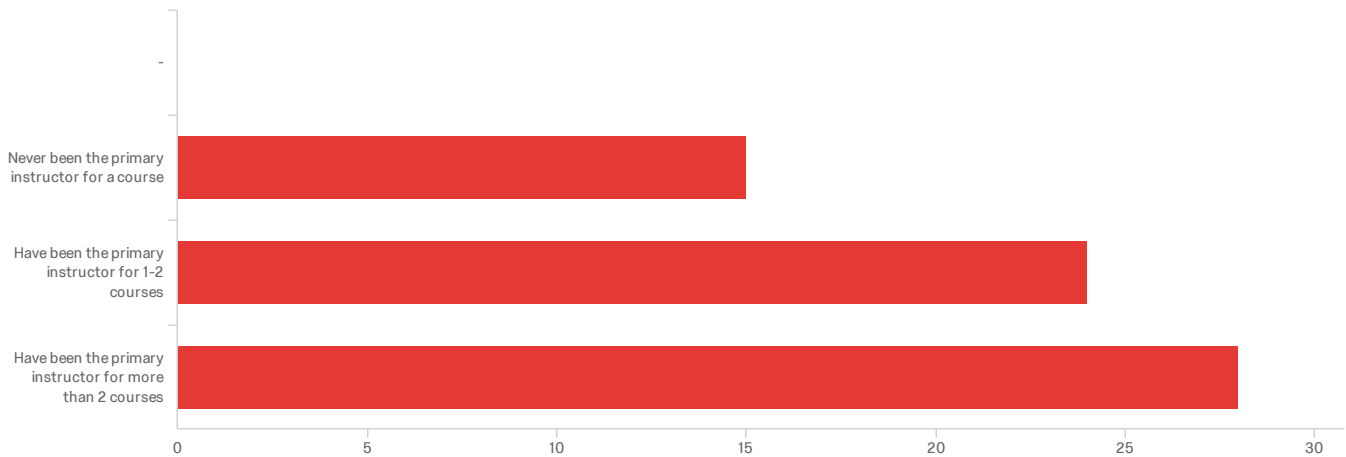


Default Report

JITT CSC NFW 2019

August 9, 2019 11:56 AM EDT

Q11 - What is your experience with being the primary instructor in a course at the undergraduate level?



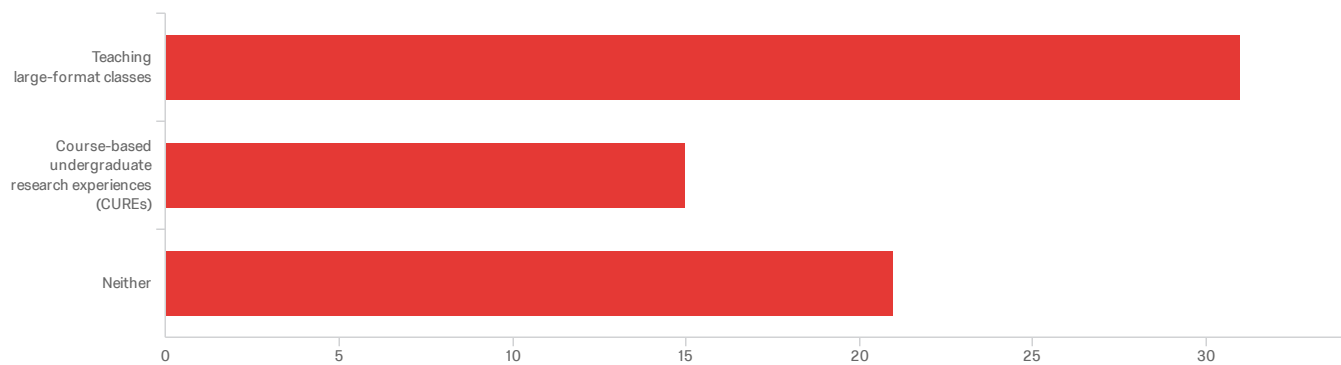
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your experience with being the primary instructor in a course at the undergraduate level?	1.00	3.00	2.19	0.78	0.60	67

#	Field	Choice Count
1	-	0.00% 0
2	Never been the primary instructor for a course	22.39% 15
3	Have been the primary instructor for 1-2 courses	35.82% 24
4	Have been the primary instructor for more than 2 courses	41.79% 28

67

Showing rows 1 - 5 of 5

Q14 - Which of the following topics is more relevant to your own teaching in the upcoming academic year?



