

Teaching survey

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Abstract

Ph.D. students at the faculty of science and engineering at Uppsala University generally like and want to teach, is shown by a survey among the Ph.D. students. The analysis of the survey does, however, also disclose areas of improvement. Clearer and more realistic rules on compensation, introduction to teaching, better coordination of some individual courses as well as better coordination between departments and divisions are identified as the four most pressing areas of improvement.

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1 Introduction

A survey investigating how the teaching situation is perceived among graduate students as well as if any major issues can be seen has been done at the faculty of Science and Engineering at Uppsala University. The survey is done by the Ph.D. students' council of the faculty of science and technology (TNDR), which consists of Ph.D. students who are working with the rights of Ph.D. students at the faculty. As a part of that work, the survey was done to find out more about the perception of teaching among Ph.D. students at the faculty.

The authors of this survey are Ph.D. students, also called doctoral students or third-cycle students, at the time of constructing this text. We all, therefore, have a personal interest in highlighting and improving the teaching situation for Ph.D. students. There is, however, a general interest in this improvement, which is well described in the Mission and core values of Uppsala University [Uppsala University, 2014]:

"Doctoral students are instrumental to the long-term development of universities as well as the public and private sectors. They make significant contributions to the University's research. The education offered in our doctoral programmes gives students the competence and skills to conduct research independently, enables a deep understanding of the subject area, fosters proficiency in disseminating knowledge and enables the learning of others." (page 6)

2 Regulations regarding teaching

According to Higher Education Act¹ (1993:100 5 chapter 2§) [Sweden's Riksdag, 1993] a Ph.D. student should foremost work with their own research, but may also spend time on education, administration etc. up to 20 % of a full-time employment. Normally, compensation for such activities is prolongation on a Ph.D. students employment time.

On top of the Higher Education Act, Uppsala University has regulations and guidelines regarding third-cycle students, doctoral studies, and teaching. The guidelines for third-cycle education [Uppsala University, 2010] states that *"Teacher training is mandatory for doctoral candidates who are to have teaching duties, and this training must either be a credited component of the individual study plan or be carried out within the framework of the doctoral candidate's departmental duties."* (page 6) The teacher training is often in form of the academic teaching training course (ATTC); a third-level course which can give 7.5 credits.

Except for this statement, the guideline for third-cycle education only implicitly regulates teaching for Ph.D. students. However, the mission and core values for Uppsala University [Uppsala University, 2014] stipulates as an objective regarding education that all students should get the opportunity to acquire "general academic skills" (page 6), wherein teaching can be included. Among some of the listed strategies it can be found:

- *"Doctoral students will be given theoretical knowledge and practical experience of teaching"* (page 8) and
- *"Doctoral students will be welcomed in a systematic way with information about the University, local working conditions, and the unique study environment in Uppsala"* (page 8).

Uppsala University also has general guidelines regarding teaching and learning [Uppsala University, 2008]. The guidelines have divided the different objectives into the University's role and the students' role. Since Ph.D. students are both employees and students at the university, both these perspectives apply to them and doing a complete analysis of that is without the scope of this report. It could, however, be noted that it is stated the university should give an introduction to new teachers (page 15 in [Uppsala University, 2008]).

¹sv. Högskoleförordningen

3 Briefly on teaching at university level

According to [Kugel, 1993], and summarized by e.g. [Elmgren and Henriksson, 2016], teacher go through the following phases:

1. The teacher focuses on the teacher,
2. The teacher focuses on the subject,
3. The teacher focuses on the student as a receiver,
4. The teacher focuses on the student as an active agent and
5. The teacher focuses on the student as an independent agent.

It could especially be noted that in the first phase, the teacher often feels nervous, insecure and question themselves. Not all teachers recognize themselves in the different phases or that they come in that order, but the different phases could be helpful in the analysis of how the Ph.D. students describe their perception on teaching.

Teachers do and should put their own personal touch on teaching [Elmgren and Henriksson, 2016]. Teachers of different gender, gender identity, age, background and area of expertise gives the students signals that diversity is accepted and appreciated [Elmgren and Henriksson, 2016]. It also stated as a strategy in Uppsala University's mission and core value that "*A diverse student body will be promoted*" (page 6 in [Uppsala University, 2014]). The Diversity Report 2016 from Uppsala University [Human Resources, Uppsala University, 2017], shows that at the faculty of science and engineering 33 % of the Ph.D. students are born in Sweden and 64 % are born abroad. Between 19 and 36 % are born in EU outside of Sweden at the faculty of science and engineering².

