

# EOS-SEI Long-Term Plan, Metadata and Faculty Survey

# EOS-SEI LONG-TERM PLAN UPDATED DRAFT, STILL FLEXIBLE

P1 = first planning term; P2 = second planning term; T1= first teaching term, etc.

TARGETED COURSES	2007	2008			2009			2010			2011		
	Fall07	Spr08	Sum08	Fall08	Spr09	Sum09	Fall09	Spr10	Sum10	Fall10	Spr11	Sum11	Fall11
EOSC 114	P2&T1	P3&T2	P3	T3	T4								
EOSC 111	P2&T1	P3&T2	P3	T3	T4								
EOSC 221	P1	T1	P2	P2	T2	P3	P3	T3					
EOSC 324	MLB												
ENVR 200	DS&SH												
EOSC 112		P1	P1	P2&T1	P3&T2	P3	T3	T4					
EOSC 220		P1	P1	T1	P2	P2	T2	P3	P3	T3			
EOSC 212		P1	P1	T1	P2	P2	T2	P3	P3	T3			
EOSC 210		P1	P1	T1	P2	P2	T2	P3	P3	T3			
EOSC 116		SS											
ENVR 300		DS&KC											
332 (JM)				P1	T1	P2	P2	T2	P3	P3	T3		
322 (GD)				P1	T1	P2	P2	T2	P3	T3			
355 (CJ)				P1	T1	P2	P2	T2	P3	T3			
EOSC 449				MLB									
ENVR 449				KO									
ATSC 201				RS									
EOSC 211 (RP)					P1	P1	T1	P2	P2	T2	P3	P3	T3
EOSC 372 (SA)					P1	P1	T1	P2	P2	T2	P3	P3	T3
EOSC 373 (MM/others)							P1	T1	P2	P2	T2	P3	P3
EOSC 252 (FH)							P1	T1	P2	P2	T2	P3	P3
EOSC 472 (KO)							P1	T1	P2	P2	T2	P3	P3
EOSC 321 (MK)								P1	P1	T1	P2	P2	T2
EOSC 331 (KH)								P1	P1	T1	P2	P2	T2
EOSC 326 (SS)								P1	P1	T1	P2	P2	T2
EOSC 329 (RB)								P1	P1	T1	P2	P2	T2
EOSC 222 (PS)									P1	P1	T1	P2	P2

Courses undergoing transformation w/o specific STLF help  
*Course sequence considers: logical progressions, breadth in EOS, faculty keenness*  
 " *aims for: maximum departmental involvement*  
 " *interfaces with: teaching assignments, scheduling, & sabbaticals*



EOSC 322	x						x			x	x		
EOSC 324	x						x			x			
EOSC 326	x						x						
EOSC 330	x												
EOSC 332	x	x			x		x		x	x	x	JiTT	
EOSC 350										x	x		
EOSC 355	x	x		x	x					x		Teamwork	
EOSC 370	x			x									
EOSC 371	x			x			x						
EOSC 372	x												
EOSC 449	x												
TA training	x	X(Phys Teaching attitude Survey)						x	x	x	x		

# WHO'S INVOLVED?

(~62% of EOS faculty are involved at some level)

## FACULTY WHO ARE PRIMARY INSTRUCTORS of TARGETED COURSES:

S. Allen, G. Andrews, M.L. Bevier, M. Bostock, G. Dipple, E. Eberhardt, J. Finnis, R. Francois, M. Grey, S. Harris, W. Hsieh, M. Jellinek, C. Johnson, M. Kopylova, U. Mayer, S. Mills, J. Mortensen, R. Pawlowicz, R. Stull

## FACULTY INVOLVED in working groups, committees, or ad-hoc support :

P. Austin, M. Bustin, K. Grimm, L. Groat, P. Hammer, E. Hearn, K. Hickey, O. Hungr, M. Lipsen, M. Maldonado, K. Orians, K. Russell, J. Scoates, L. Ver, P. Smith, D. Steyn, S. Sutherland, P. Tortell

## STUDENTS INVOLVED:

L. Beranek, D.Cassis, J.Dohaney, R. Eso, L.Gurney, M.Halverson, K.Hodge, P.Lelievre, C.Leslie, J. Mcalister, J.Rhajiak, B. Smithyman

# FACULTY SURVEY

*At the EOS Departmental Retreat, we asked for some feedback...19 faculty members responded.*

- 12 people said they read the newsletter ("The EOS-SEI Times"). Of those, all but 1 said they learned something from them.
- About "Brown Bag" discussion sessions...
  - 13 respondents have attended and found it useful
  - 4 respondents have NOT attended but think it might be useful
  - 1 respondent has attended and did not find it useful
- The "Brown Bag" topic areas that faculty are most likely to attend are:
  - Practical teaching tips and tricks
  - Colleagues discussing changes or "experiments" in their courses.

# EOS-SEI Mini-Retreat

*We held a 3-hour mini-retreat with primary instructors of targeted courses, and anyone else who was interested.*

**What faculty said was “exciting” in open statements in the first ½ hour.**

- Developing pre-post evaluations of learning.
- Active learning and projects in class were the most rewarding and an eye opener
- Students were very receptive, open, quite keen, stressed from the start - collaborative effort with all folks,
- I'm most keen on what we are "planning" to do.
- Lots of feedback including one whole lecture.
- Very exciting was modified JiTT including weekly quiz, discovery that some lectures don't need lots of time which speeded up progress, and resulting ability to focus on problem areas.
- This large class is more interactive, group discussions, lectures are more focused
- Clicker feedback really helped identify what's important.
- With clickers, attendance went from 50-70 percent.
- Early in the process, course goals are developed. Exciting part is working with multiple discipline course.
- In past may not have known what the course is for. Maybe too many ideas
- This planning term with input from many is great.

- Evolution of course from entertainment to more focused content. Also still getting good teaching evals.
- Weekly posting of 12 key questions similar to exams without answers
- Learning goals (arrived at via consulting group, then module goals posted) have been helpful to focus on content.
- Discovery that I've been teaching towards the testing I'm familiar with. Pre/Post is thing looking forward to.
- In past, I've given up on content from text, but JiTT suggests I can back off on "content" in lecture. This needs to be looked into.
- Use of pre/post (online) based on GCI. Averages (bell shape) were ~55% & 66% for pre & post.
- Use of a new custom pre/post for 2nd yr field class. Nine questions were based on learning goals, (M.C. but with reasoning) and the average went from 33% - 66%.
- Trying to write pre/posts forced us to think about questions that are at a pre-lecture level (no jargon, etc.). We can now ask some questions without jargon, and that's a good thing - it changes how we will be posing questions.

*The subsequent 2.5 hours were spent discussing challenges and sharing ideas.*