

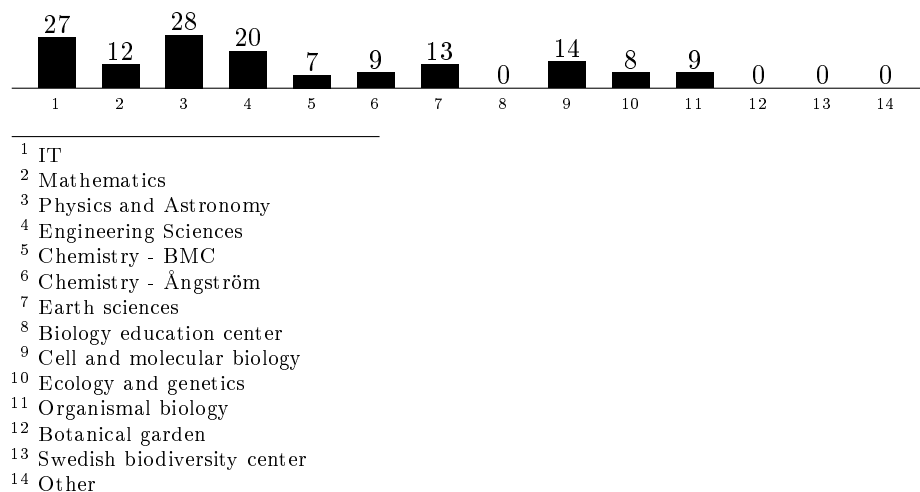


SAMMANSTÄLLNING AV TNDR TEACHING SURVEY

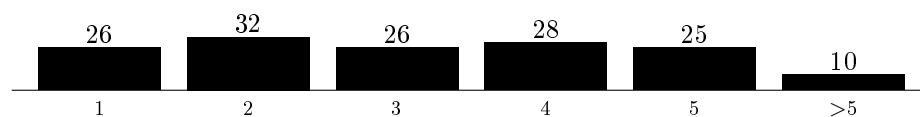
Sammanställd	2018-01-15
Antal svar	147
Tillgänglig	2017-12-04 – 2018-01-14
Kontaktperson	Jakob Spiegelberg (jakob.spiegelberg@physics.uu.se), verksam vid Fysik

GENERAL QUESTIONS

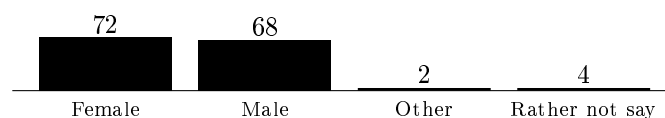
1. Which department do you work at?



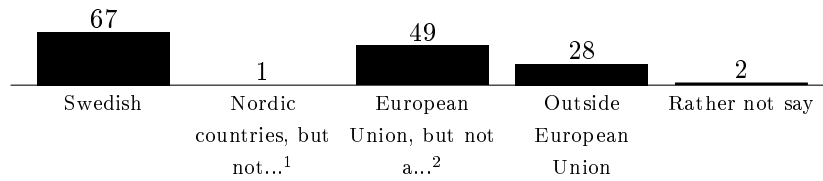
2. Which year of your PhD studies are you in?



3. What is your gender? (*Antal obesvarade = 1*)



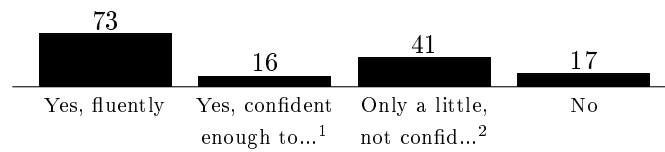
4. What is your nationality?



¹ Nordic countries, but not Swedish

² European Union, but not any of the nordic countries

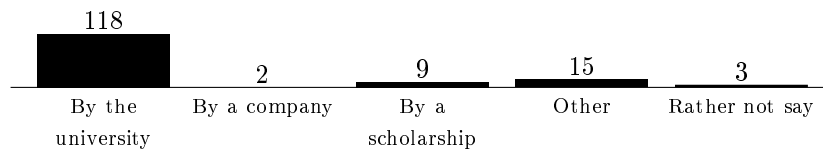
5. Do you speak Swedish?



¹ Yes, confident enough to teach

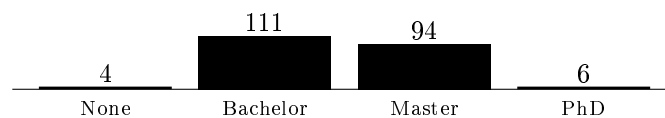
² Only a little, not confident enough to teach

6. How is your PhD funded?

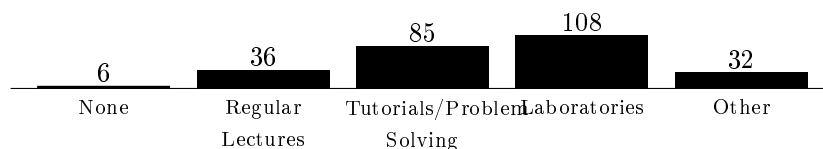


TYPE OF TEACHING

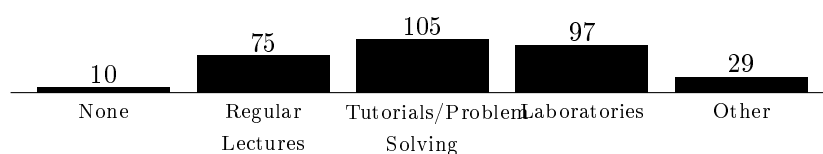
7. What level do you teach? (multiple choice)



8. What kind of teaching did you have? (multiple choice)



9. What kind of teaching would you like to have? (multiple choice) (*Antal obesvarade = 4*)

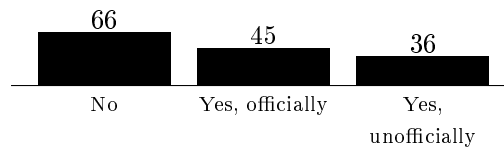




10. Is the course/-s you are teaching in within the same subject area as your research? (*Antal obesvarade = 4*)



11. Have you been responsible for a course or part of a course (e.g., responsible lab teacher,...)



12. If you answered yes, what have you have been responsible for? (*Antal obesvarade = 71*)

- One 5ECTS course
- Kursansvarig för hela kursen
- Exercises
- Organising field excursions and being field-trip leader
- Preparing lab material
- Organising teaching assistants and running parts of the lectures of a course
- Preparing lectures and problem solving sessions for a part of a course
- Lab coordinator in a mechanics course
- Organizing labs, seminars, fieldcourses
- Computer labs, wet lab
- I acted as main teacher of the course. The course responsible simply read the last assignment and assigned the course grades.
- Labs, hand-in assignments, course project, study visits.
- Programming exercises
- [REDACTED] for biochemistry students
- We are 3 lab teachers with equal responsibility for the labs
- The whole course
- One section of a course (5 Hp out of 15 Hp)
- Planning, organizing, info seminars, lab tutorials, labs, reports, exam questions
- One of the assignments
- Preparing the labs, correcting labs and tutorials, following and correcting projects (reports)
- Project reports as part of a larger course
- Practicals, Excursion
- labs
- I am usually responsible for the seminars.

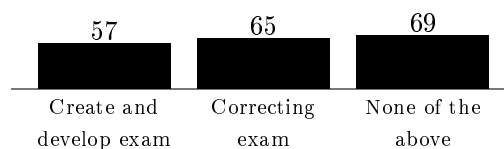


- lab teaching
- Problem solving classes in one course (based on questions from a previous year), development of a new lab for a course
- lab teacher
- Lab teacher
- Labs
- Managing lab equipment. Constructing labs and adapting them to new environments. Hand-in assignments. Seminars. Passing on "lab grades" to course responsible for
- [REDACTED]
- For planning, development and implementation of new labs in a course alongside another PhD student. For creating content for sections of an online course.
- Exercises (explaining, correcting, marking)
- labs
- organisation, introductions to different segments
- Laboratory
- Were responsible for the division of the labs between the teachers, organisation around the corrections of lab reports and for revising the lab instructions.
- preparing lab material for students
- Labs, homeworks assignments etc
- Problem Solving
- Planning the course, teaching it and assessing the students
- Lab teacher.
- Everything involving lab teaching
- Teaching the course [REDACTED]
- responsible lab teacher
- "Kursansvarig"
- passing the students (in my assigned group) for their labs and assignments
- Officially responsible for labs and assignments. Unofficially for almost everything..
- responsible of the tutorial and labs
- Shared course responsibility with senior teacher.
- Planning, organizing, growing and collecting specimens for parts of lab practicals.
- Lab
- Main teacher for half a new 5hp course
- Exercise sessions
- Planning, changing and conducting problem solving as well as labs
- Everything included in handling an introductory evening course in meteorology. Also, I am usually responsible for the labs I teach.
- Lessons with problem solving
- Making sure the instructions of the dry lab are do-able, ensuring that materials etc are available for the wet lab, and going over the instructions to ensure that they are clear/make sense/contain no mistakes
- Not sure what you mean by responsible, but I've had to plan and correct stuff myself without someone checking my work or telling me how to do it?



