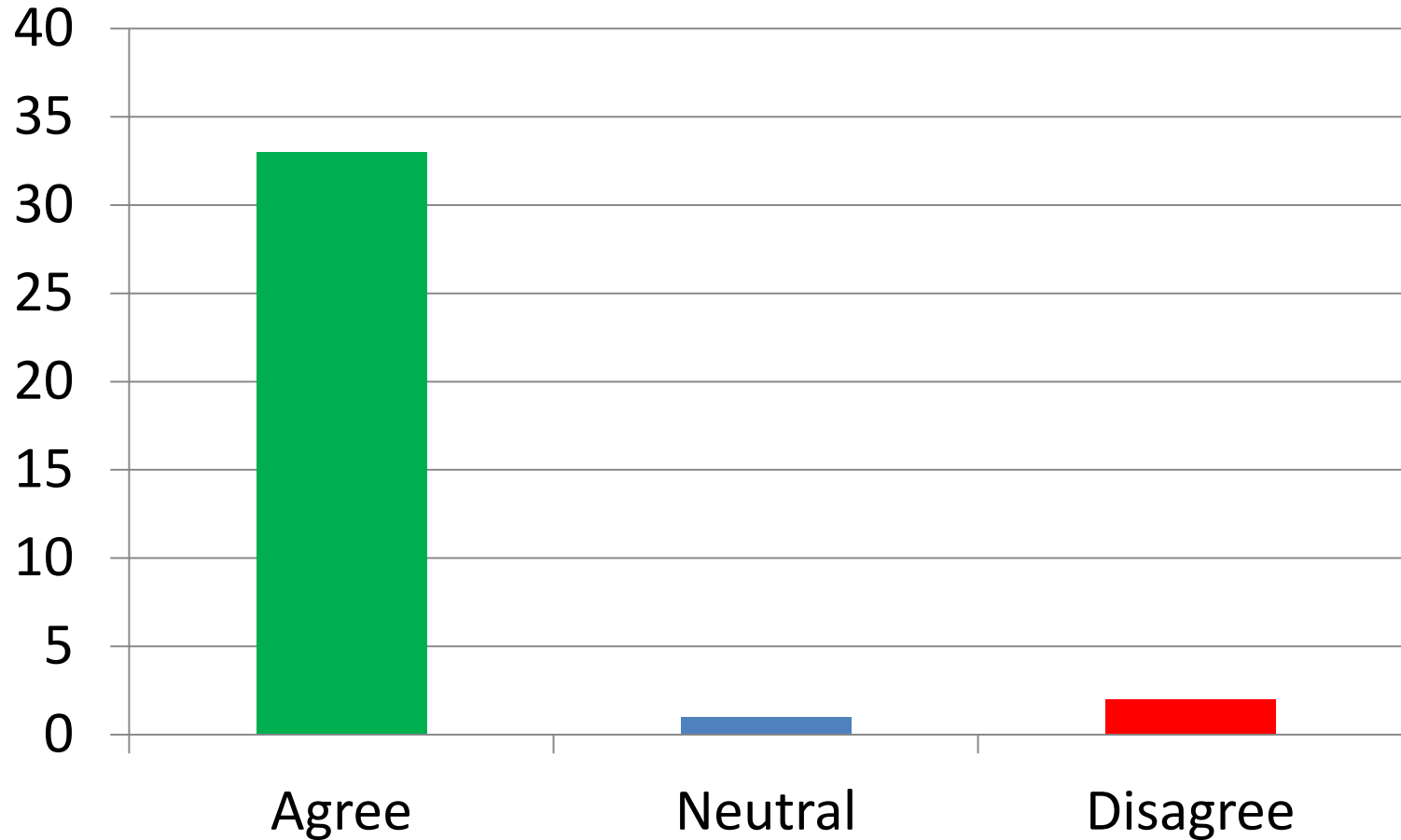
## 6)The poster project was useful to my learning (2010)