Q2 - Who was your favorite professor in college and what subject did they teach?

Who was your favorite professor in college and what subject did they teach?

Physics teacher, because he used to do lot of problem solving

Physical organic chemistry professor

Inorganic Chemistry Professor

Ken Nakamura, sociology

LaiHing - General chemistry

Rustem Ismagilov, Organic Chemistry

My graduate school advisor; organic chemistry

Diego Dominici, Applied Mathematics

Biochemistry

Ian Rosenstein, organic chemistry

Hsien Lin, Quantum Chemistry

Professor Williams, Chemistry

Dr. David Leonard Biochemistry

Prof. Casillas, Thermo

Physical Chemistry, Analytical Chemistry

Tebbetts, Western Lit

I really can't remember... no one left a strong impression on me

Dr. Vickie Williamson

Kathleen Nolta, made organic chemistry

Andrew Conteh - political science

Dr. Brian Goess, organic chemistry

Organic

Who was your favorite professor in college and what subject did they teach?

Dr. Joanna Norris-Cell Biology

Prof. Aaron Miller - Physics

Jizu Bai, advanced Math

Martin Kirk

Professor De Souza, Physical Chemistry

Dr. Nicole Eyt (General Chemistry/Physical Chemistry)

Glenn Starkman, Physics & Frontiers

Mabel Rodriguez - Humanities

Koop- History

Dr. Thomas Manning, Physical Chemistry

Dr. Murkin, Enzyme Catalyzed Reactions

Prof Joanne Stubbe -- Biochemistry

Dr. Lee- Organic Chemistry-I

Laura Furge, Biochemistry

Prof. Akam. Organic Chemistry

Timothy Sprano, Mathematics (intro to proofs, abstract algebra)

Analytical Chemistry

Professor Prieto, Organic Chemistry

Perry Patterson - Intro Economics

Dr. Vora, Biochemistry

William H. Starnes, Jr. Organic and Polymer Chemistry

Professor Whitehead, Literature in Film

Rachel Segalman, polymer chemistry

Phil Magnus, organic chem

Who was your favorite professor in college and what subject did they teach?

-/general chemistry

Masato Koreeda, organic chemistry

Prof.Prof. Ananta Nad; Inorganic chemistry

Bio-organic chemistry

Kent Kirshenbaum, Molecular Biochemistry

Pat McDougal Organic Chemistry

Dr. Ken Nakamura, sociology

Dr. Draves taught several lower- and upper-level chemistry classes.

