

Design Lab Evaluations: Blank Faculty Evaluation, Blank Student Evaluation, Notes from December 2008 Faculty Discussion (App. A, B)

Collaboration

1. During an average week, how many times did students work together in small groups on class work during class time? (Please circle one option)

Less than
once a week

Once
a week

Between once
and twice a week

More than
twice a week

2. How valuable was this small group work during class time? (Please circle one number)

0
Not at all
valuable

1

2
Slightly
valuable

3

4
Quite
valuable

5

6
Extremely
valuable

3. During an average week, how many times did students work together in small groups on class work outside of class time? (Please circle one option)

Less than
once a week

Once
a week

Between once
and twice a week

More than
twice a week

4. How valuable was this small group work outside of class time? (Please circle one number)

0
Not at all
valuable

1

2
Slightly
valuable

3

4
Quite
valuable

5

6
Extremely
valuable

Research

5. How effectively can students now develop research questions relating to the central topic of this design lab?

0
Not at all
effectively

1

2
Slightly
effectively

3

4
Quite
effectively

5

6
Extremely
effectively

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Library

6. How comfortable are most of these students in the Library? (Please circle one number)

0	1	2	3	4	5	6
Not at all comfortable		Slightly comfortable		Quite comfortable		Extremely comfortable

7. How well do most of these students understand how to use the Library's resources? (Please circle one number)

0	1	2	3	4	5	6
Not at all		Slightly		Quite		Extremely

Conclusion

8. In what ways was this design lab similar to other courses you are teaching this term?

9. In what ways was this design lab different from other courses you are teaching this term?

10. Which design lab did you teach?

Thank you so much for taking the time to answer these questions. Since this is a new series of courses at Bennington, we need to gather as much thoughtful feedback from faculty and students as possible.

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Collaboration

11. During an average week, how many times did you work with other students in small groups on class work during class time? (Please circle one option)

Less than
once a week

Once
a week

Between once
and twice a week

More than
twice a week

12. How valuable was working with other students in small groups on class work during class time? (Please circle one number)

0
Not at all
valuable

1

2
Slightly
valuable

3

4
Quite
valuable

5

6
Extremely
valuable

13. During an average week, how many times did you work with other students in small groups on class work outside of class time? (Please circle one option)

Less than
once a week

Once
a week

Between once
and twice a week

More than
twice a week

14. How valuable was working with other students in small groups on class work outside of class time? (Please circle one number)

0
Not at all
valuable

1

2
Slightly
valuable

3

4
Quite
valuable

5

6
Extremely
valuable

Research

15. How effectively can you now develop research questions relating to the central topic of this design lab?

0
Not at all
effectively

1

2
Slightly
effectively

3

4
Quite
effectively

5

6
Extremely
effectively

16. Please give an example of one of the research questions you have developed related to the main topic of this design lab.

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Library

17. How comfortable are you in the Library? (Please circle one number)

0	1	2	3	4	5	6
Not at all comfortable		Slightly comfortable		Quite comfortable		Extremely comfortable

18. How well do you understand how to use the Library's resources? (Please circle one number)

0	1	2	3	4	5	6
Not at all		Slightly		Quite		Extremely

19. How valuable was each of the following Library resources to you this term? (Please check the appropriate response for each resource)

	Did not use	Not at all	Slightly valuable	Quite valuable	Extremely valuable
a) Staff	_____	_____	_____	_____	_____
b) Interlibrary loan	_____	_____	_____	_____	_____
c) Databases	_____	_____	_____	_____	_____
d) Catalogue	_____	_____	_____	_____	_____
e) Book collection	_____	_____	_____	_____	_____
f) Study spaces	_____	_____	_____	_____	_____

Conclusion

20. In what ways was this design lab similar to other courses you are taking this term?

21. In what ways was this design lab different from other courses you are taking this term?

22. Which design lab did you take?

Thank you so much for taking the time to answer these questions. Since this is a new series of courses at Bennington, we need to gather as much thoughtful feedback from students as possible.

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***Meeting with Faculty to Review the Design Labs –Appendix B
December 2008***

AIDS (Mirka and Amie)

Amie:

We used different perspectives. It was the inverse of how I usually teach. We start with a problem and ask if it really is a problem and find that within the problem there are a myriad of problems. With the AIDS class we exploded a discrete thing. I'm used to teaching what I know, but this was different.

Mirka:

This was much more collaborative with the students. We were all learning. Students could inform the experts about aspects of the topic. I couldn't tell how much they were learning. This was much more free-wheeling. Did they learn anything in depth? We introduced a problem, but not something in depth. We touched on many disciplines. Should we have ended with written work? How can we evaluate their work? They had to collaborate to do the AIDS day. They collaborated with lab work. This makes me more self-conscious about collaboration. We put students together with common questions. Students are less likely to say they know certain things.

Danny: Was it idiosyncratic?

Susan: All labs use the word "problem." "Collaboration" means different things in the end.

Geoff: I was surprised by students doing some empirical research without prompting – it was different from my other classes.

Mirka: By choosing the experts in advance we predetermined the topics. I felt like there wasn't enough time to discuss things, so we questioned the depth of what we did. Students felt empowered by the end; they felt that they could do something. For FWT they are all doing something related. We need a better way to measure collaboration. The design labs are idiosyncratic.

Branding Britain (Geoff)

I organized the course around a problem, rather than around a body of material. How do you get students to know what they need to know? I used a team approach, using 3 upper division students as leaders with the other students. The teams presented material throughout. In other classes it takes longer for students to lead. They learned to do Powerpoints. We used critiques to help students refine their presentations. It was different with all the outside speakers, too. And the inside of class and outside of class collaboration.

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Mirka: In my class the upperclassmen didn't become leaders in this way.

Oceans (Betsy and Jon)

Jon: In other collaborative classes students have had similar backgrounds and the other teacher was from the same background. We chose to teach things differently. We learned from each other. We learned different ways of learning information. The language of discussion adjusted to a different place, a place more qualifying. The language of qualifying changed.

Betsy: The course became project-based after midterm. We asked "How do you know?" and "How do you make an argument?" The project was hanging over our heads after midterm. We forced collaborations that didn't happen naturally, but it didn't always work. The class felt split in the second half; the dynamic changed. We hope we've given them a method of thinking.