n = 36



## 6)The poster project was useful to my learning (2011)

n = 37

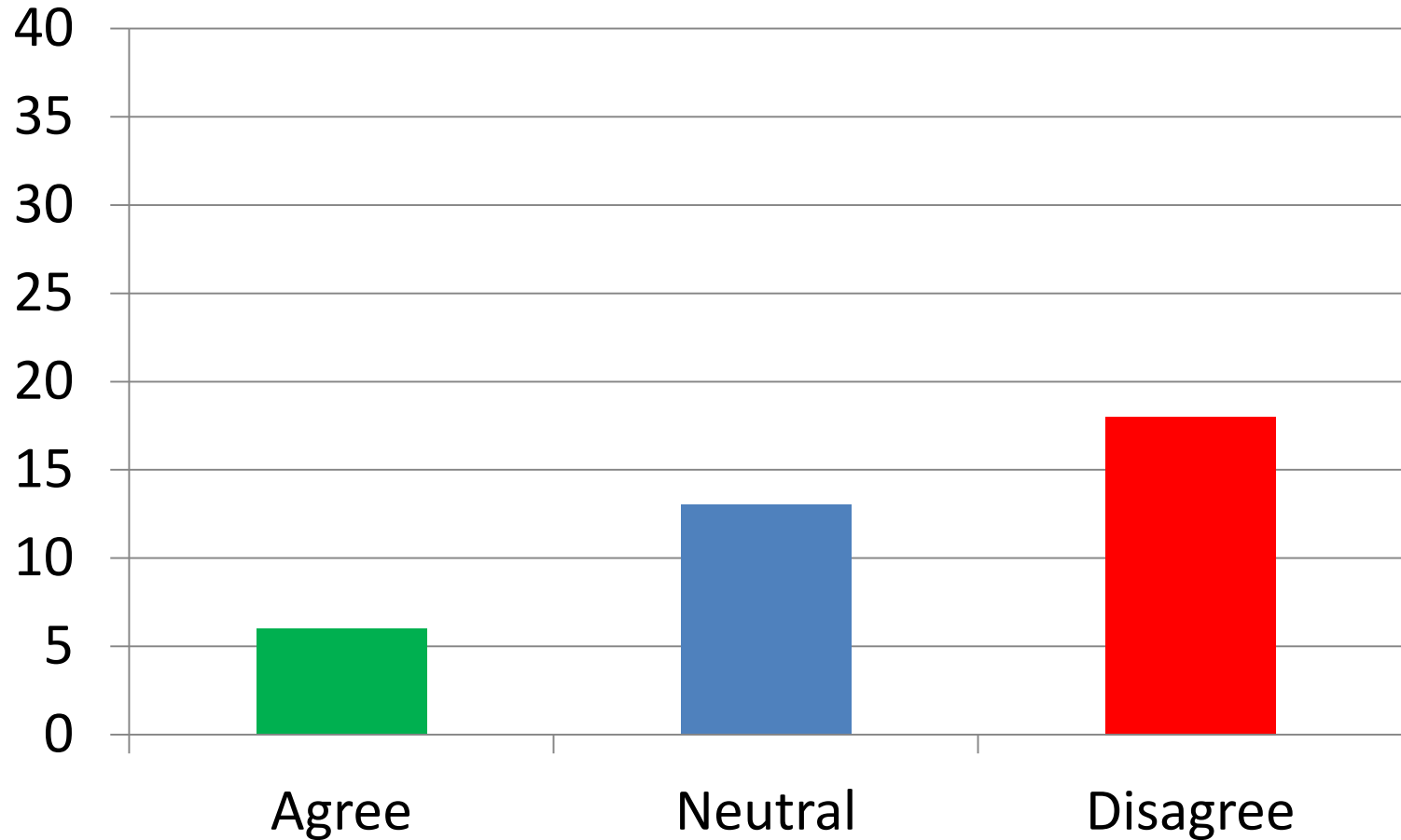


# Midterm

- Prior to the transformation students were frustrated with the midterm exam
- After aligning exam to learning goals student satisfaction increased, though there are some issues with the current year's format.

