

Faculty questionnaire after using a historical project in a Mathematics Course

Learning Discrete Mathematics and Computer Science via Primary Historical Sources
Funded by the National Science Foundation
<http://www.cs.nmsu.edu/historical-projects/>

Both student and faculty questionnaires are a crucial part of the evaluation of our program for teaching with student projects based on primary sources. After teaching with a historical project in a **Mathematics Course**, please complete this faculty questionnaire. The questionnaire is available at our web site <http://www.cs.nmsu.edu/historical-projects/>. You may complete this faculty questionnaire at any time after completing teaching with the project.

Please complete and mail this faculty questionnaire to our NSF evaluation consultant
Dr. David Trafimow,
Dept. of Psychology, MSC 3452,
New Mexico State University,
Las Cruces, NM 88003.

If you have any questions please feel free to contact Dr. Trafimow (dtrafimo@nmsu.edu) or any of us. Thank you so much for your help.

1. Dates you taught with the historical project:
2. Academic semester/quarter and year:
3. Instructor name and email address:
4. Institution name:
5. Course title, number, and section:
6. Academic department of instructor:
7. Academic department of course:
8. Is this a cross listed course between departments? Yes No
If yes, which?
9. Approximate enrollment:
10. What are the approximate percentages of students with various majors represented in your course? We realize that with double majors these numbers could add to over 100%.
11. What is the title of the historical project you used in the course?
12. Add any other useful information, e.g., about the project as used in the course. For instance, if you modified the project, please explain this.

Questionnaire to faculty regarding using historical projects in a class

Please answer each of the questions below by checking (x) the appropriate option. In addition to a scale, each item has an open-ended option. For those items where you have subjective reactions that are not captured well by the scale, please give us an additional open-ended response. If there is not enough space, please feel free to continue on the back of the sheet or on another sheet of paper.

Please note that questions 1-12 are about the effects on you of teaching with a historical project, and questions 13-25 are about the effects on your students.

1. To what extent do you feel that using historical projects in your class increased/decreased your knowledge of mathematics?

Decreased _____ : _____ : _____ : _____ : _____ : _____ : _____ Increased
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

2. To what extent do you feel that using historical projects in your class increased/decreased your knowledge of the history of mathematics?

Decreased _____ : _____ : _____ : _____ : _____ : _____ : _____ Increased
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

3. To what extent do you feel that using historical projects in your class increased/decreased your knowledge of different ways of thinking?

Decreased _____ : _____ : _____ : _____ : _____ : _____ : _____ Increased
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

4. To what extent do you feel that using historical projects in your class increased/decreased your appreciation of the evolution of mathematics?

Decreased _____ : _____ : _____ : _____ : _____ : _____ : _____ Increased
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

5. To what extent do you feel that using historical projects in your class made you a more/less versatile teacher?

Less versatile _____:_____:_____:_____:_____:_____ More versatile
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

6. To what extent do you feel that using historical projects in your class made you a better/worse teacher?

Worse _____:_____:_____:_____:_____:_____ Better
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

7. To what extent do you feel that using historical projects in your class induced you (or did not induce you) to discuss course topics in a broader context?

Not Induce _____:_____:_____:_____:_____:_____ Induced
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

8. To what extent do you feel that using historical projects in your class made you more/less open to using different teaching techniques?

Less _____:_____:_____:_____:_____:_____ More
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

9. To what extent do you feel that using historical projects in your class made the field of mathematics seem more/less unified to you?

Less _____:_____:_____:_____:_____:_____ More
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

10. To what extent do you feel that using historical projects in your class increased/decreased your confidence in incorporating history in your teaching?

Decreased _____:_____:_____:_____:_____:_____ Increased
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

11. To what extent do you feel that using historical projects in your class provided you (did not provide you) a different perspective on mathematics?

Did not provide _____:_____:_____:_____:_____ Provided
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

12. To what extent do you feel that using historical projects in your class increased/decreased your appreciation of mathematics as a humanistic, creative and/or artistic endeavor?

Decreased _____:_____:_____:_____:_____ Increased
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

13. To what extent do you feel that using historical projects in your class increased/decreased your students' knowledge of mathematics?

Decreased _____:_____:_____:_____:_____ Increased
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

14. To what extent do you feel that using historical projects in your class increased/decreased your students' knowledge of the history of mathematics?

Decreased _____:_____:_____:_____:_____ Increased
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

15. To what extent do you feel that using historical projects in your class increased/decreased your students' capacity for different ways of thinking?

Decreased _____ : _____ : _____ : _____ : _____ : _____ : _____ Increased
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

16. To what extent do you feel that using historical projects in your class increased/decreased your students' appreciation of the evolution of mathematics?

Decreased _____ : _____ : _____ : _____ : _____ : _____ : _____ Increased
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

17. To what extent do you feel that using historical projects in your class made your students more able (less able) to learn in a variety of ways?

Less able _____ : _____ : _____ : _____ : _____ : _____ : _____ More able
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

18. On balance, to what extent do you feel that using historical projects in your class was a way of learning that better (did not better) fit some of your students' needs?

Not better _____ : _____ : _____ : _____ : _____ : _____ : _____ Better
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

19. To what extent do you feel that using historical projects in your class induced (did not induce) your students to learn topics in a broader context in your classes?

Did not Induce _____ : _____ : _____ : _____ : _____ : _____ : _____ Induced
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

20. To what extent do you feel that using historical projects in your class made your students more/less open to learning in different ways?

Less _____:_____:_____:_____:_____:_____ More
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

21. To what extent do you feel that using historical projects in your class made different areas of mathematics seem more/less unified to your students?

Less _____:_____:_____:_____:_____:_____ More
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

22. To what extent do you feel that using historical projects in your class improved/worsened your students' attitude towards incorporating history in the way they learn mathematics?

Worsened _____:_____:_____:_____:_____:_____ Improved
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

23. To what extent do you feel that using historical projects in your class increased/decreased your students' understanding of the importance of history in mathematics?

Decreased _____:_____:_____:_____:_____:_____ Increased
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

24. To what extent do you feel that using historical projects in your class provided (did not provide) your students a different perspective on mathematics?

Did not provide _____ : _____ : _____ : _____ : _____ : _____ : _____ Provided
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments:

25. To what extent do you feel that using historical projects in your class increased/decreased your students' appreciation of mathematics as a humanistic, creative and/or artistic endeavor?

Decreased _____ : _____ : _____ : _____ : _____ : _____ : _____ Increased
Extremely Quite Slightly Neutral Slightly Quite Extremely

Comments: