

Learning tasks in EOAS

QES learning tasks data

Survey summary

What students do to learn, and resources they use; survey results for 51 EOAS, ATSC and ENVR courses. A survey was prepared, reviewed by K. Rawes at UBC's Career Services, and deployed using UBC's Qualtrics survey system. Respondents (instructors of EOAS courses) were asked to respond to the questionnaire by considering only one course for all questions.

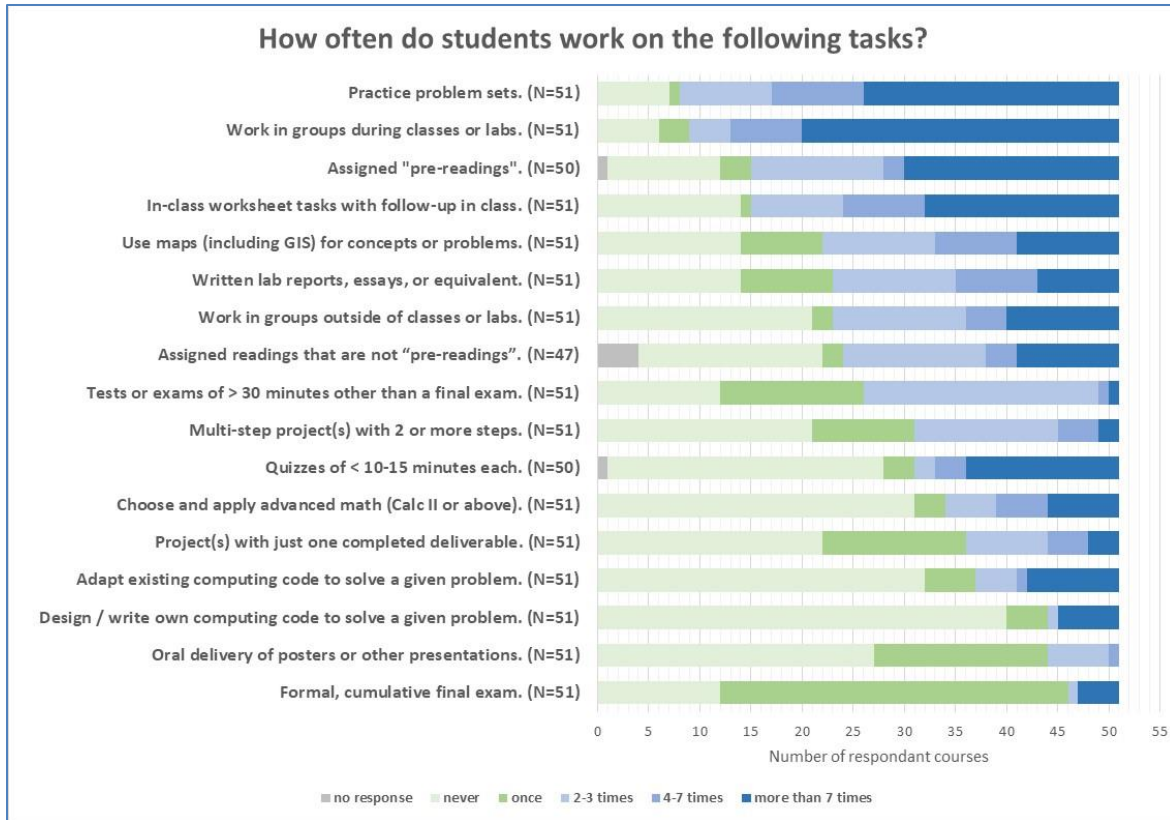
The response rate from QES (quantitative Earth science) courses varied from 63% to 100%. Fewer biological oceanography and first year courses (1xx) were described, however these courses are not considered "quantitative" for the purposes of the QuEST project.

Type	No. of courses	Data from ...	prop'n
<i>eng</i>	7	7	100%
<i>hydro</i>	4	4	100%
geol	15	13	87%
envr	7	5	71%
<i>pocgy</i>	6	4	67%
<i>geop</i>	9	6	67%
<i>atsc</i>	8	5	63%
1xx	7	4	57%
bocgy	5	2	40%
Total	68	50	74%
<i>QES --></i>	<i>34</i>	<i>26</i>	<i>76%</i>

Respondents were first asked to specify the course they are describing, and their name because some courses have more than one instructor. Anonymity is not possible since it is well known who teaches what, however no names appear in results or analysis.

