

NE COSEE: TELLING YOUR STORY PILOT WORKSHOP
January 22, 2004
Report on Survey Findings

EXECUTIVE SUMMARY

Telling Your Story, or How to Survive a Classroom Visit

A workshop for members of the WHOI community interested in visiting classrooms to discuss their work with teachers and students was held on January 22, 2004. This pilot program, entitled "Telling Your Story, or How to Survive a Classroom Visit" was designed and presented by a team of scientists and science educators from TERC, an educational research and development non-profit in Cambridge, in collaboration with the NE-COSEE team at WHOI who organized and hosted the event. The workshop focused on how scientists could work with teachers to plan a classroom visit, ideas for preparing a presentation that would effectively engage students, and offered ideas for classroom follow-up.

A diverse group of forty scientists, researchers, post-doctoral and graduate students, and others from WHOI applied to attend the workshop. Twenty were selected, and this first cohort group was asked to help evaluate the program being piloted. Of this group, half had held their positions at WHOI for five years or less. Many of these were graduate students or post docs. Three were scientists with more than 20 years of experience.

This report discusses findings from participants' pre-workshop surveys -- who the participants were and why they wanted to attend; outlines the workshop agenda; and highlights the results of the post-workshop surveys -- what the WHOI members found useful or not, what changes they recommended, and what they felt they gained from their experience.

Findings from the Pre-Workshop Survey

The purpose of this survey was to gather information about the applicants: (1) What level and type of previous experience participants had had visiting classrooms and presenting their research to students and teachers, and (2) what participants hoped to gain from attending the workshop.

1. Participants' Prior Experience in K-12 Educational Settings

The group, as a whole, reported that they were relatively inexperienced in presenting their research to teachers and students. They were planning to come to the workshop for additional information and advice so that they could either become involved, or, if already involved, learn how to be more effective.

2. Participants' Reasons for Attending the Workshop

Many WHOI members' goals were to acquire new knowledge and skills to make their school visits and presentations more effective. Most felt the key to success was learning how to communicate complex scientific concepts to diverse, non-scientist audiences. A few sought pedagogical approaches that might work more effectively, especially with younger audiences.

The Workshop Program

The two-hour program included the following components.

- Why visit a classroom? An interactive dialogue.
The benefits of a classroom visit to students, teachers, and scientists.
- Preparing for a visit.
- Planning a visit.
- Following up after the visit.
- Distribution of on-line resources.
- Audience questions and informal lunchtime discussions.

Findings from the Post-Workshop Survey

The post-workshop survey was designed for the WHOI NE COSEE team and the TERC program developers and presenters to learn from the participants (1) how effective the workshop was for them, as individuals; what they found useful or not, (2) what was missing from the workshop – either questions it failed to answer or additional information participants felt they needed, and (3) what recommendations participants could offer to help improve the workshop.

1. Participants' Assessment of the Workshop

What was effective?

- Selection of workshop topics and design of the activities.
- Strategies that conveyed information to the audience; presenters' approaches provided "*nice alternatives to slide shows and lectures.*"
- Expertise of presenters; the presence of the teacher was seen as essential.
- New information and skills: planning and preparing for a visit, selecting a topic, and making presentations relevant and interesting to students.
- Some found the concept map activity helpful; it allowed time during the day to begin to develop ideas for a presentation.

What needed improvement?

- Dedication of time and pacing of the day: many participants felt that insufficient time had been allotted to most workshop topics.
- Balance between presented information and audience involvement: the design of the workshop would be more effective if there was more time for questions from and conversations among audience members.

2. Immediate Impacts: What Participants Gained from the Workshop.

- Knowledge.

"I have a better perspective on what students perceive scientists to be and how to 'humanize' or 'demystify' scientists for them."

- Confidence.
"I am much more receptive to visiting young classes and am more confident that I actually have a story to tell that may be interesting."
- Inspiration.
"I feel more inspired that visiting scientists are desired additions to classrooms."
- Validation.
"It validated some of my assumptions. It re-enforced the need to relate to 'students' world' and their everyday experiences."

3. Expected Longer-termed Outcomes: Strategies Participants Plan to Use.

When asked what knowledge, strategies, or skills from the workshop they planned to incorporate in their presentations, participants mentioned:

- The importance of planning: strategies for approaching and interacting with teachers to pre-plan a visit.
- Selecting a topic; how to decide what story to tell.
- Communicating effectively with students.
- Employing effective pedagogical approaches: actively engaging students.
- Sustaining a connection: the importance of follow-up with teachers and students.

