

Evaluation of Geoscience Time Scales & Global Climate Change Workshop

How did you hear about this workshop? _____

Internet/On-line (6); NSTA newsletter (5); email (5); WSST Newsletter/E-mail (4); email via Margaret (2); Brian Wittham shared this with me; email from Leroy Lee; CIMSS website; Science Teacher Network; Email from WCEE(?)

Please rate each of the following aspects of the teaching-learning experience on a 5-point scale by checking the box that best describes your opinion.

	Not at all 1	Very little 2	Somewhat 3	A fair amount 4	A great deal 5
--	------------------------	-------------------------	----------------------	---------------------------	--------------------------

BENEFITS

To what extent did the experience:

Increase your knowledge of Geoscience Time Scales & Climate Change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11	16
Increase your understanding of Geoscience Time Scales	<input type="checkbox"/>	<input type="checkbox"/>	4	10	13
Increase your understanding of Global Climate Change	<input type="checkbox"/>	<input type="checkbox"/>	3	6	18
Help you recognize the potential applications of technologies to study and teach planetary time scales	<input type="checkbox"/>	<input type="checkbox"/>	1	8	18
Increase you level of interest and appreciation about climate literacy	<input type="checkbox"/>	<input type="checkbox"/>	2	5	19

CONTENT

To what extent was the content covered:

Easily understandable –	<input type="checkbox"/>	<input type="checkbox"/>	5	16	6
Relevant to your needs –	<input type="checkbox"/>	<input type="checkbox"/>	3	14	10
Suitable to your current knowledge of Weather and Climate –	<input type="checkbox"/>	<input type="checkbox"/>	3	11	13
Suitable to your current knowledge of Geology and Paleoclimate–	<input type="checkbox"/>	<input type="checkbox"/>	2	10	15
Suitable to your current knowledge of Global Climate Change –	<input type="checkbox"/>	<input type="checkbox"/>	2	9	16
In accordance with your expectations –	<input type="checkbox"/>	<input type="checkbox"/>	1	7	19

AUDIENCE

To what extent did you:

Feel comfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	25
Feel free to ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	25
Feel encouraged to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	26
Feel there was a good overall climate for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27

	Not at all	Very little	Somewhat	A fair amount	A great deal
	1	2	3	4	5

DELIVERY

To what extent was information:

Well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	23
Presented at the right pace	<input type="checkbox"/>	<input type="checkbox"/>	3	12	12
Clearly explained	<input type="checkbox"/>	<input type="checkbox"/>	3	8	16
Communicated clearly	<input type="checkbox"/>	<input type="checkbox"/>	1	8	18

To what extent did the presenters:

Speak clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	19
Answer questions adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	25
Use visual aids effectively	<input type="checkbox"/>	<input type="checkbox"/>	1	3	23
Emphasize important points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	24
Allow for sharing of ideas and experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	24

OVERALL RATING

Overall, how do you rate this teaching-learning experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very good	Excellent
	Poor	Fair	Good	6	21

IPCC Summary for Policy Makers

How much of the IPCC Summary for Policy Makers did you read?	Some	Most	All
	2	10	15

Please comment on the written content and the graphs included in this document:

Graphs helped understanding

It is not very user friendly, but has good information

Graphs most useful

Why NA snowcover included w/ other 2 graphs (avg T & sea level) glossary of some terms?

A little small & fuzzy otherwise good

I found it extremely interesting and beneficial for me as a teacher of science. It does require a scientific background and interest to understand

I like them

What is the unit 'G+C' for C emissions? graphs were very powerful & frightening!

Written content is hard to read, but the graphs are well done and instructive.

The graphs were much easier to understand than the written content. However, the 2 together explained and reinforced each other

I still wonder why they don't just use percents instead of likely etc.

I appreciated having this summary available. I will finish this reading and use the great charts and information to update my classroom presentations.

Some of it was hard to understand. I felt much better after class.

Even though the document was written at a high level summary, it was easy to follow and explained points well. Some of the graphs could use more explanation.

Content was intense – hard to reread. Graphs were very helpful.

I've had previous experience reading this info at doctoral level, so I was comfortable with it. It is not accessible to general public, however the 'simpler' version (PDF) shared will be useful for my own students.

Blank (11)

ADDITIONAL COMMENTS

Please provide any additional comments, suggestions, or observations about your experience.

Delivery at times seemed rushed. Lots of new info to take in. More time to process would help. Like more examples for Middle Level education. Topics too complex to take directly to my classroom.

It was a very friendly group and well planned event. It would be nice to have the campus/city map ahead of time – otherwise everything was stellar!

Other presenters really good at accommodating questions and getting through talks. Norlene is awesome. Way to stick to the schedule without rushing! I'm impressed!

Educational as always! Parking permit (thru Union South) expired at 11am, so I needed to ask for a new one.

Desk person did not ask, so perhaps that may be a minor issue.

Perhaps describe the Internet steps before handout etc – it always seemed to get a little confusing at these times.

Acronyms were used and I often did not know what they meant. A lot of it seemed above my head, but I was able to learn a lot.

This is the single best professional development class I've taken this year (I've done 4 so far this year)

Keep up the outstanding work! Your dedication to assisting public/private school teachers in teaching about meteorology, climate, geology, paleontology, etc. is appreciated. Very teacher friendly!

Lots of material in a short amount of time. We all now have homework.

Good food

A very good group of people. New variety and level of enthusiasm. The topic depth and sequence was exceptional. Great job!!

Another course next year with more information and learning opportunities.

I would have liked more opportunities to explore some of the resources as they were presented.

It would have been helpful to have just a little more time to spend on applications within the classroom.

Lessons/activities that would fit with each standard.

Thanks!

Great experience and excellent resources. It was nice to hear from a number of different people.

Great job. I appreciate the diversity and great food. I will be back.

Great Job!! I love how open the presenters were for questions from the audience. I hope to be back in the future.

Thank you! This was excellent!

The block of time for sharing resources could be longer – or a Q&A time for those wanting more info.

Excellent sharing of information and resources! Thank you!

Great class – opened up a lot of formerly unknowns for me. Thanks!!

I would suggest additional opportunities in course for collaborative discussion in small groups – mixing folks up by level they teach and then more large group discussion – probably need a third day to make that happen :) Thank you! Very friendly folks!

Blank (4)