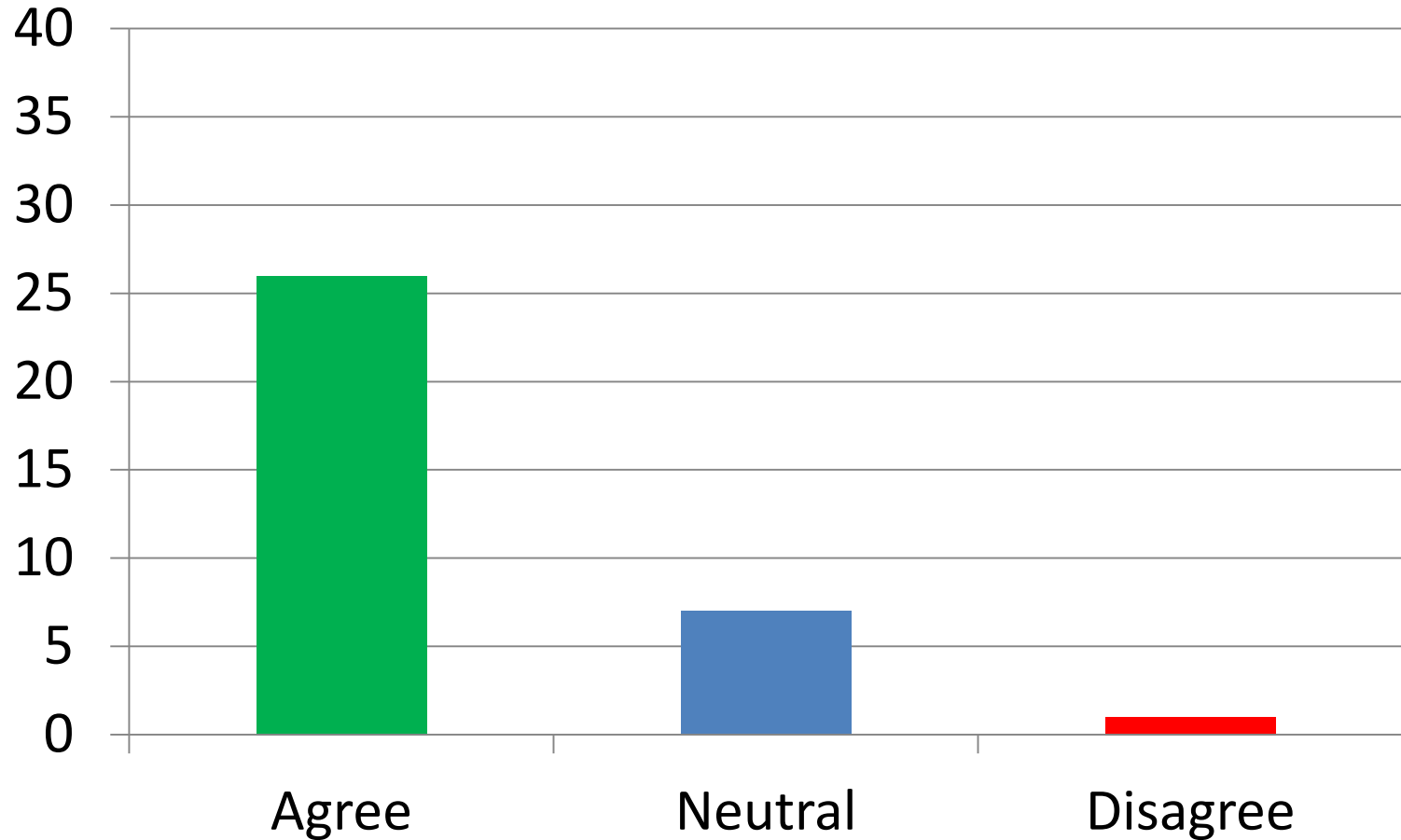
## 7) The midterm exam format and evaluation was fair (2009)