4. What was Missing from the Workshop?

Some participants' needs were not fully met, or, as a result of their participation in the workshop, they recognized additional information they needed.

- Knowing what teachers really want from scientists' visits. Given current educational challenges, how can scientists 'be a real asset?'
- How to plan presentations for middle and high school students. Include expert middle and high school teachers, as well as the elementary science specialist, in the next workshop.
 - What are the areas of science study at each grade level?
 - What is appropriate for MS/HS students' level of knowledge?
 - How much information is appropriate for a 45-minute class?
 - What is the balance between presentation time and activities for middle and high school students vs. their elementary counterparts?
- How to manage difficult student behaviors.
- How to develop connections with local educators and find opportunities for working with them.
- The opportunity to learn from WHOI colleagues and audience members.
- Additional materials: model lesson plans.
- WHOI resources: what's available; who to go to within the community.
- Information about NE COSEE

5. Participants' Recommendations.

Ideas for workshop improvements.

- Use recommended methods for engaging students; plan audience involvement; provide hands-on practice time.
- Involve local teachers; add middle and high school teachers to the workshop presentation team.
- Provide information about how to get involved with local educators.

Ideas for other WHOI/NE-COSEE workshops.

- Workshops that involve both scientists and teachers to create a scientist/researcher/teacher network. Teachers could learn science; scientists/researchers could find out more about best teaching practices.
- Separate workshops for scientists interested in working with different student age groups; one focused on working with elementary grade students; another for middle and high school students.
- Workshop that includes students in demonstration lessons. Participating scientists/researchers and teachers could discuss their observations.

THE FULL REPORT

The NE COSEE team at Woods Hole Oceanographic Institution [WHOI] organized and hosted a three-hour workshop designed and presented by a team of scientists and science educators at TERC entitled "Telling Your Story, or How to Survive a Classroom Visit." The workshop, was designed for twenty members of the WHOI scientific staff, technical staff, graduate students, and administrators who were interested in educational outreach, specifically setting up visits to local classrooms. It was held January 22, 2004 at WHOI.

An invitation to participate in the workshop was distributed widely throughout the Woods Hole scientific community. The description of the day outlined what participants could expect to learn by attending the workshop.

The workshop will be presented by a team composed of a scientist, a science educator, a science communication specialist, and a classroom teacher. Organized by TERC, an experienced science education R & D non-profit in Cambridge, MA, the workshop will give you specific ideas on how to work with the classroom teacher to plan, conduct, and follow-up on your visit, how to prepare yourself and your materials, how to engage with the students, and how to focus your presentation so as to educate and inspire the new generation of scientists.

THE PARTICIPANTS

While the NE COSEE team initially expected approximately ten or so WHOI members to be interested in the workshop, they were surprised by the community's response -- forty applied and wanted to attend. The WHOI planning team decided to increase the number of applicants allowed to register

for this initial pilot workshop to 20, and sought to insure, through their selection process, that the participants would be representative of the various groups and levels within the groups at WHOI. Those selected were asked to help evaluate the effectiveness of the program. The planning team also notified all applicants that they would offer a second workshop at a later time, once they had evaluated this first one and made any necessary revisions to its design. On the day of the workshop, eighteen [18] of the twenty selected applicants attended.

The tables below identify the range of the accepted applicants' positions, their fields of study and/or research areas, and their tenure at WHOI.

Participants	
Senior scientists	2
Associate scientists	6
Assistant scientist	1
Post doctoral students	3
Senior research specialist	1
Research associate	1
Senior research assistant	1
Graduate students in the Joint Program	4
Information systems associate	1
Total	20

Half of those registered to attend the workshop had held their positions at WHOI for five years or less; many of these were graduate students or post docs. Yet, three of the applicants were scientists with more than 20 years of experience.

Participants' Tenure	
0-5 yrs	10
6-10 years	1
11-15 yrs.	5
16-25	4
Total	20

Accepted applicants' research areas and fields of expertise are summarized below.

Participants' Field of Study/Research Area	
Geology and Geophysics	5
Physical Oceanography	5
Applied Ocean Physics, Engineering	4
Marine Chemistry, Geochemistry	3
Marine Biology	2
Computer Information Services	1
Total	20

Plans for this pilot workshop generated considerable interest from the NE COSEE team. In addition to those who registered for the workshop from WHOI, two of the NE COSEE Principal Investigators [PIs], one from WHOI and the other from the New England Aquarium attended the workshop, as did four other NE COSEE team members from WHOI. A key program assistant to the University of Massachusetts/Boston NE COSEE PI also attended to learn more about NE COSEE's work, and to gather ideas that could inform the program planning for next summer's Ocean Science Education Institute.

