

# Collaborative Research: PROfessional Development and Uptake through Collaborative Teams (PRODUCT) Supporting Inquiry Based Learning in Undergraduate Mathematics

## Cumulative Evaluation Report: 2016 - 2020

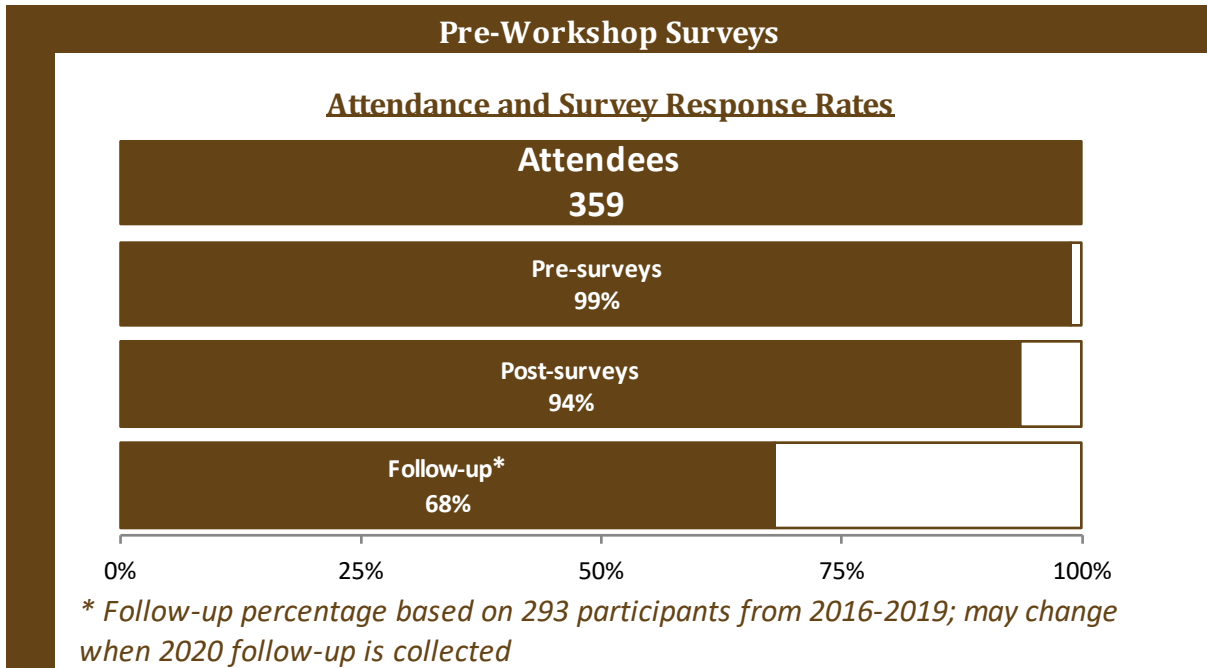
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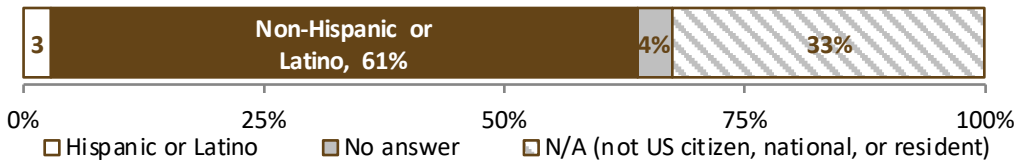
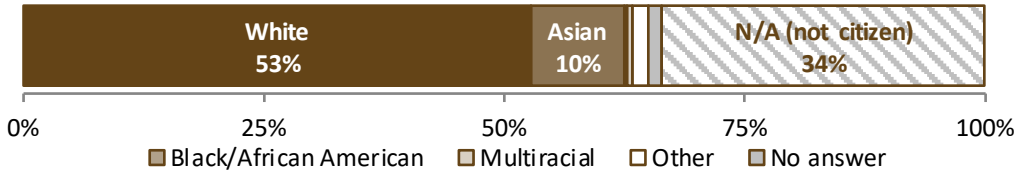
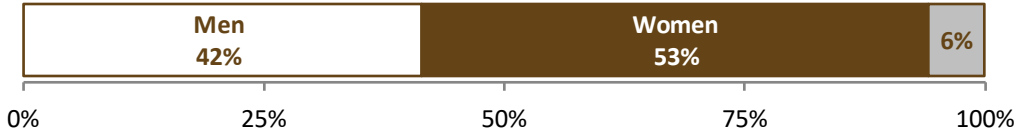
This evaluation report covers data from pre-, post-, and follow-up workshop surveys from all PRODUCT workshops from 2016 through 2020, with the exception of follow-up data for the 2020 workshops. This final set of follow-up data will be collected in the Fall of 2021. For a full description of data collection and analysis methods, please see the "ProDUCT Project Methods" document (available from the authors.)

