

Teacher Survey Questionnaires - Conceptions of Learning and Teaching

Background research for the questionnaire statements

Conception about Teaching and Learning Questionnaire (CTLQ), see Teo, T. & Chai, C. (2008). Confirmatory Factor Analysis of the Conception for Teaching and Learning Questionnaire (CTLQ). Asia-pacific Education Researcher - ASIA-PAC EDUC RES. 17. 10.3860/taper.v17i2.733.

Conceptions of Learning and Teaching (COLT), see Jacobs, J. C. G., Wilschut, J., van der Vleuten, C., Scheele, F., Croiset, G., & Kusurkar, R. A. (2020). An international study on teachers' conceptions of learning and teaching and corresponding teacher profiles. Medical Teacher, 42(9), 1000–1004. <https://doi.org/10.1080/0142159X.2020.1772465>

Gebre, E., Saroyan, A., & Aulls, M. W. (2015). Conceptions of Effective Teaching and Perceived Use of Computer Technologies in Active Learning Classrooms. International Journal of Teaching & Learning in Higher Education, 27(2), 204–220.

Likert Scale 1-5, (5 = Strongly Agree - 1 = Strongly Disagree).

Factor 1: Teacher Centredness

Students should first master basic science knowledge before they can formulate their own learning goals.

I think that in small group learning the tutor determines what the students should learn, instead of the students determining their own learning goals.

Students learn best when the learning process is guided by an expert who has an overview of the field of interest.

When students discuss a topic without a tutor being present, they do not know at the end of the session if the questions have been answered correctly.

There is a logical sequence to learning.

As a teacher I have to indicate clearly what is important and what is less important for the students to know.

I think that as an expert in my field I am eminently suitable to transmit my knowledge to students and that students should not have to look up that knowledge for themselves.

When students collaborate, they teach each other the wrong things.

The ideas of students are important and should be carefully considered.

The major role of a teacher is to transmit knowledge to students.

Learning occurs primarily through drill and practice.

During the lesson, it is important to keep the students confined to the textbook and the desks.

Teachers should have control over what students do all the time.

Teaching is simply telling, presenting or explaining the subject matter.

Students have really learned something when they can remember it later.

Good teaching occurs when there is mostly teacher talk in the classroom.

Students have to be called on all the time to keep them under control.
Learning means remembering what the teacher has taught.
A teacher's major task is to give students knowledge/ information, assign them drill and practice, and test their recall.
Learning mainly involves absorbing as much information as possible.
Good students keep quiet and follow teacher's instruction in class.
The traditional/lecture method for teaching is best because it covers more information/knowledge.
It is best if teachers exercise as much authority as possible in the classroom.
Teaching is to provide students with accurate and complete knowledge rather than encourage them to discover it.
A teacher's task is to correct learning misconceptions of students right away instead of verify them for themselves.
Learning to teach simply means practicing the ideas from lecturers without questioning them.
No learning can take place unless students are controlled.

Factor 2: Appreciation of Active Learning

Effective teaching encourages more discussion and hands-on activities for students.
Students should be given many opportunities to express their ideas.
In good classroom there is a democratic and free atmosphere which stimulates students to think and interact.
Every student is unique or special and deserves an education tailored to his or her particular needs.
Good teachers always encourage students to think for answers themselves.
The focus of teaching is to help students construct knowledge from their learning experience instead of knowledge communication.
Different objectives and expectations in learning should be applied to different students.
Good teachers always make their students feel important.
Instruction should be flexible enough to accommodate individual differences among students.
It is important that a teacher understands the feelings of the students.
Learning means students have ample opportunities to explore, discuss and express their ideas.
Students learn a great deal by explaining subject matter to each other.
Learning materials and teaching should invite students to come up with examples to illustrate the subject matter.
Small group learning motivates students to study.
I think it is more important for students to be able to analyse and critically appraise subject matter than to memorise facts.
I think it is important that students advise each other about the best ways to study.

Factor 3: Orientation to Professional Practice

I think it is important that educational assignments are derived as much as possible from the students' future professional practice.

Being introduced to the day-to-day practice of their future profession motivates students to learn.

It is a good learning outcome when students demonstrate that they can apply their knowledge during activities in situations in professional practice.

I think that interactions between me and the students are an important aspect of my teaching.

Discussing topics with each other helps students to learn how to deal with different points of view, so as to gain a deeper understanding.

Factor 4: Technology-enhanced learning

Transmitting knowledge - TEL as a teacher-centered activity

Best use for technology-enhanced learning is effective use of different kind of presentation tools

Focus in technology-enhanced learning development should be to help the teacher to transmit knowledge effectively and clearly to students

As a teacher my main focus is making sure students are learning the content and understanding the subject matter.

As a teacher I make sure I organize and explain pre-determined content in a way that it will foster students' understanding.

Engaging students - TEL as an engagement-centered activity

In online learning, my focus is on creating a dynamic environment for encouraging student participation

In online learning, I emphasise application of theory into practice

In online learning, I use student teamwork to encourage in-class problem solving

As a teacher, I make sure students acquire subject matter knowledge through participation and interaction rather than through following teachers' presentation

As a teacher, my main focus is to consider students' needs and backgrounds and tailor my teaching to fit the level of their understanding

Developing learning independence - TEL as a learning and development-centered activity

I ask students to fill questionnaires and polls to help them better sense their own abilities

I encourage students to produce materials and search for information on their own topics

I ask questions on students approaches to understand the problems in question

As a teacher, I make sure students have opportunities to work on defining problems and modeling solutions

As a teacher, I pay attention to students' work independently determining the utility of tools and interpreting results.

I encourage students to evaluate their work, to redo, and to reflect their learning

MATTI: THESE THEMES ARE INCLUDED IN THE INTERVIEW. SHOULD WE HAVE THESE HERE TOO? I SUGGEST THAT WE SHOULD ;-) I CAN MODIFY THESE TO SURVEY ITEMS AFTER OUR MEETING ON MONDAY:

Collegial culture and support

1. What kind of support would you need from a person dedicated to design of technology-enhanced learning, if you were in the position of delivering a course online?
2. What is the role of **collegial support and sharing** in your department: Do you get help from your peers? What kind of structures there are for cooperation? Are there some elements which are hindering peer-support and cooperation?

What about open questions in the end of the questionnaire?