4 Methodology

A survey was developed by the board of TNDR (Technology and Science Doctoral Council) containing in total 35 questions, out of which 9 were free text answers or the possibility to comment on previous questions. The questions can be found in appendix A. Feedback on the questions were given by the TNDR council on October 27th, 2017. The survey was opened on December 5th, 2017 and during the same day an e-mail was sent out to the official e-mail of all Ph.D. students at the Faculty of Technology and Science at Uppsala University. The survey was closed on January 14th, 2018. The survey was complemented by data from human resources with the number of Ph.D. students per department per legal gender on February 9th, 2018. Some first results were presented for the TNDR council on February 21st, 2018, when the council also gave feedback on some of the first preliminary analysis.

5 Results

This report presents both qualitative data as well as quantitative. The qualitative data is in form of free text answers in the survey. The authors often use quotes from the survey to illustrate or support claims made. When quotes are used, spelling and grammatical errors have been corrected. The presentation of the results takes off in the qualitative answers, and are supported or illustrated with quotes and answers from quantitative questions.

The answers to all questions which do not have free-text answers can be found in Appendix A.

5.1 The respondents

In total there were 147 respondents. The respondents come from the department of IT, Mathematics, Physics and Astronomy, Engineering Sciences, Chemistry - BMC, Chemistry - Ångström, Earth Sciences, Cell and molecular biology, Ecology and genetics as well as Organismal biology. 17 % of the respondents are in their first year of Ph.D. studies, 22 % in their second year, 18 % in their third year, 19 % in their fourth year, 17 % in their fifth year and 7 % have been employed as Ph.D. students for more than five years. A comparison between the distribution of the departments

²Calculated from the numbers given in the report [Human Resources, Uppsala University, 2017].

among the respondents and all Ph.D. Students at the faculty, respectively, can be seen in Figure 1.

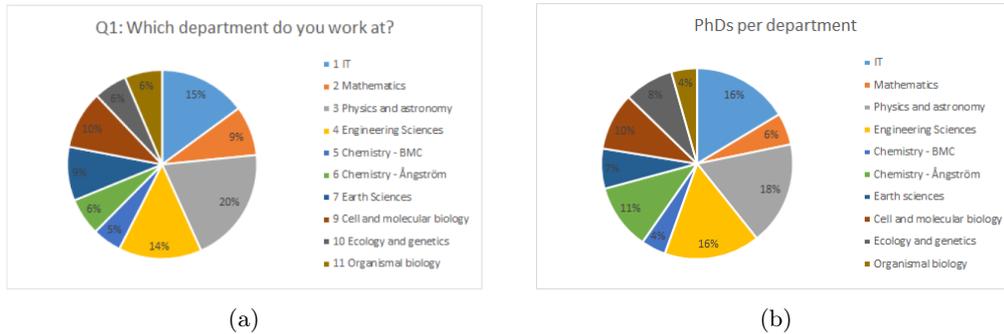


Figure 1: The respondents' department (a) and department for all Ph.D. Students at the faculty (b).

49 % of the respondents were female, 47 % male, 1 % other and 2 % answered they rather not say. Data from human resources shows that 65 % of all Ph.D. students are legally male at the faculty. A comparison between the distribution among the respondents' gender and the legal gender of the Ph.D. students at the faculty can be seen in Figure 2.

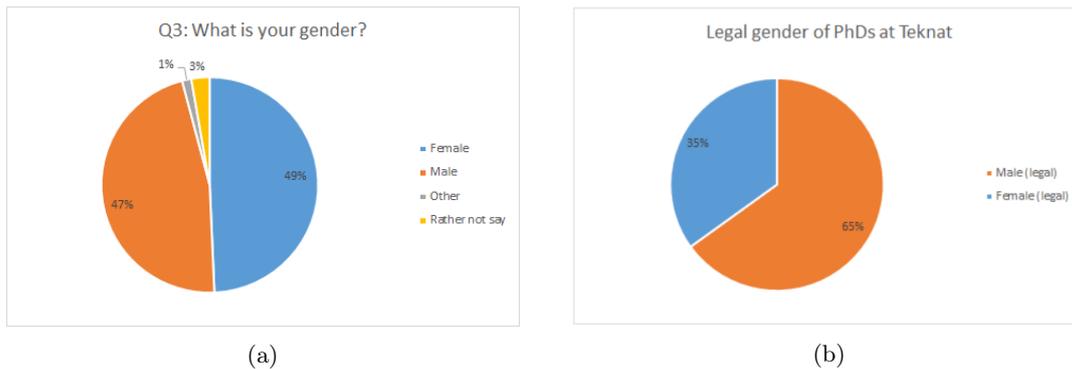


Figure 2: Gender of the respondents(a) and legal gender at the faculty (b).