### Context

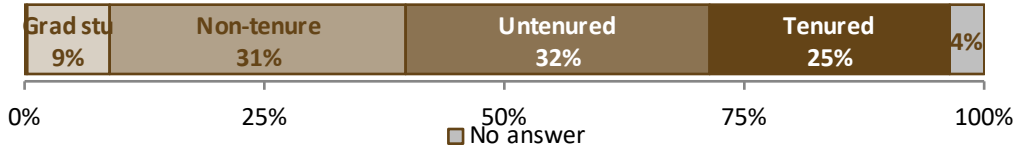
This report serves as a cumulative record for demographics from the 2016 through 2020 PRODUCT workshops and outcomes from the 2016 through 2019 PRODUCT workshops. It does not include outcome measures from the 2020 workshops that were offered online.



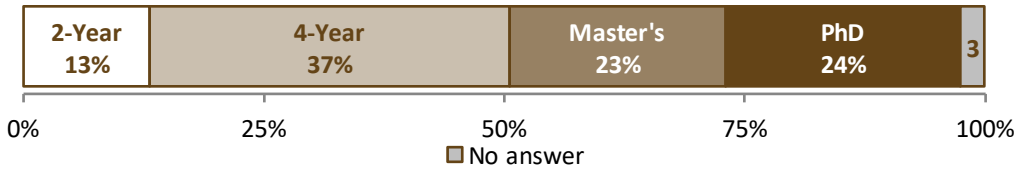
### Demographics



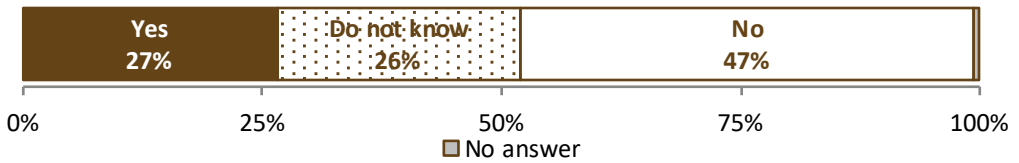
### Appointment



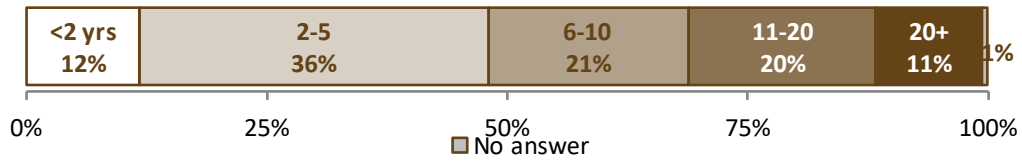
### Institution type



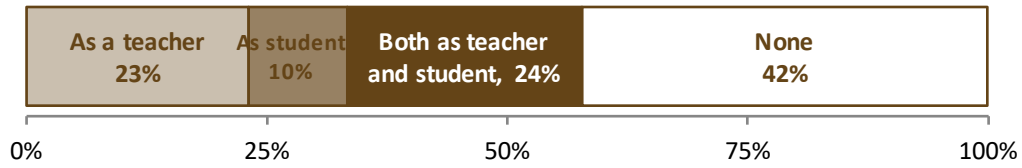
### Minority-serving institution



*Years of teaching experience*

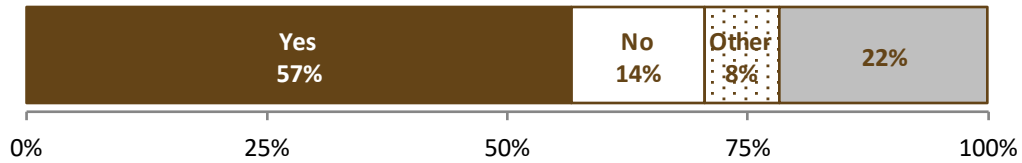


*Previous experience with IBL*



