

UW Study of Undergraduate Learning



Learning Experiences Winter 2003

I. What did you take this quarter?

Please list the courses that you took Winter Quarter, 2003

List the department and the course number. For example: 'Chemistry 142' not 'Chem 142' or 'Intro to Chemistry'.

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

	Very challenging	Somewhat challenging	Fairly easy	Easy
How intellectually challenging were your UW classes this quarter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please list which course(s), if any, you found particularly challenging intellectually this quarter.

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What was challenging about this class or these courses?*Check all that apply*

- The level of thinking the course(s) required.
- The amount of reading the course(s) required.
- The difficulty of the reading the course(s) required.
- The amount of writing the course(s) required.
- The kind(s) of writing the course(s) required.
- The amount of homework the course(s) required.
- The kind(s) of homework the course(s) required.
- Perspectives or methods the course taught that I was unfamiliar with.

 Other...

Please note: For this and the next three questions, we are defining 'effort' as made up of the following components:

- the amount of time you spent on a course
- the amount of attention you gave to the reading and the work assigned
- your class attendance
- how thoroughly you prepared for classes
- how much you participated in class discussions

How much effort did you put into your UW courses this quarter?

- I put in about as much as I could. (90-100%)
- I put in almost as much as I could. (75-90%)
- I put in more than half what I think I could have. (50-75%)
- I put in less than half the effort I could have put into my quarter classes. (25-50%)
- I put no effort into my quarter courses. (less than 25%)

How does the effort you put into your UW courses this quarter compare with the amount of effort that they require?

- I put in all of what was required.
- I put in close to what was required.
- I put in about half of what was required.
- I put in significantly less than was required.

How satisfied are you with your overall GPA?

- Very satisfied.
- Somewhat satisfied.
- Somewhat dissatisfied.
- Very dissatisfied.

How would you evaluate the difficulty of your UW courses this quarter?

- Much harder than I expected.
- A little harder than I expected.
- About what I expected.
- A little easier than I expected.
- Much easier than I expected.

	Yes	No
Did any of your instructors use the web for course materials, such as for posting the syllabus, assigning readings, and other routine course activities?	<input type="radio"/>	<input type="radio"/>
Did any of your instructors use email for course materials, such as for posting the syllabus, assigning readings, collecting assignments, and other routine course activities?	<input type="radio"/>	<input type="radio"/>

II. What did you do this quarter?

Please put a number in the box to indicate the number of courses in which you did each of the following this quarter. If you come to an item that you did not do, please enter a '0' (zero).

Remember that you are telling us **how many courses** you had to do the activities listed and not the number of times you did them.

<i>Number of Courses</i>	<i>Activity</i>
<input type="text"/>	Spoke with professors outside of class (including office hours)
<input type="text"/>	Spoke with teaching assistants (TAs) outside of class (including office hours)
<input type="text"/>	Emailed one or more professor(s)
<input type="text"/>	Emailed one or more TA(s)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Asked a question or expressed my ideas/opinions in a big lecture hall (50+ students) |
| <input type="checkbox"/> | Asked a question or expressed my ideas/opinions in a small class or a discussion section for a larger class (fewer than 50 students) |
| <input type="checkbox"/> | Set up or joined a study group |
| <input type="checkbox"/> | Wrote paper(s) that required me to make and support an argument |

Number of Courses

Activity

A paper is defined here and below as a written response to an assignment that you worked on, at least in part, outside class, which was longer than 2 typed, double-spaced pages, and which was graded, either numerically, alphabetically or with symbols such as checks, pluses, or minuses.

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|--------------------------|---|
| <input type="checkbox"/> | Wrote paper(s) whose purpose was not to make an argument but to present information |
| <input type="checkbox"/> | Wrote paper(s) that required me to do library research using printed media (books, magazines, journals, and newspapers) |
| <input type="checkbox"/> | Wrote paper(s) that required me to do research on the internet |
| <input type="checkbox"/> | Wrote drafts of papers and submitted them to my professor or TA for feedback |
| <input type="checkbox"/> | Wrote drafts of papers and submitted them to other students, friends, or family members for feedback |