Out of the respondents, 46 % has Swedish nationality, 34 % have a nationality from EU outside of Sweden, 19 % have a nationality from outside EU and 1 % answered they rather not say. A comparison between the distribution among the respondents' nationality and the birth background of the Ph.D. students at the faculty can be seen in Figure 3.

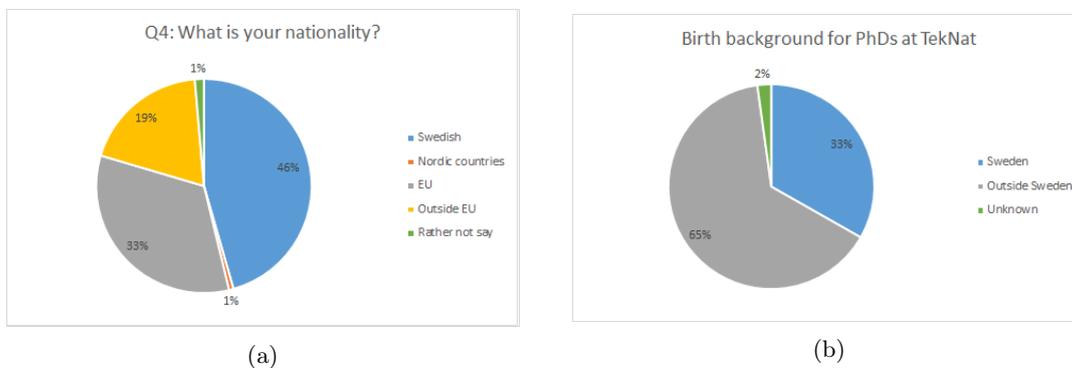


Figure 3: Nationality of the respondents (a) and birth background for Ph.D. students in 2016 at the faculty (b).

5.2 How is the overall teaching experience?

One of the final questions in the survey were "How would you describe your overall teaching experience?" which had free text answer. 97 of the respondents wrote an answer. The most common answer was only the word "Good", which 12 respondents (12 %) wrote.

In the analysis of the data, the answers were classified as negative, positive or neutral/difficult to classify. From the author's classification, 76 of the answers (78 %) were positive. The answers from the question on what type of teaching the respondents had and which teaching they would like to have can be seen in Figure 4. When asked which type of teaching they would like, 10 respondents (6.8%) answer that they don't want to teach, see Figure 4b. This is a substantial increase from the share of respondents who answered that they had no teaching, but still a very low share of the respondents.

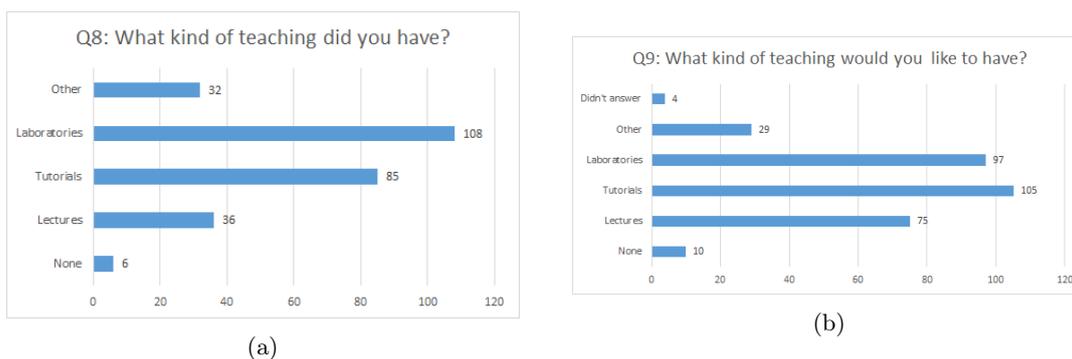


Figure 4: The answers to the question what type of teaching the respondents have had (a) and what teaching they want to have (b).