ASSESSING APPLICANTS' EXPERIENCE AND NEEDS AND EVALUATING THE EFFECTIVENESS OF THE WORKSHOP FOR PARTICIPANTS

The NE COSEE team at WHOI and the workshop design team from TERC wanted to learn what the applicants' interests and expectations were prior to the workshop so they could use the data to inform the design of the day. They also wanted feedback on how well the workshop met participants' needs. To gather this information, those who attended the Telling Your Story (TYS) workshop were informed that this was a pilot program, and were asked to complete both a pre- and post-workshop survey. The NE COSEE evaluator from the Program Evaluation and Research Group at Lesley University developed the surveys in close collaboration with the WHOI and TERC workshop designers to ensure the data collected reflected their needs.

Applicants' Experience and Needs: Findings from the Pre-Workshop Survey¹

The initial survey was developed to gather information about the applicants. In addition to knowing their positions, tenure and areas of expertise outlined above, the designers also wanted to know (1) the level and type of previous experience participants had had when they visited and/or presented their research to students and teachers in the past, and (2) what they hoped to gain from attending the workshop.

Prior experience in K-12 educational settings

The group, as a whole, reported that they were relatively inexperienced in presenting their research to teachers and students. They were planning to come to the workshop for additional information and advice so that they could either become involved, or, if already involved, learn how to be more effective.

While more than two-thirds of those who were invited to attend the workshop said they had worked with K-12 teachers and students in the past, of these, only two had a considerable amount of experience. Six reported that they had never

¹ Pre- and post-workshop survey instruments can be found in the appendices.

visited a classroom or presented their work in an educational setting prior to the workshop.

The extent of the group's educational experiences is summarized in further detail below.

- Fourteen [14] or seventy percent [70%] of the survey respondents had worked with K-12 teachers and students prior to the workshop.
 - Ten [10] had only limited experience; they had visited classrooms and/or presented their work to teachers and students a few times.
 - Two [2] applicants reported that their educational experience was limited to serving as tour guides for teachers and students visiting WHOI.
 - Only two [2] members of this group had more extensive educational outreach experience.
- Six [6] or 30% reported that they had no prior experience.

Those who had visited schools or classrooms prior to the workshop said that they had done one or more of the following:

- discussed their role as a researcher,
- presented their research,
- demonstrated how they used scientific tools,
- judged students' work at science fairs and/or
- provided general support to science teachers.

Respondents' view of their classroom visits: what was successful and/or challenging.

More than half felt their initial school visits and presentations had been effective.

They attributed their success to one or more of the following:

- Their relationships with host teachers. [3 respondents]
Teachers' involvement and commitment were viewed as important to making the visit useful.
- Their preparation and planning [5 respondents].
Individuals reported that they considered their audiences' particular needs with one noting that s/he asked his/her own children for advice [3], designed a clear structure for their visit [1], and developed a logical sequence for presenting their information [1].
- Their inclusion of active [concrete/hands-on] experiences to engage the students, or bringing specimens to class for students to examine. [6 respondents]
- Their use of good anecdotes or visual aids to tell their story and to enhance students' comprehension. [2 respondents]

While many believed they were effective when they visited a classroom or gave a presentation, they also identified a number of challenges. These included:

- Keeping all students interested and engaged. [6]

- Presenting their information and communicating effectively. [4]
- Addressing the needs of diverse learners. [3]
- Managing student behavior. [1]

Two who had made presentations to classes of students in the past did not feel that their experiences were successful. One stated that he/she did not know whether their experience was a success or a failure.

Respondents' Needs: Their reasons for attending the "Telling Your Story" Workshop
 Many of the WHOI members' goals for their participation in the workshop were to acquire new knowledge and skills to make their school visits and presentations more effective. Most felt the key to success was learning how to communicate complex scientific concepts to diverse, non-scientist audiences. A few sought pedagogical approaches that might work more effectively, especially with younger audiences. A more detailed description of their goals is highlighted on the next page.