- for labs, marking assignments, putting some questions for the final exam,correcting exam
- Second half of tutorials for signals and systems
- The full course, all lectures, workshops, adjustments, exams preparation, student work corrections, Exams checking, marking, putting in system.
- tutorials
- Planning material, lectures, exam etc
- Everything except grading the final course assignment
- 3c laboratory part of 10c course. Tutorials and laboratory part of another 10c course (not at the same time), tutorials in 5c course
- - Grading, correcting the exams, teaching in the lab
- Lectures; project
- Home assignments
- Practice on [REDACTED]
- organizing the labs
- lab course
- With a fellow PhD student, we are responsible for the tutorial/problem solving parts. However these were developed before (by others).
- Supervising groups of students, organising study visits
- Redesigning a whole 3-days lab for a course together with a colleague - supported from the course responsible teacher.
- I have been the responsible lab teacher. That involves booking rooms, answering students emails, coordinating the teachers, revising and modifying lab instructions.

13. Do you take part in making and correcting the exam? (Multiple choice) (*Antal obesvarade = 1*)

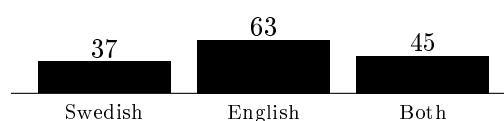


14. Have you been involved in course development?



¹ Significantly/Major revisions

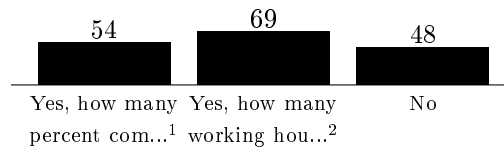
15. Which language do you teach in? (*Antal obesvarade = 2*)





TIME COMPENSATION FOR TEACHING

16. Do you keep track on how much you're teaching? (Multiple choice) (*Antal obesvarade = 2*)



¹ Yes, how many percent compensation I get

² Yes, how many working hours I spent

17. If you answered yes to the previous question, how do you keep track of it? (*Antal obesvarade = 59*)

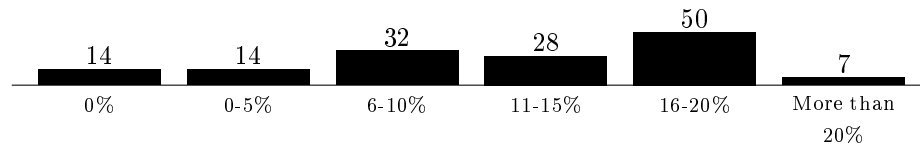
- The department keeps track
- There is a person responsible in the division that knows it.
- excel spreadsheet
- Excel document of my hours, also there is a given % for each teaching commitment from our coordinator
- Write them down
- Notes
- Through the study plan
- I keep a spreadsheet writing down all hours I spend on teaching or teaching-related activities.
- Spreadsheet, study plan
- Noting the clock hours I spend teaching and calculating the hours I get using official weights
- We have scheduled times for labs, and I also take an approximate time spent on preparation.
- Estimate time taken by the end of the course.
- Excel sheet
- writing it down
- Write down.
- Write it all down and double check with our teaching coordinator
- ISP
- I ask
- I need those values for my Individual Study Plan revision every year
- Tried to estimate the time each day.
- Write it down on a piece of paper during course, let responsible persons know how much in total it was after course is finished
- Spreadsheet
- I use timeedit and notes.
- I count the number of hours and report them in an Excel file to make sure that they correspond with the percentage I've been given as compensation.



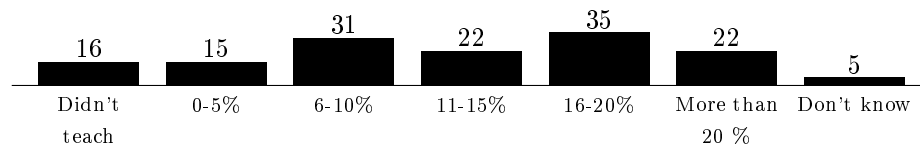
- I only keep track on the hours with students (not for preparing/correction of reports); this I get from the schedule.
- I write down how many hours I have spent teaching, correcting, preparing etc.
- Excel sheet
- Excel sheet. Check with the studierektor every year that our numbers are in agreement.
- I write down the hours I spend after each time I work on the course and add in the end
- Bemanningsplan
- In spreadsheets.
- I usually write down the approximate time I use to do course-relevant things.
- I get what I been told, which later turned out to be less than what is given in the bemanningsplan
- In my ISP
- excel sheet
- I write down every hour I am spending and on what I am spending it, into a spreadsheet
- I write down the hours in the lab and estimate the time for preparation/correcting reports etc.
- Oral agreement with the teaching coordinator, and then kept the percentage in an excel sheet.
- Writing down them on an Excel sheet
- I put it in an excell document
- I count the hours scheduled for the teaching and then I assume I spent the corresponding hours preparing it.
- writing it down for me personally
- Writing it down in an excel sheet
- Scheduled time multiplied with a factor of two.
- Subjectively. Tied to the amount of months I am required to teach per semester.
- I count the hours I spend preparing and giving the lecture, and additionally the time for attention to the students.
- spreadsheet
- I keep the schedule and estimate how long lab report evaluation takes
- In a spreadsheet
- I have a spreadsheet (with one subsheet per year), where I note how many hours I spent on different tasks and how many hours I am supposed to spend.
- Excel file which I fill in gradually during courses.
- In conversations with my supervisor
- In a spreadsheet
- I don't really since I don't count the number of hours.
- Count the hours spend with the students and planning
- Counting hours of prep. work / lectures / longer discussions with students
- I don't, the percent is officially assigned and it doesn't make a difference how many hours you actually work
- We are assigned teaching duties to cover the percent of teaching we need to cover each year. However, I have also recently started keeping track of how much time I spend on teaching. It was my own initiative to do so.



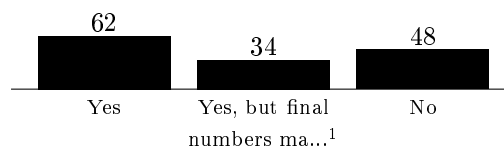
- By writing it down every time I teach
 - I've been informed how many percent compensation I get and try to keep it within that limit. I count weeks spent full-time/half-time on teaching.
 - By asking the Director of Studies
 - check on ISP
 - Documenting it in a document.
 - It is one course and I know it is approximately 20% of my time
 - Try to relate amount of hours to percent. Very difficult to understand.
 - My own notes, and in the individual study plan
 - Excel sheet
 - I count it.
 - excel sheet
 - I write it down in a calendar
 - Filled in hours in an Excel sheet
 - Stopwatch to keep track of time spent, starts whenever other work is interrupted by teaching related activities.
 - Notes
 - I count the hours I spend in the class/lab as well as preparing for the lecture and so on but I'm not sure how it's converted to the percentage I'm supposed to get.
 - Write down my teaching hours, my preparation hours and my hours for correcting the lab reports. Converting the hours to percent.
 - Excel sheets for each course, with date, amount of time spent and task done
 - Toggle ap on my phone/computer
 - excel sheet
 - I count the number of working hours
 - Calculating the lab-hours
 - Write it down in hours, including prep time. Then also convert to percent by an estimate of what is full time work in one year.
 - For every hour I spent in the lab teaching, I get two hours compensation. This includes the time for lab report corrections.
 - I keep track of the "official" number of hours (not what I spend on it in reality).
 - Write down regularly in an excel sheet
 - By marking on a calendar
 - I got an excel sheet from a colleague when I started. Fill in: start time of teaching, end time teaching; it calculates how many hours and minutes I taught and every six months I report to our secretary.
 - I look up the bemanningsplan of the department, which lists what percentage I get.
 - I count down how many hours I spend and give that to the course leader. These hours are then transformed to percentage in the system
18. How much did you report to have taught during the previous year of your studies (during the current year if you are in your first year of PhD studies)? (*Antal obesvarade = 2*)



