## Data

**Trials to date:** EOS courses: 1x courses: 4 2x courses: 7 3x courses: 12 classes, Jan-March

**Observation Codes**

- **Instructor:** Lecture, “Active Friday,” etc.
- **Happening:** Engage, PACE, etc.
- **Students:** Doing, Pair, Solo, etc.

### Completed raw data form

### Procedure and data:

- **Observation form stable at version 10.**
- **Forms printed on LiveScribe paper.**
- **Audio records are keyed to coding forms.**
- **Coded forms transferred to spreadsheet template, including color and aggregation.**

## Transcribed raw data: 2 classes of eosc326

### Lecture

- **Mode:** Instructing/Comprehending
- **Time:** 10
- **Students:** Solo
- **Engagement:** 80%
- **Instructor:** Engaging

### “Active Friday”

- **Mode:** Instructing/Comprehending
- **Time:** 10
- **Students:** Pair
- **Engagement:** 50%
- **Instructor:** Engaging

## Comparing two science electives:

### EOSC 340 Climate change

- **Instructional mode:** Iso, SOD
- **Students doing:** Engaged

### EOSC 373 Oceanography II

- **Instructional mode:** SOD
- **Students doing:** Engaged

## Some Patterns – 19 different classes

**Sorts by Blooms score (see codes, below left)**

- **Low Bloom:**
  - Mostly lut, 2nd yr. (B/U) see exceptions
  - High “reading” into mode
  - High “explain or review”/cover
- **High Bloom:**
  - Mostly 2nd, 3rd yr. (B/U) see exceptions
  - More students working together
  - Exception is eosc322 poster session

### Six weeks of EOSC222 classes: What analysis possibilities?

**Address questions by combining codes:**

- **Variations versus time:**
  - More group work in Feb.
  - “Active” tends to follow basics.

**Sort by Bloom’s score:**

- Score = 1*R^2*U + 3*A + 4*A + 5*E + 6*U
  - Higher Blooms ... more active.