The survey respondents said they came to the workshop to:

- Gain new strategies, skills, and confidence for presenting their research effectively to varied audiences, from younger students to adults.
- 'Improve' their visits: identify alternative approaches to giving a lecture and/or explore available resources to enhance student involvement.
- Learn how to present their work in a way that engaged and excited students about science in general, and ocean science research topics in particular. Some in this group of respondents expressed their love for research, and wanted to share their passion with young audiences.
- Use the workshop to plan for a previously scheduled visit.
- Determine whether to become involved in educational outreach, and/or find out how to do so.
- Learn from their colleagues' experiences and find out about what resources were available at WHOI.
- Find out more about NE COSEE's work.

While a few of those filling out the pre-workshop survey did not identify a specific audience they intended to work with, the majority said they felt most comfortable and/or effective working with middle or high school students. One-fourth [5 respondents] preferred grades k-5. In addition, a few [3 respondents] wanted to work with undergraduates, and one expressed an interest in learning how to reach 'under represented' minority groups.

THE DESIGN OF THE "TELLING YOUR STORY" WORKSHOP

Before discussing the findings from the post-workshop survey, it is important to provide some background information about the design of the workshop, and to describe briefly how it was implemented.

The workshop was held in a large conference room in the Clark Laboratory at WHOI. The room was set up with long tables and chairs, all facing the presenters and the media screen at the front of the room. The session was video-taped. The day's plan was for the workshop to run for two hours, between ten and noon, followed by lunch and informal conversations.

The agenda for the day included:

- An Introduction by WHOI and TERC
- Why visit a classroom: an interactive dialogue.
Benefits of scientists' classroom visits for students, teachers and scientists.
- Preparing for a visit.
 - Planning a topic: a concept-mapping exercise
 - Pre-visit planning with a teacher: Scientist/teacher role play
- Planning your visit.
 - Telling an effective story: three stories to consider.
 - Being effective in the classroom: best practices.
- Following up after the visit.
- Distribution of on-line resources.
- Audience questions and informal lunchtime discussions.
- Completing the post-workshop survey.

The workshop presenters, primarily from TERC, included a scientist, science educator, and a science communications specialist, and, from a North Shore school district, an experienced elementary science teacher-specialist. The program used a mix of methods for communicating information to and engaging with the audience. These included:

- presentations accompanied by power point shows and hard copy hand-outs of useful planning tools and available resources;
- interactive dialogues between the teacher-specialist, another facilitator, and an audience participant to demonstrate, through role play, how scientists might pre-plan their visit with a classroom teacher;
- a concept-mapping activity that involved participants in diagramming possible research topics to present, and then in sharing their ideas in pairs; and, at the end of the workshop,
- questions, answers, and informal conversations.

Participants' Assessment of the Workshop: Findings from the Post-Workshop Survey

The post-workshop survey was designed for the WHOI NE COSEE team and the TERC program developers and presenters to learn from the participants (1) how effective the workshop was for them, as individuals; what they found useful or not, (2) what was missing from the workshop – either questions it failed to answer or additional information participants felt they needed, and (3) what recommendations participants could offer to help improve the workshop.²

Effectiveness of the workshop: what the participants found useful and not.

In response to the survey, participants frequently identified most of the important features of the workshop as useful to them. There was some variation in the findings, but the following elements were cited most frequently as especially helpful and needed:

- The design and format of the workshop was effective.
Participants liked the overall design and the structure of the day. In fact, two noted that they were ‘amazed’ by how much information on specific topics and issues were covered, and how much was accomplished in only two hours.

The most effective part of the workshop was providing a framework within which to make presentations to classrooms.

- The selection of workshop topics and the design of the activities were on target.
Survey respondents made the most comments about individual components of the workshop when identifying what was most useful about the day. Most of their remarks were exceptionally positive.
 - Pedagogical Approaches
Participants commented on several of the ways the workshop planners sought to convey information to the audience. Specifically, they said that the varied approaches, especially the dialogue between the mock conversation between the teacher and a scientist from the audience preparing for a school visit, provided ‘nice alternatives to slide shows and lectures.’

The play-acting was surprisingly effective.

Two participants found the concept map activity ‘very helpful’ because it allowed time during the day to begin to develop their ideas for possible presentation topics.

² All but two of the twenty accepted applicants attended the “Telling Your Story” workshop. All eighteen [18] WHOI participants completed the survey at the end of the workshop.

Time to develop a concept map and actually think about a presentation.

- Information and Strategies

Participants agreed that the workshop provided them with a host of new information and skills – how to plan and prepare for a visit, how to select a topic, and how to make their presentations relevant and interesting to students. A few of their comments are provided below.