**Initial Teaching Practices for Target Course**

*Taught class before? ('No' responses skip frequency & duration on pgs 5&6)*

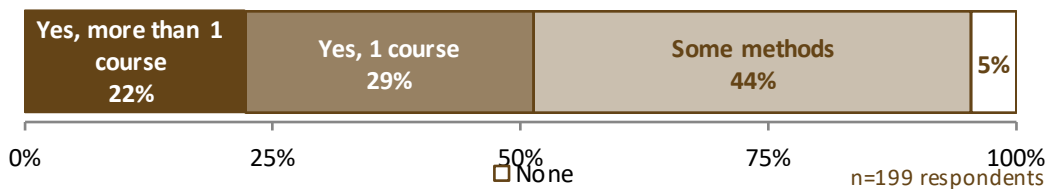


## Follow-up Surveys

### Outcomes

Results shared throughout this report are only for the follow-up survey respondents (199 of 293, 68%), except where noted. Implementation rates for all participants may differ from those values presented here, as we do not know if survey non-respondents implemented in the same ways that survey respondents did.

#### Implementation

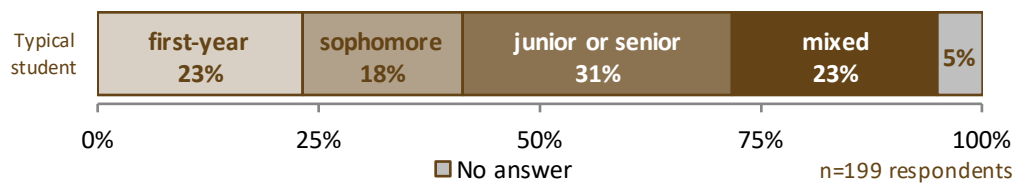
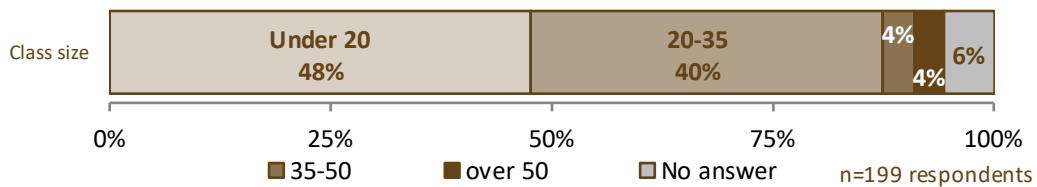
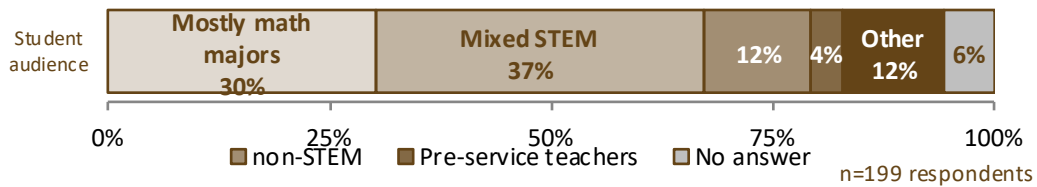