Several of those who write that it generally has been a good experience, do add something that could have been improved. Some examples are:

- *"I was overwhelmed at first, but overall it has been a rewarding experience."*
- *"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."*
- *"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."*
- *"Good, but you need to ask for support and make sure that you get the time that you should. But then it works well."*

The general view seems to be that teaching is a positive experience, especially when it comes to the time spent in the classroom, which is supported by the answers from the multiple choice questions. Some of the answers bring up that it was stressful at first, which corresponds to the development phases according to Kugel [Kugel, 1993].

A lot of the criticism brings up matters which has to do with the administration or how the courses are structured. This brings us to the next question in the survey.

5.3 How could the teaching situation be improved?

The respondents were also asked "How could your teaching situation be improved?" which had free text answer. 82 of the respondents wrote an answer. 6 of those respondents says that they cannot think of anything to improve or think that everything is good as it is. In total 76 out of 147 respondents (52 %) wrote something which could be improved. Several of those respondents wrote several areas of improvement. Issues which was mentioned and approximately how many who mentioned that issue can be seen in Table 1.

In Table 1 "Better compensation" is listed, where several comments have been put together. Better compensation includes, but is not limited to, fairer rules, more realistic rules, and possibility to flexibility.

Table 1: Areas of improvement for teaching and approximately how many respondents who gave that answer or an example of that issue.

Issue	Mentioned by this many respondents
Better planning and coordination of the course	20
Better compensation	17
Clearer and more transparent rules on compensation	13
Introduction to the course before it starts	13
Get the opportunity to get involved in planning and/or development of course	12
Better planning and coordination between courses including better distribution of Ph.D. students in teaching	12
Teach something (closer) related to my area	12
Introduction to teaching	10
Better coordination between courses and divisions/departments	7
Possible to get into ATTC earlier	3
Clearer rules/guidelines on how to get teaching	3
Course responsible should not use Ph.D. students as their secretaries	2
Don't want to bring equipment, bring my own pens to the classroom etc.	2
Only want to teach one period per year	2
Get to teach more or at all	2
Get to teach less	2
Fewer students per teacher	2
Teach something else than labs and/or tutorials	2
Teach lectures	2
Teach master's courses instead of bachelor level	1
Get to teach the same course more than once	1

5.3.1 What to expect when teaching

Several respondents ask for some kind of introduction to teaching or to get introduced to a course when teaching it for the first time, which can be compared to the answers to the question on whether they have gotten support, see Figure 5. 29 % of the respondents answer that they got no support when they started teaching a course for the first time; This should, however, be compared with that 26 % got support after they asked for it, suggesting that there might be a culture of not giving help unless someone asks.

Some also write that they want to take the ATTC earlier, some before they start teaching. Others ask for some kind of introduction to teaching, but it doesn't have to be to take the ATTC earlier. A couple of respondents write that they didn't get a spot in the ATTC before they had finished with all the teaching they were supposed to do during the time as Ph.D. students.

5.3.2 Compensation

When asked if it is clear how much compensation the respondents will get for teaching, 33 % answers that it is not clear. For Ph.D. students which do not have Swedish nationality 39 % answers that it is not clear, see Figure 6. When asked what could be improved, several answers bring up the compensation for teaching, and especially that it seems unclear.

In the survey, it was also asked "Do you keep track on how much you're teaching?" and 48 respondents (33 %) answered "No" to that question. Looking at the free text answers, many don't know how it works with compensation, which could partially explain why they don't keep track.

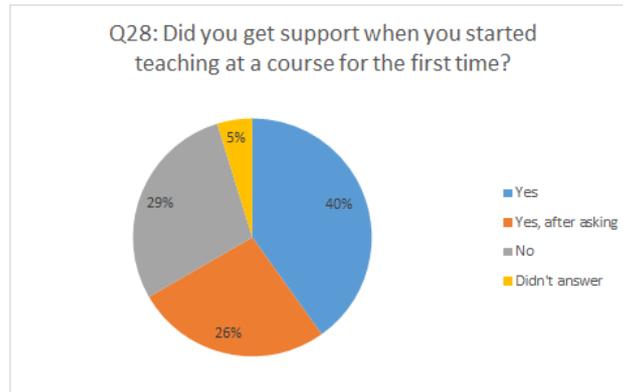


Figure 5: The answers to the question if the respondent got support when they taught a course for the first time.

