

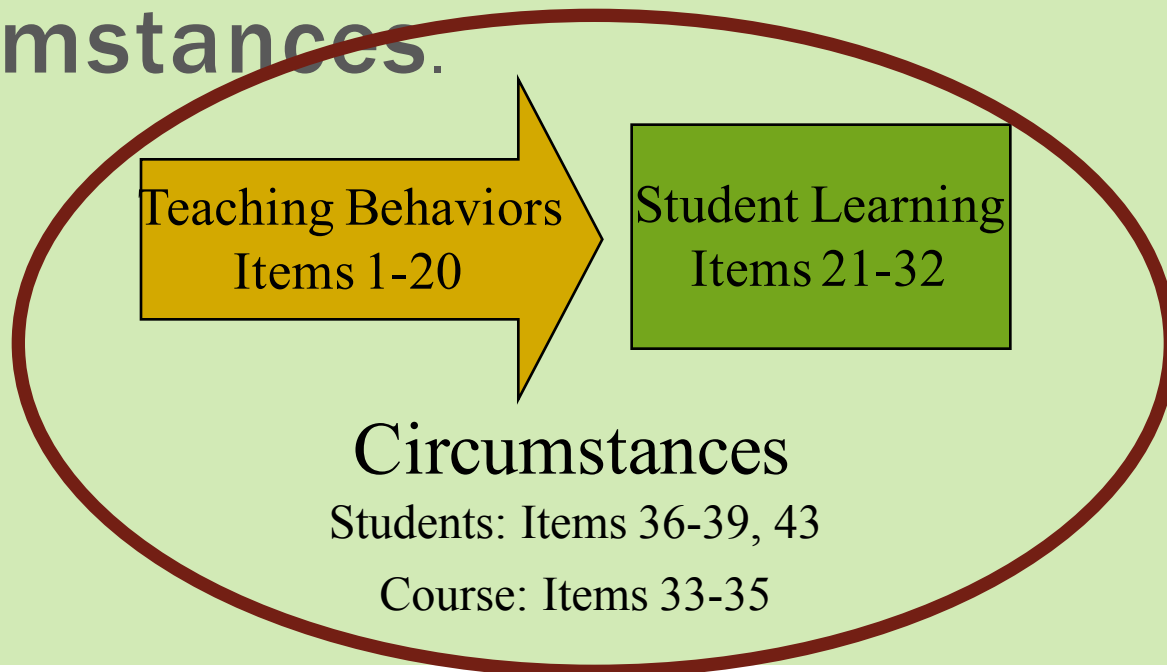
Student perceptions in lower-level postsecondary STEM classes

Steve Benton, Ph.D.
Senior Research Officer
Emeritus Professor, Educational Psychology
Kansas State University



IDEA Student Learning Model

- Specific teaching methods influence certain types of student progress (learning) under certain circumstances.



Learning Objective Category	Item Number
Basic Cognitive Background	1, 2
Applications of Learning	3, 4
Expressiveness	6, 8
Intellectual Development	7, 10, 11
Lifelong Learning	9, 12
Team Skills	5

Teaching Style Category	Item Number
Stimulating Student Interest	4, 8, 13, 15
Fostering Student Collaboration	5, 16, 18
Establishing Rapport	1, 2, 7, 20
Encouraging Student Involvement	9, 11, 14, 19
Structuring Classroom Experiences	3, 6, 10, 12, 17

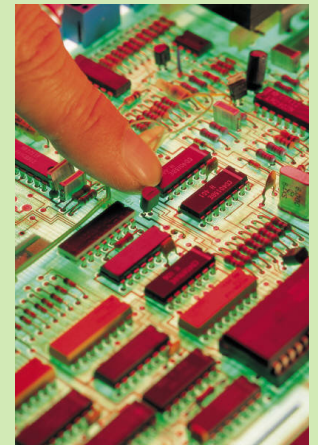
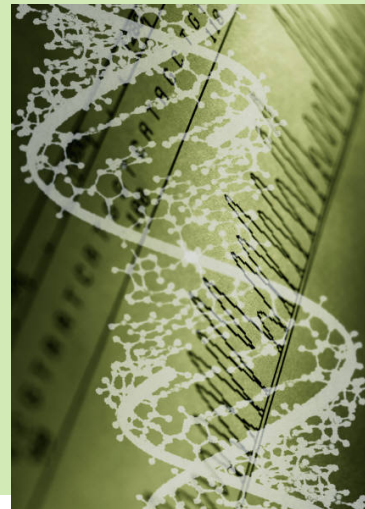
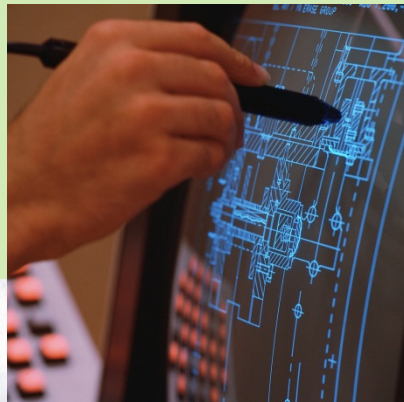
Description of Sample

