The pedagogic survey at KTH

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Thanks to
Lasse Wingård, Khalid El Gaidi, Massimiliano Colarieti Tosti
Short background

Spin-off from the PU project, 2014-2016

Longitudinal study of teacher’s attitudes on pedagogic issues
~ 40 questions

Survey sent to all personnel taking part in teaching
Faculty, lecturers, researchers, doctoral students

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of recipients</td>
<td>2204</td>
<td>2534</td>
</tr>
<tr>
<td>Number of responses</td>
<td>440</td>
<td>425</td>
</tr>
<tr>
<td>Response rate (%)</td>
<td>20</td>
<td>17</td>
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</tbody>
</table>
Confirmation bias among the respondents

I think that I’m more interested in pedagogy than most of my closest colleagues.
Results – pedagogic engagement

Which of the following statements come(s) closest in terms of how you currently work with pedagogy in the context of your job?

![Bar chart showing the share of respondents in percent for different answers in 2016 (blue) and 2019 (red).](chart)

- **Ans 1:** I have no time for educational development
- **Ans 2:** I just change the parts students are very negative towards
- **Ans 3:** It happens that I implement educational ideas I have heard of in my own course
- **Ans 4:** I always systematically use course analyses for educational course development
- **Ans 5:** I test and evaluate my own educational ideas in my own course
- **Ans 6:** It happens that I submit articles to educational journals and/or conferences
- **Ans 7:** I consider myself a driving force when it comes to engaging other teachers in educational development
- **Ans 8:** I actively carry out research in educational sciences
- **Ans 9:** Other
Results (2019 survey)

How important do you feel that different tasks are for qualification and career development at the university?

![Bar chart showing the importance of different tasks for qualification and career development at the university, with responses categorized as Very important, Rather important, Neither nor, Rather unimportant, Very unimportant, and Do not know. The chart compares research and teaching tasks.](chart.png)
Results (2019 survey)

If feel that the sources of evidence for assessments of scientific (pedagogic) merits in the promotion process are reliable?
Summary and future work

Summary
Small differences between year 2016 and 2019

Teacher’s view on pedagogic issues (seldom gathered!)
Bottom-up process

Future work
Integrate with quality system?
Views in 2022 (after covid-19)?