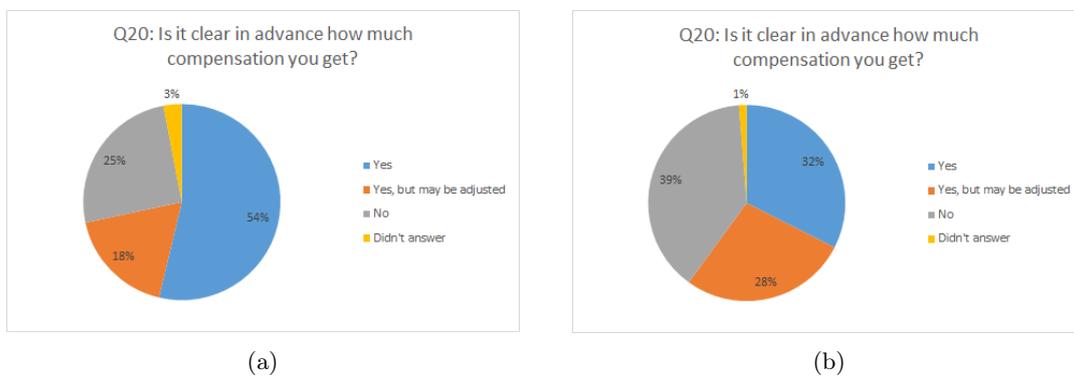


Figure 6: The answers to the question "When you teach, is it clear in advance how much percentage compensation you'll get?" from respondents with Swedish nationality (a) and all other nationalities (b), respectively.

At least one respondent has been told not to keep track on how much they teach. Several say that someone at their division or department keep track, but they are not sure how or if this corresponds to the actual teaching load.

5.3.3 High workload

It was observed that some students report teaching 20% at most but they estimate their workload to exceeded 20%. Only 7 respondents actually reported more than 20% teaching but 22 respondents actually taught more than 20% (see Appendix A, questions 18 and 19). As can be seen in Figure 7, most of these students were in the departments of IT, Mathematics and Physics and Astronomy.

Two correlations were observed from the results of the survey with teaching workloads higher than 20%. One was the teaching level; it was observed that respondents involved with PhD-level courses had a higher workload than respondents involved with undergraduate level courses (see Figure 8a). The second one was grading; most of the respondents having higher workloads were involved in creation, development and/or correcting exams as shown in Figure Z (b).

5.3.4 Involvement in course planning and development

Some of the improvements which are brought up have to do with not being able to affect the course the respondents are teaching in, especially not be given the chance to give input on the overall planning or development of the course. When asked if the respondents take part in developing the courses, the answers shift significantly depending on the respondent's nationality, see Figure 9. In both groups about half answer that they have been minimally involved in course development. For respondents with Swedish nationality, 22 % answers that they have been significantly involved in course development. The corresponding number of respondents with other nationalities is 13 %.

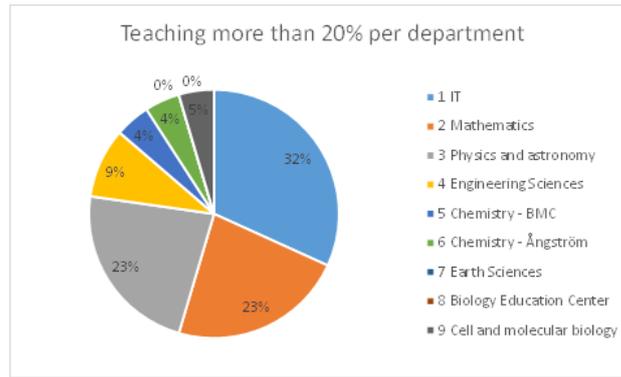


Figure 7: The distribution of departments among students who teach more than 20 %. It can be compared with the distribution of all respondents or all PhD-students, see figure 1.