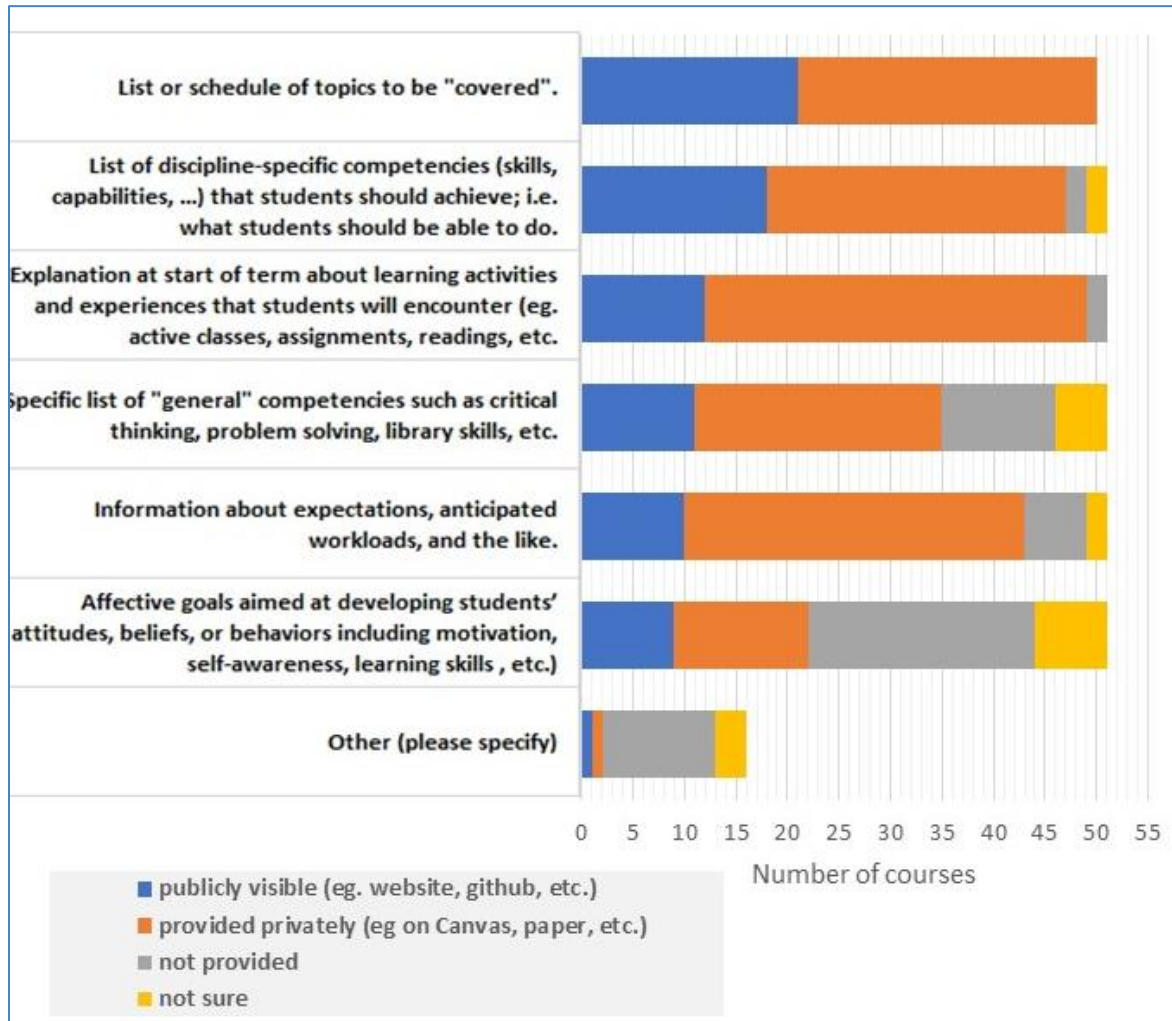
The following figures summarize information about learning materials and tactics experienced by students as reported by instructors teaching courses for which data were obtained.

