End of Course Questionnaire

1. To what extent were you interested in science before this course?

Not interested 1 2 3 4 5 interested

2. To what extent are you interested in science now?

Not interested 1 2 3 4 5 interested

Comment:

3. How likely would you teach science through inquiry in your own classroom before this course?

Not likely 1 2 3 4 5 likely

4. How likely will you teach science through inquiry in your own classroom now?

Not likely 1 2 3 4 5 likely

Comment:

5. How likely would you integrate science and literacy learning in your own classroom before this course?

Not likely 1 2 3 4 5 likely

6. How likely will you integrate science and literacy learning in your own classroom now?

Not likely 1 2 3 4 5 likely

Comment:

7. How confident were you as a science teacher when you entered this course?

Not confident 1 2 3 4 5 confident

8. How confident are you as a science teacher now?

Not confident 1 2 3 4 5 confident

Comment:

9. To what extent has this course influenced your attitude toward science?

Not at all 1 2 3 4 5 a lot \_\_negative? or \_\_positive?

10. To what extent has this course influenced your attitude toward science teaching?

Not at all 1 2 3 4 5 a lot \_\_negative? or \_\_positive?

Comments:

11. How interesting and useful were various aspects of this course to you?

Learning powerful ideas about light and shadows

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Learning about pinhole cameras

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Learning about reflection, refraction, dispersion and rainbows

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Using light sensors to learn about reflectivity

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Learning about the difference between heat and temperature

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Using temperature probes to learn about conservation of energy by mixing hot and cold water

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Learning about the water cycle

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Learning about the influence of light and thermal phenomena on local weather at the beach

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Learning about the influence of light and thermal phenomena on global climate and rising sea levels

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Learning to interpret motion graphs

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Learning about two explanatory models for day and night

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Learning about an explanatory model for the phases of the moon

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Learning about an explanatory model for the Earth’s seasons

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Learning about forces such as gravity and falling objects

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Learning about the nature of science through various explorations

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Learning about inquiry approaches to science learning and teaching through various explorations

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Starting a unit by identifying relevant resources

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Developing powerful ideas based on evidence

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Using powerful ideas to develop explanations of intriguing phenomena

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Developing mathematical representations of physical phenomena

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Using mathematical representations to estimate a quantity of interest

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Reflecting about the sense you made out of what you did each week as a regular part of the homework

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Reflecting about what learned, what still wondering at the end of class

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Asking your own questions for some of the explorations

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Teaching friends and family about phenomena explored in class

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Teaching children about reflection phenomena at the elementary school

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Reading articles written by teachers about their science teaching practices and students’ learning

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Exploring and critiquing Internet resources about phenomena explored in class

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Writing a children’s book about phenomena explored in class

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Learning about the *Next Generation Science Standards*

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Learning about integrating science and literacy learning (learning to speak clearly, listen closely, write coherently, read with comprehension, create and critique media resources)

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

Reading the drafts for an open source textbook for Units 1 (light phenomena), 2 (thermal phenomena), 3 (influence of light and thermal phenomena on weather), 4 (influence of light and thermal phenomena on global climate change), and 5 (astronomical phenomena in the context of the Sun/Earth/Moon system)

Not interesting 1 2 3 4 5 interesting

Not useful 1 2 3 4 5 useful

Comments:

What do you recommend for improving this course?