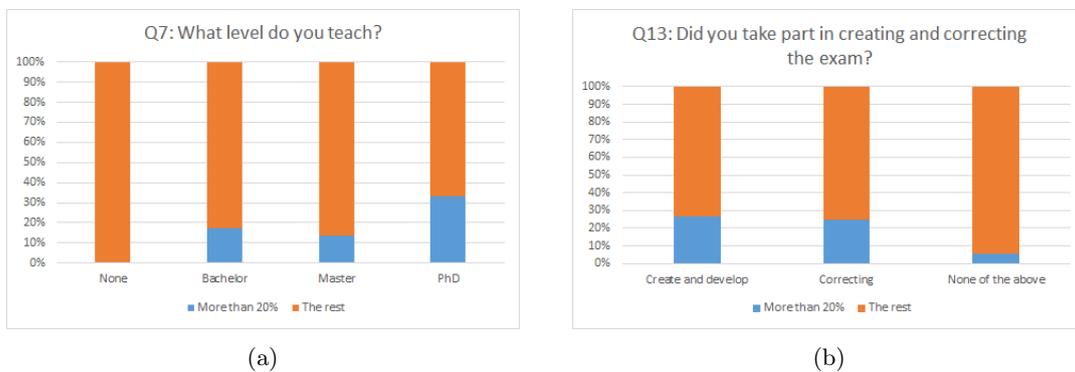


Figure 8: The share of respondents who taught more than 20 % among the different levels of teaching (a) and in taking part in the examination (b), respectively.

Some respondents express in the free text answer that they tried to improve the course, but they couldn't due to lack of time or that the course responsible wouldn't let them.

5.3.5 Possibility to affect what to teach

Several respondents write that they would like to affect what teaching they do have. Some want to have the same course again to reduce the workload, whilst most ask for a broadened experience by teaching at a different level or having a different kind of teaching. Most of the respondents have no say in what they teach, see Figure 10. It could also be repeated that a few respondents do not want to teach, see Figure 4b, but mainly it is asked for having some say in what to teach.

12 respondents (8 %) write that they want to teach something closer related to their research area. When asked, see Figure 11, most respondents answer that they are teaching in a subject which is related or the same as their area of research. 4 % answers that it is not related and 14 % answer that it is hardly related.

6 Areas of improvement

In general, Ph.D. students are enjoying teaching, at least the parts which involved being in the class rooms and meeting students. More respondents write about broadening their experience and improve their situation rather than trying to never get to teach again or at all. There are however also many issues mentioned, see Table 1.

From the results, four different areas of improvement are suggested. All of the suggestions come from the free text answers and are given by at least one respondent. Each subsection below contains quotes to illustrate why it is a relevant measure.

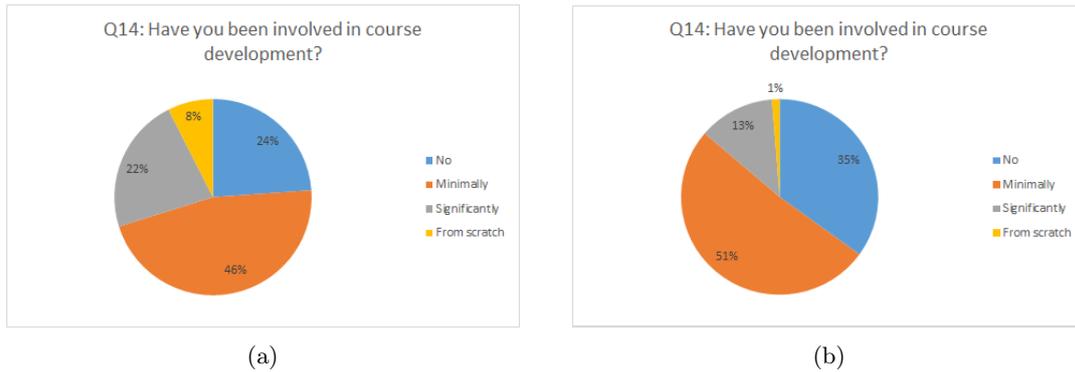


Figure 9: The answers to the question "Have you been involved in course development?" from respondents with Swedish nationality (a) and all other nationalities (b), respectively.

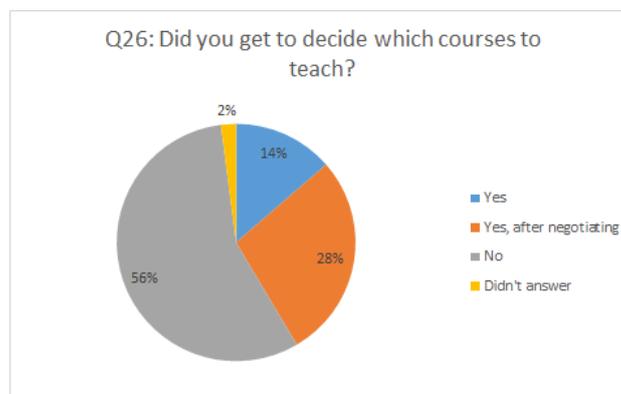


Figure 10: The answers to the question if the respondent got to decide what to teach.