Question 1: How often do students work on the following types of tasks?



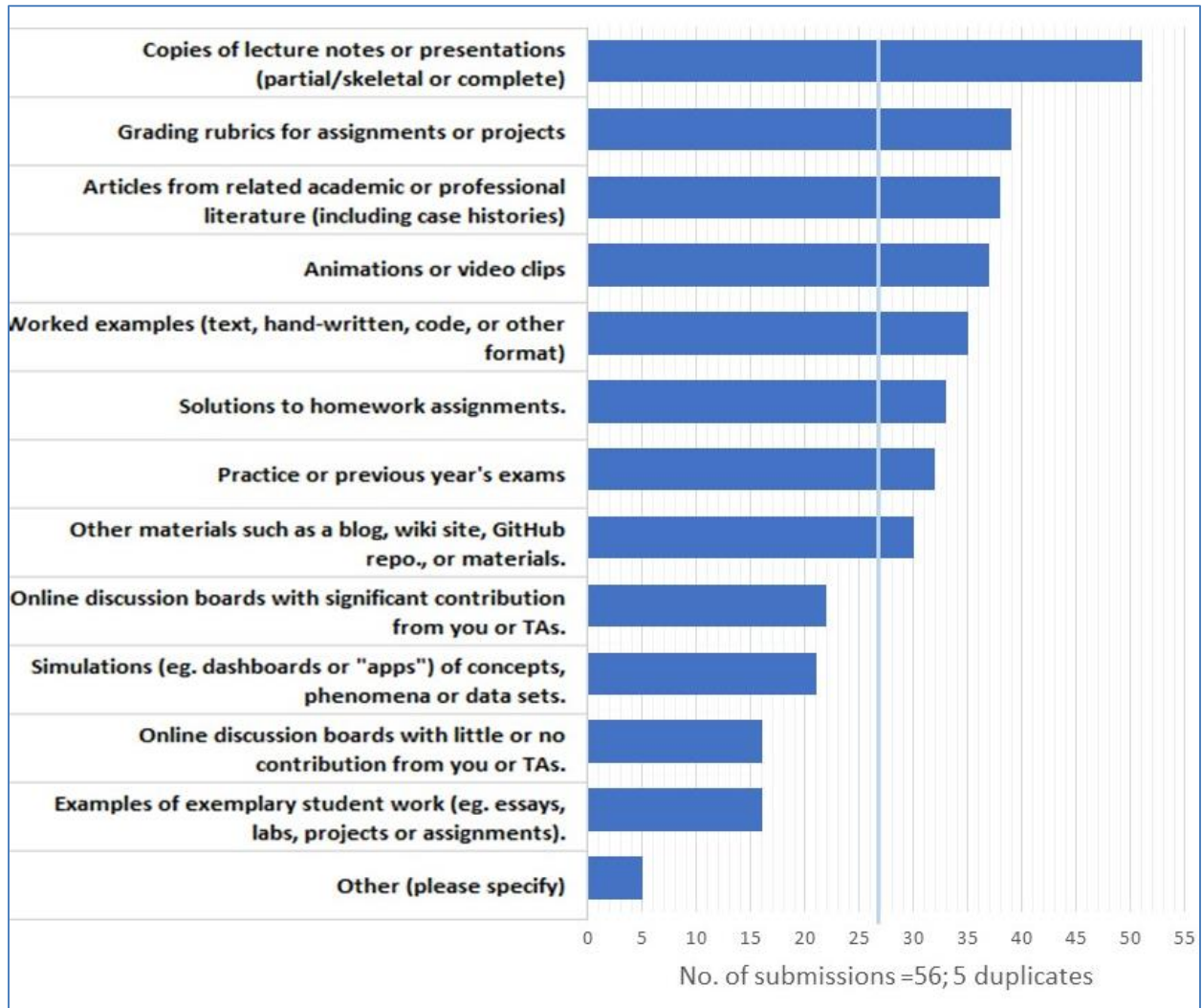
Question 2: What course information is provided explicitly to students?