[The workshop] provided very specific ideas and tips for planning, especially the teacher interview.

Concrete advice on planning, asking questions, [visit] follow-up.

I have been wrestling with the relative importance of describing the [scientific] process vs. the content. It is now clear that for younger kids, it would be more effective to emphasize process.

Tamara was effective in presenting examples about how to make your research relevant and understandable to students.

- Expertise of the presenters.

In response to one or more of the survey questions, participants mentioned each of the presenters individually, and noted the importance of the knowledge s/he brought to the workshop.

In many ways – each presenter (Harold, Nikki, Harvey, Tamara) taught me stuff I didn't know and gave me ideas I would have struggled to develop myself.

However, the WHOI community members at the workshop were unanimous in their regard for Nikki's expertise, and the importance of her presence at the workshop.

The inclusion of the science teacher, her perspective and experience, were essential to the success of the workshop.

- Dedication of time: participants disagreed about whether the pacing of the day 'worked.'

A few [3 respondents] felt some of the activities could or should have been shorter, specifically the interactive dialogues or role-plays.

Yes, we need to prepare, and yes, some tips would be helpful, but a ten-minute talk plus some handouts would be enough.

However, most participants reported that they felt insufficient time had been allotted to most topics.

I felt that some parts of the workshop were a little rushed.

Many thought that the workshop presenters had not gotten the balance 'right' between presented information and audience involvement. Most participants acknowledged the value of hearing from their more experienced colleagues. Some said that the design of the workshop would have been more effective if there had been more time for questions from and conversations among members of the audience.

More time for dialogue.

I needed more time for the concept mapping exercise, especially time to share [the maps] with colleagues.

Allow more time for participants to talk about their personal experiences in the classroom – what worked for them and what didn't. I thought that Glen's tip to avoid the day before spring break was useful and a detail I would not have thought of myself.

- Overall, the workshop effectively addressed most of the audience's needs. Clearly, the workshop was most effective for the large number of participants who had little or no experience working with teachers, visiting classrooms, or presenting ocean science research to undergraduate students.
 - One participant who had more experience felt the workshop was "more of a reminder, but very helpful."
 - Another, who had substantial expertise working on educational issues, found the workshop information "too basic" and said s/he wanted the workshop to offer "more challenging material."

Immediate impacts: what participants gained from their involvement in the workshop. The scientific and technical staff and graduate students who attended the "Telling Your Story" workshop freely expressed what they felt they had gained from their participation in the workshop.

- Knowledge.
I have a better perspective on what students perceive scientists to be and how to 'humanize' or 'demystify' scientists for them.
- Confidence
I am much more receptive to visiting young classes and am more confident that I actually have a story to tell that may be interesting.
- Inspired to visit classrooms

I also feel more inspired that visiting scientists are desired additions to classrooms. I'm thinking of trying to go back to my own 8th grade science teacher's class! (earth science)

- Validation.

I was pleasantly surprised to find that many of the techniques I have been using are considered effective.

It validated some of my assumptions (i.e., discuss scope of visit with teacher first). It re-enforced the need to relate to "students' world" and their everyday experiences.

Expected longer-termed outcomes: Strategies participants plan to use.

When asked in what ways they felt more prepared for a classroom visit, and what knowledge, strategies, or skills from the workshop they planned to incorporate in their presentations, the participants highlighted the following aspects they felt would serve them well in the future.

- The importance of planning.
Most respondents mentioned the strategies for approaching and interacting with the teacher to pre-plan the visit.
Next time I will put more effort into the planning talk with the teacher and with the follow-up.
- Selecting a topic; what story to tell.
- Communicating effectively.
 - How to make the visit more interesting and accessible to students.
 - Considering what vocabulary students will be able to understand.
 - Helping students develop a deeper, conceptual understanding of their science topic.
- Employing effective pedagogical approaches: planning how to actively engage students in the classroom.
- Sustaining the connection: the importance of following up with teachers and students and some strategies for doing so.

What was missing from the workshop?

As effective as the workshop was, participants said some of their needs were not fully met, or, as a result of their participation, they recognized additional information they now wanted. These included:

- Knowing what teachers really want from scientists' visits.
Given the current educational challenges teachers face, how can scientists 'be a real asset?'
- How to plan presentations for middle and high school students.
Participants wanted the workshop to include expert middle and high school teachers, as well as the elementary science specialist. They felt their inclusion in the workshop would help them understand:
 - What are the areas of science study at these grade levels?
 - What is appropriate for these students' level of knowledge?