6.1 Introduction to teaching

- *"I was quite shocked and frustrated in the beginning."*
- *"When I first 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."*
- *"During the first years really, really poor due to the lack of an introduction and information and unclear responsibilities."*
- *"Apart from the senior course teachers, nobody instructed me on teaching. It felt implied I should know what I am doing."*

Insecurities are common when doing teaching for the first time (see Section 3), which could partially explain that these kind of comments are common. However, there are very constructive ideas on how that could be decreased among the Ph.D. students. For example:

- *"Introduction to the labs and maybe some kind of pedagogical day could be arranged that you could go to before starting your first teaching."*
- *"[An] introduction to 'teaching in Sweden' would be nice to have before teaching for the first time. [...] 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."*

A couple respondents want the ATTC to be given before new teachers do any teaching. Others suggest having a brief introduction to teaching before getting started or having teaching mentors in the beginning. It could also be good for the department or division to have meetings where they talk about their vision for the courses they are responsible for.

Many Ph.D. students don't participate in the ATTC until they have done some teaching, which is partially explained by the limited number of seats and partially by that we supposedly learn

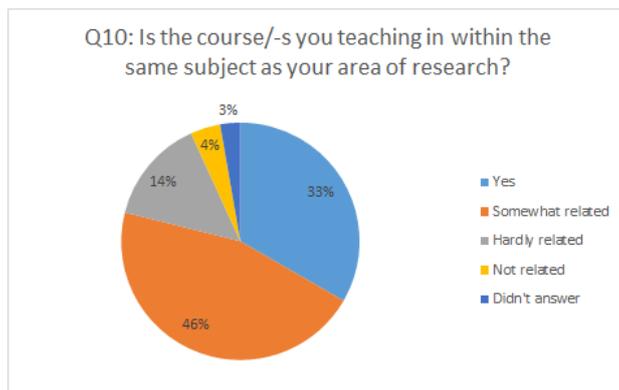


Figure 11: The answers to the question if teaching is related to the respondents' research.

more on the ATTC if we have some teaching experience before taking the course. Some of the respondents do however write that they didn't get into the course until their final year.

There is an introduction day for new employees at Uppsala University centrally organized by the university. The day contains information about general guidelines and the principal greets everyone welcome. Reading the comments from the respondents in the survey, they want an introduction to teaching and the labs, which is not a part of this introductory day. The introduction day is also in Swedish.

The kind of introduction that is asked for, takes place at the two chemistry departments. They have two days when new Ph.D. students get a brief introduction to teaching, especially how to teach practicals, tours of the labs at BMC and Ångström and get to hear from more experienced teachers how they perceive teaching. The full schedule for the introduction in 2015 can be found in Appendix B.

6.2 Clearer and more realistic rules on compensation

- *"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."*
- *"[The] students are great. I just would like to get enough compensation to have time to do my job properly."*
- *"[I would like] more time to e.g. help 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)."*
- *"[I would like] better hours compensation for field (outdoor) teaching. Now we get 1 hour for 1 hour taught, so basically I have to do all [preparations] in my spare time."*
- *"We are also discouraged (well outright told we're not allowed to) from keeping track of our hours..."*

Many of the respondents don't know how the compensation is calculated or how they should calculate it. This led to uncertainties and a perception of unfairness. No general rules or guidelines for the whole faculty can be found by the authors of this report. Such guidelines could be formulated to get a more consistent and transparent system, which could counteract the unfairness or the perception thereof.

Some respondents write about rules on how to calculate how much time they can spend on teaching and how it is not enough, especially if they haven't taught the course before. Such rules are local, as far as the authors know, but if too harshly interpreted could lower the quality of the education or lead to Ph.D. students working on their free time. To the question if it is clear in advance how much compensation they'll get, 34 respondents (23 %) answered that the numbers could be adjusted a posteriori. This could be a sign of flexibility on some divisions; a flexibility maybe some more divisions should start applying. Changing the compensation after the teaching

is done, can also be disadvantageous, if the adjustment is not due to the teaching burden, but other factors, such as monetary.