Dr. Sommerville, my orchestra director

None

Lisa Holland, Analytical Chemistry

Jeff Robbins

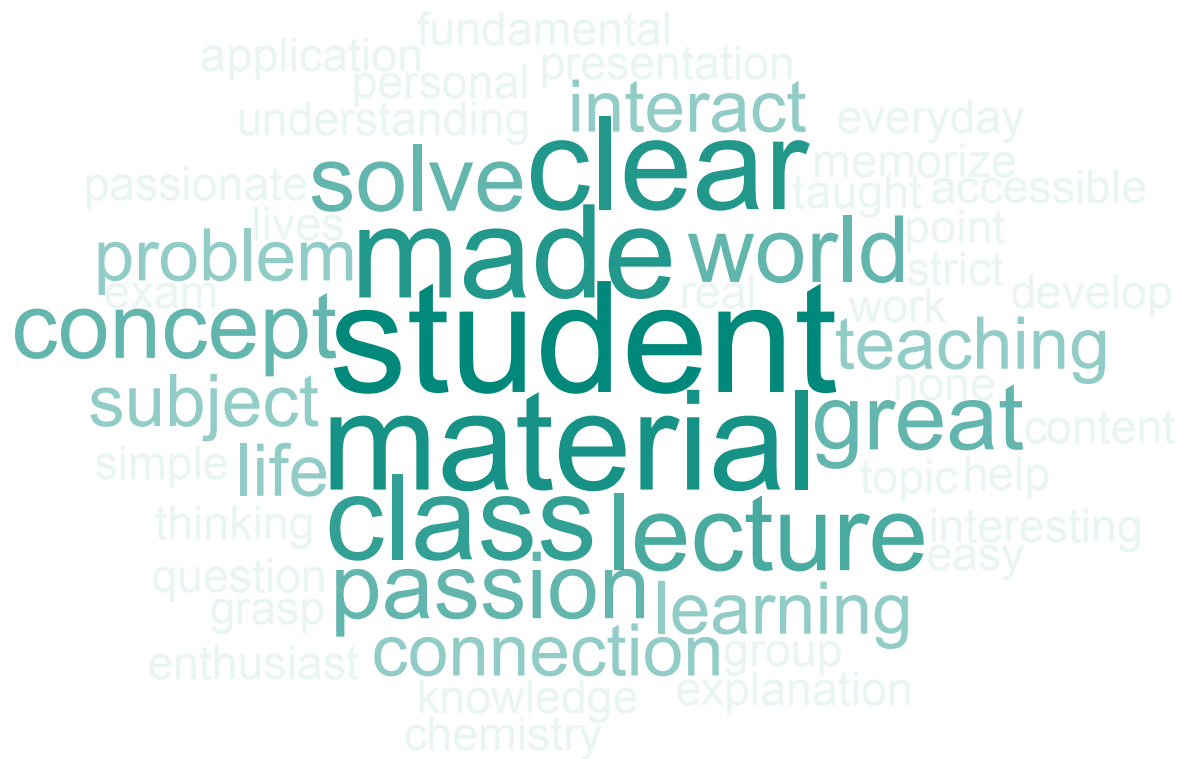
Martin Gruebele and Nancy Makri, physical chemistry

Introduction to chemical engineering

n/a

Prof. Kilpatrick at Pepperdine University - Transition to Abstract Math

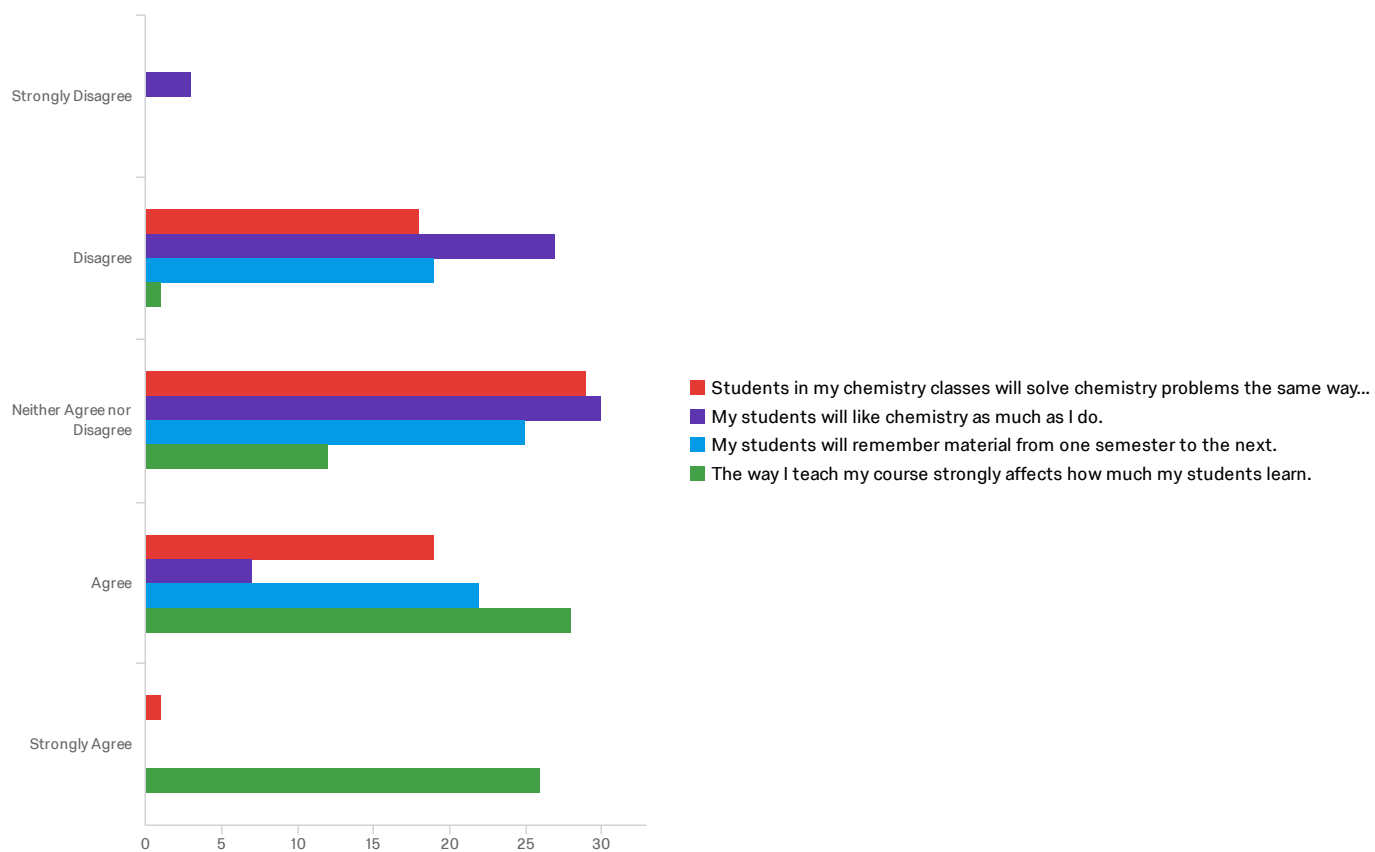
Q3 - What was memorable about their teaching?