19. How much did you teach during the previous year of your studies (during the current year if you are in your first year of PhD studies)? (*Antal obesvarade = 1*)

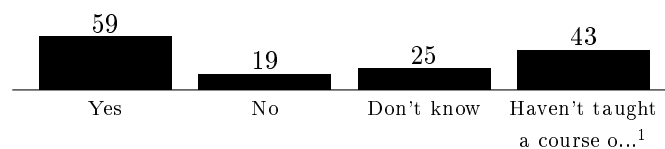


20. When you teach, is it clear to you in advance how much percentage compensation you'll get? (*Antal obesvarade = 3*)



¹ Yes, but final numbers may be adjusted a posteriori

21. If you taught a course over several terms, did you always get the same compensation? (*Antal obesvarade = 1*)



¹ Haven't taught a course over several terms

22. Comments for the previous question (*Antal obesvarade = 114*)

- I did not, however the course changed. So the per hour in class compensation has been stable
- I have reported number of hours and been compensated accordingly.
- I actively update my lectures and labs which require time extra curriculum
- No idea how much compensation I get or how it is determined.
- I have no clue how these things are organized. I tried asking one time, but somehow i didn't even get to speak whoever keeps track of everything
- I have just started my second year of PhD, so didn't yet have a chance to teach a course twice.
- The course changed in duration

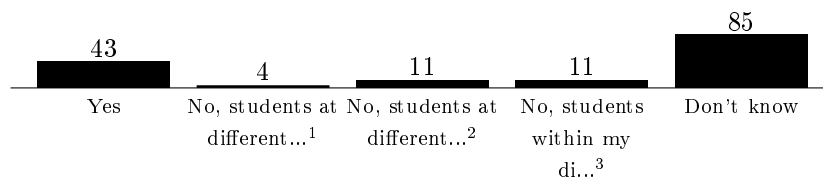


- It takes a longer time when you are new to the course so therefore, I get more compensation the first time
- There is a higher compensation for teaching a course moment for the first time.
- I use as much time as I have and think is needed to be able to be a good teacher. I know roughly how much time I spent and that is much more than I get compensated for.
- hours calculation changed
- The contents of the course may change over the years or there may be extra sessions inserted.
- Not really able to change the amount of teaching time afterwards even if worked many more hours. We've been told we're not allowed to keep track of how many hours we are working, but I've been doing so anyway (always many more hours than compensated for).
- In the first year, I spent much more time on preparation than I was compensated for. So it is only fair to teach courses several years, because the third time you will likely spend less time than you are compensated for, to make up with the first time teaching it.
- MY impression is that the compensation is lowered if you teach a course again.
- We get compensated with the time we spend, i.e. what we report that we spent.
- I am really not clear about percentages that I get for teaching, only it should be maximum 20%.
- The compensation seems to be based on how much money there is to spend rather than on the actual work load.
- We get compensated based on how many credits the course is and how many other PhD students are on the course.
- Rumor has the first term is always compensated more, but this is not clear to me
- Assuming that the number of sessions were the same
- The compensation I get depends on the number of lectures.
- Compensation strategy has been changing over the years. My supervisor and me has agreed to a certain "official" level, but the actual work load has deviated from that, but within ok levels.
- I am a bit unsure, I usually keep track of the time spent and try to match it to 20% of full time over the year.
- The number of students in the course are greater than previous years. More workload, the same compensation.
- First, I got 20% no matter how much time it really took. Now I get the percentage that I really put into teaching.
- We see how many percent each course gives us, but these percent represent a lecturer's salary (more than our PhD salary-> should give us more compensation). How much we get exactly compensated seems to vary and is very unclear (it seems to depend on the founding of our group or on the amount of students taking this course).
- We get a certain amount of fixed hours for lecture, exercise, fieldwork etc, which is not necessarily the amount of hours spent (usually less than actually spent). No "% compensation" i used
- Department policy is: 1 hour lab teaching = 2 hours compensation.
- The number of lab hours were reduced by $>1/3$ for the largest course I teach. However we were not informed of that when teaching was assigned.



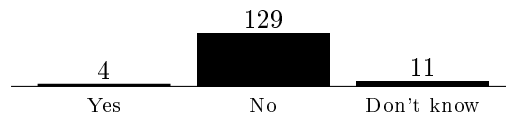
- I get the actual time I spend on teaching back, not some percentage that's fixed beforehand.
- I was told afterwards that the first time I taught the compensation was increased because of changes in the course.
- I get the same compensation because every year I spend the same amount of hours. The teaching I do is group work with the students, which take me the same time every year to meet with them and correct their assignments.

23. Do all student teachers in the course(s) you taught receive the same compensation? (multiple choice) (*Antal obesvarade = 3*)



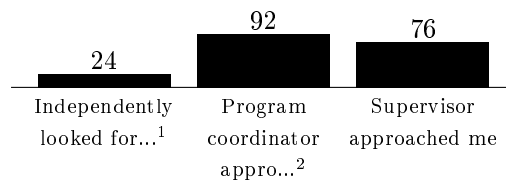
¹ No, students at different departments get compensated differently
² No, students at different divisions get compensated differently
³ No, students within my division get compensated differently

24. Did you get credits (hp) for the courses you teach in? (*Antal obesvarade = 3*)



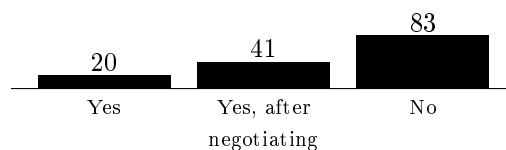
ALLOCATION OF TEACHING AND PEDAGOGICAL TRAINING

25. How did you get your teaching opportunity? (multiple choice question) (*Antal obesvarade = 4*)



¹ Independently looked for it
² Program coordinator approached me

26. Did you get to decide which courses to teach? (*Antal obesvarade = 3*)



27. Comments to the previous two questions (*Antal obesvarade = 100*)

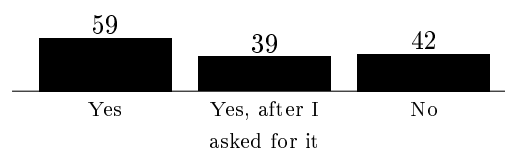


- We can ask for course and, if possible, get to teach those.
- One get a say in the matter, but there are limited number of courses we teach and we have quite a few PhD students.
- Responsible teacher approached me since the course was short on teachers.
- Undergraduate study director coordinates it
- Teaching is generally handed to me
- Director of Studies approached me
- My director of studies gives me an option and asks about my opinion
- Teaching is a mandatory part of being a phd at mathematics, so none of the options in 25 really applies.
- It took A LOT of negotiating
- For no 25 a other option would be good, non of the answers really fitted for me
- At my division, it is assumed that everyone should teach . You can give suggestions about which courses you want, but they might not be able to meet this request.
- Technically, I can decide but as there are not many swedish speaking PhD students in our department, I felt that I had to teach these courses.
- No is not really true, I don't really decide which course I teach, but I have decided which ones to not teach. I have said no and was never "forced" to teach the course.
- I was OK with the course I was offered
- I was lucky with the courae contents but also fought a bit to get as much teaching as I got.
- Discussion with program coordinator and other PhD
- Not all but most of them
- courses were offered to me and I could decide of course if I would like to teach them or not but I didn't choose any courses myself
- Director of studies assigns PhD-students to teaching. One can wish for certain courses to teach in but you do not always end up with the one you wish for (due to few PhD-students and lot of courses to teach).
- We get to wish for courses, but ultimately the division is up to the program coordinator.
- I have to insist to my supervisor to give me the opportunity to teach.
- I would get an opportunity to negotiate which time of year to teach, but not really which course
- It is distributed centrally. Specially how they assign teaching percentage to a course is very non-transparent.
- Our director of studies decided, but I had no objections.
- The teaching requests were for specific courses, I had the option to say no.
- Input possible, but teacher allocation done by director of studies
- The program/department admin person assigned me to courses (probably in consultation with my supervisor who is th esubject coordinator for th ecourses i 'teach'
- In our division, 2 PhD students have together with teachers of different courses divided all the teaching between the PhD students. It as been possible to make wishes and come with suggestions.



