

2016 TEACHER SURVEY - ZOO FIELD TRIP EXPERIENCES



With the new direction in science teaching and learning in Washington state, Woodland Park Zoo decided to redesign their zoo experience for schools to provide new learning opportunities for students in the 2016-2017 school year. In order to best design the zoo experience, WPZ's Science and Conservation Education team surveyed local teachers. This report summarizes responses from 168 Pre K - 5th grade teachers who visited the zoo in the past 2 years.

ABOUT THE TEACHERS

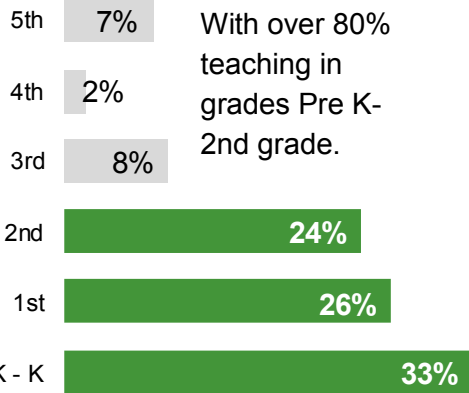


83% of teachers come from King County



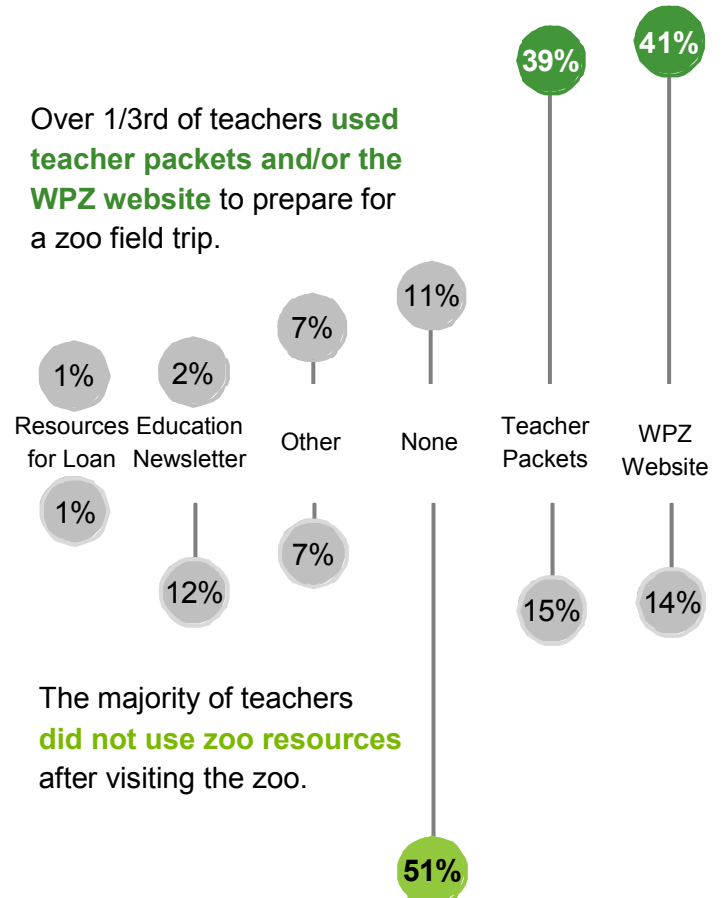
43% of which are from the Seattle School District.

60% of teachers have more than 10 years of teaching experience.



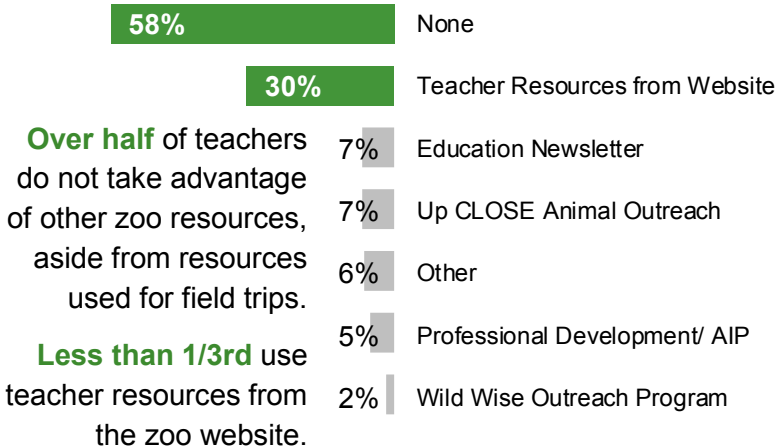
USE OF TEACHER RESOURCES BEFORE/AFTER A ZOO VISIT

Over 1/3rd of teachers **used teacher packets and/or the WPZ website** to prepare for a zoo field trip.