n = 32



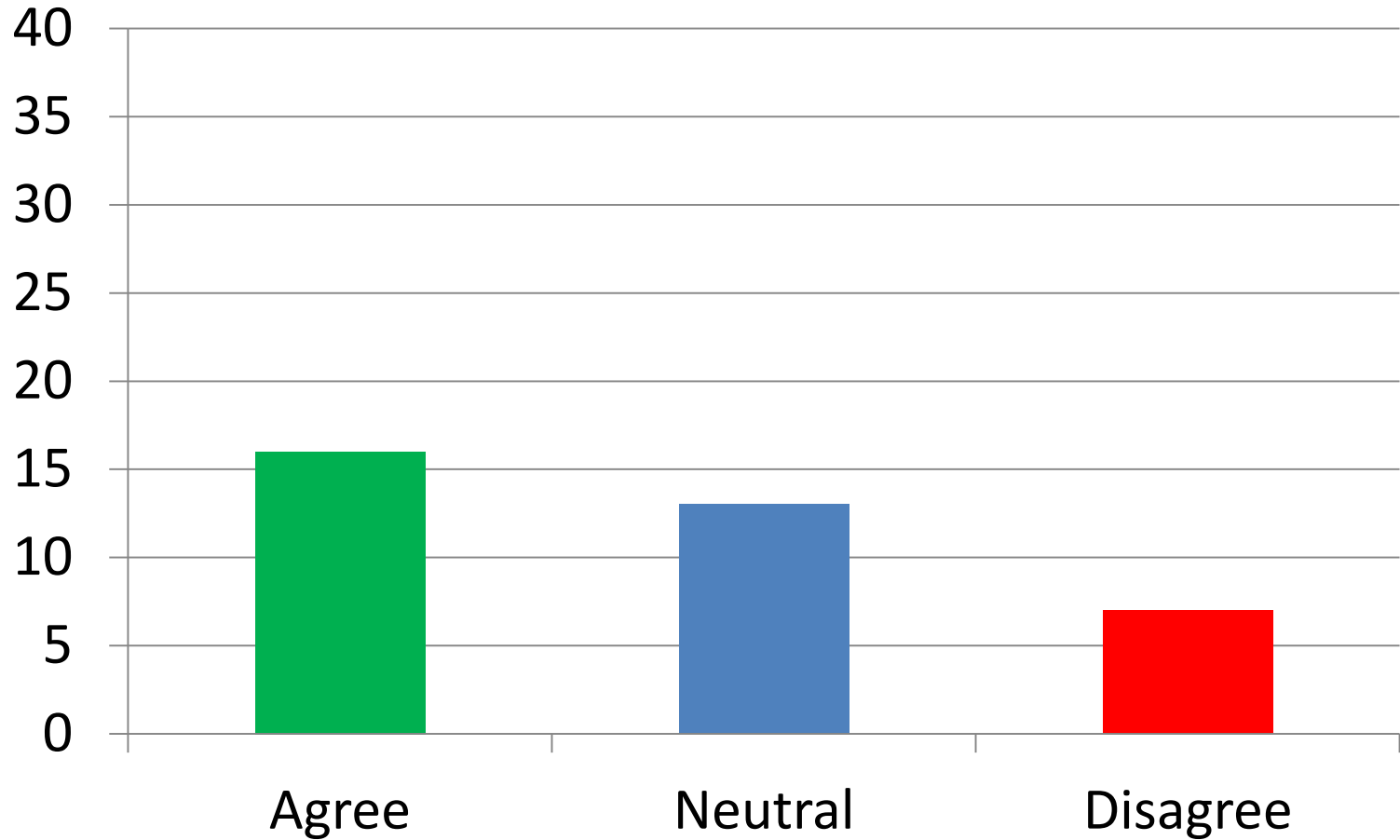
## 8)The lecture quiz format and evaluation was fair (2010)

n = 36



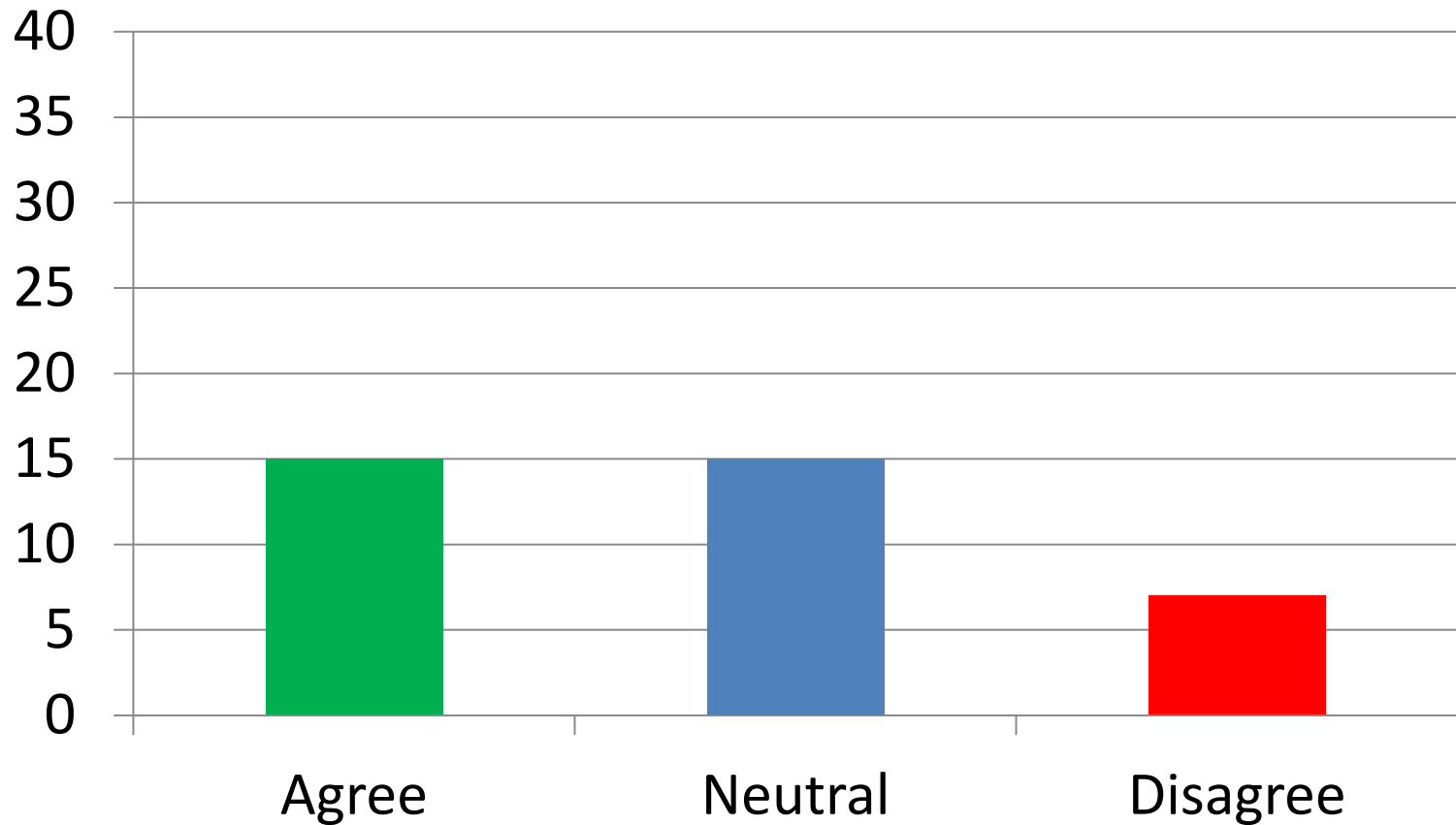
# 10)The lecture midterm format and evaluation was fair (2011)