- **Classes using IDEA in academic years 2009-2013**
- **STEM Classes - 171,306**
 - Science - 82,200
 - Computer science - 21,188
 - Engineering - 12,444
 - Math - 55,474
- **Non-STEM Classes - 810,277**



Relevant Learning Objectives in STEM Classes

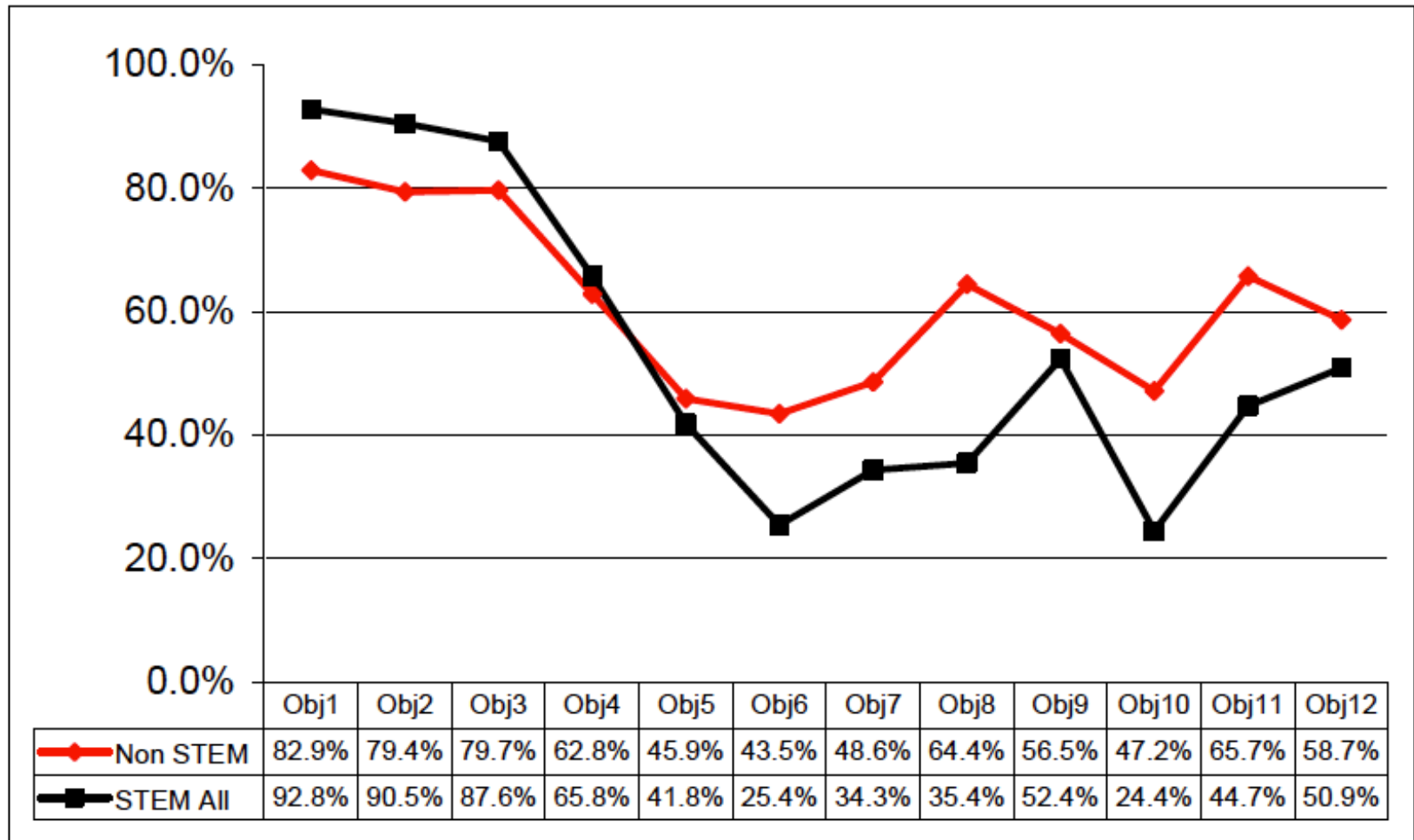
- Of the 12 IDEA Learning Objectives, which ones are most frequently selected by faculty as being Important or Essential in first-year/sophomore STEM and non-STEM courses?