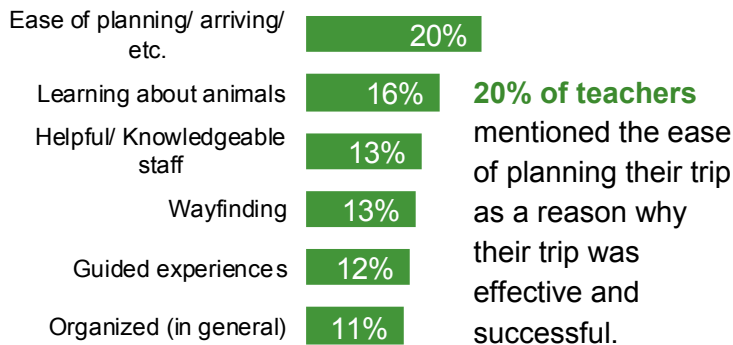
The majority of teachers **did not use zoo resources** after visiting the zoo.

GENERAL USE OF ZOO EDUCATION RESOURCES

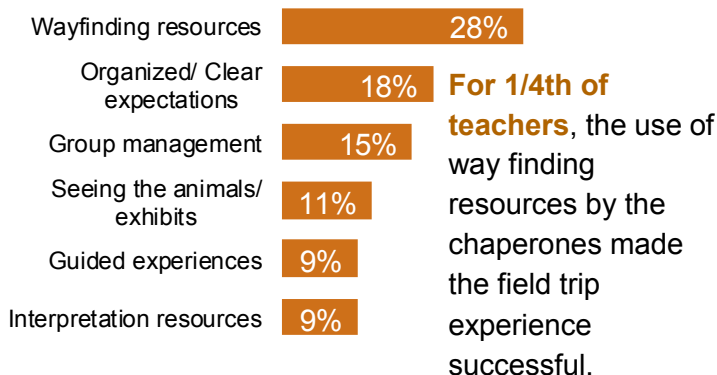


KEYS ASPECTS OF SUCCESSFUL ZOO FIELD TRIPS

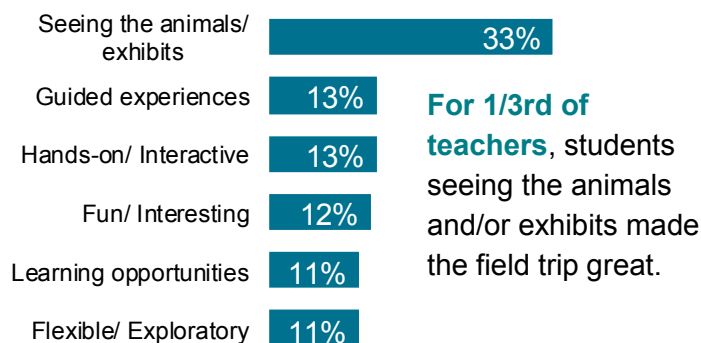
For Teachers



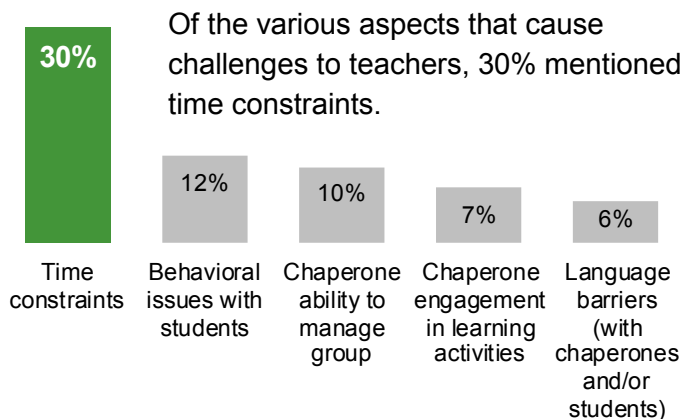
For Their Chaperones



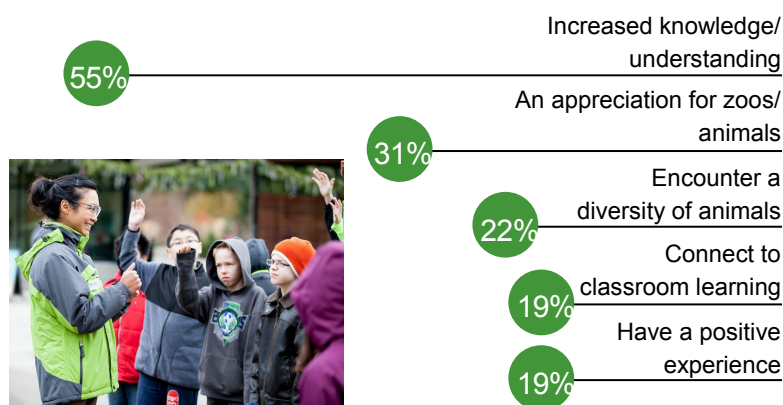
For Their Students



CHALLENGES TO SUCCESSFUL FIELD TRIPS