Number of Courses

Activity

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Turned in short pieces of writing |
| <input type="checkbox"/> | Took multiple-choice exams |
| <input type="checkbox"/> | Took exams that included essay questions |
| <input type="checkbox"/> | Designed something new, using what I learned in class and/or through research |

Examples: a bridge, a landscape, a scientific study

Solved something that I did not design, using what I learned in class and/or through research

Examples: a math problem, a chemistry lab that you did not design

Number of Courses

Activity

Created something, using what I learned in class and/or through research

Examples: a poem, a painting, a dance, a theory

Defined a problem and determined a solution using a variety of sources, including information from a patient, client, or customer

Examples: gather information about a patient and diagnosing medical and other needs, listening to a group of people discuss a series of problems they are having with a computer program and providing a solution, or identifying the primary needs of a client and offering solutions

Argued something new, using what I learned in class and/or through research

Examples: applying a theory of deviance to a newspaper account of a murder, applying a concept, such as feminism

Challenged the theory, conclusions, arguments, or results of an authority in a discipline, using what I learned in class and/or through research

Examples: identifying bias in a newspaper article, disagreeing with a critic about a movie, finding fault with the way an historian describes an event, questioning a company's conclusions about its financial statement, questioning results drawn from a biochemistry experiment

Number of Courses

Activity

Used what I learned to answer and provide supporting evidence either in writing or in speech for questions that ask: 'What does this mean?' 'Why is this important?' 'Why did this

happen?' or 'What are the implications of these results, outcomes or choices?'

Used what I have learned to reflect on and challenge my own thinking, arguments, or opinions

Used quantitative reasoning to solve mathematical problems

Used quantitative reasoning/analysis (use of statistics, charts, or graphs, for example) in thinking about and solving problems other than math problems

Used quantitative reasoning/analysis to support an argument I made in a paper or in a presentation

Used printed materials in the library to do research for a class project

Number of Courses

Activity

Used resources in the library, other than printed materials, to do research for a class project

Used the internet to do research for a class project

Used a computer spreadsheet or database to analyze or report information

Used computer presentation software, such as PowerPoint (beyond routine word processing), to present information

Learned something about an ethnic group that is different from my own

III. How much did you learn this quarter?

Please note how much you learned about each of the following this quarter.

Zero	A little	A moderate amount	A lot	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Information, theories, and perspectives from your classes
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Writing papers that make and support an argument
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Writing papers whose main purpose is to present information
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Finding and using information
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Evaluating the validity and accuracy of information

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Revising my attitudes and opinions in light of new information
Zero	A little	A moderate amount	A lot	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Writing drafts of papers and using feedback to revise them effectively
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Doing well on multiple choice exams
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	How to work/study with others
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Writing answers to essay questions on exams
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understanding and solving mathematical problems
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Using quantitative analysis or reasoning to understand issues, make arguments, or solve problems in courses other than math
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Thinking critically about issues
Zero	A little	A moderate amount	A lot	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Designing something
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Creating something original
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Using a variety of sources to define and solve problems
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Constructing arguments to support my own ideas
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exploring questions such as 'What does this mean?' 'Why is this important?' 'Why did this happen?' or 'What are the implications of these results, outcomes, or choices?'
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Critically examining my own thinking, arguments, or opinions.
Zero	A little	A moderate amount	A lot	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Speaking effectively
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Working and/or learning independently
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understanding and appreciating diverse philosophies, people, and cultures.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understanding the interaction of society and the environment
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Making new friends; being more socially confident
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understanding more about who I am and what I value
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Challenging the theory, conclusions, arguments, or results of an authority in a discipline
Zero	A little	A moderate amount	A lot	

IV. What helped your learning this quarter?

Please indicate what *helped* your learning this quarter. Make sure you check one box for every item on the list.

