

Student Survey on Science Class – May-June 2016

Total Students surveyed = 73

<p>Q.1. "I like science class" <i>Compared to pre-survey:</i> <i>"Yes" has gone from 81% to 90%</i> <i>"No" has gone from 2.5% to 0%</i> <i>"Sometimes" has gone from 16.5% to 10%</i></p>	Yes -66
	No - 0
	Sometimes - 7
<p>Q. 2. "I think science is important" <i>Compared to pre-survey:</i> <i>"Yes" has gone from 81% to 83.5%</i> <i>"No" has gone from 1.4% to 2.7%</i> <i>"Sometimes" has gone from 17.7% to 13.7%</i></p>	Yes - 61
	No - 2
	Sometimes - 10
<p>Q.3. Did your teacher do anything to make science interesting this year? If so, what did they do?</p> <p><i>Notes:</i> <i>Overwhelmingly, the students reported bridge building as a very positive experience.</i></p> <p><i>Interestingly, the words "let us" and "allowed us" came up repeatedly in this section, i.e., "Sir let us work together", "let us do projects", "allowed us to build bridges". This may mean that the students see hands-on activities as something they are not normally allowed to do.</i></p>	Yes - 73
	No - 0
	Bridge building - 34
	Doing experiments - 15
	Making straw towers - 11
	Making tin foil boats - 10
	Field trips - 8
	Showing science shows and movies - 4
	Planting a garden - 4
	Doing projects - 3
	Product innovation - 3
	Making bottle rockets - 3
	Learning about rocks - 3
	Habitat dioramas - 2
	Doing magnet experiments - 2
	Eating beans - 2
	Lighting a lightbulb
	Made cool things
	Lava explosion
Fly a Styrofoam plane	
<p>Q.4. "List three facts you learned in science this year"</p> <p><i>The responses to this question demonstrate that the students gained quite a bit from our project, particularly the bridge building activity.</i></p>	How to build a bridge - 19
	Conductors & Insulators - 10
	You can make magnets float on a stick - 9
	The triangle is the strongest shape - 9
	Rocks - 9
	Drag - 6
	Popsicle sticks are good building materials - 6
	Beavers build dams - 5
	How plants grow - 5
Sound travels in waves - 5	

Static electricity - 5
Facts about planets - 5
How an electromagnet works - 5
Circuits - 4
How to make a tinfoil boat - 4
Tinfoil can float - 4
Frequency is measured in hertz - 4
How to make a tower with straws - 3
How to plant a garden - 3
The X is a strong shape - 3
Gravity - 3
Flight - 3
There is such a thing as noise pollution - 3
Magnets can work through wood - 2
Habitats - 2
Magnets - 2
Sound - 2
How a plane works - 2
You have hairs in your ears - 2
Compost is worm poop
Plants breathe carbon dioxide
Some animals don't have ears
Magnets stick to some pennies but not others
Magnets have north and south poles
Iron filings stick to magnets
I learned how to make bridges stable
Magnetic forces
How to transplant seedlings
Don't touch pepper buds, they'll break off and you won't get peppers.
How to light a lightbulb
Black absorbs light, white reflects light
Animals hear different frequencies than humans
The colours of the rainbow
Towers need good bases
About vocal chords
There are 3 different kinds of rocks
Light
Sound
Sound is vibration
Motion
Thrust
Lift
How to improve on buildings
Life lessons
How to not fail
If you fly straight up, the plane will stall
Arrow dynamics
Parts of battery

	What a comet is
	Copper wires get hot
	Aerodynamics
	Renewable electricity
	Volcanoes explode
Analysis of student drawings of science classes. (Note: Some drawings may count in more than one category)	Teacher lecturing – 5
	Teacher doing a demonstration – 4
	Teacher sitting at own desk – 2
	Students in desks – 11
	Students out of desks – 24
	Students completing an activity – 26
	Students doing an exploration – 4
	Science materials visible – 44
	Science textbooks visible – 4
	Students watching videos – 4
	Students on a field trip – 3
<p><i>We saw a huge decrease in the number of drawings that showed a teacher lecturing to seated students. Science materials were visible in over 60% of the drawings, and science textbooks were hardly represented at all.</i></p> <p><i>In all, we saw an increase in representations of students actively engaged in science. This should correspond with a shift in students' thinking about science to a more student-centered model.</i></p>	