- I got to decide my first year but the system has now changed so that we get to first say which courses we prefer and then the program coordinator will assign us to courses. However, we are specifically told that we should not expect to be assigned to the courses we wish for nor that we will teach the same courses as last year (or even close to our research area).
- I was happy with the teaching I was appointed and did not try to negotiate
- There was a list handed out in the division of what courses would be held by the division and who would be teaching. There is likely a way to request a course if one has a preference but since it was my first course I didn't.
- teaching offers are usually so narrow that students not speaking swedish take all english teaching possibilities, swedish speaking student get "what's left"
- Didn't decide myself so far but I know that I can suggest which courses I'd like to teach
- Director of undergraduate studies assigns teaching after asking for wishes from staff.
- We have to teach
- Teaching of the divisions' courses are divided in a meeting among the senior researchers, phd student influence on what course they get is dependent on how much the supervisor cares.
- 20% teaching is compulsory in my study plan
- Had three courses assigned - two overlapped so I just ended up with two at the end.
- It is normally the case that you are given a course based on your background and you can report if you can do it or not and changes are made afterwards.
- I'd like to have the teaching opportunities but never know how the system works.
- One of the courses I actively looked for, the other I got recruited to (but not forced to teach)
- It would have been nice to have some say in what course I teach, as I'm currently teaching one far from my expertise (which means I can't always answer the students questions)
- I wanted to do teaching, my supervisor and the course coordinator offered teaching in the course and I accepted.
- We got a list of courses for which TAs were needed and we had to decide which to take (between the PhD students in my group). So we have some choice.
- I chose in between the suggested courses
- I told my supervisor I was looking for teaching, so he gave me a person to contact. Once I got in touch with them, they offered me a course. I could have probably turned it down, but I did not get several options at the same time.
- I would like to teach much more than I taught over the course of my PhD...

28. Did you get support when you started teaching at a course for the first time? (*Antal obesvarade = 7*)



29. What kind of support did you get? (*Antal obesvarade = 51*)



- I don't know, I mean I had taught before so I did not need too much support.
- Extra time preparing
- Not sure what support means. But the responsibility to know the lab is left to the one teaching it, hence one asks for information and gets it
- Material from previous years, help from experienced teachers
- Meeting with the teachers
- Main teacher answered my question regarding the course material and helped me with preparing problem solving sessions.
- Introduction and meetings with previous teachers on the course
- Other lab teachers' advice and some notes
- Powerpoints and instructions for exercises from the previous year
- We had a look at how to correct assignments together.
- We discussed the goals of the module.
- Well i got the support by the other lab assistance that i needed. But everything was very confusing for a long time
- Lab materials, books and manuals
- Access to director of studies for any questions I had
- Presentation of work by course responsible person, presentation of tasks by PhD student teaching previous year.
- advice and material from previous teachers
- None
- Information, previous tasks, help with organising equipment
- Introduction to scientific background, lab manual, instructions, etc.
- I wasn't as involved in the first year as now
- Mostly support from my peers. The coordinator also lend me a book.
- Discussions with main teacher
- I just asked when I wasn't sure how to organise something and was told the answer, very easy :)
- Introduction by previous teacher and/or course responsible
- Demonstrations from other lab teachers
- I did not need support. I've been teaching full time at another university before I came here.
- There was a meeting with the lab teachers before. Often, also the course responsible told me what to do/possible problems.
- People who taught the parts of the courses before shared some experiences.
- peer PhD student introduced me
- advice if needed
- I got some tips from other lab teachers teaching the same course.
- Started together with a more experienced teacher and could learn a lot.
- I had to help myself, ask for manuals and related materials. There was no introduction unless you made sure someone helped you.
- More experienced lab assistants helped



- Meetings with course coordinator's, help from prior teachers
- Got the name of a person that have been teaching before so I could talk to him
- My supervisor helped out as an extra lab assistant
- minor information and support from other PhD students
- Fellow students that had taught before guided me a little bit. But we get to teach our parts independently without much guidance. This is positive as we have lots of freedom, but the first time will be chaotic.
- Help from previous lab teachers by showing the lab and tips about what to think about and what the students think is difficult
- the responsible professor replied to some of my questions on how to build up a short introduction for the students
- Advice from other teachers
- Lab exercises to adjust
- Teaching material from previous teachers, introductory meetings with experienced teachers
- Introduction to the lab
- Information and introduction from PhD students who had the course previous years
- I got the material prepared for previous years and help organising the lab (I usually don't work there).
- I didn't start my teaching yet, it's planned for the next term so I cannot answer
- Ask previous PhD-students that taught the same course about it, and course supervisor.
- Walkthrough of work by teachers in previous years.
- Consultations, books.
- My supervisor provide me the material worked the previous years, which was very complete, including solutions to exercises which I could improve and verify
- meeting with previous teacher
- Another lab teacher was teaching the same lab in parallel, so I would go and ask her a lot of things
- Old lecture notes, exams, exercises etc
- They answered my questions.
- I have been asked to look into last year's content.
- answer to my question from people who have taught it before
- Supervision from more senior teacher.
- The previous teacher had written extensive instructions.
- Meetings with the course leader
- Just short meetings about the course.
- I got materials used by former teachers. Course coordinator arranged meetings to talk about course preps.
- Support from other PhDs that had taught the course before. Support from my main supervisor.
- Discussion and answer to my questions. But in general I have been responsible for making sure that I get the support that I need. In my case, it has worked fine, but I have heard that others did not realize that they had this responsibility.



- Only help from other PhD student teaching the course.
- Some small advice from my supervisor and an offer to listen to one of my first lectures to give feedback.
- Course material, lecture notes and solutions from previous teachers and direct explanations from the main teacher on some points.
- Meeting with other lab teachers discussing grading / typical difficulties / the experiments
- Depends on what support means, I didn't receive any instructions on how to teach but I did get info on the course content etc. (started teaching 1 week after I started my PhD)
- I didn't ask for it because I was a student in the same course last year
- We had discussions about the content and structure of the course
- We went through the lab beforehand, and some questions that might arise, and things to think about in general.
- looking at previous course and follow along teacher
- Brief summary from lecturer what was expected of me (TA)
- I was informed on how teaching works in Uppsala.
- Old material and meetings with colleagues in the same course
- There is usually a second PhD student teaching in the same lab who has taught the lab before and helps new PhD students
- Information
- I received previous course material
- Depends on the course. For two courses I did not get any help, not even when I asked for it. In two other courses I got an introduction.
- Help from previous lab instructors (contacted them myself). Didn't get any help for the 2 other courses I teach.
- Meetings with head teachers
- people to ask
- Briefly we get basic instructions and course material, but nothing about pedagogics itself.
- Previous lectures, advice (very good support)
- Support from the other PhD student teacher who taught the year before I started and the 1st year I taught
- Help from the main teacher in the course and from other PhD students that teach in the course
- Possibility to ask questions about the course to the course organizer and former teachers of that course
- The other teachers, who had taught the course previously, coached me
- The PhD student that taught the labs previously had a meeting with me and we went through the lab instructions. I also had a meeting with the course coordinator to discuss my role and responsibilities.
- We got limited support from previous TAs (but not much).
- Help from older assistants
- I got support from the PhD students who had previously taught the course



- Fellow PhD students went through the lab work with me.
 - I received the contact of the PhD students who had taught the lab before me, so I could ask them.
30. If you declined to teach, how do you think that would be received at your division or department? (*Antal obesvarade = 48*)
- Well, you don't get a compensation.
 - not well
 - No idea
 - I think it would not be accepted given the need for teaching staff. Possibly I would be given some other (non-teaching) task.
 - We will try to find a compromise, I guess.
 - No problem.
 - Unfavourably
 - I don't think it would be a problem
 - It doesn't matter much. I have declined in the first years, although i regret it because of the "extra" time.
 - I don't know but I assume that it will not be a big problem, as I'm ~50% covered by my scholarship.
 - We have a shortage of teachers, so I feel it'd be hard to convince them to let me skip it (and it'd be bad for my cv anyway)
 - It would be accepted, though I would be encouraged to teach.
 - it would not be a problem
 - We are expected to teach
 - It would be ok
 - Not well.
 - Not positive
 - They wouldn't like it
 - Very bad
 - If I have a good reason it would be ok, but I think they would prefer people to do teaching
 - Bad
 - It's not possible to decline. Don't know what they would do.
 - I think that would be fine. But you need to be explicit about it because otherwise it is assumed that everyone should teach.
 - I asked for stop teaching most of my courses two years ago, but I was persuaded to continue. There is a lack of teachers and someone has to do the job. Now, that I'm in my fourth year, I decided to reduce my teaching to 1% and it was well received.
 - not very good
 - No acceptable.
 - You can't decline
 - No choice
 - At my current department this is OK. At my previous department I wasn't aware that this option existed.



