

Teacher competency

Dear professor/teacher,

The EU funded project Erasmus+ entitled: "Reinforcement of the Framework for Experiential Education in Healthcare in Serbia", hosted by University of Belgrade, is currently in the second part of the project cycle. One of the project's aims is the development of teacher competencies in academic staff but also within supervisors/preceptors/tutors in practical and experiential placement settings.

The survey explores teacher's attitudes to and experience of pedagogical activities and teacher competencies. It consists of 4 parts. Only people who are involved in the education of healthcare professionals should fill out the survey.

Thank you for your time and participation in the survey.

* Required



Background information

These questions are about you, you as teacher and the time you have spent in teaching

1. Gender

Mark only one oval.

- Female
- Male

2. How old are you? (write the number)

3. At which University do you teach?

Mark only one oval.

- Medical University Sofia
- Trinity College Dublin
- University of Lisbon
- University of Pecs
- Other: _____

4. Current job title:

Mark only one oval.

- Assistant professor
- Associate professor
- Full professor
- Other: _____

5. Do you work in another institution, beside the stated University?

Mark only one oval.

- No
- Yes, at another faculty within the same University
- Yes, at another University
- Yes, in a healthcare institution
- Other: _____

6. How long have you been working? (write the number)

7. How long have you been teaching for your Faculty/University? (write the number)

In the typical semester week, estimate the number of (60 minute) hours you spend on the following activities at the Faculty/University

This question concerns your work for the primary Faculty/University. Please do not include the work you do for other faculties, universities or institutions. Please write a number in each row and round to the nearest hour in your responses. Write 0 (zero) if none.

8. Theoretical and/or practical classes (either whole classes, in groups or individually)

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
hour	<input type="radio"/>	or more hours										

9. Planning or preparation of lessons either in school or out of school (including assessment of student work)

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
hour	<input type="radio"/>	or more hours										

10. Administrative duties (including paperwork, and other clerical duties you do for the Faculty/University)

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
hour	<input type="radio"/>	or more hours										

11. Other (any other activity not specified before)

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
hour	<input type="radio"/>	or more hours										

Professional development

Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher

12. **During the last 18 months did you participate in any of the following activities, and what was the impact of these activities on your development as a teacher? All activities relate to the development of the pedagogical knowledge and skills ***

Mark only one oval per row.

	No	Yes, with no impact	Yes, with small impact	Yes, with moderate impact	Yes, with large impact
Courses/workshops with education-related topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education conferences or symposia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal qualification (degree, diploma, certificate)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study visits to other higher education institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in research projects concerning pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervised or peer assessment of the teaching process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. **In all, how many days of professional development did you attend during the last 18 months. Write 0 (zero) if none ***

14. **For the professional development in which you participated in the last 18 months how much did you have to pay for? ***

Mark only one oval.

- None
- I paid personally relatively small amount of money
- I paid personally relatively large amount of money
- My Faculty/University paid relatively small amount of money
- My Faculty/University paid relatively large amount of money
- Other: _____

15. During the last 18 months did you participate in informal professional development activities, and what was the impact of these activities on your development as a teacher? *

Mark only one oval per row.

	No	Yes, with no impact	Yes, with small impact	Yes, with moderate impact	Yes, with large impact
Reading professional literature about pedagogy (e.g. journals, thesis papers, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging in informal dialogue with colleagues on how to improve teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Thinking of your own professional development needs, please indicate the extent to which you have such needs in following areas *

Mark only one oval per row.

	No need at all	Low level of need	Moderate level of need	High level of need
Drawing up the content and delivering theory classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drawing up the content and delivering practical classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large group (classroom) management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional design - design, planning and implementation of a lesson/course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT skills in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students with special learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student discipline and behavior problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration, documentation and student management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student counseling/guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching practices, attitudes and beliefs

These questions relate to your personal attitudes and beliefs on teaching and learning. The term "lesson" corresponds to any type of theoretical or practical classes that you conduct. Please indicate how much you agree or disagree with each of the following statements

17. Statement: *

Mark only one oval per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My main role as a teacher is to transmit knowledge to the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My main role as a teacher is to facilitate students' learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that some lessons or topics covered in course are not appropriate for students "level of knowledge"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that different topics or lessons covered in course/curricula are completely unrelated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lessons and materials used during the course are not well linked with the previous students' knowledge or skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I clearly state outcomes and objectives of the lesson or course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I clearly inform students of the competencies they will be expected to acquire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I present the lesson content following a clear and logical framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of the lesson is tailored to the students' knowledge and needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respond clearly to the students' questions and comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm available for students' questions and comments (consultation, e-mail)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide useful information for the future professional development of student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage student interest in learning and fulfillment of the teaching requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I foster critical thinking and spirit in students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I support discussion among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I support student individual work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage teamwork among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I foster student interest in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

| research | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I interweave the content of the subject matter with other courses | <input type="radio"/> |
| I use teaching methods and materials that foster student learning (e.g. video materials, clinical problems, simulators) | <input type="radio"/> |
| I have realistic expectations regarding the students' knowledge and skills acquired within the course | <input type="radio"/> |
| The assessment clearly incorporates the stated objectives and outcomes of the course | <input type="radio"/> |
| In order to pass the course, student mainly need to memorize materials | <input type="radio"/> |
| I think I provide feedback during the assessment | <input type="radio"/> |
| I objectively assess student's knowledge | <input type="radio"/> |
| I maintain professional position during the classes and in communication with students | <input type="radio"/> |
| I obey ethical principles during the classes and in communication with students | <input type="radio"/> |
| I efficiently incorporate and employ ICT (information and communication technologies) | <input type="radio"/> |
| I think that problem-based learning (to certain extent self-directed learning) is the easiest way for student to acquire knowledge | <input type="radio"/> |

Teacher competencies assessment in academic setting

These questions relate to content and method of competencies assessment in academic setting

18. **Is it a requirement that a lecture is assessed by a committee as part of the appointment process for a post as teacher/lecturer at your Faculty/University? ***

Mark only one oval.

Yes

No

19. **Is it a requirement that the results of student surveys of teaching sessions must be positive for a candidate to be considered for a post as teacher/lecturer at your Faculty/University? ***

Mark only one oval.

- Yes
 No

20. **In your opinion, are present requirements adequate for the assessment of teachers' pedagogy and competence at your Faculty/University? ***

Mark only one oval.

- Yes
 No

21. **In your opinion, is there a need for additional requirements for the assessment of teachers? ***

Mark only one oval.

- Yes
 No

22. **If 'Yes' in the previous question, please indicate the pedagogical requirement(s)**

23. **Who should evaluate/assess pedagogical work of the teacher and the teacher's competencies? ***

Mark only one oval.

- My colleagues from Department/Clinic
 My PhD supervisor(s)
 Academic Promotion Committee
 The pedagogical expert(s) in the region/country
 Students actively participating in the current course
 Other: _____