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

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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)

- Agree: 37
- Neutral: 5
- Disagree: 0
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 form 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)

Profs frustrated with lab format prior to transformation
5) The lab format was useful to my learning (2010)

New format attempted with mixed results

n = 36
5) The lab format was useful to my learning (2011)

Minor changes to new format greatly reduce student frustration
1) The overall format of the course is conducive to my learning (2009)

- Agree: 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)

- Agree: n = 36
1) The overall format of the course is conducive to my learning (2011)
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)
6) The poster project was useful to my learning (2010) 

- Agree
- Neutral
- Disagree

n = 36
6) The poster project was useful to my learning (2011)  

- Agree: 37
- Neutral: 1
- Disagree: 1

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)

- Agree: 36
- Neutral: 0
- Disagree: 0

n = 36
10) The lecture midterm format and evaluation was fair (2011)

- Agree: 15
- Neutral: 10
- Disagree: 5

n = 37
9) The grade breakdown encouraged me to concentrate on the most important aspects of the course (2009)
11) The grade breakdown encouraged me to concentrate on the most important aspects of the course (2010)
13) The grade breakdown encouraged me to concentrate on the most important aspects of the course (2011)