Learning Objectives Selected in Lower-level STEM versus non-STEM Classes

Objectives Selected vs. Comparison Groups

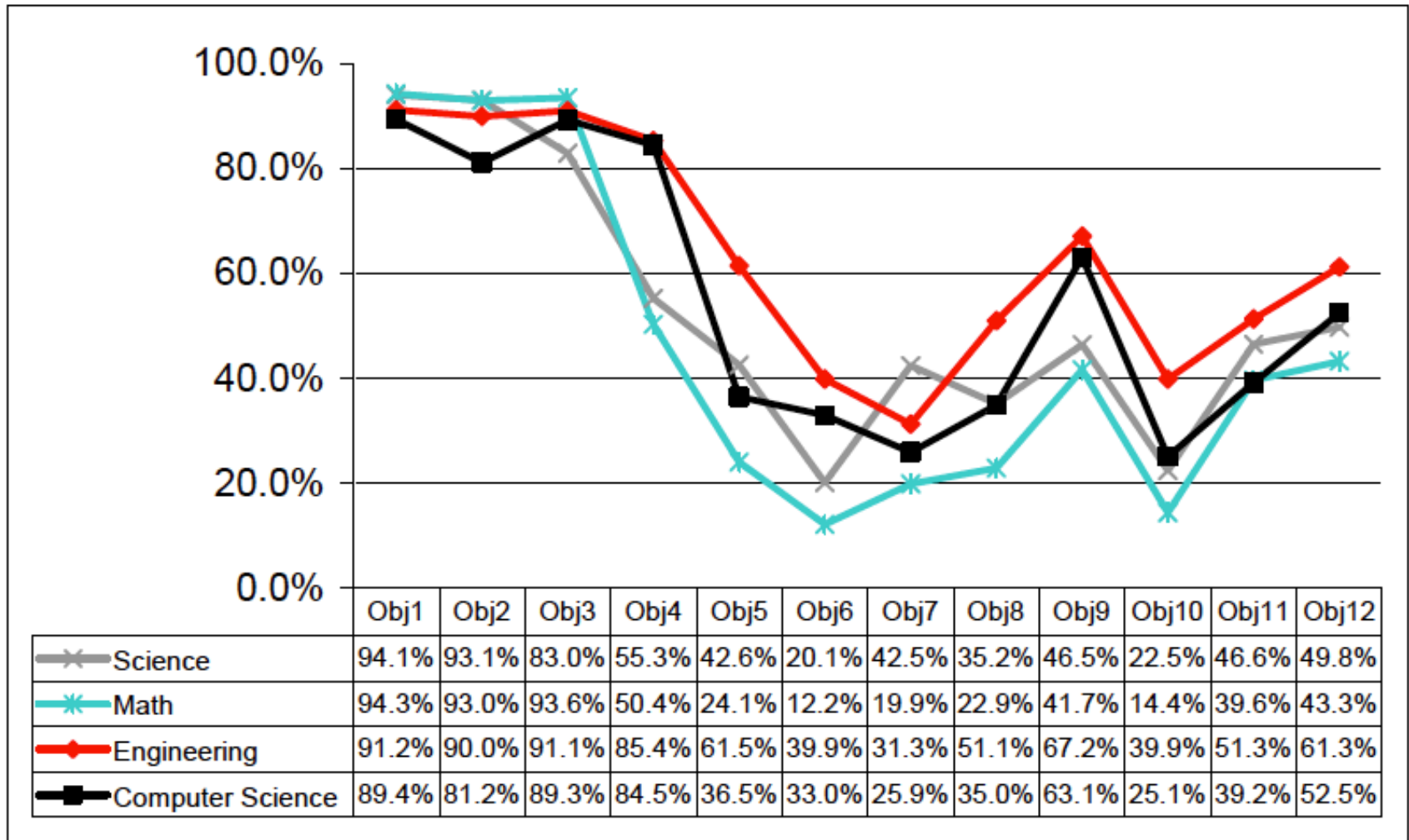
% of total classes where instructor selected objective as "Essential" or "Important"



Learning Objectives Selected in Lower-level Science, Math, Engineering, and Computer Science Classes