- Not good, but understandable by most. There are not many alternatives of teachers in Swedish at the department and if one says no there is a problem for the course responsible.
- OK, I have the right to decide
- Would perhaps be possible to not teach, but the suggestion wouldn't be received well, we are all expected to teach.
- I have no clue. Teaching is part of the study agreement, so it is clear from the start that you'll be involved in teaching.
- I think that would have been okay
- with questions, arguments and possible irritation
- It is mandatory if you are not payed by scholarship
- Not a problem, we have enough PhD students that want to teach.
- I want to teach, but if I didn't I think I would be urged to (especially since I speak swedish)
- not good. they really motivate us to teach
- Not a possibility, since it is part of my contract
- Without problems
- It would be no problem
- Supervisors would not like it but the others would not care.
- They'll be kind of disappointed but they'd accept it.
- I expect it to be accepted easily, probably I need to give a short explanation but can't imagine it being an issue...unless the are in a desperate need of lecturers
- It would be received with a " You have to teach, it is in your contract". (Note: It is mandatory to teach, the PhD-student does not have a choice when designing the contract).
- Very badly, I tried to decline but got the response that was not something I could do.
- Negatively. The only acceptable reason to decline is "I need to finish my thesis soon".
- My contract includes 20% teaching, so that's not an option.
- I think it would not have any consequence in my department.
- How and why would I speculate on that?
- they would be stressed about it
- I think I am obligated to teach at 20% rate.
- I suppose very negative as we always have shortage of TAs.
- I don't know but I don't think is possible...
- I don't think they would accept it.
- There would be no possibility to decline. Every PhD student at my subdepartment is required to teach.
- Fine
- Fine
- I don't think that would be an option.
- will be ok
- Not sure. Never done that.

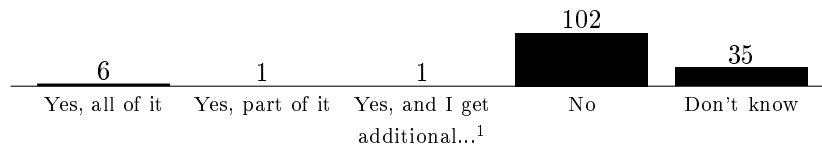


- I think it would be accepted well if I have a good reason why but otherwise they would think it to be "not doing your part"
- Possible, but we are rather understaffed and people are strongly encouraged to teach
- I don't think that would be a problem
- I had to beg for several years to get any teaching at all. There is almost no opportunity to actually teach from within my program/department
- Not popular. It would be difficult to organize the courses without the help of PhD students. Teaching is also considered to be very good for our development both into really knowing the subjects and into learning how to teach, present and supervise
- People would be (very) upset I think.
- I think it would be okay.
- Likely with a request for a good reason. I was well informed before applying to the position on how much I was expected to teach in the division.
- Not really an option
- many students at my division don't teach; wouldn't be perceived badly
- Not possible I think, unless I have a very specific reason
- I think it would've been taken sensitively or too personal by my supervisor
- I do not know
- No problem.
- Difficult, the department has a huge teaching load
- Maybe badly? I sincerely don't know.
- No problem; there are more teachers than courses to teach
- Badly, we are a bit short on phd students to fill out all the teaching roles in our courses. If you have a phd-position employment you are more or less expected to teach.
- it's mandatory
- Not so well, but it is possible. Another PhD student said she doesn't want to teach and it was no problem.
- Dont think they would be happy
- Don't know!
- Not a problem, because we have enough PhD students that are able to teach.
- Wait, we can decline?
- Impossible. Part of job offer.
- Okey, as long as it doesnt hamper the teaching activities in the department. In that case people may think you are not collaborating for the sake of education.
- I didn't know it was possible since I am supposed to teach 15%. My choice would probably be respected and I would teach another course.
- I don't think I would be allowed to do that
- Not possible
- Poorly but they would not force me
- I have declined to teach on a different course and the department did not have a problem with it.
- I think it would be understood.
- I would be encouraged to teach but I guess they would not try to force me



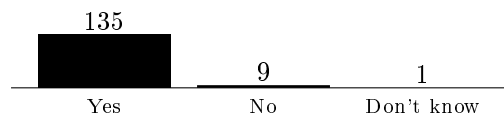
- Don't know
- Not so good, I guess. But currently, I don't need to teach.
- I know of several PhD students in my division who do not teach and that is accepted.
- No problem, because there are way more students than teaching positions available... Someone else will do it instead of me...

31. Is the pedagogical course included in your teaching time? (*Antal obesvarade = 2*)



¹ Yes, and I get additional time compensation

32. Did you take / plan on taking the pedagogical course? (*Antal obesvarade = 2*)



FINAL QUESTIONS

33. How could your teaching situation be improved? (*Antal obesvarade = 64*)

- Better information and coordination before a course starts.
- Better hours compensation for field (outdoor) teaching. Now we get 1 hour for 1 hour taught, so basically I have to do all prep, which include booking transport sorting out field gear, preparing exercises on my spare time.
- Clear rules, clear documentation of hours (maybe an official document for hour reporting?), maybe make multiple groups share a larger cut of the courses so those teaching can have a better chance of teaching something related to their research?
- It would be nice to know exactly how many hours did I teach.
- Sometimes we have to borrow equipment from other departments which have, on occasions, been tricky due to old feuds between departments...
- More communication between main teacher and student teachers, especially concerning the exam.
- It needs to be more easily to know what is going on.
- Some individual teachers treat TAs as "secretaries". I think being a TA should be a learning experience and I consider as wasted time the courses where we are there to book rooms and perform tasks we already have more than enough experience at.
- Provide more advance indications about teaching duties, so that I would have a but more time to prepare for the course.
- more official certification, also to have confirmation of teaching experience and less students for each teacher in the labs and computer practicals



- Clearer information on what compensation we get
- I think it is ok as it is
- If the pedagogical course, which is considered obligatory in my department, was to be easier to get in and actually worth the effort, maybe teaching would improve. Apart from the senior course teachers, nobody instructed me on teaching. It felt implied I should know what I am doing.
- I would prefer to teach something closer to my research area
- All is good :)
- Better planning
- I want to receive proper compensation for the teaching I do. I want to know what rules that apply. I don't even get to know how much teaching I accumulate, I just report hours (preparation time and lab report correction and so on excluded) and then teaching responsible person makes conversions and give me an unknown amount of total hours. System is very nontransparent and I have the feeling we don't get compensated fairly.
- Some of the professors treat you as if you were his personal assistant. This is not a good experience and something that should be changed. However, in most of the cases, the professors enjoy working together with the PhD students and the collaboration usually works fine.
- As I can talk Swedish, I mostly had to teach basic courses. I would have liked to teach more at Master level (I had two labs in all the years) because the discussions are at a higher level compared to bachelor level. The time for teaching is only based on the schedule (and based on that the time for preparation / reading lab reports is calculated). In some courses, there were too many lab reports (so that I only would have had 15 minutes per lab report including possible corrections). This leads to that the quality of the feedback is not optimal despite I already took time from my research.
- I'm almost done. No need for improvement.
- More specific to what I am doing, as now i am not always confident about the subject.
- getting a place in the pedagogical course at the start of my teaching and not when it is all done
- I don't know, it's only been a few months.
- A program aiming at increasing the teaching skills by allowing me to teach me successively more challenging things.
- There are many PhDs available, capable of teaching, just not in Swedish. Even if 10% teaching per semester is seemingly not a lot, it feels like it. I might not touch my project in 2 months. If the teaching was more evenly spread over all PhD, this problem would not exist.
- Clearer rules and guidelines in the course I am teaching now. Also it would be nice to teach something more related to my research, but I understand it is difficult to find high level courses.
- I enjoy teaching and think in general it is handled well, in terms of the actual courses things are pretty good. But in the molecular evolution program at ICM we are definitely not compensated enough for the time we put into the courses. We are also discouraged (well outright told we're not allowed to) from keeping track of our hours, re. they don't want us to have evidence that we are working more than the hours we are being given. Have actually brought this up at ISP meeting's, in email etc., but complaints have been disregarded. I know many other students in my research program have also complained but nothing has been done to fix the issue.



