

## **Spring 2009 CURE Report**

A Collaborative Project Funded by HHMI

The CURE survey offers a comparison of learning benefits between course experiences and undergraduate research experiences. The pre-course survey collects student data based upon demographic questions, reasons for taking the course, level of experience on various course elements, science attitudes, and learning style. The post-course survey parallels the pre-course survey and includes additional questions that focus on student estimates of learning gains in specified course elements, estimates of learning benefits that parallel questions in the SURE surveys, overall evaluation of the experience, and science attitudes. *This report presents post-course data only.*

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Summary for **University of Georgia** (P BIO 2240)

	<b>Your Students</b>	<b>All Students*</b>
	PostCourse	PostCourse
<b>N**</b>	11	646

\* The data from "all students" in this report was obtained from the CURE Survey between January 5 and May 4, 2009.

\*\* N represents the total number of respondents. Note that not every respondent answered each question in the survey, resulting in Ns smaller than the total (participation) postcourse N. In such instances, the total is represented by a lower case n.

**Academic Information**

**Post-Course Survey: Considering Science Major**

(excludes those already science majors)

	<b>Your Students</b>	<b>All Students</b>	<b>%</b>	
	3	175	75.8%	<b>Definitely yes</b>
	3	23	10.0%	<b>It is likely</b>
	0	7	3.0%	<b>I'm not sure</b>
	0	16	6.9%	<b>It is unlikely</b>
	0	10	4.3%	<b>Definitely no</b>
<b>n</b>	6	231		

**PostCourse Survey: Post-Graduate Plans**

	<b>Your Students</b>	<b>All Students</b>	<b>%</b>	
	0	31	6.1%	<b>I have not considered post-graduate education</b>
	0	6	1.2%	<b>I now plan NOT to pursue post-graduate education</b>
	0	87	17.0%	<b>I now plan to pursue a Master's degree in science field</b>
	2	155	30.3%	<b>I now plan to pursue a Doctoral degree in science field</b>
	0	33	6.5%	<b>I now plan to pursue a Master's degree in non-science field</b>
	0	11	2.2%	<b>I now plan to pursue a Doctoral degree in non-science field</b>
	5	180	35.2%	<b>I now plan to pursue a medical degree</b>
	0	8	1.6%	<b>I now plan to pursue a law, architectural, or other degree</b>
<b>n</b>	7	511		

**Course Elements****25 items about course elements**

On the post-course survey, the students were asked to "rate the gains you may have made as a result of taking this course." The 5-point scale (1 = no or very small gain to 5 = very large gain) is consistent with the scale used to rate other learning gains.

*Means are used to represent the data.*

<b>Your Students</b>	<b>All Students</b>	
PostCourse	PostCourse	
3.82	3.50	<b>Scripted lab or project where students know outcome</b>
4.00	3.65	<b>Lab or project where only instructor knows outcome</b>
4.30	3.70	<b>Lab or project where no one knows the outcome</b>
4.27	3.97	<b>A least one project assigned and structured by instructor</b>
4.70	4.04	<b>A project where students have input into process or topic</b>
4.36	3.59	<b>A project entirely of student design</b>
4.09	3.70	<b>Work individually</b>
4.09	3.47	<b>Work as a whole class</b>
4.27	4.13	<b>Work in small groups</b>
4.64	4.14	<b>Become responsible for a part of the project</b>
3.63	3.95	<b>Read primary scientific literature</b>
3.86	3.66	<b>Write a research proposal</b>
4.91	4.20	<b>Collect data</b>
4.91	4.31	<b>Analyze data</b>
4.50	3.89	<b>Present results orally</b>
4.45	4.16	<b>Present results in written papers or reports</b>
4.30	3.52	<b>Present posters</b>
4.00	3.42	<b>Critique work of other students</b>
4.30	3.85	<b>Listen to lectures</b>
3.71	3.34	<b>Read a textbook</b>
4.00	3.56	<b>Work on problem sets</b>
4.36	3.49	<b>Take tests in class</b>
4.44	3.84	<b>Discuss reading materials in class</b>
4.82	3.59	<b>Maintain lab notebook</b>
4.82	3.33	<b>Computer modeling</b>