Objectives Selected vs. Comparison Groups

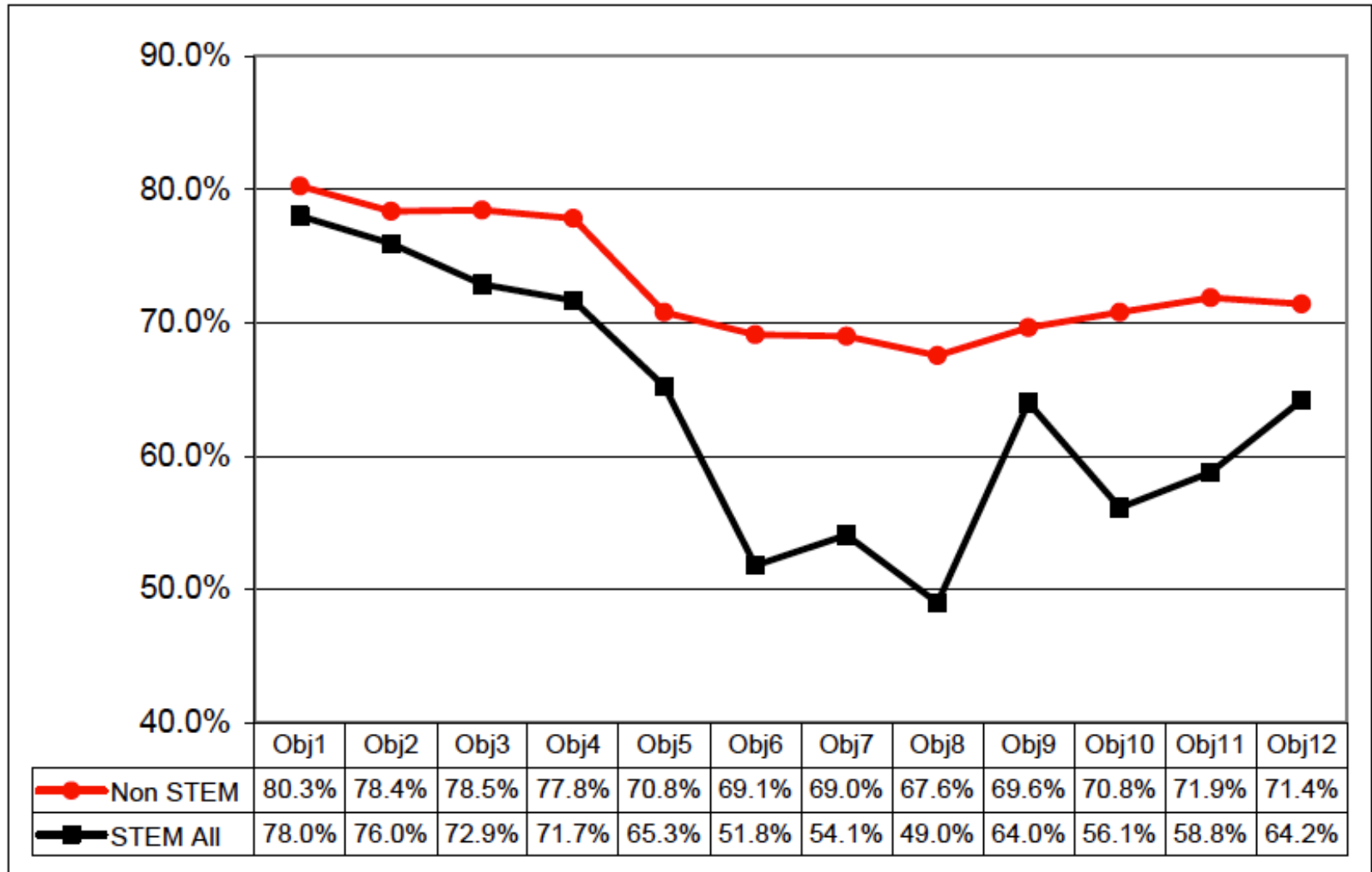
% of total classes where instructor selected objective as "Essential" or "Important"



Student Progress in Lower-level STEM versus non-STEM Classes

Progress on Relevant Objectives

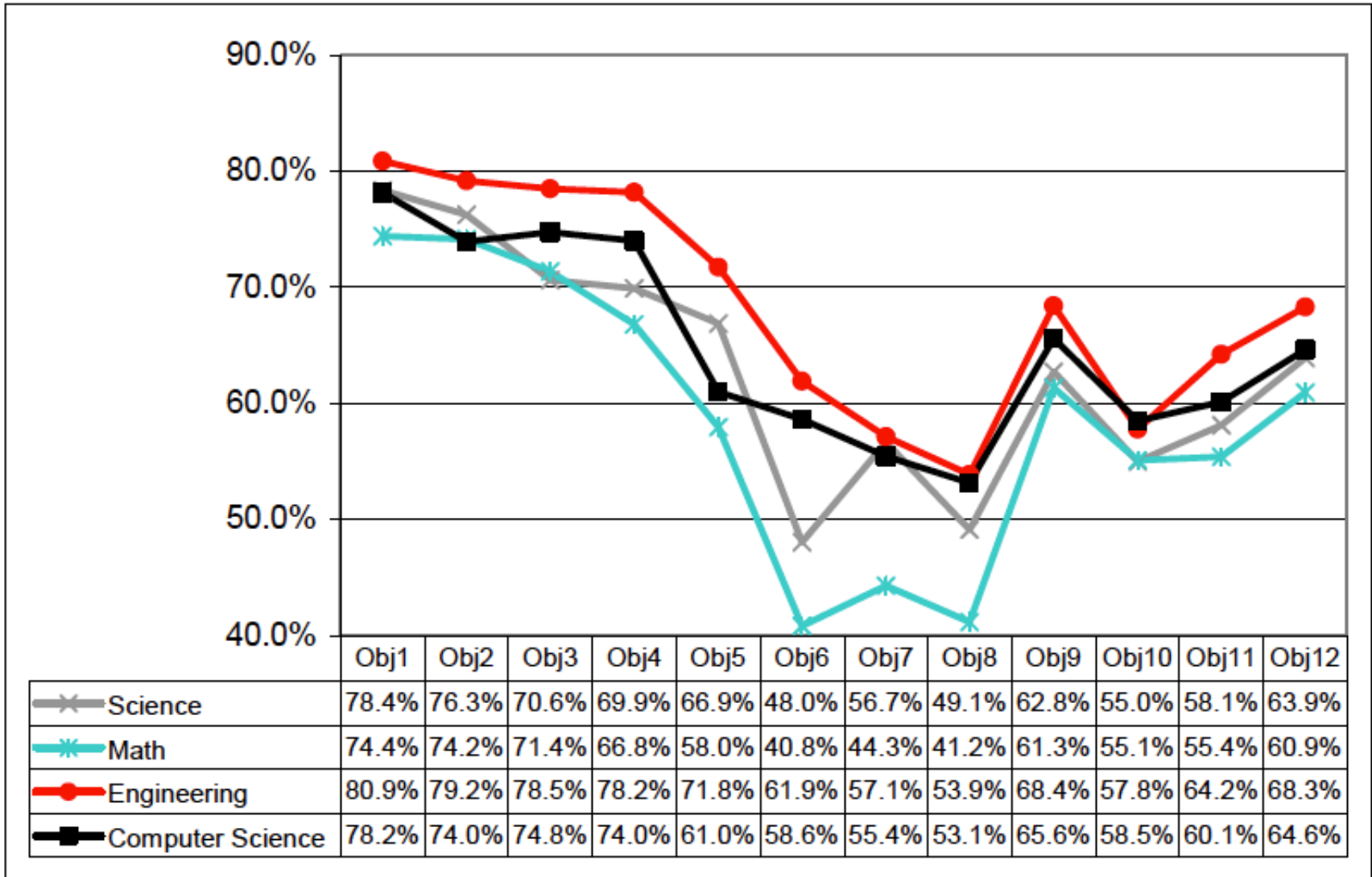
% responding "Exceptional" or "Substantial" progress