- How much information is appropriate to present, given a 45-minute science class?
- What is the balance between presentation time and activities for middle and high school students vs. their elementary counterparts?
- How to manage difficult student behaviors or discipline problems. Some participants felt Nikki had 'smoothed over' what might occur when they visit a classroom.
- How to develop connections with local educators, and/or how to find opportunities for working with them.
- The opportunity to learn from WHOI colleagues and audience members.
- Additional materials: model lesson plans.
WHOI resources: what's available, and who to go to within the community.
- Information about NE COSEE

Recommendations.

Participants offered a set of recommendations to the NE COSEE team at WHOI and the workshop organizers and presenters from TERC. Their ideas for improving the “Telling Your Story Workshop” are listed below.

- Align pedagogical approaches.
Model recommended methods for engaging students during the workshop; provide more hands-on practice time for the audience.
- Involve local teachers; add middle and high school teachers to the workshop presentation team.
- Plan more audience involvement and participation.
Allow participants to get to know each other. Perhaps set up the tables in a U-shape rather than rows to help the discussion.

Leave more time for open discussion. Also, ask participants to describe their visits and what has worked and what hasn't worked out.

Use anecdotes from scientists' visits that demonstrate the do's and don'ts of visiting a classroom and making a presentation.

Allot more time for a break; assume that lunch can also be used for discussion.
- Provide information about how to get involved with local educators. Identify school or teacher contacts during the workshop.

Participants also recommended additional ideas for workshops that the NE COSEE team at WHOI could consider.

- Joint workshops that involve scientists and teachers. The goals would be to create a scientist/researcher/teacher network, teachers could learn science, while the scientists/researchers could find out more about best teaching practices.
- Offer separate workshops for scientists interested in working with different student age groups; one focused on working with elementary grade students; another for middle and high school students.
- Develop a workshop that includes students in demonstration lessons. Participating scientists/researchers and teachers could debrief their observations.

Some participants asked to see a copy of the survey results.

APPENDICES

1. NE-COSEE Workshop: "Telling Your Story"
Pre-Workshop Survey

2. NE-COSEE Workshop: "Telling Your Story"
Post-Workshop Survey

LESLEY COLLEGE
 THE GRADUATE SCHOOL OF ARTS AND SOCIAL SCIENCES
 Program Evaluation and Research Group



**NE COSEE Workshop: "Telling Your Story"
 Pre-workshop Survey**

Dear Workshop Participant,
 The purpose of this survey is to collect information about your experiences and interests as well as your expectations for the workshop. The information you provide will help the workshop planners design the program to meet your needs.

Please complete the survey as soon as possible and return it by email to baldasar@lesley.edu, jsandler@lesley.edu, and harold_mcwilliams@terc.edu as soon as possible. We would like to have all responses by January 15th at the latest. Thank you.

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Name:
 Field of study:
 Current research project(s):
 Number of years in your position:
 Teaching experience(s):

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1. Why did you decide to come to the 'Telling Your Story' workshop?
2. Have you visited classrooms to discuss your research and/or worked with K-12 teachers and students in the past?
If yes, how many times?
What was the purpose of your visits?
3. Do you have any future plans for a classroom visit?
If yes, when do you plan to visit?
4. What research topics do you want to share with teachers and students?
5. What grade levels would you like to work with?
6. If you have had previous experiences working with students and teachers in schools, what do you think made your work successful?
7. What was particularly challenging about your experience(s)?
8. What do you want to learn at the 'Telling Your Story' workshop?

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Program Evaluation and Research Group



NE COSEE Workshop: "Telling Your Story" Participant Survey

Dear Workshop Participant,

Thank you for taking time to complete this survey. The New England COSEE leaders and the workshop developers want to know how well this workshop meets your needs. They are also interested in any recommendations you have for improving it. If you need additional space for your answers, feel free to use the back of the sheet. Your candid responses are greatly appreciated.

Name:

Please consider the format, content and/or facilitation of this workshop as you answer the first two questions.

1. In what ways do you think the workshop was effective?

2. What was not effective?

3. In what ways, if any, do you feel more prepared to present to teachers and students?

4. What did you learn during the workshop that you think you will use the next time you visit a classroom?

5. What information and/or ideas did you struggle with during the workshop?

6. What unanswered questions do you have now?
What would you like to know more about and/or what additional information do you need?

7. Please list any recommendations that you have for improving the workshop.