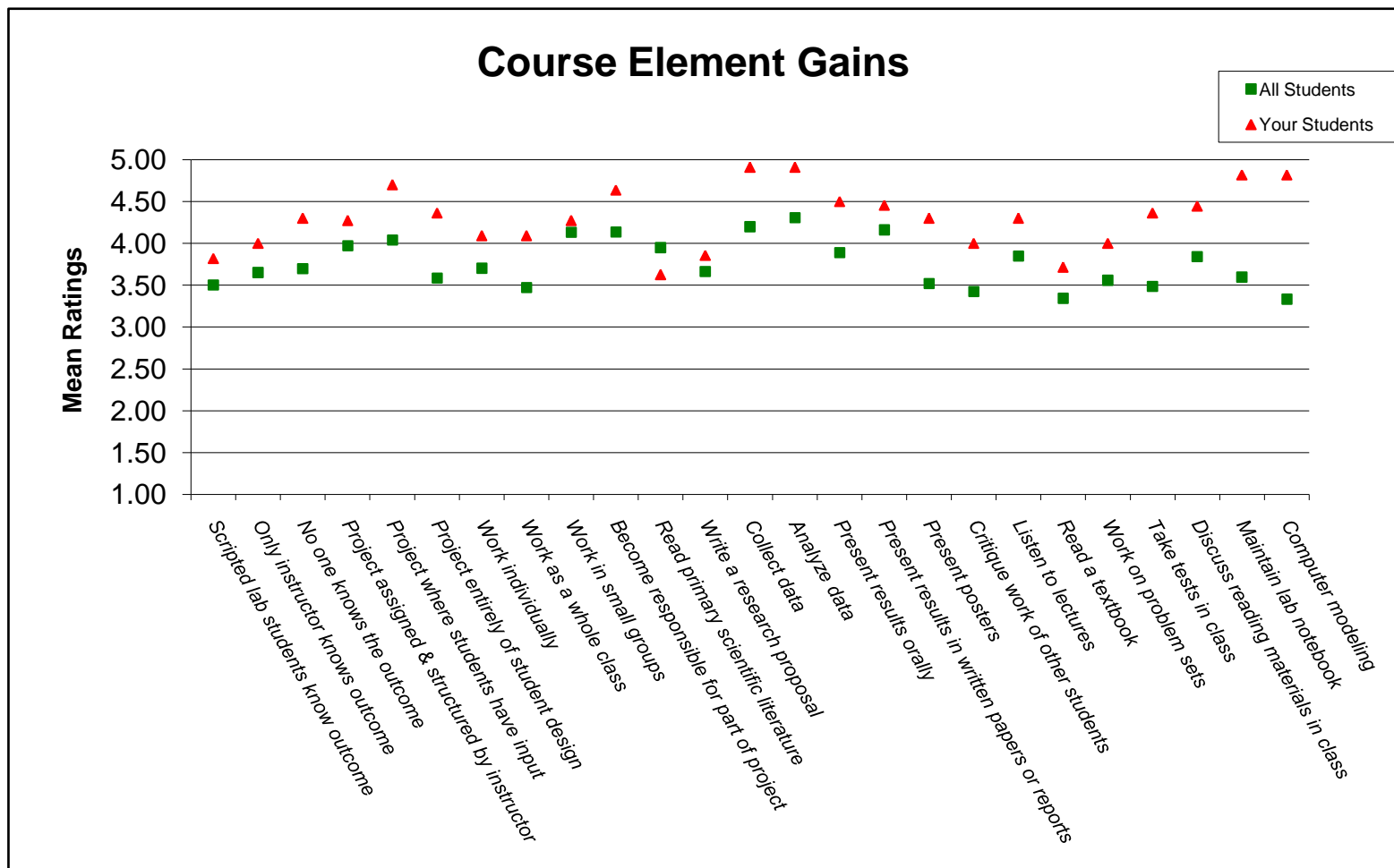


Figure 1. The figure illustrates the mean ratings by students of gains in 25 areas corresponding to the course elements above.

**PostCourse Survey: Benefits**  
**21 items about learning gains**

The learning gain items below are the same as a list of gains students assess when they complete the SURE survey, an assessment of summer undergraduate research experiences. The parallel between the two surveys permits an analysis of how well the course experience emulates the gains of a research experience. A consistent result is that CURE means on most items, except for writing and ethics, are lower than SURE means. In addition, courses with a research-like component yield means higher than courses with no research-like component. The means shown for the benchmark on the right are for all CURE participants, regardless of course. The scale is 1 to 5, with 5 being the largest gain. These items appear only on the post-course survey. *Means are used to represent the data.*

