

Questionnaire for PLC participants (higher education level)

Section 1: Personal details

- 1.1. Age
Below 30 30-39 40-49 50-59 60 and above
- 1.2. Gender
Female Male
- 1.3. Rank
Special Teaching Personnel Lecturer Assistant professor Associate professor Professor Part-time personnel
- 1.4. Years of teaching experience in higher education (Please round up a number in years)
- 1.5. Average courses that I teach during a semester
1 2 3 4 4+
- 1.6. In which School do you belong
- Humanities, Social and Education Sciences
 - Business
 - Sciences
 - Law
 - Medicine
- 1.7. Years of employment at EUC (Please indicate a number)
- 1.8. In what level of studies do you usually teach?
- Undergraduate
 - MA
 - PhD
- 1.9. How important is professional development in teaching for higher education instructors' promotion?
Not important at all extremely important
0 1 2 3 4 5 6 7 8 9 10

Section 2: Self-perceptions about teaching abilities

Please answer all the questions

- 2.1. How important is teaching for you?
Not important at all extremely important
0 1 2 3 4 5 6 7 8 9 10
- 2.2. How important is innovation in teaching for you?
Not important at all extremely important
0 1 2 3 4 5 6 7 8 9 10
- 2.3. How important is training for teaching for you?
Not important at all extremely important
0 1 2 3 4 5 6 7 8 9 10
- 2.4. How effective a teacher do you think you are?
Not effective extremely effective
0 1 2 3 4 5 6 7 8 9 10

Section 3: Sources of ideas for Teaching Innovation

Please answer all the questions

- 3.1. To what extent do you take under consideration the following and act upon to improve your effectiveness as an instructor?
- 3.1.1. Formal input (e.g., evaluations, open-ended comments) from your students
not at all to a great extent

- | | | | | | | | | | | | |
|---------|--|---|---|---|---|---|---|---|---|---|----|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3.1.2. | Informal input (e.g., discussions) from your students | | | | | | | | | | |
| | not at all | | | | | | | | | | |
| | to a great extent | | | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3.1.3. | Discussions with colleagues about your formal input (e.g., evaluations, open-ended comments) | | | | | | | | | | |
| | not at all | | | | | | | | | | |
| | to a great extent | | | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3.1.4. | Discussion with a program coordinator, chair, or dean about the formal input from your students (e.g., ratings, open-ended comments) | | | | | | | | | | |
| | not at all | | | | | | | | | | |
| | to a great extent | | | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3.1.5. | The results of exam or assignment assigned to your students | | | | | | | | | | |
| | not at all | | | | | | | | | | |
| | to a great extent | | | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3.1.6. | Observing the teaching practices of colleagues. | | | | | | | | | | |
| | not at all | | | | | | | | | | |
| | to a great extent | | | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3.1.7. | Reading scientific publications (e.g., books, journal articles, magazine articles) on effective teaching methods | | | | | | | | | | |
| | not at all | | | | | | | | | | |
| | to a great extent | | | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3.1.8. | Collaborating with colleagues in peer groups about teaching | | | | | | | | | | |
| | not at all | | | | | | | | | | |
| | to a great extent | | | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3.1.9. | Finding ideas from the Internet | | | | | | | | | | |
| | not at all | | | | | | | | | | |
| | to a great extent | | | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3.1.10. | Experimentation (trial and error) | | | | | | | | | | |
| | not at all | | | | | | | | | | |
| | to a great extent | | | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3.1.11. | Soliciting information from professional organizations | | | | | | | | | | |
| | not at all | | | | | | | | | | |
| | to a great extent | | | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3.1.12. | Attending local and international scientific conferences | | | | | | | | | | |
| | not at all | | | | | | | | | | |
| | to a great extent | | | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3.1.13. | Participation in workshops and/or seminars organized at EUC. | | | | | | | | | | |
| | not at all | | | | | | | | | | |
| | to a great extent | | | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3.1.14. | Participation in workshops and/or seminars outside EUC. | | | | | | | | | | |
| | not at all | | | | | | | | | | |
| | to a great extent | | | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
- 3.2. How many times did you participate in the following in order to improve your teaching during the past 3 academic years?
- 3.2.1. Conferences (Please indicate a number):
- 3.2.2. Workshops/seminars at EUC (Please indicate a number):
- 3.2.3. Participation in workshops/seminars outside EUC (Please indicate a number):

Section 4: Incentives for Teaching Innovation

The items that follow concern inducements of your institution for teaching innovation.