Didn't do	Wasn't helpful	A little helpful	Somewhat helpful	Very helpful	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Reading that was challenging
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Asking questions during class
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Taking frequent quizzes.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Taking multiple-choice exams
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Writing papers
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Taking essay exams
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Working with a study group
Didn't do	Wasn't helpful	A little helpful	Somewhat helpful	Very helpful	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Having professor(s)/instructor(s) who seemed to care about my learning
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Having professor(s)/instructor(s) who were experts in their fields
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Talking one-on-one with the professor/TA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Emailing the professor/TA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Giving an oral presentation
					Learning about multiple ways of

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	looking at ideas, events, or experiences from discussions with students in class
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Learning about multiple ways of looking at ideas, events, or experiences from lectures and readings
Didn't do	Wasn't helpful	A little helpful	Somewhat helpful	Very helpful	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Learning about one consistent way to view ideas, events, or experiences
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Being asked to review and assess my own work
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Doing math problems
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Using the Internet to do required research
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Using the internet to find additional information on a topic, even though I was not required to do research
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Having a professor's syllabus on the web
Didn't do	Wasn't helpful	A little helpful	Somewhat helpful	Very helpful	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Having course readings, assignments, lecture notes, or other content materials on the web
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Using the library to do research
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Having instruction in class from a librarian on how to do library/internet research
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Getting one-on-one help from a librarian when doing research in the UW library system
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Feeling as though my instructors think I am intelligent and capable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Feeling as though my peers think I am intelligent and capable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Liking the subject before I take the class

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|-----------------------|-----------------------|-------------------------|-------------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Thinking for myself rather than being told what is 'truth' |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Working with groups on class projects and papers |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Finding a faculty member whom I regard as a mentor |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Joining a club or organization |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | My own efforts - reading, studying, doing my homework, going to classes, staying focused |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Visiting a writing center |
| Didn't do | Wasn't helpful | A little helpful | Somewhat helpful | Very helpful | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Visiting the math study center |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Visiting one of the campus computer centers |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Talking with friends and peers about ideas and values not directly related to class work |
| Didn't do | Wasn't helpful | A little helpful | Somewhat helpful | Very helpful | |

If there are other things that have helped your learning, please add them here.

V. What hindered your learning this quarter?

Please indicate what *hindered* your learning this quarter. Please make sure that you check one box for every item on the list.

- | | | | | |
|------------------------|-----------------------|--------------------------|-----------------------|---|
| Not an obstacle | Minor obstacle | Moderate obstacle | Major obstacle | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Not feeling comfortable asking questions or making a point during class |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Homework assigned daily or close to daily |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Not asking questions during office hours |

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Frequent homework with no feedback
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Money worries
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The amount of time I had to work for wages
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Relationship worries--parents, girl/boyfriends, friends
Not an obstacle	Minor obstacle	Moderate obstacle	Major obstacle	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A professor or TA who seemed to dislike me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A professor or TA who didn't know me
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Wanting to play instead of study
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not getting the courses I wanted or needed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Only getting one point of view in class
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Getting many points of view in class
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not being challenged in my classes
Not an obstacle	Minor obstacle	Moderate obstacle	Major obstacle	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not being able to take the time to review and assess my own work
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Feeling less well-prepared than my peers seemed to be
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Poor study habits
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Feeling unprepared in my math ability
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Feeling unprepared in my writing ability
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Feeling unprepared in my computer skills
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Feeling unprepared to do research
Not an obstacle	Minor obstacle	Moderate obstacle	Major obstacle	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not knowing anything about the subject before I took the class
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Teachers who gave me theories rather than facts
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My own procrastination
				Being singled out by the professor/TA or

- | | | | | |
|------------------------|-----------------------|--------------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | my fellow students because of my race, ethnic background, gender, or sexual orientation. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Professor(s) or TA(s) who were disorganized, confusing, or unclear |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Lack of community at the UW |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Too many fun things to do at the UW and in Seattle besides study |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Getting a low grade early in the quarter |
| Not an obstacle | Minor obstacle | Moderate obstacle | Major obstacle | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Getting a high grade early in the quarter |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Missing my family and friends |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Having English as my <i>second</i> language |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Having a TA/professor whom I could not understand because of bad handwriting or language skills |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Feeling as though the level of work demanded was significantly higher than that demanded at my previous educational institution |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Concerns over child-care |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Difficulty navigating campus or course requirements because of a disability or limited access |
| Not an obstacle | Minor obstacle | Moderate obstacle | Major obstacle | |

If there were other obstacles to your learning, please add them here.

VI. General Questions

Have you made or kept a connection with a faculty member or a TA that you felt was meaningful this quarter?

Yes No