<b>Your Students</b>	<b>All Students</b>	<b>SD</b>	
<b>n≤11</b>	<b>n≤646</b>		
4.73	3.96	1.00	<b>Understanding the research process</b>
4.36	3.80	0.99	<b>Understanding how knowledge is constructed</b>
4.64	3.82	1.04	<b>Readiness for more demanding research</b>
4.27	3.76	1.06	<b>Tolerance for obstacles faced in the research process</b>
4.73	3.84	1.03	<b>Skill in interpretation of results</b>
4.45	3.32	1.30	<b>Clarification of career path</b>
4.27	3.64	1.05	<b>Ability to integrate theory and practice</b>
4.56	3.87	1.01	<b>Understanding how scientists work on real problems</b>
4.82	3.91	1.05	<b>Understanding scientific assertions require support evidence</b>
4.82	3.91	1.03	<b>Ability to analyze data and other information</b>
4.60	3.72	1.12	<b>Ability to read and understand primary literature</b>
4.82	3.87	1.06	<b>Understanding science</b>
4.00	3.63	1.25	<b>Learning ethical conduct</b>
4.91	4.04	1.09	<b>Learning laboratory techniques</b>
3.67	3.32	1.29	<b>Skill in how to give an effective oral presentation</b>
4.50	3.48	1.22	<b>Self-confidence</b>
4.11	3.64	1.18	<b>Skill in science writing</b>
4.45	3.72	1.11	<b>Understanding how scientists think</b>
4.55	3.52	1.24	<b>Learning to work independently</b>
4.40	3.70	1.18	<b>Becoming part of a learning community</b>
3.89	3.21	1.35	<b>Confidence in my potential as a science teacher</b>