Student Progress in Lower-level Science, Math, Engineering, and Computer Science Classes

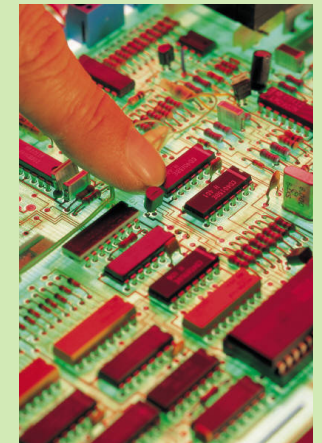
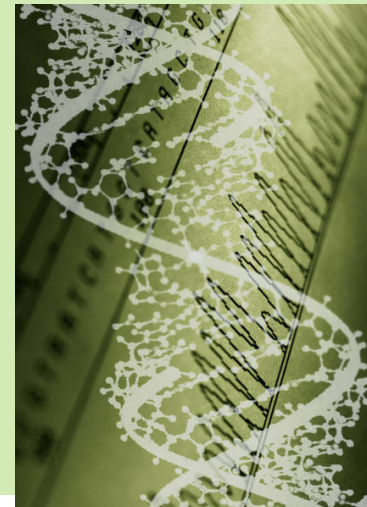
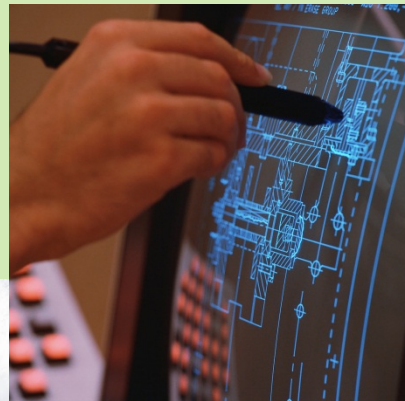
Progress on Relevant Objectives