n = 37



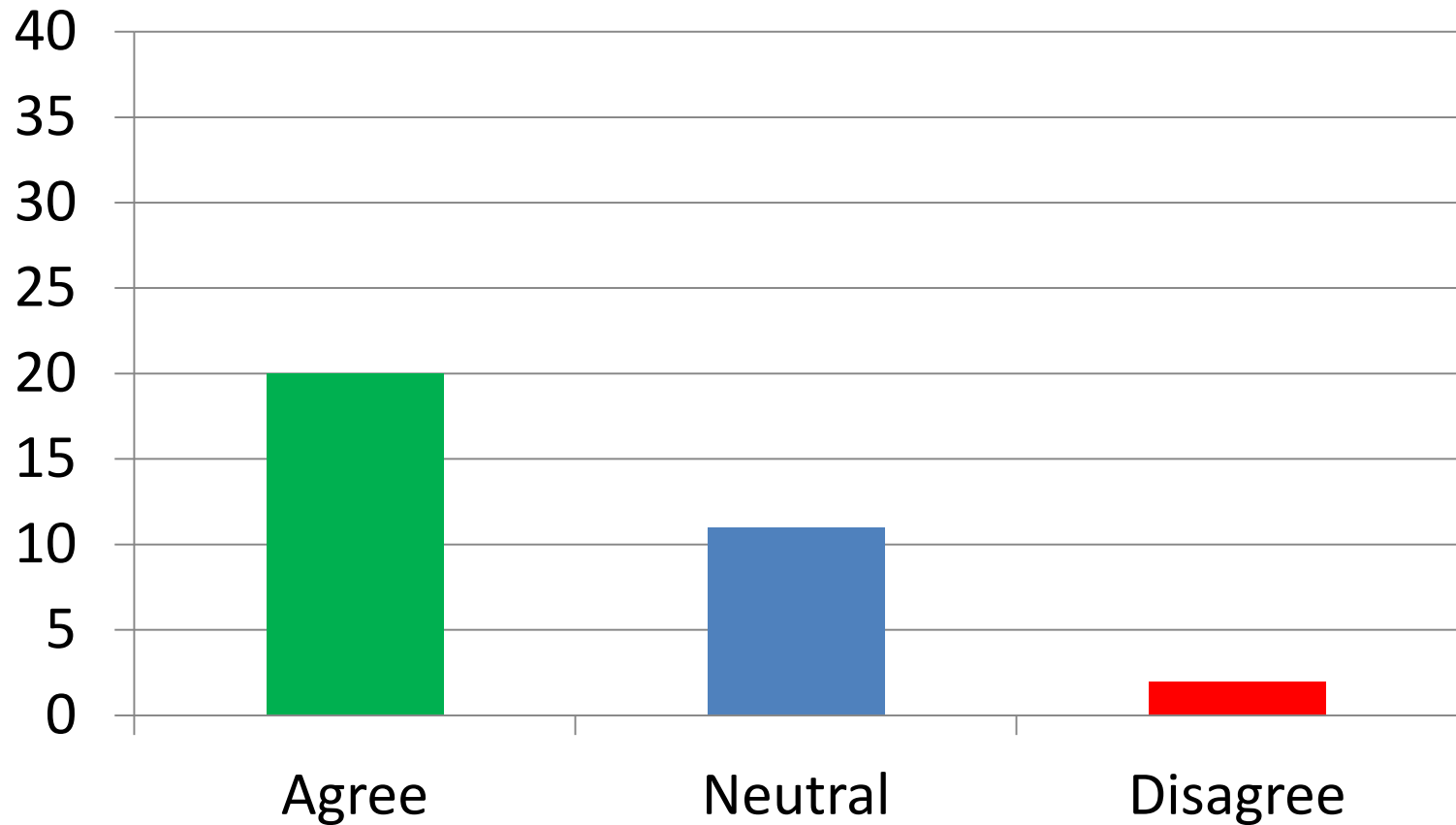
**9) The grade breakdown encouraged me to concentrate on the most important aspects of the course (2009)**

n = 32



**11)The grade breakdown encouraged me to concentrate on the most important aspects of the course (2010)**

n = 36





**13)The grade breakdown encouraged me to concentrate on the most important aspects of the course (2011)**

n = 37