We are also expected to perform departmental duties without any compensation or credit. Again an issue that has been brought up numerous times by PhD students in the program, but our complaints have been ignored.

- Better organization and reasonable compensation
- Someone at the department having a list of all teaching available people, which would make it easier to find co-lab assistants. A little more collaboration between programs.
- More time compensation more time for preparing the first time you teach and the first time you teach a new course
- More clear about what compensation you get for the different courses. Introduction to the labs and maybe some kind of "pedagogical day" could be arranged that you could go to before starting your first teaching.
- Better system for the compensation.
More teaching mentors, you just get thrown into it without much supports. Tighter connection between the labs and the course responsible.
- if I could teach courses which are more up to my research
- better planning, more TAs, more teachers, having the same courses every year and try to distribute the load equally among students
- I have to bring chalk and whiteboard pencils, the rooms are not furnished. I think that the department should tell the student teachers what is possible to do or not (for example, if it's possible to print course material for the students). Now it's up to the older assistants or the responsible of the course to share this information.
- By making it easier to compare the teaching time you get from the different departments and faculties (right now it is difficult to compare them).
- Right now it's like we get called in when needed, it's usually fine, but would be good to be more involved in the planning.
- By teaching stuff more related with my research. But this is happening kind of naturally as my research moves on.
- Larger compensation, at least to a level matching the hours spent.
Possibility to influence the courses I teach.
Possibility to do other teaching activities than lab work.
Get teaching hours for seminars and courses regarding teaching. (I have to partake in several ones, more than the obligatory pedagogics course.)
- Would be nice if I could teach subjects within my own field. It means teaching at courses offered by other divisions.
- More support before teaching a course for the first time.
- It would be improved if: - I have the opportunity to teach with a concrete plan, including number of hours for teaching and compensation. - The teaching time is reported on time and with precision in my study plan. - I have the opportunity to follow the course in pedagogy, and it is included into my study plan.
- Teaching courses that are more relevant to my field (which I partly do).
- To get more "teaching hours"/"teaching credits" for lecturing (it requires a lot more work) compared to doing tutorials (requires less work).
- an introductory course before first time teaching.
- I have been teaching four courses each year. Three of those courses that I have to teach are in the same semester. Even two of them are in the same period. Some of these courses have 50+ students and workload is too high for single TA. I think this should not happen to anyone else.



- If the teaching could be compressed over one period and not more than that. Teaching over 2 or more period (even with the same amount of hours) can reduce the focus from the research for a longer time.
- The work could be concentrated to one 10 weeks period per year.
- I would like to be notified as soon as it gets decided that I'm going to teach a course, including the (roughly estimated) time period. As soon as the schedule gets finalized, I would like to get a notification. It is really hard to make plans for e.g. conferences/field work when I don't know when I will teach.
- As someone from outside the EU, it is not clear to me how the teaching responsibilities are allocated for graduate students who want to teach. I can see some of my colleagues teaching already but they seem to have connections through the teacher program or from when they were studying at UU before their PhD. I have mostly stopped thinking about the teaching requirements for the time being since I have no ideas of how to start if I need to be teaching in English (grad level?).
- I would have liked to teach lectures and had more course responsibilities.
- I wanted to get more responsibility after a couple of years but the lectures wanted to have too much control over their courses and didn't really want to share control or responsibility with me.
- I would have liked to know the amount of time it would require in advance. It was way more extensive than I expected. To "teach 1 lab/miniproject" meant 24 lessons + preparation.
- More time compensation for lecturing compared to exercise sessions
- by access to real teaching opportunities, access to courses outside my department/program
- Currently, we are told that we cannot expect to teach the same courses as we teach currently in coming years, which to me can be a bit stressing as I don't know if I need to learn new material for next year or even for which courses. I would prefer if I had more of a say in which courses I am teaching (namely courses close to my research area whenever possible) and that I was prioritized for teaching the same courses in the coming years (assuming that there are no issues). I feel like this would not only make the teaching more enjoyable for me, but it would also allow me to really learn the content of the course over the years and improve as a teacher (of the course).
- Right now it works very well, because I had the same courses several times, but the first time you give a course it would be good to get more time compensation, especially if the course material is not ready or it is a lot to take in. Also, the time appointed for administrating a course is usually too little.
- A crash course on course content would be helpful. I will try to request that next time.
- more teaching opportunities (so that more PhDs can teach and choose their teaching), especially those more closely related to my research interests. I would wish for a more clear teaching announcement and compensation system.
- We don't get to know how our teaching count which is a big problem in my opinion. I have no idea if my teaching so far has been counted as 10, 15, 20 %...
- Giving lectures and leading problem sessions give the same number of hours per hour in class, but the former takes more time.
- Can't think of anything.
- - That all teachers report deadlines in the schema. That way we can spread the deadlines within a course. - An overall larger strategy to make students study along the course, and not all the weeks before the exam. To motivate this, perhaps a maximum of 2 parallel courses, and scheduled events more evenly spread during the semesters. Our system now is constructed so that "tentaplugg" is the most efficient method.



- If I were able to carry out more changes to the courses I am teaching...
- Better organized and more help. Especially with a new course
- I would like to teach a bit more (I'm the course assistant to one small course which runs only once a year)
- -
- The teaching I did so far was very time consuming. It would be nice to have less teaching to focus on research. But teaching some courses is also interesting.
- More flexibility when it comes to being able to teach also in lectures and seminars.
- I always ended up spending more time on it than I was supposed to and it was stressful. Could have been better if there was compensation for all those extra hours i had to spend.
- A better introduction to all the courses that are taught in the division by their head teachers and an open discussion about who should teach what and when. Getting informed in time, if I have to teach and not just a few days in advance. But this has improved compared to the first two years.
- More help for the first time you teach the course (especially as a non-native Swedish speaker). Last year I had in total 16 different labs and I did not really receive the help needed to go through each lab in detail.
Make clear how we get compensated (how much time we can spend on the course and how much extra time we get in the end). Don't show percentages of a lecturer salary. It seems to vary from group to group how the lecturer salary is translated to extra time for a PhD student.
- better organization and resources and advice from past teachers
- Teaching training course should be given as soon as we start the PhD before getting to teach courses. That gives much better perspectives to teaching and it is better for the students as well.
- It happens that I have to teach a technique I am not familiar with. It would be good to either have a seminar from an expert before the course (which would be included in the teaching time) or an other PhD student who knows the technique and gives the seminar for the specific lab using the technique.
- It would have been nice to get more information about what it is expected from me regarding teaching and a clear statement on what the students should learn in the course. Additionally, what I have to take care of (for example nobody told me that I have to do the lab security seminar with a specific person by myself before doing it with the students).
- I would like to have more structure - if I would know in advance when I am going to teach that would make my life easier. I would also be interested in teaching courses not offered by my division.
- I am satisfied with my teaching situation.
- More involvement of the course leaders More time to e.g. help to improve courses (with the time compensation we get it is difficult to set time aside for improving courses - while we already need time to prepare, correct reports etc) It would be nice to have opportunities to teach something else than tutorials/problem solving.
- If the teaching percentages were more clear and fair among all PhD students
- By having the opportunity to teach in the same are as I develop my research and by getting more support from course coordinator



- -more and better communication between the Lab teachers and the involved professor
- clear "chain of commands", so students cannot go to the professor behind the back of the PhD student
- clearer guidelines on how to report the teaching hours
- a system that gives compensation according to how much you actually teach instead of a previously fixed amount. This would actually encourage me to put in work to help the students, instead of trying to get by with as little work as possible
- I would have liked to teach more and also have the teaching course count as teaching time rather than credits. Or at least to have this option. In my department they only give you credits, which are not needed because we can easily get the 40 credits we need for the degree... What we need is more time, which is not given to us!