Inspired by, or borrowing from, the teaching practices inventory ([TPI](#)).

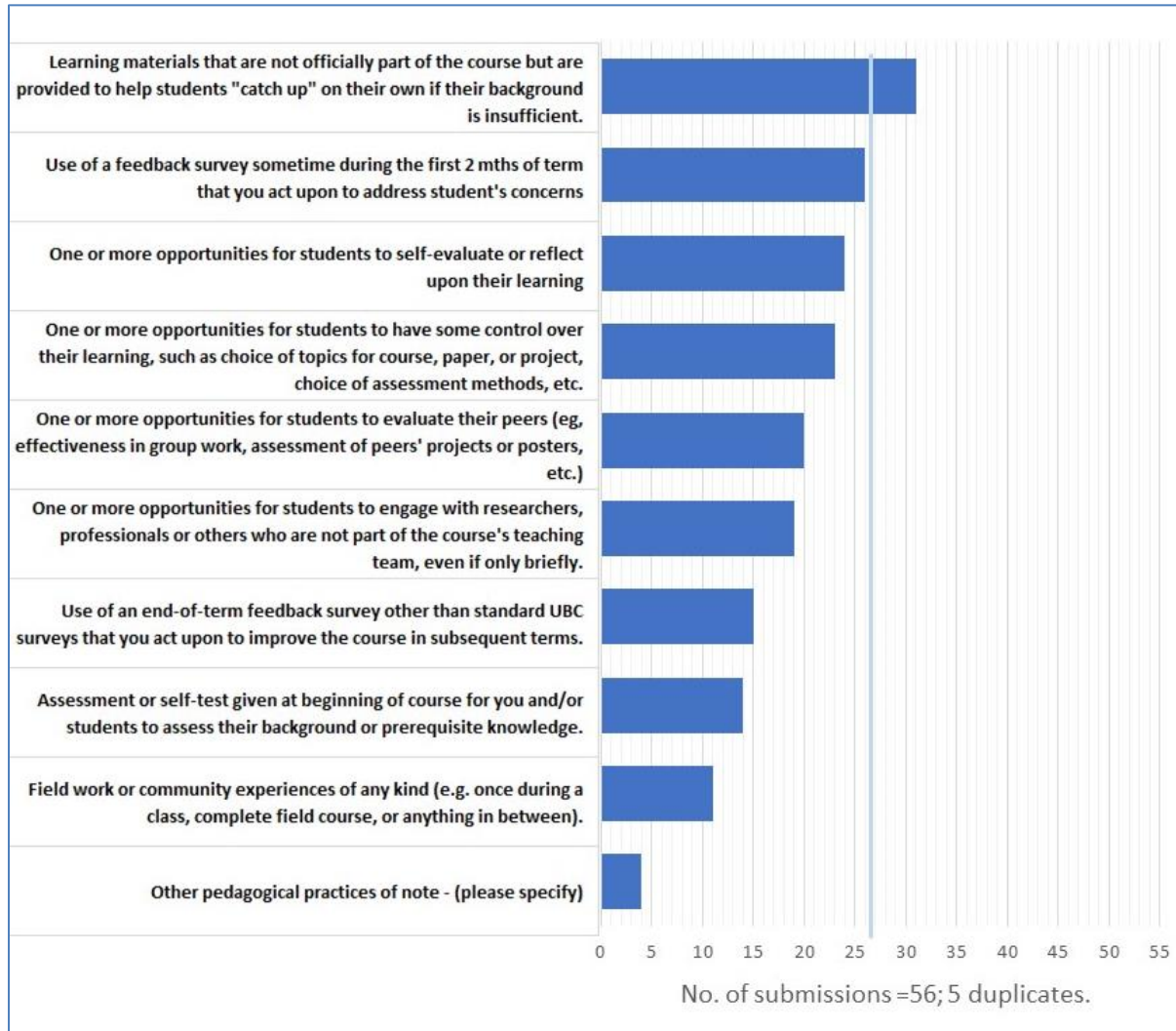


Question 3: What supporting materials are provided to students at any time during the course?