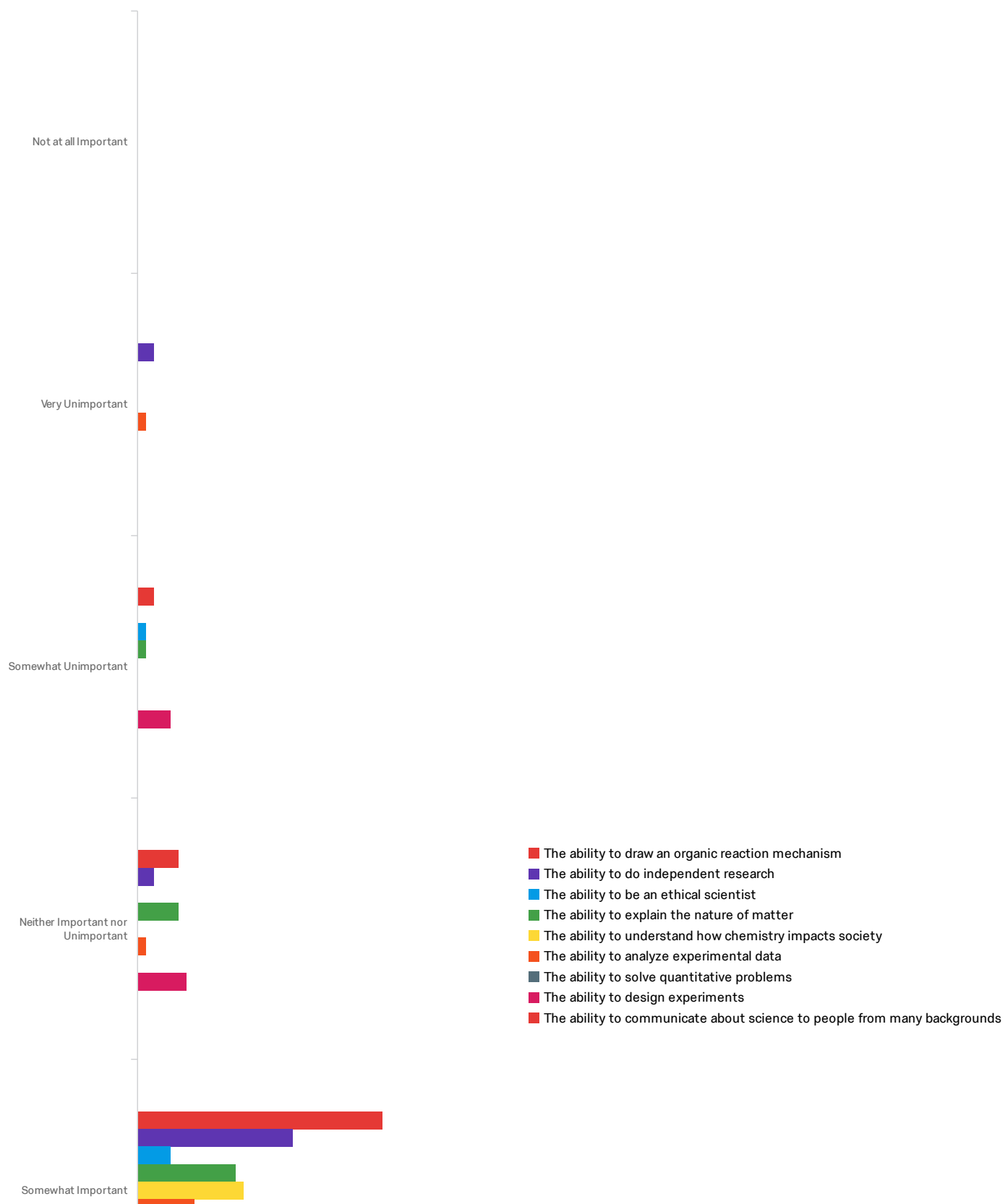
Q4 - My single biggest concern related to teaching is...

