

Appendix B: Teachers (ENGLISH)

Question T1: Are you male or female?

- (1) Male
- (2) Female
- (3) Prefer not to declare

Question T2: What is your age?

- (1) 20-29
- (2) 30-39
- (3) 40-49
- (4) 50-59
- (5) 60 or older

Question T3: Which of these educational institutions do you work at?

- (1) UiB
- (2) UNIS
- (3) NTNU
- (4) UiT
- (5) NMBU
- (6) HIT
- (7) UiO
- (8) UiA
- (9) UiN
- (10) Other university / college _____

Question T4: What best describes your employment?

- (1) Permanent (tenured) academic position with teaching responsibilities
- (2) Temporary academic position with teaching responsibilities (including scholarships)
- (3) I have my main employment somewhere else, but perform teaching at this institution (e.g. Adjunct Professor)
- (4) Technical / administrative employee (both permanent and temporary) with teaching responsibilities
- (5) I do not have teaching as part of my duties

Question T5: How long have you taught at university / college level?

Please specify the number of years, apart from working as a student assistant

- (1) 0-4 years
- (2) 5-14 years
- (3) 15- 24 years
- (4) 25 years or more

Question T6: At which of these levels have you taught over the past 12 months? Please tick as many as appropriate

- (1) Bachelor level
- (2) Master level
- (3) PhD level
- (4) I have not taught for the past 12 months

Question T7: Have you completed a basic university pedagogical course (courses in college / university teaching)?

- (1) Yes
- (2) No

Question T8: How often do you ask the following people for advice or assistance when planning lessons?

	1. Never	2. Very rarely	3. Rarely	4. Sometimes	5. Often	6. Very often	7. Always
A: Colleagues	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
B: Students	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
C: Administration at the department / faculty	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
D: Management at the Institute	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
E: IT department	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>

Question T9: How often have you and your colleagues discussed the following topics related to teaching during the past 12 months?

	1. Never	2. Very rarely	3. Rarely	4. Sometimes	5. Often	6. Very often	7. Always
A: The academic content	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
B: Instruction and assessment methods	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
C: Practical organization	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
D: Students	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
E: My own role as teacher	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>

Question T10: When you plan and carry out teaching, to what extent does each of the points below function in your institution?

	1. Extremely little	2. Very little	3. Quite little	4. Neutral	5. Quite well	6. Very well	7. Extremely well	8. Not applicable
A: Classroom design that works for multiple teaching methods	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
B: Digital aids such as video recording, video projection, student polling, etc.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
C: Access to laboratories and laboratory equipment	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
D: Organisation of class / lecture plan	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
E: Possibility to choose the type of assessment that fits your course	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>

1. Extremely little 2. Very little 3. Quite little 4. Neutral 5. Quite well 6. Very well 7. Extremely well Not applicable

F: Access to teaching

assistants / technicians (1) (2) (3) (4) (5) (6) (7) (8)

G: Practical organisation

of field courses / cruises (1) (2) (3) (4) (5) (6) (7) (8)

Question T11: If you were to change one thing about your educational institution to promote better learning among students, what would it be?

Question T12: Have you been involved in designing the curriculum in the subject or the module you teach?

- (1) Yes
- (2) No

Question T13: Over the past 12 months, have you made changes or initiated changes in the courses you teach?

	Yes	No
A: Assessment	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>
B: Course literature/ reading list	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>
C: Teaching methods	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>

Question T14: If you have made changes or have taken the initiative to make changes in courses you teach over the last 12 months, what level of support have you received from your colleagues, managers and students?

	1. Extremely little	2. Very little	3. Quite little	4. Neutral	5. Quite well	6. Very well	7. Extremely well	Have not made changes
A: Leadership	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
B: Colleagues	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
C: Students	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>
D: Study Administration	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>	(8) <input type="checkbox"/>

Question T15: Do you have any comments on changes you have implemented or initiated in the courses you teach?

Question T16: Approximately how many hours do you work per week? Please enter the number of hours in the field below

Question T17: What percentage of working hours do you spend on the following?

Please indicate the approximate time spent as a percentage (total sum 100)

A: Research _____

B: Teaching _____

C: Administration _____

Question T18: What proportion of your teaching time is spent on the following? Please indicate the approximate time spent as a percentage (total sum 100).

A: Planning _____

**B: Teaching your
courses** _____

C: Feedback to students _____

D: Contact or discussions with students / colleagues / management / leadership _____

Question T19: When using the following methods, why do you use them?