4.1. To what extent do you think the following support instructors in their attempts to improve their teaching effectiveness.

4.1.1. Teaching assistants

0 not at all 1 2 3 4 to a great extent

4.1.2. Release time from normal workload in teaching

0 not at all 1 2 3 4 to a great extent

4.1.3. Paid sabbaticals

0 not at all 1 2 3 4 to a great extent

4.1.4. Unpaid leave of absence

0 not at all 1 2 3 4 to a great extent

4.1.5. Over and above normal workload compensation

0 not at all 1 2 3 4 to a great extent

4.1.6. Internal grants that support travel to educational workshops

0 not at all 1 2 3 4 to a great extent

4.1.7. Internal grants that support the purchase of teaching materials or technology

0 not at all 1 2 3 4 to a great extent

4.1.8. Internal grants that compensate faculty for time spent in course or program improvement

0 not at all 1 2 3 4 to a great extent

4.1.9. Institutional office that supports educational innovation

0 not at all 1 2 3 4 to a great extent

4.1.10. Institutional newsletter that supports educational innovation

0 not at all 1 2 3 4 to a great extent

4.2. Choose up to 5 institutional supports that you have used or consulted at least once in the past 5 academic years in your attempts to improve your teaching effectiveness.

- teaching assistants
- release time from teaching
- paid sabbaticals
- unpaid sabbaticals
- overload compensation
- internal grants that support travel to educational workshops
- internal grants that support the purchase of teaching materials or technology
- internal grants that compensate faculty for time spent in course or program improvement
- institutional office that supports educational innovation
- institutional newsletter that supports educational innovation

4.3. Indicate the extent to which the following may impede your effort to develop your teaching skills.

4.3.1. Lack of institutional support

0 not at all 1 2 3 4 to a great extent

4.3.2. Lack of institutional recognition

0 not at all 1 2 3 4 to a great extent

4.3.3. Lack of resources

0 not at all 1 2 3 4 to a great extent

4.3.4. Lack of time

0 not at all 1 2 3 4 to a great extent

4.3.5. Lack of cooperation with colleagues

0 not at all 1 2 3 4 to a great extent

4.3.6. Teaching responsibilities

0 not at all 1 2 3 4 to a great extent

4.3.7. Research responsibilities

0 not at all 1 2 3 4 to a great extent

4.3.8. Administrative responsibilities
0 not at all 1 2 3 4 to a great extent

Section 5: Importance of teaching

5.1. Indicate how strongly you agree or disagree with each statement below.

- 5.1.1. Providing excellent teaching is a strong expectation at my institution.
Strongly Disagree Strongly Agree
1 2 3 4 5
- 5.1.2. Providing excellent teaching is a major component of my duties as a faculty member.
Strongly Disagree Strongly Agree
1 2 3 4 5
- 5.1.3. Providing excellent teaching is crucial to my success in this department.
Strongly Disagree Strongly Agree
1 2 3 4 5
- 5.1.4. Providing excellent teaching is crucial to my promotion.
Strongly Disagree Strongly Agree
1 2 3 4 5
- 5.1.5. It was important for me to seek formal training in effective teaching methods while in post-graduate studies.
Strongly Disagree Strongly Agree
1 2 3 4 5
- 5.1.6. Research productivity related to my teaching is important for my professional success.
Strongly Disagree Strongly Agree
1 2 3 4 5

Section 6: What teaching is

Indicate how strongly you agree or disagree with each statement below.