#### Spreading IBL to:

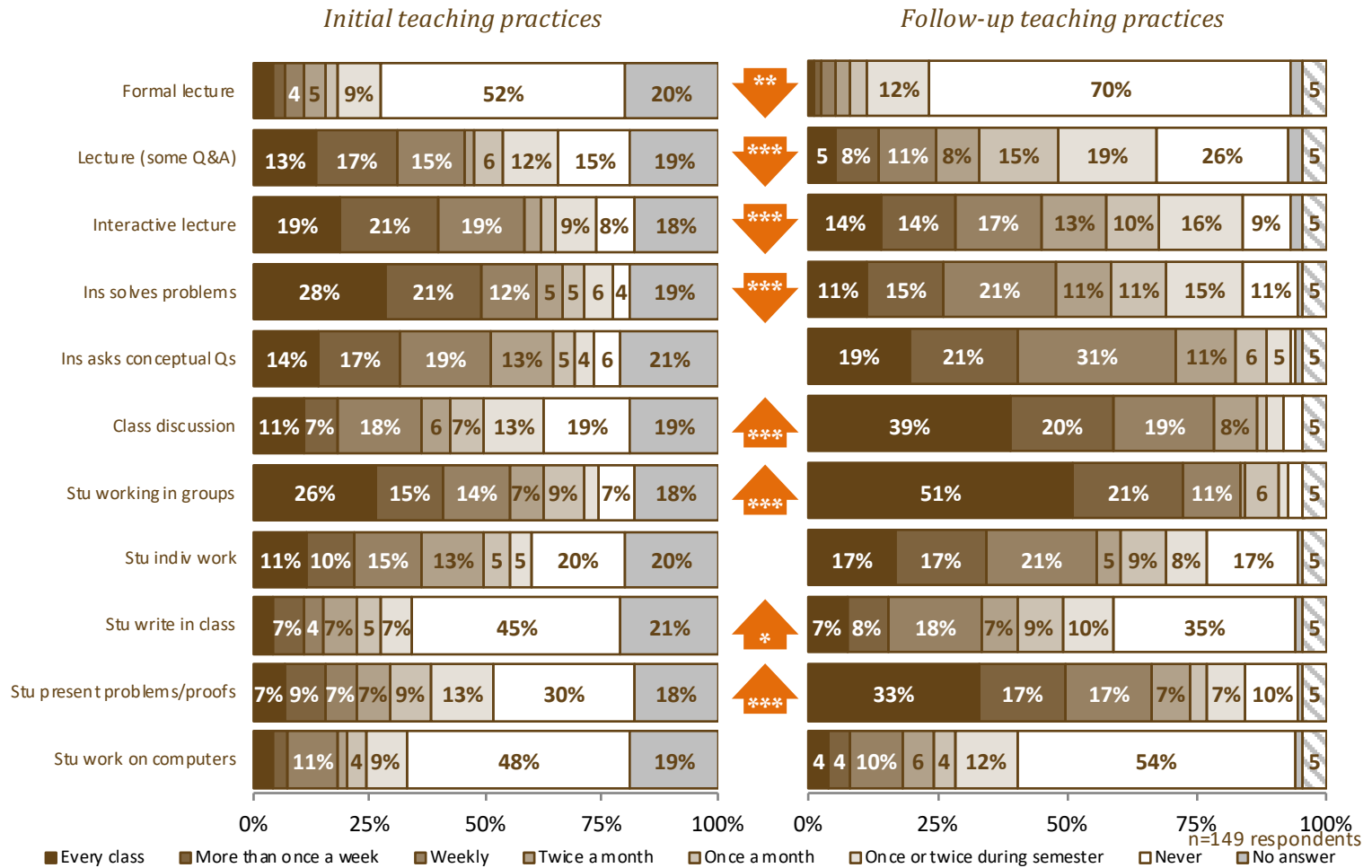
**515+**  
classes

**17,700+**  
students

in the first year following the workshop.