Tick as many reasons as appropriate for each method

	Effective dissemination of curriculum	To motivate students	Provides high learning outcomes	Not resource intensive	To promote active student learning	Have not experienced
A: Whiteboard	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
B: Powerpoint presentations	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
C: Field /cruise courses	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
D: Written submissions	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
E: Laboratory exercises	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
F: Group discussions	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
G: Student presentations	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>

Question T20: Do you have experience with other teaching methods that you want to comment on here?

Question T21: To what extent do the following statements apply to your teaching?

	1. Extremely little	2. Very little	3. Quite little	4. Neutral	5. Quite well	6. Very well	7. Extremely well
A: I facilitate questions / suggestions from students in my teaching sessions	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
B: I facilitate discussions between the students in my teaching sessions	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
C: I combine theory with providing practical tasks in my teaching	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
D: I feel that the workload related to teaching is too large	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>

Question T22: Please respond to each of the following items in terms of how true it is for you with respect to your role as a teacher.

	1. Not at all true	2.	3.	4. Somewhat true	5.	6.	7. Very true
A: I feel confident in my abilities as a teacher	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
B: I am capable to teach my courses	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
C: I am able to achieve the goals I set myself as a teacher	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
D: I feel that I am able to meet the challenge of teaching well	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>
E: I am happy in the role	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>	(7) <input type="checkbox"/>

1. Not at all true 2. 3. 4. Somewhat true 5. 6. 7. Very true

of teacher

Question T23: To what extent do you think the following forms of feedback can be useful for your teaching?

1. Extremely little 2. Very little 3. Quite little 4. Neutral 5. Quite well 6. Very well 7. Extremely well

A: Written evaluation from students (1) (2) (3) (4) (5) (6) (7)

B: Guidance conversation with university educational expert (1) (2) (3) (4) (5) (6) (7)

C: Guidance conversation with colleagues at the university / college (mentor) (1) (2) (3) (4) (5) (6) (7)

D: Being graded on your teaching (by students, colleagues or management) (1) (2) (3) (4) (5) (6) (7)

E: That a colleague is present while teaching and afterwards gives you feedback (peer review) (1) (2) (3) (4) (5) (6) (7)

F: Follow-up from department leaders (1) (2) (3) (4) (5) (6) (7)

Question T24: Do you have comments on other forms of feedback you think might be useful for your teaching?

Question T25: Do you feel that the students have adequate basic knowledge to benefit from the courses you teach?

Please tick the one you think best matches the students' level of knowledge when they start on the courses you teach

1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Neither agree nor disagree 5. Slightly agree 6. Agree 7. Completely agree

A: Students have enough

basic knowledge of mathematics (1) (2) (3) (4) (5) (6) (7)

B: Students have enough

basic knowledge of chemistry (1) (2) (3) (4) (5) (6) (7)

C: Students have enough

basic knowledge of biology (1) (2) (3) (4) (5) (6) (7)

D: Students have enough

basic knowledge of physics (1) (2) (3) (4) (5) (6) (7)

E: Students have adequate writing skills in Norwegian / English (language of instruction)

(1) (2) (3) (4) (5) (6) (7)

F: Students have adequate study skills

(1) (2) (3) (4) (5) (6) (7)

1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Neither agree nor disagree 5. Slightly agree 6. Agree 7. Completely agree

G: Students have adequate technical skills where this is expected

(1) (2) (3) (4) (5) (6) (7)

Question T26: If you want to comment on the students basic knowledge, you can do so here

Question T27: To what extent have laboratory courses helped students' learning outcomes given in the list below?

1. Very little 2. Little 3. Neutral 4. Well 5. Very well No experience

A: General laboratory skills, microscopy, pipetting, etc.

(1) (2) (3) (4) (5) (6)

B: Practical skills in subject-specific laboratory methods (analytical procedures and equipment used in the subject)

(1) (2) (3) (4) (5) (6)

C: Understanding of the subject methods and data

(1) (2) (3) (4) (5) (6)

D: Understanding of the

(1) (2) (3) (4) (5) (6)

	1. Very little	2. Little	3. Neutral	4. Well	5. Very well	No experience
subject theory						
E: Ability to use knowledge in new contexts	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
F: Understanding of the subject's practical relevance and application	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>

Question T28: To what extent have field courses and / or cruises contributed to students' learning outcomes in the areas given below?

	1. Very little	2. Little	3. Neutral	4. Well	5. Very well	No experience
A: General field / cruise skills (biological work outdoors)	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
B: Practical skills in specific professional fields / research vessel methods (analytical procedures and equipment used in the subject)	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
C: Understanding of the subject methods and data	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
D: Understanding of the subject theory	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
E: Ability to use knowledge in new contexts	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>

1. Very little 2. Little 3. Neutral 4. Well 5. Very well No experience

F: Understanding of the subject's practical relevance and application

(1) (2) (3) (4) (5) (6)

G: Knowledge and understanding of patterns and processes in nature

(1) (2) (3) (4) (5) (6)

Question T29: To what extent do the students learn these skills through education in biology?