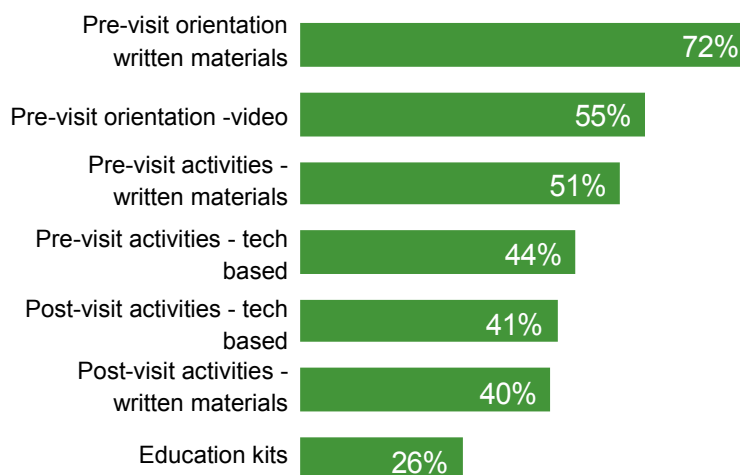


WHAT TEACHERS HOPE THEIR STUDENTS TAKEAWAY



PRE/POST-VISIT RESOURCES FOR SUCCESSFUL FIELD TRIP LEARNING

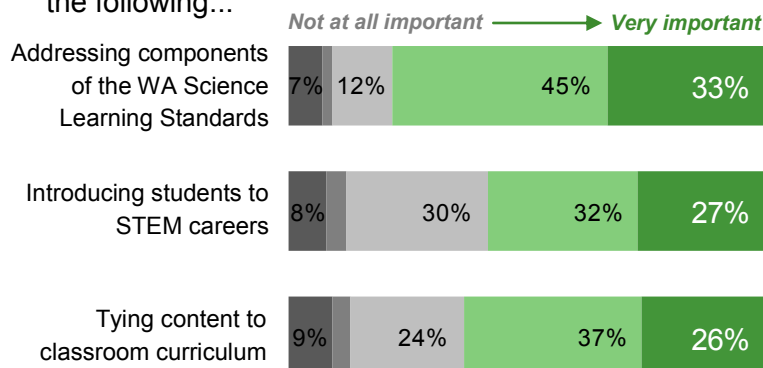
Teachers feel that the **pre-visit written orientation materials are the most important** resources for a successful learning experience at the zoo.



When asked what was **Not at All Important** or **Somewhat Unimportant**, 1/3rd of teachers mentioned the Education kits, and both of the post-visit activities.

