

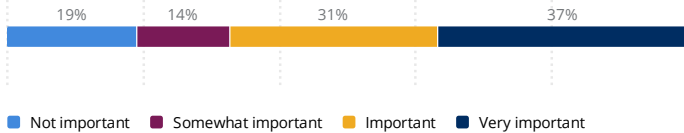
Learning Strategies, Quantitative Reasoning

This page displays feature findings for how important the quantitative reasoning skills are to faculty that the typical students do (#24b-d) and how much learning strategies faculty encourage students to do in their selected course section (#27e-g).

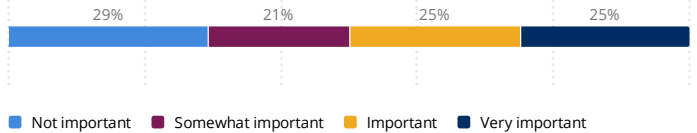
In your selected course section, how important is it to you that the typical student do the following?

Response options: *Very important, Important, Somewhat important, Not important*

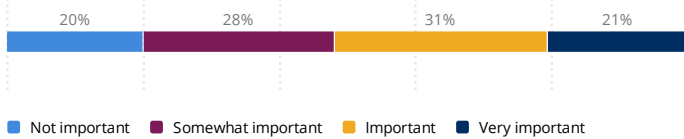
Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) 95 ⓘ



Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) 96 ⓘ



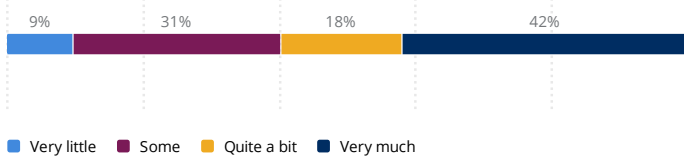
Evaluate what others have concluded from numerical information 96 ⓘ



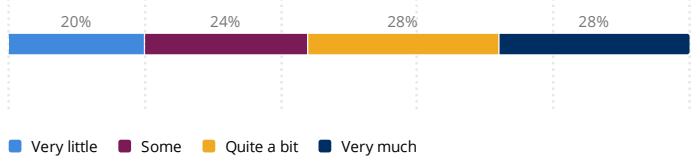
In your selected course section, how much do you encourage students to do the following?

Response options: *Very much, Quite a bit, Some, Very little*

Identify key information from reading assignments 95 ⓘ



Review notes after class 96 ⓘ



Summarize what has been learned from class or from course materials 96 ⓘ