34. How would you describe your overall teaching experience? (*Antal obesvarade = 50*)

- Great
- Positive
- It's okay
- Positive.
- Pretty good
- Great with minor exceptions
- Okay.
- Except for one course where I feel I did the work of the course responsible, my experience has been positive. I've learned and the teachers in my courses have been very helpful
- Overall good, I got support and encouragement from my colleagues.
- very good, it is fun
- Good
- Good
- Good
- So, so. When I started I was completely unprepared and didn't know what to expect. More or less had to create my own style and approach to teaching.
- A bit hasty
- Did too much work the first year. Then I lowered the bar. A lot.
- I like it, a very good experience, I want to continue with giving the practicals, also to become more confident
- Good. Its a team effort in the division which works well
- Teaching is fun, but we don't get enough time compensation
- I like to teach and I think that the courses I have been involved in have been well structured and nice.
- I have been teaching a lot and tried to improve courses / labs but this was not always possible, sometimes due to restrictions from the programmes
- It's taking a lot of time. I often felt overwhelmed. However, I'm glad that I made these experiences, but I'm very happy that I'm almost done.
- improvised, and therefore far from optimal for the students...
- overall good, but variable (some exceptional problems)
- Fun!



- Good
- Very good.
- A lot of work, but also fun and makes me develop as a chemist and teacher.
- Good
- Good, the courses are fun. Been nice to get experience in designing course components.
- Very interesting. Worthwhile.
- I like it, and I was lucky that the teachers have been open to suggestions from us TAs for improvements etc. But I think it takes more time from my work than what I get compensated for
- Fun, but exhausting.
- I enjoyed it very much. I think we have the opportunity to improve the courses, even as assistants, as we are responsible for whole independent parts of the courses. Also, if we approach the main responsible teachers, they are glad about suggestions of how to improve courses. I got hours for course improvement as well.
- Good, but you need to ask for support and make sure that you get the time that you should. But then it works well.
- Good, but a lot of work.
- I really enjoyed it and I learnt so much through my teaching experience, both about science and about how to interact with students.
- The first year it was terrible, I got to teach 3 courses and I spent sooooo much time on this. Then it got better
- I like to teach and I have previous experience from outside Sweden, but you cannot rely on natural talent for it. Usually, PhD students are not trained enough for assist master or bachelor students. I see a lot of hysteria.
- It heavily depends on what department or faculty I teach at.
- Good, it's a learning experience for me too.
- Necessary.
- I like teaching and I feel that I have developed a lot from it. Overall experience is very good!
- Fun to interact with students.
- Very positive.
- Good.
- Incomplete
- Satisfactory. Quite fun actually.
- Quite good, but there have been instances where the course responsible teacher have been very unorganized, which has spilled over on us as lab teachers
- Good
- ok
- It is below my expectation. I think Uppsala University evolves very slowly.
- ok until now
- I'm mostly happy with it.
- Overall good, very nice and fun to teach students, although with periods of extreme stress.
- Very minimal



- very limited
- The communication with the director of studies on when and what to teach is very bad.
- ok
- Somewhat boring
- good the first year i actually got some as i was given control over the labs that i taught, bad the subsequent year as the new coordinator changed the lab took away any control, taught in swedish, thus putting me in a situation where i didn't know what was going on the lab i was supposed to help with
- Good and developing
- So far it has been very good. I have been fortunate enough to teach courses close to my research area with topics that interest me. However, that seems to be changing, which I am not very excited for.
- I think it has been a good experience for me
- Good. First course was relatively easy and a small class which made making contact with the student easier. I am thankful they gave me this course as a first.
- unpleasant
- I like teaching but I've had too much so far in my opinion (5 out of 6 periods so far), and it has affected my research since I've been too busy with teaching.
- Good
- It was a learning experience for me, interesting to get in touch with the students.
- OK
- Good
- I'm generally satisfied with my current teaching situation/experience
- Good.
- Quite ok
- Constrained - I could see that things were not working well, but could not do anything about it.
- Feels like you get thrown into it.
- Very good, but too little teaching in general
- Rather good. The divisions teaching lab does however need someone who is responsible for making sure all equipment works and isn't "borrowed" to other labs.
- I appreciate the opportunities I have for teaching.
- Good
- Generally, I was happy about the whole experience. I learnt myself a lot about the topic, about interaction with students and about myself.
- During the first years really, really poor due to the lack of an introduction and information and unclear responsibilities. The two last years much better for two other courses.
- The first year is always horrible. The second year is much better and the students are great. I just would like to get enough compensation to have time to do my job properly. Otherwise it's wasted time for the students and myself.
- Positive
- good
- One of the most enjoyable and time-consuming parts of my PhD



- Very good. It improves oral communication, organization skills and it is good to teach about the subject I am working on.
- Good!
- Challenging from time to time, but a nice experience and I am learning a lot while teaching
- Good but somewhat unstructured.
- I was overwhelmed at first, but overall it has been a rewarding experience
- I enjoy teaching labs and my experience has been rewarding and fun.
- It is quite nice but also stressful. Sometimes I feel frustrated because I cannot spend the time that would be needed to really make it better and also course leaders are not very helping.
- Difficult at first, because I had to study in detail the subject that I was going to teach. Still a bit frustrating, because I am not an expert in the subject.
- Good, but sadly only "labs". I would have liked to test lecturing as well. (Actually, during my undergraduate - not in Sweden - I got much broader teaching experiences: lecturing, tutoring, correcting homework assignments/exams.)
- The actual teaching with the students is uplifting and at times inspiring, the administrative part (grading, planning, organizing, reporting hours) is a pain in the ass, because it is terribly organized.
- I love teaching and after the teaching course I am more confident and excited to teach. I would like to teach more, but what I have taught so far I think it was great fun!

35. Any other comments you want to tell us? (*Antal obesvarade = 116*)

- Compared to other divisions we seem to have quite a reasonable amount of teaching to do (others teach more). However, it is not always clear how the amount of teaching relates to the teaching percentage for us. And students are not able to look it up themselves, I'm not even sure the director of studies actually keeps track properly.
- It is very unclear how teaching load is determined at the department. No-one has ever told me how the percentage of teaching should be estimated, and I have never seen any documents describing this. It is weird that this should be given in the start of each semester and not the end.
- When I am busy with teaching and preparation, I can't give full time to my PhD project, which makes my supervisor a bit annoyed. And then he forces me to do work in the weekends as well.
- Pedagogics course provides credits needed for PhD studies, but no compensation regarding teaching time.
- let student teachers work on the material, structure of courses, because they are there with the students and if the teachers like and understand what they are doing it is more fun for the students and they do better work
- Teacher training course is a joke and in its current format an unnecessary hurdle.
- It's great that PhD students can do teaching, it's fun!
- Don't strive for equal, try to improve where there are problems instead, if you want it the same everywhere several will have worsening conditions.
- I think it is a problem, that non-Swedish speaking PhD students mostly have to teach the more advanced courses. I did not get any support to learn Swedish! (But this is another topic)



Another thing is, that an introduction to "teaching in Sweden" would be nice to have before teaching for the first time. I was quite shocked and frustrated in the beginning. Now that I taught for three years and got the information at the ATTC, I understand that it is different in Sweden and I learned how to deal with that.