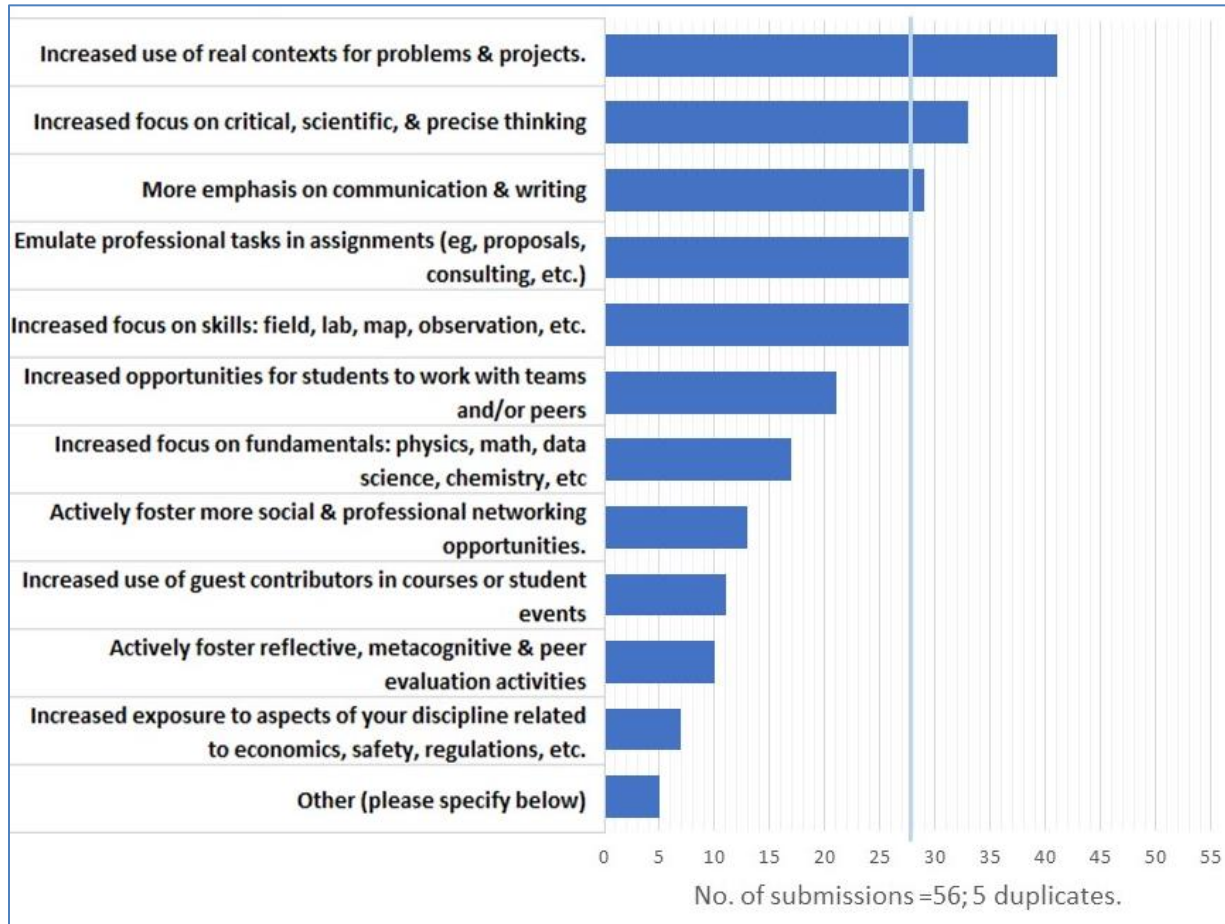
Inspired by, or borrowing from, the teaching practices inventory ([TPI](#)).



Question 4: What other pedagogic practices do students experience in this course?



Question 5: In your course or across the Department - and assuming that implementation was practical - which five (5) of these tactics do you think would be MOST effective at helping EOAS undergraduate students develop into professionals? Please select your top five choices only.



Respondents were asked as a final question: *“Have you any further comments we should know about learning tasks your students experience - or about this survey? Please comment here, or leave blank if you prefer.”*