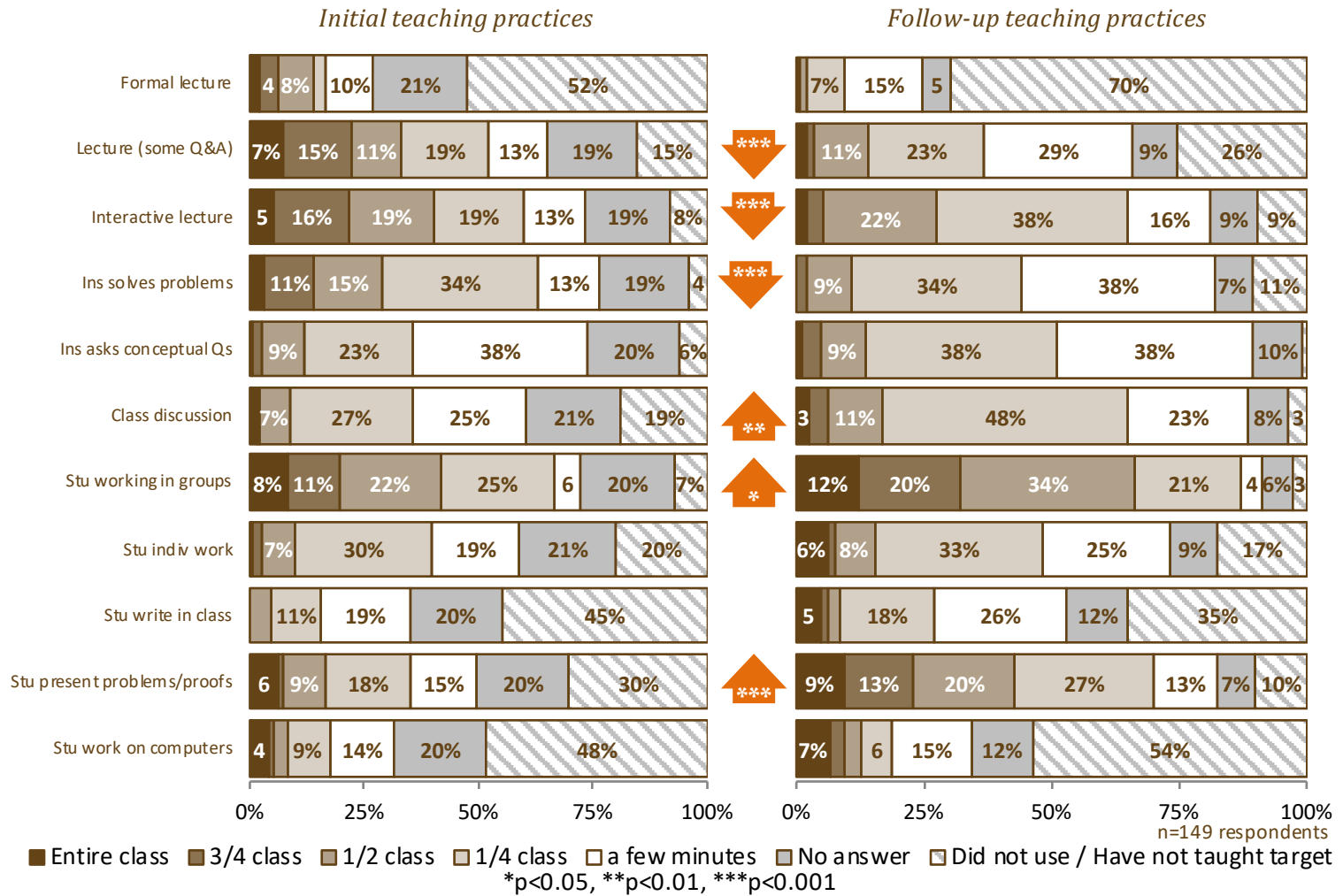


### Changes in Teaching Practices, Frequencies

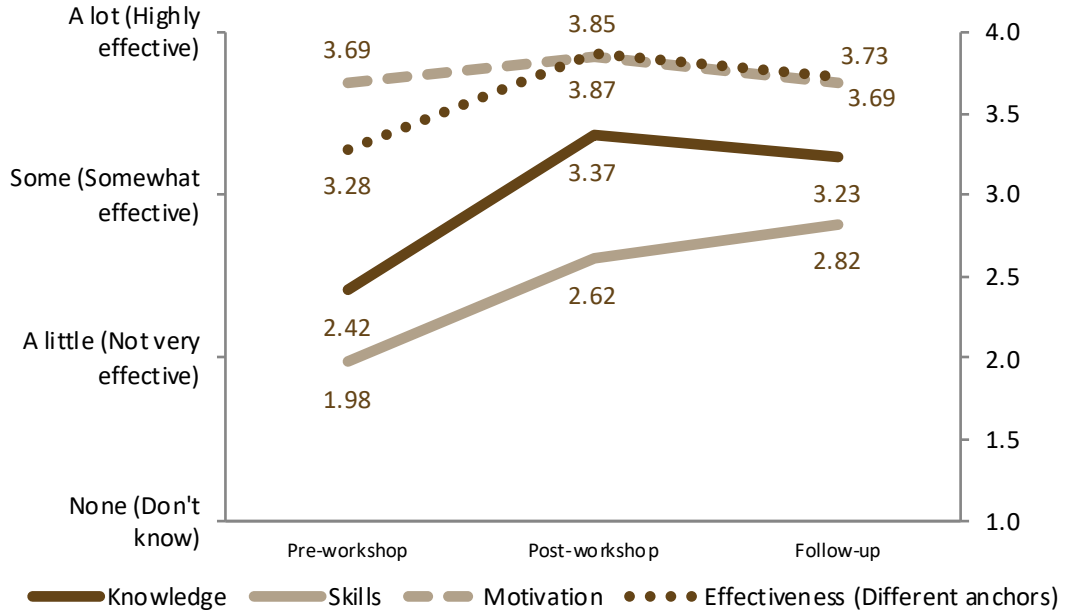