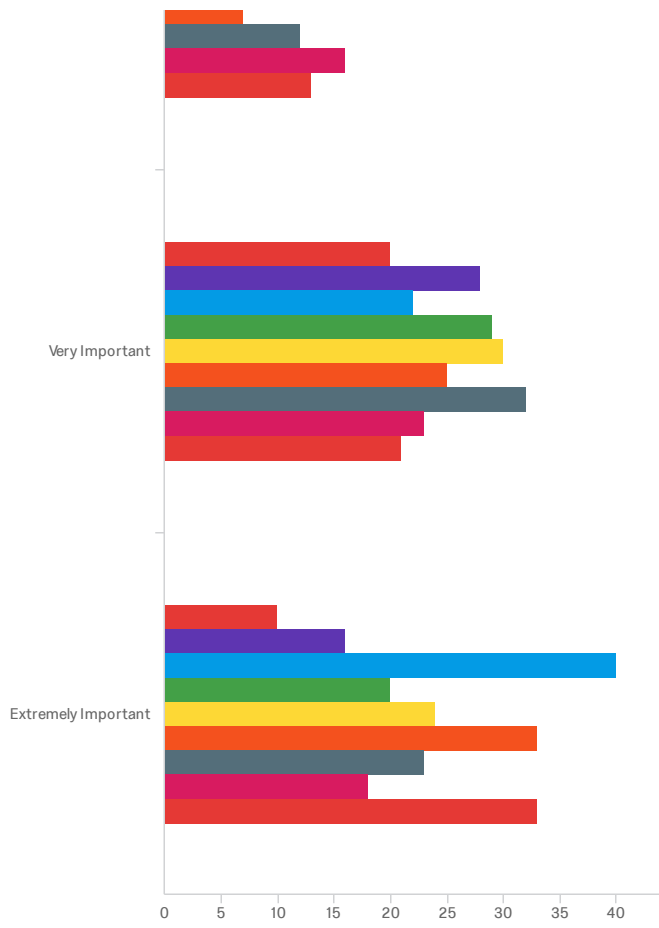


Q5 - Think about your current institution. Indicate the level with which you agree or disagree with each statement.



Q6 - Rate the importance of each of the following abilities for a chemistry major to develop during their undergraduate career.





Q7 - Identify one additional competency that every chemistry major should have when they complete a chemistry major.



Q16 - What questions or comments do you have about this exercise? Is there anything methodological here that is unclear to you, or that you would like to discuss briefly?

What questions or comments do you have about this exercise? Is there anyth...

This exercise is very clear and straightforward.

The preceding section is about a "generic" chemistry major but the importance levels depend a lot on what they want to do later.

I'm interested to see how and when (just in time?) data of this kind will be used to steer a classroom experience.