- I think it is horrible that i more or less have to pass student, either because the course teacher wants to have a good record with the students or i do not have enough time to properly explain what they need to change.
- Stating that this survey takes 2-3 min undermines the reputation of the TNDR council.
- For many PhD student, including me, I think it could be very useful to know how much compensation you'll get in terms of months instead of % since in the end that's what matters. And that as far as possible there should be a plan for each PhD student in the beginning so this don't change dramatically from year to year
- The compensation system needs to be redone, its really bad and unfair. New PhD students get exploited because they don't know better. Often the percentage given, at least in our division, is just an arbitrary number that could be negotiated up. This is however not clear when you start, you accept whatever they tell because you think there is a system in place. There is not.
- The teaching experience is still not valued highly enough by the university.
- We can include the pedagogical course in our credits that we need to take for our degree.
- In regard to my answer to the question 33. The backstanding problem is the way how the courses are funded within the university. Each division offers courses and receives money for teaching those courses. This systems prohibits "exchange" of PhD students across divisions. Whenever money is involved, things get political and sensitive. During my PhD I managed to enjoy learning the new materials to teach the courses, so I can't offer any solution how the financing system should be changed. Good initiative with this survey, thank you!
- I think PhD students who did teaching should receive a detailed certificate/record regarding his/her teaching activities. Otherwise, this effort is not worthy when you have to compete with 3-year PhD graduates.
- Comment to question 23: All PhD students are considered spending 15% of their working time on the course, but I have a larger work load. (I think that's OK as I have more experience from the course.)
- The biggest problems in my subdepartment are (1) to get information about when and what to teach, (2) that the teaching field is not connected to your research and (3) that support when starting a new course is lacking. I have been lucky and not really experienced (3) to the degree that some of my colleagues have, but (1) and (2) have definitely been problems in some courses for me.
- is would be great if the university gave us opportunities to learn swedish at uni by educated and trained language teachers, or at the very least gave us credit (HP) for doing swedish courses eg at SFI with their untrained staff that we are forced to attempt in our 'non-work hours'
- This was a nice survey and there are a few things here that I have never thought/heard of. For example, should I be getting hp for courses that I am teaching? Should the pedagogics course count towards teaching hours? How many percent compensation should I actually get and how is it calculated? etc. It would be nice if there was somewhere I could read what the TekNat "rules" on how teaching should be like if there are any...
- relieving the student entirely of learning duties creates much more stress for the teacher (needs to explain basic things, repeat things over and over again,...). Put more pressure on students!



- I'm in the [redacted] department but I think the teaching situation is very different for the different divisions on [redacted]
- As I formally do not have the course responsibility but a lector, it means that if my results are good, which they are, the lector can put it in his/her CV as a "good course" whereas the credits should only be mine
- No.
- Worst part of teaching is that it makes collaboration with colleges in research much more difficult. Teaching is demeaning when you have it and as people have teaching at different times it is hard to find common time for research.

Also, the amount of exams per year and course is unreasonable. A 5 credit course has three exams/year (two re-exams). Design and correction takes unreasonable resources for such short course.

- I love teaching, and wish I could do more in order to create great courses for students. As a PhD student, I do not have much power in this area though, which is frustrating.
- These are excerpts from an e-mail I wrote about the poor teaching situation at my division a few years ago to my ATTC teacher:

I have as well another problem: The head teacher seems to be again passing students against my "bedömning" without even consulting me. What should I do? The examiner (or head teacher, i.e. the same person) has never given us any criteria on how to assess the students and there exist none at the faculty (I have asked the teaching responsible for the faculty). Furthermore I do not want that students that do not fulfil the learning outcomes pass the lab, especially when I am not even asked by the examiner why I have sent back the lab reports for further corrections.

Back ground information: 1) The examiner had not a single meeting with his lab teachers. 2) The examiner has not given us any evaluation criteria. 3) The examiner did not take care that the lab equipment was actually built up by his teaching assistant, who is a totally new teacher 4) The examiner changed the lab without asking the lab teachers. 5) The examiner never talked about the last course evaluation with the lab teachers. 6) The examiner already passed four students last year against my "bedömning" when the students turned to him. He never consulted me before passing them. When I told him that there are four students I have not passed yet, because they did not hand in a good lab report in time he just told me that he had passed them and said "Now we are at least rid of them". (The students have to pass the lab to pass the course. The lab is worth 1 ECTS out of 5 ECTS for the whole course. The lab class itself only takes two hours.) 7) The students put me under pressure along the lines "This course is so bad and the other requirements are so low for this course that we think that it is you (and the other lab teachers) that do not fit in and are too strict." Some of them seem to understand that by just talking to the examiner they can pass the lab and then they just stop sending me any further improved reports. 8) All three lab teachers (all from different countries outside of Sweden) agree that the overall quality of the lab reports is catastrophic. 9) The lab teachers have spent already by far too much time sending the lab reports back with corrections over and over, because most of the lab reports were not even good enough for a passing grade after three corrections. We feel that our work is meaningless, if we have to correct the lab reports, but in the end the head teacher does not take our opinions about grading them into account. 10) Out of my 19 students 14 have now passed, another lab teacher has now passed about 2/3 of his/her students and yet another has only passed 1 or 2 out of 17 students. 11) Communication between the lab teacher and the examiner does not exist. 12) When a lab report has fulfilled my assessment criteria which I have based on your course as there exists no other criteria, I send a mail to the examiner. The mail includes the last version of the lab report, the comments on the last version and



my suggestions to pass the student. As long as the students do not fulfil the criteria, I have sent the lab reports back. I might have to suggest to the head teacher to fail some of the students in the end, if they do not implement my suggested corrections. 13) I take especially care of deep learning. Just listing items without knowing what they are and how they influence the behaviour of the device is not enough. I require as well at least some kind of discussion of the measurement results. The methodology has to be well argued. The most common comment I have written into the lab reports is "why?" or "physical explanation missing". 14) When I talked to some of the programme coordinators I mentioned some of my problems with this course, and some even guessed which examiner I am talking about. One of them even called him a "bad teacher". I however did not want to formally complain.

I could just lean back and write an e-mail to the examiner with all the bad lab reports and suggest to him to fail those students and not care what he does. But is this a good idea? The students will then still not have a clue about the course content, but in the end I am not responsible if they get passed by the examiner.

Another E-Mail: Concerning my own lab teaching: I think I have "survived" the teaching for this year. I have passed all 19 students except three. For one student I requested that the head teacher should take care of the assessment, as I was myself not sure if I should let the student pass. The head teacher passed on this task to the "head" lab teacher, who had a small oral examination with the student, and the student passed. The student that had complained about my corrections as being too strict to the head teacher, rewrote the lab report according to my corrections and talked it through with the "head" lab teacher and got passed as well. The head lab teacher did not think that I was too strict, as the language mistakes were not the only mistakes she had made and I did not refuse to pass her because of those. The head teacher still has not said a word about that student to me. There is now only one student left, whose lab reports are even far below what I have seen so far and I most probably will suggest soon to the head teacher to fail him. I would not say that I feel harassed, no. I would say that the head teacher is neglecting his duties towards the course and his teachers by not meeting them a single time and not informing me about the complaint of a student.

I had hour long talks with the "head" lab teacher, who is going to be the new head teacher next year about how to improve the whole course and align the different teaching methods, learning outcomes and assessment. There was a basic agreement that the course needs to improve as a whole, but he thinks that this course is about electronics and not about writing, argumentation and lab report writing skills. We agreed that all teachers of the course will have a meeting before next time and discuss assessment criteria for the lab, so that all lab teachers correct with the same standard. Noting what you have written I will also urge him to make the assessment criteria accessible for the students and I will continue emphasizing that writing and argumentation skills are required by the law and should not be neglected. I have also sent the new head teacher assessment criteria at gymnasium level and the material about assessment criteria from the ATTC and I hope he will write good criteria. I offered also to him that we can discuss those criteria together. He is the first time head teacher in his life as far as I know. I will also suggest to him to "develop lab activities - including assessment and routines around this". I also asked my supervisor, if she thinks that writing and argumentation skills should be evaluated and she agreed. She pointed out that these skills are severely lacking in students writing their master or diploma thesis and she wished that other teachers would take greater care of them. On the other hand she pointed out that I should not spend too much time on my teaching and that other teachers only get paid a certain number of hours, which is often insufficient to correct lab reports on a good level.

- Please make the teaching situation uniform through the whole university and clarify



the compensation time.

- There are no information at all about how PhD students are supposed to prepare labs or seminars. It would be good to have an introduction about teaching at the beginning of the PhD studies (ex: who to talk to for ordering reagents, material, organization, what is included in the lab teacher's teaching hours, etc...). There is a few at the "Introduction to postgraduate studies" course but only about where to find the numbers of hours we teach, nothing very concrete.
- No comments because of non-teaching opportunities while studying the PhD. Throughout my 4 years PhD study here, I always wanted to take the pedagogic course but cannot do that because of no teaching experience at my PhD that is very sad. I see it is a useful course for all doctoral students, not only the ones who teach. I personally think that the pedagogic course must be the mandatory for all doctoral programs.