% responding "Exceptional" or "Substantial" progress



Frequency of Teaching Styles

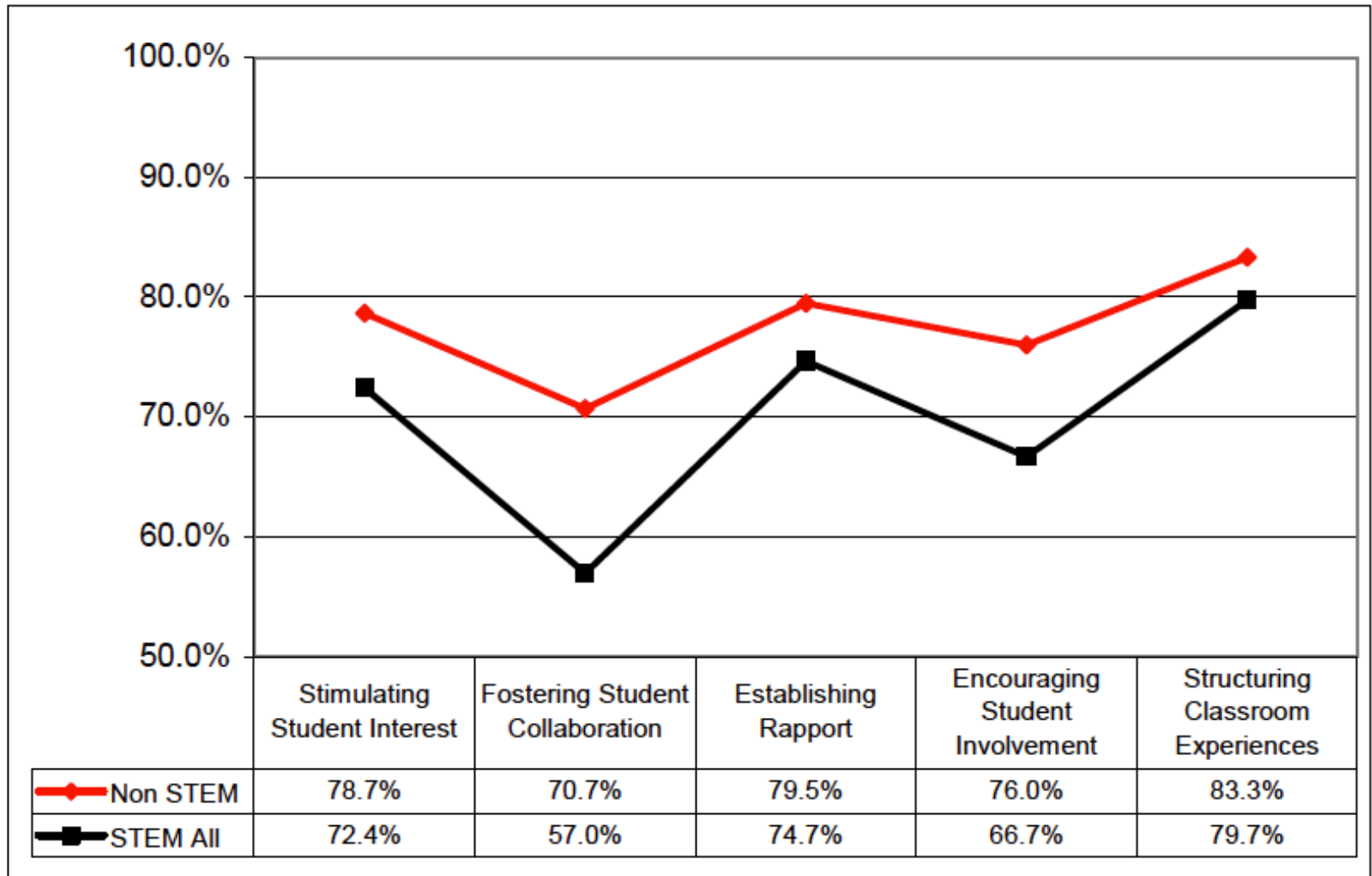
- Of the 5 IDEA Teaching Styles, which ones do students observe most frequently in first-year/sophomore STEM and non-STEM courses?



Teaching Styles Emphasized in Lower-level STEM and non-STEM Classes

Teaching Methods and Styles

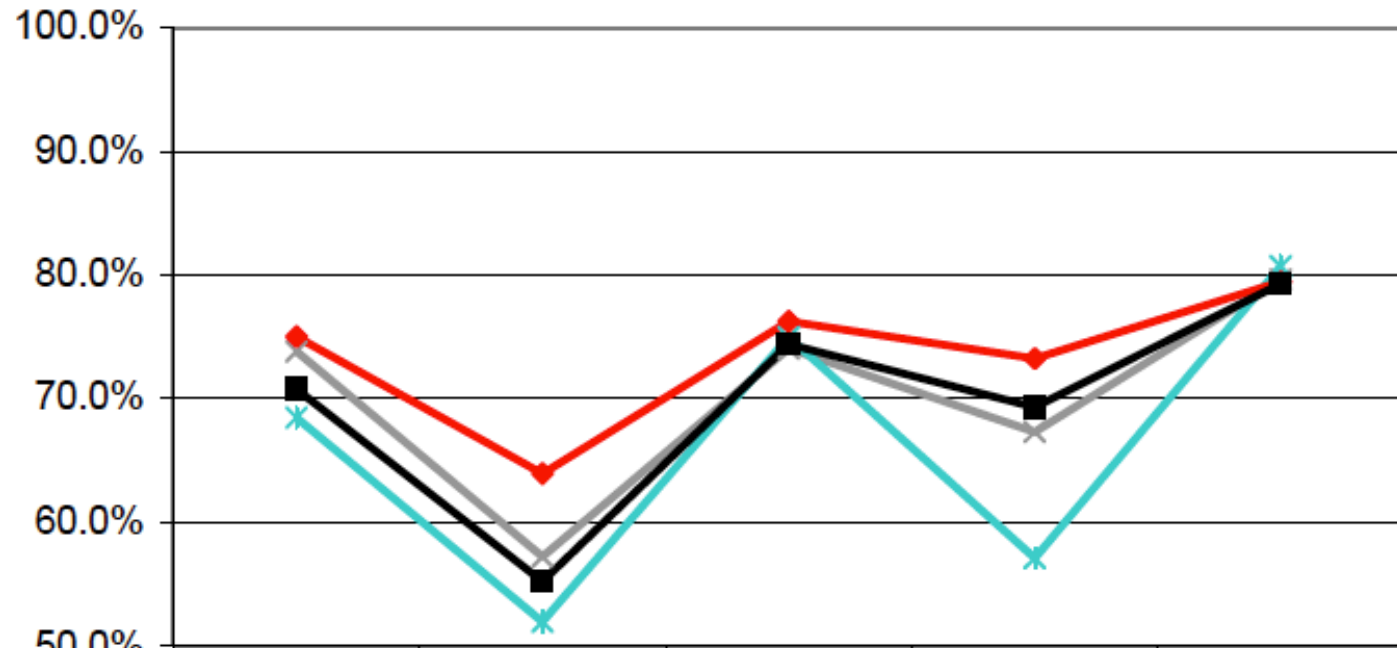
% responding that instructor employed methods "Almost Always" or "Frequently"