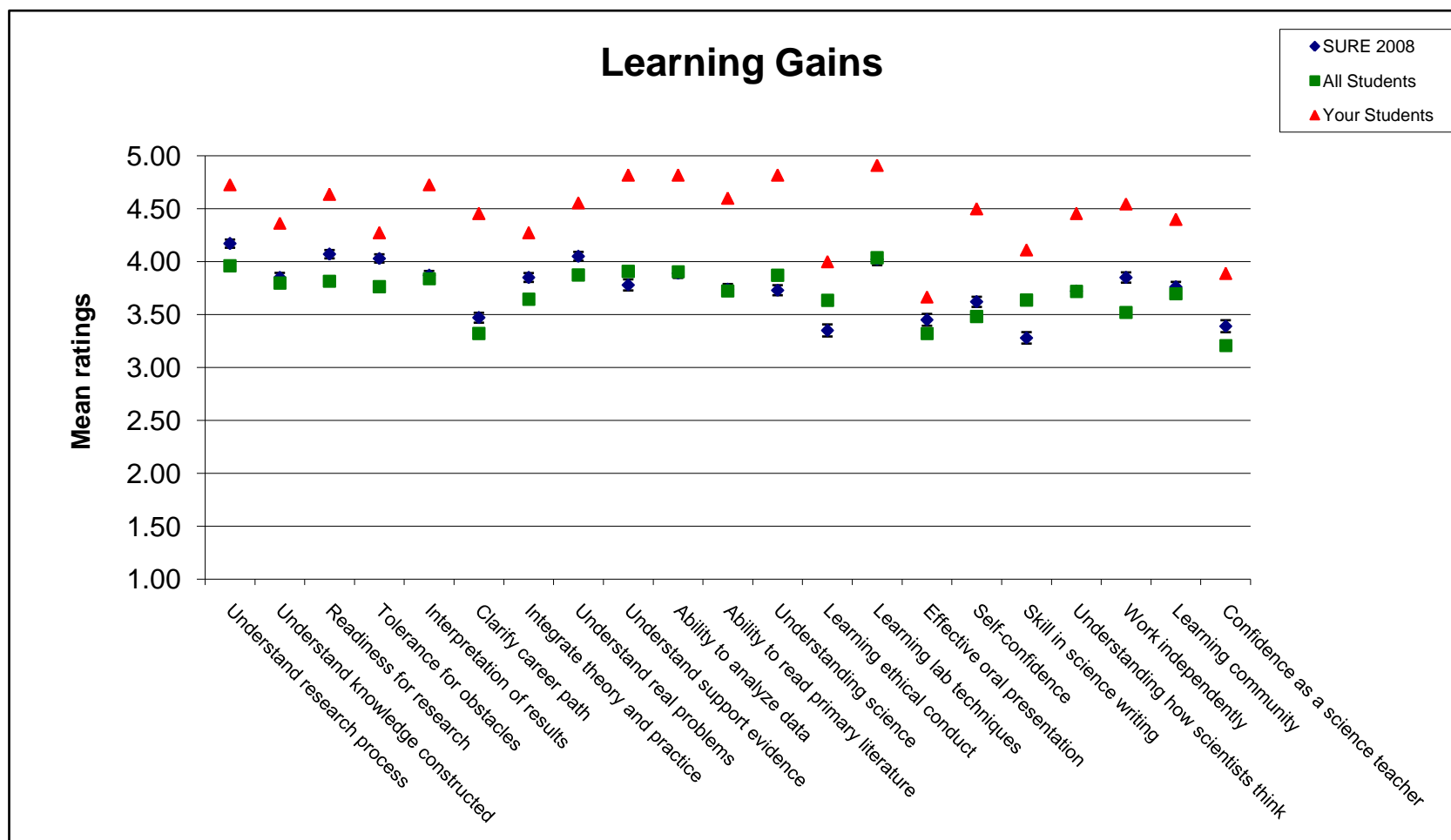


Figure 2. The figure illustrates the mean ratings by students of gains in 21 areas, corresponding to the areas above. As these same items are evaluated by students who participate in summer undergraduate research, the recent results of the Summer Undergraduate Research Experience (SURE) survey are presented for reference. Also presented (green squares) are the overall mean ratings by the reference cohort of students who completed the CURE survey in the spring of 2009. The vertical lines around the SURE means represent 2 standard errors above and below.

## Attitudes about Science

### 22 questions about science

These items appear on both the pre-course survey and the post-course survey. The scale is 1 (strongly agree) to 5 (strongly disagree). We have not found large changes from pre- to post-course survey. Note that 5 items are printed in italics. In exploratory factor analysis these 5 items load on a factor that we have named "engagement". Engagement scores, whether pre-course or post-course, have correlated in our first findings with higher reported learning gains and a greater likelihood to declare a science major. *Means are used to represent the data.*

<b>Your Students</b>	<b>All Students</b>	
PostCourse	PostCourse	
1.36	1.67	<i>Even if I forget the facts, I'll still be able to use thinking skills learned in science</i>
2.55	2.75	You can rely on scientific results to be true and correct
1.64	1.94	<i>The process of writing in science is helpful for understanding scientific ideas</i>
2.60	2.89	When scientific results conflict with my personal experience, I follow my experience in making choices
3.82	3.78	Students who do not major/concentrate in science should not have to take science courses
3.45	3.45	I wish science instructors would just tell us what we need to know so we can learn it
4.50	4.14	Creativity does not play a role in science
4.09	4.04	Science is not connected to non-science fields such as history, literature, economics, or art
3.36	3.12	When experts disagree on a science question, it's because they don't know all the facts yet
1.45	1.69	<i>I get personal satisfaction when I solve a scientific problem by figuring it out myself</i>
3.73	3.38	Since nothing in science is know for certain, all theories are equally valid
3.27	3.00	Science is essentially and accumulation of facts, rules, and formulas
1.36	1.83	<i>I can do well in science courses</i>
3.00	2.84	Real scientists don't follow the scientific method in a straight line

**Attitudes about Science (cont.)**

<b>Your Students</b>	<b>All Students</b>	
PostCourse	PostCourse	
3.73	3.44	There is too much emphasis in science classes on figuring things out for yourself
4.27	3.65	Only scientific experts are qualified to make judgments on scientific issues
4.73	4.05	Scientists know what the results of their experiments will be before they start
1.64	1.78	<i>Explaining science ideas to others has helped me understand the ideas better</i>
2.73	2.64	Main job of the instructor is to structure the work so that we can learn it ourselves
3.45	3.16	Scientists play with statistics to support their own ideas
1.56	2.30	Lab experiments are used to confirm information studied in science class
4.82	4.23	If an experiment shows that something doesn't work, the experiment was a failure

**PostCourse Survey: Overall Assessment**

These four questions serve as an overall assessment of the course. Note that the scale is 1 (strongly agree) to 5 (strongly disagree). The questions are on the post-course survey only. *Means are used to represent the data.*

<b>Your Students</b>	<b>All Students</b>	<b>SD</b>	
1.00	1.77	0.96	<b>This course was a good way of learning about the subject</b>
1.10	1.82	0.98	<b>This course was a good way of learning about the process of scientific research</b>
1.00	1.92	1.08	<b>This course had a positive effect on my interest in science</b>
1.10	1.76	0.98	<b>I was able to ask questions in this class and get helpful responses</b>

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