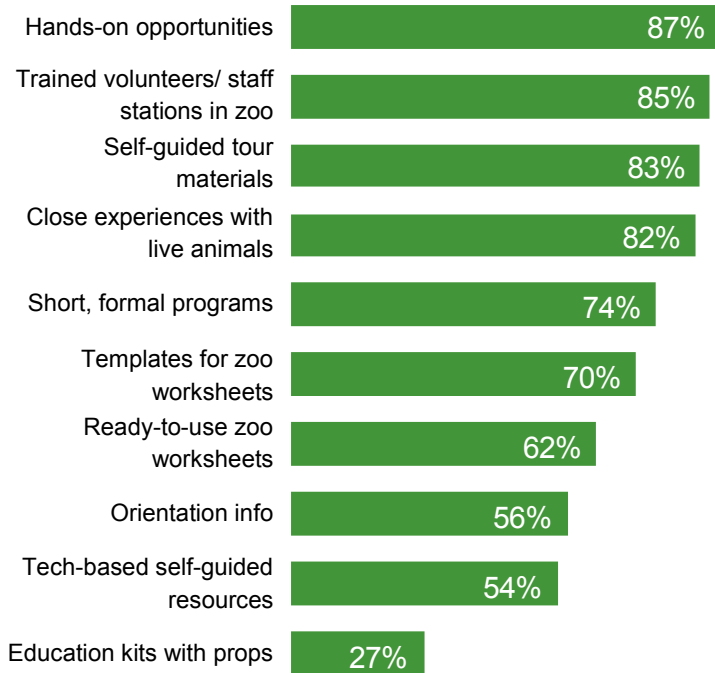
LEARNING CONNECTIONS ZOO FIELD TRIPS SHOULD PROVIDE

Over half of teachers say it's **somewhat important** to **very important** that the zoo provide opportunities for the following...



ACTIVITIES ZOO FIELD TRIPS SHOULD PROVIDE

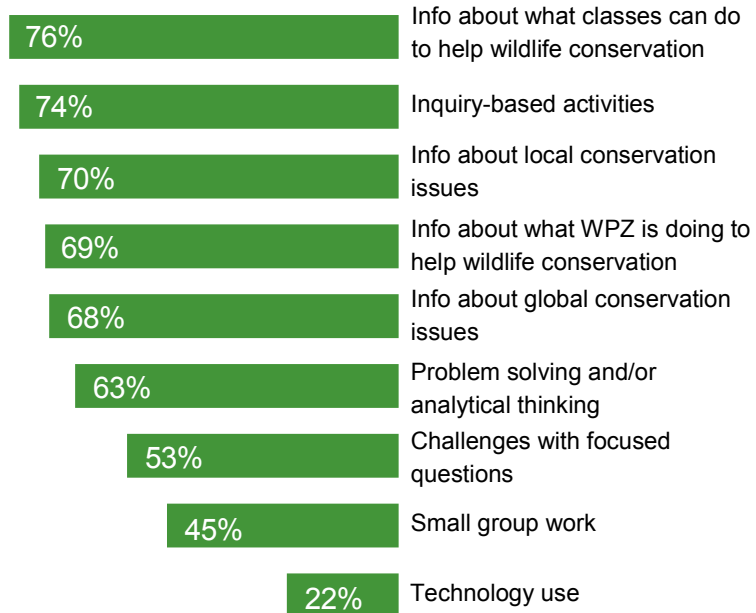
Over half of teachers said **opportunities that were hands on** (such as interaction with animal artifacts and other physical objects) were the most important during their zoo visit.



Over 1/3rd of teachers mentioned the Education kits as **Not at All Important** or **Somewhat Unimportant**. About a quarter of teachers also saw the technology-based resources and orientation information as unimportant.

LEARNING OPPORTUNITIES ZOO FIELD TRIPS SHOULD PROVIDE

It is important for teachers that students have the opportunities to engage with **information about what their classes can do to help wildlife conservation** as well as do **inquiry-based activities** while on their zoo field trips.



Nearly half of the teachers surveyed said the use of technology was **Not at All Important** or **Somewhat Unimportant**

PROVIDING RESOURCES IN MULTIPLE LANGUAGES

57% teachers see self-guided materials translated into Spanish as a high priority.

Español
57% Spanish

Soomaali
19% Somali

Tiếng Việt
10% Vietnamese

中文
8% Chinese

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7% Amharic



85% of teachers said that it would be most beneficial to have **basic information translated**.



FACTORS THAT INFORM FIELD TRIP CHOICES

Over half of teachers say **cost or receiving scholarships** is a primary factor that informs their field trip decisions.