\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

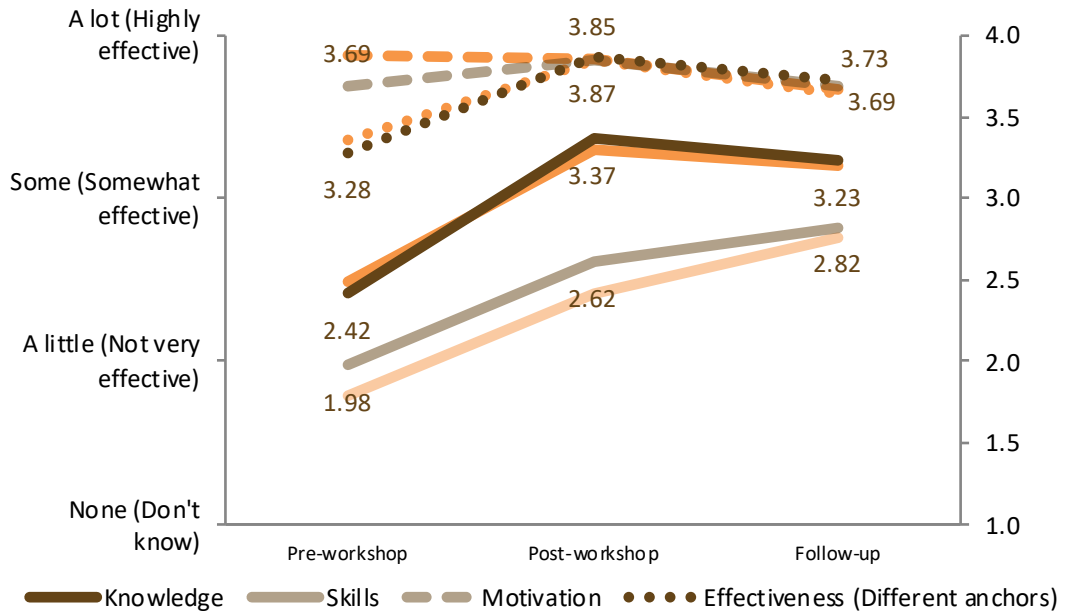
### Changes in Teaching Practices, Durations



