

NAME _____ DATE _____

Exploring Life Reflective Survey

1. **GREATEST STRENGTH:** Some teachers praise the *Biology: Exploring Life* curriculum because it helps students understand **fundamental** biological concepts and the **relevance** of biology to what matters to them in their lives. Others suggest its greatest strength is that it encourages **active learning**, helps students form their own knowledge and challenge **misconceptions**, or enhances their ability to **apply** biological knowledge and the methods of science to important **social issues**. Still others like the way it helps students develop **critical thinking**, **problem-solving** skills, and **self-confidence** in scientific thinking and decision-making. Reflect on you and your students' use of *ELife*. Which one or more of these suggested strengths most nearly matches the experience you and your students have had this semester? If possible, describe what in the materials helped most and how?

2. **CHANGE CONCEPTION:** In what ways has your conception of teaching with computers changed since you began using the *Exploring Life* materials?

3. **EXPECTATIONS:** Has what you expect of your students changed in any way as a result of working on this project? If so, how has it changed and why do you think it has changed?

4. **STUDENTS & INQUIRY:** How has your conception of your students' abilities to perform an inquiry-based investigation changed as a result of using the *Exploring Life* materials?

5. **EMPOWERMENT:** Do you feel empowered in some way as a result of participating in the *Exploring Life* study? That is, have you found yourself feeling either more entitled to ask for some things or more willing to ask for additional support? If yes, why do you think you have felt that way and in what way(s) has it led you to act differently?

6. **IEPs:** Did the use of the *Biology: Exploring Life* program help you meet the goals and objectives of your students' Individual Education Plans (IEPs) by providing students with alternate ways of learning? If so, please provide an example.

7. **SPECIAL NEEDS EXPECTATIONS:** Did the participation of your special needs students in the *Biology: Exploring Life* program change your expectations of what they could do? In other words, do you view your special needs students any differently after seeing them participate in the Exploring Life program?

8. **PROFESSIONAL DEVELOPMENT:** *Biology: Exploring Life* is a rather different curriculum. It makes demand on teachers and students that could create difficulties. Given this fact, what sort of professional development experiences would help teachers make the most of this curriculum?

9. **ADVICE TO DEVELOPERS:** If you had a chance to tell the developers how to improve the *ELife* curriculum, what would you tell them?