Teaching Styles Emphasized in Lower-level Science, Math, Engineering, and Computer Science Classes

Teaching Methods and Styles

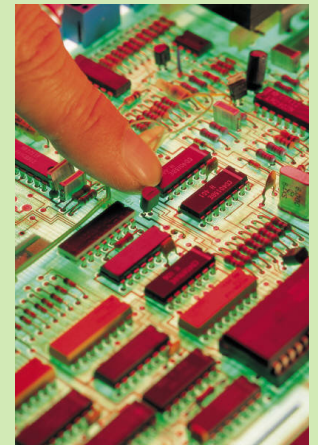
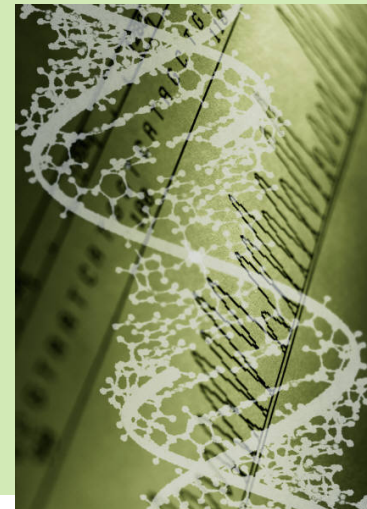
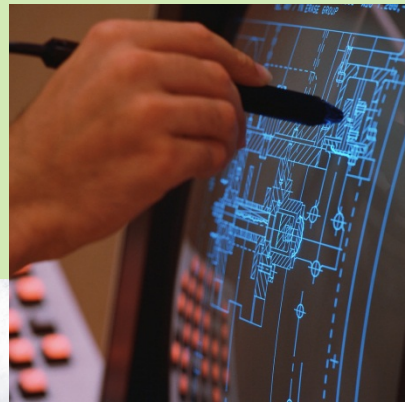
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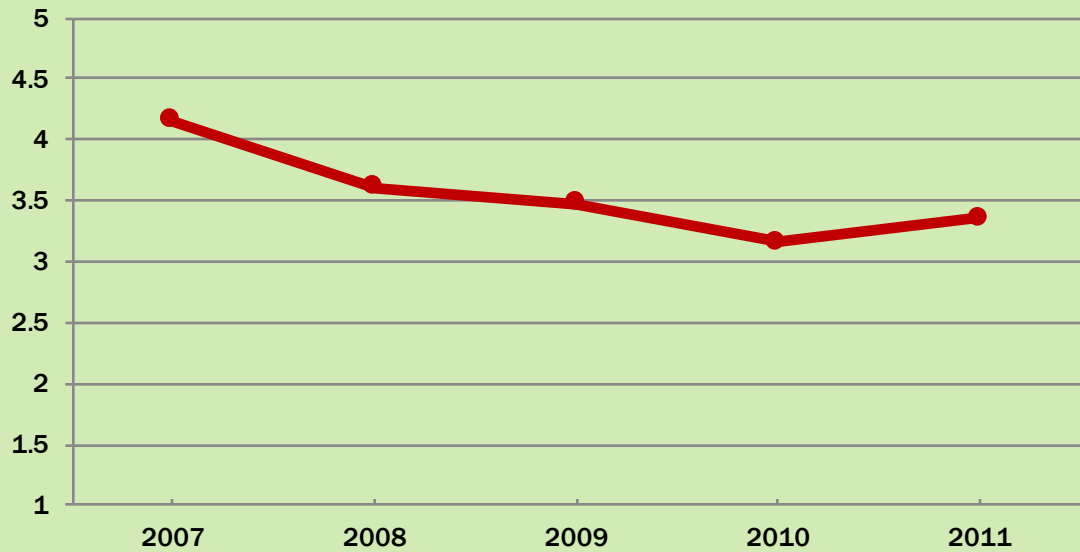


	Stimulating Student Interest	Fostering Student Collaboration	Establishing Rapport	Encouraging Student Involvement	Structuring Classroom Experiences
Science	73.8%	57.2%	74.1%	67.3%	79.6%
Math	68.5%	51.9%	75.0%	57.1%	80.7%
Engineering	75.0%	63.9%	76.3%	73.2%	79.4%
Computer Science	70.8%	55.2%	74.4%	69.3%	79.3%