1. Extremely little 2. Very little 3. Quite little 4. Neutral 5. Quite well 6. Very well 7. Extremely well

A: Collaborative skills

(1) (2) (3) (4) (5) (6) (7)

B: Writing and reading competence (literacy)

(1) (2) (3) (4) (5) (6) (7)

C: Quantitative competence (ability to interpret data /numeracy)

(1) (2) (3) (4) (5) (6) (7)

D: Critical thinking

(1) (2) (3) (4) (5) (6) (7)

Question T30: How important do you think it is that students learn academic collaboration during the study?

- (1) 1. Extremely unimportant
- (2) 2. Very unimportant
- (3) 3. Partly unimportant
- (4) 4. Neutral
- (5) 5. Partly important
- (6) 6. Very important
- (7) 7. Extremely important

Question T31: How do you facilitate academic collaboration between students?

Question T32: Do you have experience of students that undertake practice /internship in research, the public sector and / or industry as part of their education in biology?

- (1) Yes
(2) No

Question T33: How much do you agree with the statements below with respect to the learning outcomes students acquire in practice /internship in research, the public sector and / or industry?

We are interested in knowing what you think about the following statements, regardless of whether you have experience with practice /internship.

1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Neutral 5. Slightly agree 6. Agree 7. Strongly agree

A: Practice gives

students a better and more relevant understanding of their theoretical knowledge

(1) (2) (3) (4) (5) (6) (7)

B: Practice makes

students better prepared to meet the labour market

(1) (2) (3) (4) (5) (6) (7)

C: Practice in the study

period will come at the expense of other important learning at the university / college

(1) (2) (3) (4) (5) (6) (7)

1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Neutral 5. Slightly agree 6. Agree 7. Strongly agree

D: Practice gives

students important skills we do not have the opportunity to give them at university / college

(1) (2) (3) (4) (5) (6) (7)

Question T34: Please indicate to what extent you agree with the following statements

1. Strongly disagree 2. 3. 4. Neutral 5. 6. 7. Strongly agree

A: I feel that my leaders give me choices and options related to my teaching

(1) (2) (3) (4) (5) (6) (7)

B: I feel understood by my leaders in conjunction with my teaching

(1) (2) (3) (4) (5) (6) (7)

C: My leaders convey confidence in my ability to teach well

(1) (2) (3) (4) (5) (6) (7)

D: My leaders encourage me to ask questions regarding my teaching situation

(1) (2) (3) (4) (5) (6) (7)

E: My leaders listen to how I want to teach

(1) (2) (3) (4) (5) (6) (7)

F: My leaders tries to understand how I see things before suggesting a new way to do things

(1) (2) (3) (4) (5) (6) (7)

Question T35: To what extent do you agree or disagree with the following statements?

1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Neutral 5. Slightly agree 6. Agree 7. Strongly agree

A: Management is more

concerned with
research than
teaching

(1) (2) (3) (4) (5) (6) (7)

B: It is better for my

career to prioritise
research over
teaching

(1) (2) (3) (4) (5) (6) (7)

Question T36: To what extent do you feel that your efforts in teaching are valued (appreciated and noticed) by the following groups?

1. Extremely little 2. Very little 3. Little 4. Neutral 5. Well 6. Very well 7. Extremely well

A: Students

(1) (2) (3) (4) (5) (6) (7)

B: Colleagues

(1) (2) (3) (4) (5) (6) (7)

C: Administrative staff

(1) (2) (3) (4) (5) (6) (7)

D: Department

management /
immediate supervisor

(1) (2) (3) (4) (5) (6) (7)

E: University leadership /
college management

(1) (2) (3) (4) (5) (6) (7)

Question T37: Is there anything related to your task of teaching that you would like to know better or learn more about?

Question T38: Finally, we want to know more about your future plans and wishes for teaching

1. Strongly disagree 2. Disagree 3. Slightly disagree 4. Neutral 5. Slightly agree 6. Agree 7. Strongly agree

A: I wish that the institution would have a greater focus on teaching quality

(1) (2) (3) (4) (5) (6) (7)

B: I feel unsure if I should spend so much time teaching

(1) (2) (3) (4) (5) (6) (7)

C: I will give priority to developing my teaching by attending courses and / or read about teaching and learning

(1) (2) (3) (4) (5) (6) (7)

D: I will spend more time on planning and preparation of lessons

(1) (2) (3) (4) (5) (6) (7)

E: I wish that the institution would emphasise teaching more in relation to employment and promotion

(1) (2) (3) (4) (5) (6) (7)