

2013-2014 HERI Faculty Survey - STEM Module

****Items in this module will only be seen by faculty who indicate they teach in STEM using set of predetermined rules regarding departmental affiliation.****

1. In the courses you have taught in the past year, how often do you:
(*Responses: Always, Frequently, Occasionally, Rarely, Never*)
Incorporate audience response systems to gauge students' understanding (e.g., clickers)
Integrate authentic (i.e., not "cookbook") research experiences into labs
Incorporate mini-labs into lecture
2. In the STEM courses you have taught in the past year, how often do you encourage students to:
(*Responses: Always, Frequently, Occasionally, Rarely, Never*)
Make connections between different areas of science and mathematics
Draw a picture to represent a problem or concept
Identify what is known and not known about a problem
Analyze the basic elements of ideas or theories
Make sense of scientific/technical concepts
Synthesize several sources of information
Conduct an experiment
Relate scientific concepts to real-world problems
Memorize large quantities of information
Make predictions based on existing knowledge
Translate scientific concepts or terminology into non-scientific language
3. Indicate the personal importance to you of each of the following:
(*Responses: Essential, Very Important, Somewhat Important, Not Important*)
Making a theoretical contribution to science
Working to find a cure for a health problem
4. To what extent do you structure your STEM courses so that students:
(*Responses: To a Great Extent, To Some Extent, Not at All*)
Develop a stronger interest in STEM disciplines
Have the foundational knowledge for advanced study in STEM