- 6.1. In my opinion, my teaching job is to present information to the students.
Strongly Disagree Strongly Agree
1 2 3 4 5
- 6.2. In my opinion, it is my responsibility to create learning opportunities that require students to think critically.
Strongly Disagree Strongly Agree
1 2 3 4 5
- 6.3. In my opinion, it is important to receive support from faculty mentors in my attempts to improve my teaching.
Strongly Disagree Strongly Agree
1 2 3 4 5
- 6.4. It is important to experiment with (try out) new teaching techniques in the classroom.
Strongly Disagree Strongly Agree
1 2 3 4 5

Section 7: Professional work with groups of colleagues

7. Have you ever had in the past the experience of working with colleagues in a group of 3-6 over the period of e.g., a semester to develop your teaching skills?
- Yes, I had.
 - No I had not
- 7.1. Choose up to 5 items from below that are important when you work with colleagues in a group of 3-6 over the period of e.g., a semester to develop your teaching skills.
- Safety and trust between colleagues in the group

- Openness between colleagues in the group
- Respect among colleagues in the group
- Responsiveness of colleagues in the group
- Collaboration between colleagues in the group
- Relevance of the work taking place in the group with colleagues with my teaching needs
- Challenge my teaching skills and perceptions within the work in the group with colleagues
- Sharing individual and program teaching outcomes with colleagues
- Empowerment of myself as a teacher through the work within the group of colleagues
- Conditions that facilitate self-development with colleagues (e.g., structure of the meetings, timing, roles of participants in the meetings)
- Good communication among colleagues in the group
- Balance of gender between colleagues in the group
- Balance of areas of teaching between colleagues in the group

7.2. In working with colleagues in a group of 3-6 over the period of e.g., a semester to develop your teaching skills, which way(s) would you prefer for meeting (choose as many as you prefer).

- Online (synchronous meeting)
- hybrid (some of the colleagues are online and some face-to-face at the same meeting)
- face-to-face

7.3. In working with colleagues in a group of 3-6 over the period of e.g., a semester to develop your teaching skills, how many meetings would you prefer per semester? (Please indicate a number)

7.4. In working with colleagues in a group of 3-6 over the period of e.g., a semester to develop your teaching skills, what would be your preferred duration of each meeting in minutes? (Please indicate a number):

7.5. I think it is valuable to work with colleagues in a group of 3-6 over the period of a semester to develop my teaching skills because:

7.5.1. I look forward to sharing my experiences with my colleagues about my teaching
 Strongly Disagree Strongly Agree

1 2 3 4 5

7.5.2. I will gain valuable information from hearing about my colleagues' experiences
 Strongly Disagree Strongly Agree

1 2 3 4 5

7.5.3. Part of the process of working in a small group of colleagues is sharing experiences and data about student results.

Strongly Disagree Strongly Agree

1 2 3 4 5

7.5.4. After hearing about different teaching techniques and strategies and my colleagues' tips and experiences, I will experiment with those ideas.

Strongly Disagree Strongly Agree

1 2 3 4 5

7.5.5. Meetings with colleagues about teaching will ultimately enhance my students' outcomes

Strongly Disagree Strongly Agree

1 2 3 4 5

- 7.5.6. Reflecting with colleagues about common teaching issues that we face will ultimately enhance my students' outcomes
Strongly Disagree
1 2 3 4 5 Strongly Agree
- 7.5.7. It is more important to work with a small group of colleagues on improving our own teaching, rather than participating in general training sessions in the form of lectures
Strongly Disagree
1 2 3 4 5 Strongly Agree
- 7.5.8. I will reflect better on my own teaching
Strongly Disagree
1 2 3 4 5 Strongly Agree
- 7.6. While working in a small group of colleagues about improving our own teaching, it is important that:
- 7.6.1. One of us takes the role of the coordinator of the group.
Strongly Disagree
1 2 3 4 5 Strongly Agree
- 7.6.2. There is a specialist in the area that we are focusing that takes the role of the coordinator of the group.
Strongly Disagree
1 2 3 4 5 Strongly Agree
- 7.6.3. To do research with colleagues about our own teaching.
Strongly Disagree
1 2 3 4 5 Strongly Agree
- 7.6.4. There should be support by the University in learning to collaborate and communicate productively towards our goals.
Strongly Disagree
1 2 3 4 5 Strongly Agree
- 7.7. What aspects of learning that we have developed during covid-19 pandemic you think it might be useful/productive/meaningful when working with a small group of colleagues for improving your teaching skills.
- Online communication for meetings
 - Online communication between 2 meetings
 - Digital tools that will foster collaboration during meetings
 - Digital tools that can help solve problems that we encounter in our teachings
- 7.8. Please indicate areas that you feel are the most necessary for your teaching development.