Perspectives on IBL

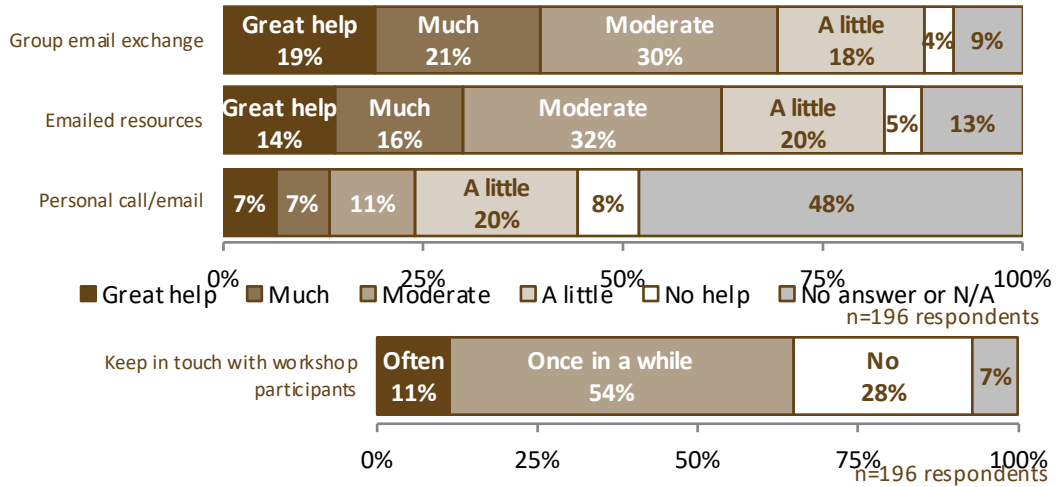


Compared to SPIGOT averages

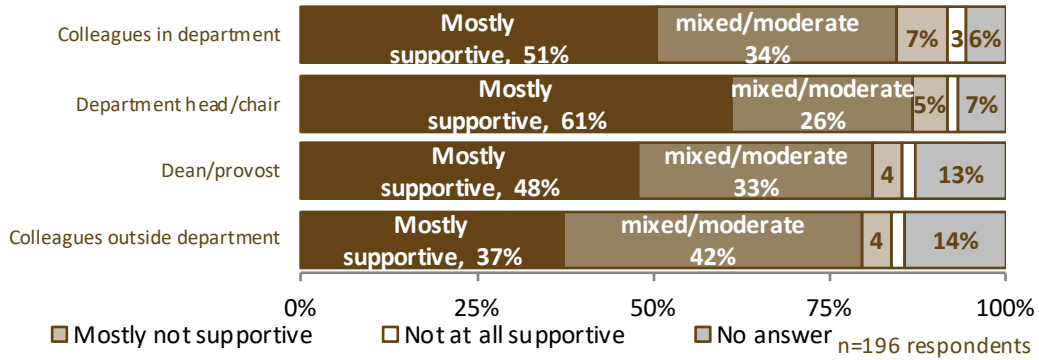


Results for PRODUCT are shown in brown with numerical values labeled. For comparative purposes, cumulative SPIGOT averages are shown in orange with no

*Helpfulness of e-mentoring activities*

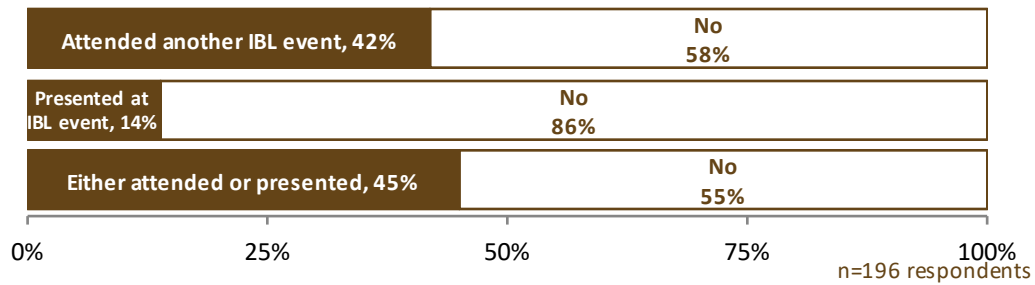


Institutional Support



Other IBL Supports

*IBL events*



References

Hayward, C. & Laursen, S. (2013). *Collaborative research: Supporting pedagogical innovation for a generation of transformation via inquiry-based learning in mathematics (SPIGOT) evaluation report: Workshop 1 at California Polytechnic State University, San Luis Obispo, June 24-27, 2013. Ethnography & Evaluation Research. Center to Advance Research and Teaching in the Social Sciences. University of Colorado Boulder.*