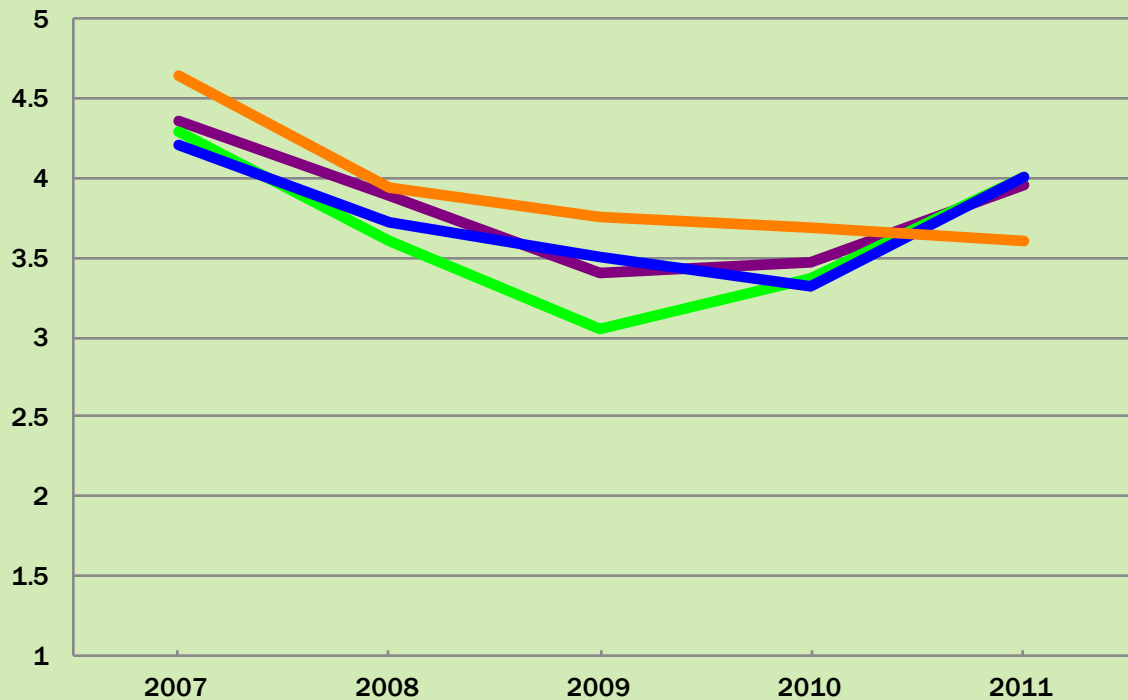
Longitudinal Course Analysis

- How can student ratings be used to examine patterns in the same course, same instructor over time?





No. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)




No. 2: Found ways to help students answer their own questions

No. 4: Demonstrated the importance and significance of the subject matter


No. 6: Made it clear how each topic fit into the course

No. 15: Inspired students to set and achieve goals which really challenged them

Group Summary Report



IDEA Student Ratings of Instruction



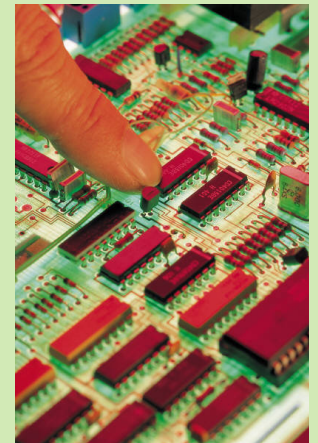
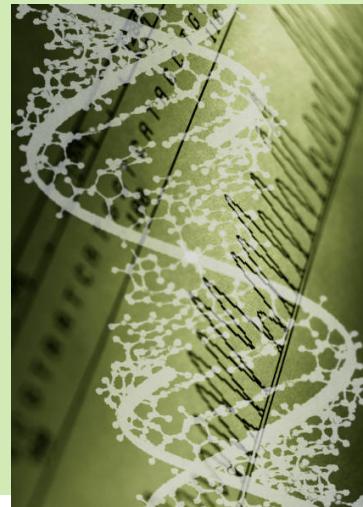
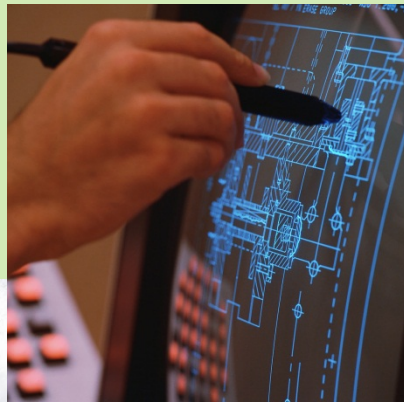
Group Summary Report

Sample English Department
IDEA University
Spring 2007

1. On average, how did this group of students rate their learning?
2. What contextual factors of the group impacted those ratings?
3. How do the average scores of this group compare to: IDEA, discipline, and institution?
4. What might the faculty in this group do to facilitate better learning for my students next time?

Teaching Methods Associated with Student Progress on Relevant Objectives

- Which teaching methods are most highly associated with relevant learning objectives in lower-level STEM courses?



Key Teaching Methods in Lower-Level STEM Courses

- **“Found ways to help students answer their own questions”**
 - Objective 4 (professional skills)
- **“Explained course material clearly and concisely”**
 - Objectives 1, 2, 3 (knowledge, application)
- **“Introduced stimulating ideas about the subject”**
 - Objectives 1, 2 (knowledge)
- **“Gave projects, tests, or assignments that required original or creative thinking”**
 - Objective 3 (application)

Questions?

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