



KTH Teachers' Perceptions and Attitudes on Pedagogical Aspects in Relation to the Faculty Training

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This contribution is based upon a selection of results from a questionnaire designed by a group of educational developers at KTH. The questionnaire was sent to all teaching/academic staff including PhD students at KTH in March/April 2016. The purpose with the questionnaire has been to better understand the KTH teachers' perceptions and attitudes on pedagogical aspects in their daily work. 440 respondents gave their view upon various pedagogical aspects. This has entailed for instance the perceived interest in teaching/learning aspects, possibilities and access to support in development of teaching and courses.

Position	Number	Proportion who responded
Lecturer	58	38%
Assist. Professor	14	24%
Assoc. Professor	117	41%
Professor	74	27%
Researcher	91	
other	86	

Response rate per position. In total, 440 responses.

Statement	0-3 hp	4-12 hp	13-15 hp	16-31 hp
1.1 I think my own teaching will evolve significantly over the next three years	3.6	3.6	3.6	3.6
1.2 I feel well qualified to teach at KTH	3.8	4.0	4.3	4.4
1.3 The higher education courses I have passed have given me important tools to structure, implement and reflect on my teaching in a conscious way.	3.3	3.6	4.0	4.0

Results from three Likert scale questions, formulated as statements that the respondent should grade between 1 (strongly disagree) and 5 (strongly agree). The mean number for each of the four groups is given.

Alternative	0-3 hp	4-12 hp	13-15 hp	16-31 hp
2.1 Alone	38%	71%	77%	71%
2.2 With an educational developer (PU)	4%	9%	17%	17%
2.3 With other teachers	62%	67%	77%	73%

Result of the question *How do you usually conduct course development?*

Discussion

Looking at the results, we find that there is a positive increase of feeling qualified to teach at KTH (1.2), the more credits you have taken. Also, we find that participants who have taken more credits, find the courses more valuable for structuring and reflecting upon teaching (1.3). Still, there are plenty of possible reasons for this relation, and no success proof for our courses so far.

The result that we find most interesting, and perhaps frustrating too, is the fact that no matter how many teacher training courses you have taken, the mean value for the statement on evolving one's own teaching significantly over the next three years, is 3.6 (1.1).

We also find a possible positive correlation between number of credits taken in faculty training and interest in carrying out educational research (3).

Interval	Interpretation	Number
0-3 hp	Almost no faculty training	53
4-12 hp	Some faculty training	99
13-15 hp	Satisfy the requirement level	81
16-31 hp	More faculty training than needed	127

Responses grouped according to the number of credits (högskolepoäng) of faculty training in the field of teaching and learning in higher education (högskolepedagogik).

Position	0-3 hp	4-12 hp	13-15 hp	16-31 hp
Lecturer	11%	15%	14%	12%
Assist. Professor	2%	5%	7%	2%
Assoc. Professor	0%	16%	51%	45%
Professor	9%	15%	11%	20%
Researcher	13%	35%	16%	13%

Distribution of positions in the four different groups.

0-3 hp	4-12 hp	13-15 hp	16-31 hp
36%	49%	54%	64%

3. Result of the question *Have you ever thought about devoting some of your time to educational research?*

Further investigation will have a more qualitative and deep approach in order to evaluate and improve the teaching and learning training courses at KTH. For example, it would be interesting to study how course development is supported, conducted (2.1-2.3) and shared.

References

SUHF recommendations: REK 2016_1 Mål för behörighetsgivande högskolepedagogisk utbildning samt ömsesidigt erkännande
<http://www.suhf.se/publicerat/rekommendationer-standpunktsapper>

Gibbs, G., Coffey, M., (2004). The impact of training university teachers on their teaching skills, their approach to teaching and the approach to learning of their students. *Active learning in higher education*. Vol 5(1): 87-100.