None

NA

Is JIT usually provided before the lecture? or just briefly at the beginning of a class?

I wonder how these subjective questions look when plotted out...are there optimistic clusters vs. pessimistic clusters?

None

I'd love to learn a bit more about just-in-time teaching and how I can incorporate it more in my own courses

teaching style in the low level university

I will be teaching at a PUI so I was just unsure what category I would fall under (large-format class vs. CUREs). I feel like I could kind of go either way!

I feel like the answers I gave for the "Think about your current institution..." question are different for me now since I am teaching a graduate level course in the fall, than they would be if I were teaching an undergraduate course.

Looking forward to learning more about this technique.

N/A

None.

How this tool could be utilized in chemistry courses

How to engage with students. Practical techniques to attract students interests in course topic. Effective way to get students feedback about my teaching.

Along with helping the instructor gauge student understanding before class, it seems like this tool can change student perspectives on the material. Does this approach encourage more students to participate in class as well?

In a CURE setting, how much of the prep-work is done by faculty/TAs? Is it advisable to add some of the prep components as part of CURE for the students participating in it?

What questions or comments do you have about this exercise? Is there anyth...

It was very useful.

I am very intrigued how this will be used in the workshop. I have looked into Just-In-Time Teaching very briefly, but was deterred from implementing it because my class sizes seemed slightly too big for it to be time effective for me. I typically have the organic class in the General-Organic-Biochem sequence (60-70 students) and Organic Chemistry I (60-70 students) in the same semester. How can JiTT be used on a schedule that is 3 times/week for medium-large classes? My biggest curiosity is how surveys/answers to questions can be combed through at this pace while leaving room for the instructor to complete grading/class prep/service/research duties as well? I am excited to learn tips for potentially integrating this into my curriculum!

The question "Which of the following topics is more relevant to your own teaching in the upcoming academic year?" has only two options for answers. I wonder if teaching a small graduate course is something that is already covered well by this workshop so it's not necessary to show interest in that...

-

Nothing special. I would be very happy to have a discussion about how to maintain academic integrity while teaching a national level chemistry courses to a mostly unprepared students in the classroom?

What do you mean by students solving chemistry problems the same way I do? As in we all use the same method and only that method or they will have the ability to solve the same difficulty of problems or something else?

I'm unfamiliar with the Just-in-time teaching idea and would be curious to now how I would adapt this to my own course.

I do not understand this question.

Are you suggesting we use surveys like this for our students? Are they meant to serve a pedagogical purpose beyond information gathering?

Would have been better to include class-room teaching basics and activities

Why were only two choices given for question two (CURLs and teaching large-format courses)? Having looked at the schedule, there is more than one session where attendees can choose the topic of the session they attend, but this is the only one that is explicitly included in this survey.

N.A.

no

I'm willing to learn!

Q12 - What questions do you have about this workshop in a general sense? Is there one particular burning topic that you hope we will cover?

What questions do you have about this workshop in a general sense? Is ther...

Workshop is great till now. I think calling the Funding agencies to the workshop would be better as suppose to meeting them. I understand they are busy, but as NSF and NIH we're both agencies I would have like to go, i missed meeting NSF officers. Also, if sordid examples of the grants or portion of grants are shared it will be a awesome starting point. Facilitators and workshop are awesome yesterday, I would like to see more focus on the undergraduate private institutions. Regarding private funding, if you can give more details, as in names etc that will be helpful.

How to balance the level of details and depth for a class consisting of graduate and undergraduate students?

Managing large classrooms. Student-centered learning.

Managing competing demands

How to challenge the very advanced few students in class.

I'm interested what others experiences have been like doing flipped classroom in chemistry. At my institution it may be relevant.

Time Management specifically between publishing, teaching, and mentorship

None

Research resources for PUI

How to mentor students academically?

Engaging large classrooms effectively...without pop quizzes!

inclusive learning, technology in the classroom

topic: creating an inclusive learning environment

students motivation and teaching style

Is the course going to cover how to develop a syllabus and how you develop your own course? How do you know what are appropriate problems to solve for students at different levels during their university education?

Since I have never been a primary instructor for a course, I am really looking forward to everything on the agenda so far! I guess I am a little confused about the teaching tidbit and what to expect, but I am sure that will make more sense upon arrival to the workshop!

Group and/or course-management software

As a new faculty at a two year institution with almost no chemistry majors, what resources and/or opportunities do I have to expose students to aspects of chemistry beyond the basic level courses? How can I make a career in chemistry a serious alternative for these student?

From the agenda it looks like we'll cover it all, and I'm grateful for that!

What questions do you have about this workshop in a general sense? Is ther...

How to balance incorporating activities/engaging group work while covering all required material.

How this workshop can help me to improve my teaching style or methodology in the class?

How to use active learning techniques in larger class sizes

Student participation in research and broader society impact

How to plan and prepare grant proposal application.

Material on creating a course new to my home institution would be very helpful, particularly aspects such as defining goals for student learning and learning from the first iteration of the course.

Too much teaching-related contents. More research group management and grant application should be included

Identifying grants appropriate for my role (PUI with 1 - 2 undergraduate student researchers per year).

How do you get participation from a majority of students in a large class format in a classroom activity?

How to maintain the balance between research, teaching, and service as a young faculty member.

Looking at the schedule, I believe the two topics I am most interested in will be covered. I am particularly interested in creating inclusive learning environments and how to integrate research into my courses.

Very much looking forward to learning all the cool teaching skills!

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How to design assignments and exams that help students learn but do not take too much time to grade

Discussion of current electronic assessing tools in the classroom.

Looking at the preliminary agenda, I am satisfied with the topics that will be covered.

I just want to spend more time reflecting on my teaching

Looking at the agenda, I'm really interested in everything. Last year was my first as a full-time teacher, whereas before I had been heavily focused on research. The big struggles I have had in the past year were: 1. student-directed learning. I would love to do less lecturing; 2. Large classroom engagement. I had a class of 110 students, non-majors, and struggled to get them to engage with the material and the class.

The question: I'm wondering if we'll get more information about the Teachable Tidbit part of the workshop. Our latest email said we should be thinking about a topic from one of our courses. But I am unclear on whether we should prepare something ahead of time or whether preparing it is part of the workshop. The one topic: To me it seems like active learning is a means to an end (the end being to get students to learn the material on their own rather than by osmosis from the instructor's words). I've been wondering if a professor implementing active learning techniques is any more effective than a professor who is excellent at motivating students to work and learn outside of class.

How to recognize and handle academic integrity violations (for example, plagiarism). How to balance (and choose priorities) for the 3 key aspects of academia (teaching, research, service).

What questions do you have about this workshop in a general sense? Is ther...

What I struggle with most is pacing. There is SO MUCH content to cover in the organic curriculum, and it is an important class for both premeds and chemistry majors. I need to hit all of the important material, but it's hard not to go too fast and lose the students. It also doesn't leave a ton of time for problem solving or group exercises in class.

How to work with low archiving students

Student engagement, course design and assessment

I see that there are sessions related to backward course design. I'd like some help thinking about content management in a course that is planned by this method and also time management for the planning itself, as I find this method of planning to be time-intensive, more so than other methods I have tried. I do have curricular alignment in my courses (learning goals guide each lesson), but I wouldn't say that I achieve it through backward course design (as I understand the concept/planning model). I have experience with backward course design from my undergraduate years (as a chemistry major seeking secondary education certification), and I have used it to design units that I taught at the college prep, honors, and AP levels during my student teaching experience. But I find it hard to use backward planning in my courses at the liberal arts college where I now teach. While the material is covered more thoroughly in lessons that I have designed using backward planning, and students seem to master the information more quickly, less content is covered. It also takes a long time to design units/lessons using backward planning - time that I don't have given the other responsibilities of my job (mentoring several senior undergraduate research students, doing college/dept service, etc.) I have trouble reconciling this with the strong content pressure of the courses I teach. I enjoy using backward planning, but I will be teaching almost exclusively general chemistry and organic chemistry courses for the foreseeable future, and it is hard to cut content from those courses. Additionally, I'm not the only person teaching sections of those courses, so any choices to reduce content need to be made as a group.

How to guide undergraduate research

No

How much time should we put into planning class at an R1 institution?

End of Report