6.3 Improvement within single courses

- *"[I would like] better information and coordination before the course starts."*
- *"Getting informed in time, if I have to teach and not just a few days in advance."*
- *"Except for one course where I feel I did the work of the course responsible, my [teaching] experience has been great."*
- *"[There] have been instances where the course responsible teacher has been very unorganized, which has spilled over on us lab teachers."*
- *"It is quite nice but also stressful [to teach]. 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."*
- *"[I would like] 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."*

The most reoccurring comment is the lack of coordination, planning, and introduction to individual courses. Insecurities are common when teaching for the first time (see Section 3), which could partially explain that these kind of comments are common. However, there are examples of Ph.D. students getting a very short notice about when and what they should teach. There are also examples of difficulties to get in touch with course responsible. Several of the respondents wrote that they would like to have more information from the course responsible on what they expect from their teaching assistants.

Many of the respondents wrote that they would like to have more time or just get the question from the course responsible for helping both to plan and to develop the courses they are teaching in. Looking at the question "Have you been involved in course development?", see Figure 9, it is especially students who are not from Sweden who hasn't taken part in developing courses. In general, it seems like the experiences gathered by the Ph.D. students when teaching is not utilized as well as they could be, particularly from foreign students.

6.4 Better coordination among divisions and departments

- *"I tried to decline [teaching] but got the response that was not something I could do."*
- *"There would be no possibility to decline [teaching]. Every Ph.D. student at my subdepartment is required to teach."*
- *"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."*

12 respondents (8 %) say that they want to teach something closer related to their research area. On top of that there are a couple of respondents who want to teach less, a couple of respondents who want to teach more, and some respondents who want to teach at a different level or have a different kind of teaching. A couple of the respondents also write that they could only teach within their area if they got to teach at another department or division than they are doing their Ph.D.

Better coordination between courses, division and departments could, fully or partially, solve those issues, which is also suggested by a couple of the respondents. Having teachers teaching within the same or something close to their area of research would lead to teachers who are better at answers questions from students, teachers who need less preparation time, and a better connection between research and education.

In the survey, the respondents got one question about what kind of teaching they do today, with the options lectures, tutorials, laboratories, other and none. The question after was which teaching they want to have with the same options as answers. A significantly larger amount of respondents want to teach lectures and tutorials compared to those who have that kind of teaching is clearly seen, see Figure 4. Since better coordination among divisions and departments most

likely won't increase the number of tutorials and lectures, it cannot be assumed that everyone's wish can be fulfilled. However, the experience of the Ph.D. students could be broadened, which in turn would improve their pedagogic portfolios and development as teachers.

7 Discussion

The authors of this text are experts in science and engineering, however, we are not experts on writing queries and surveys. This has been obvious for us while reading and analyzing the answers to the survey, as well as for the groups which have been given the opportunity to give feedback on our work. Despite this, the survey does still contain a lot of useful information and the results shouldn't be disregarded due to a few ill-formulated questions in the survey.

Some of the results of this survey has been spread to Ph.D. students and people in key positions at the faculty of science and engineering. One reoccurring ambiguity is the different interpretation of "up to 20 %". Some people tend to interpret it as that the Ph.D. students can be commanded to teach, whereas others interpret that Ph.D. students can choose whether to do departmental duties, including teaching, with that formulation. This study does not clarify which interpretation is correct, but it does illustrate why there are uncertainties regarding if Ph.D. students have to teach and regarding compensation for teaching.

Acknowledgements

Charlott Ihrfors, Giane Damas, Tobi Warnatz and Johann Schmidt have all contributed with valuable feedback both on the questionnaire and the analysis of the results. There has also been input from the TNDR council meeting at October 27th, 2017, and February 21st, 2018 regarding the questions and the analysis, and the authors would like to thank the participants during those meetings for their feedback.

Thank you to Ina-Maria Jansson, for the giving discussions on similarities and differences between the situation at the humanities and at science and engineering. The parts on regulations improved substantially due to our discussions.

Finally, but definitely not least, thank you to all respondents who took their time to give long, thorough and vivid answers to the survey.

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Recommended reading

A collection of documents regulating third cycle studies can be found at:
<http://www.teknat.uu.se/utbildning/forskarniva/regler-och-riktlinjer/> (in Swedish);
<https://teknat.uu.se/education/postgraduate/rules-regulations/> (in English).

A The quantitative data from the survey

A.1 Questions with free-text answers

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

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

Question 22: Comments for the previous question (Antal obesvarade = 114)

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

Question 29: What kind of support did you get? (Antal obesvarade = 51)

Question 30: If you declined to teach, how do you think that would be received at your division or department? (Antal obesvarade = 48)

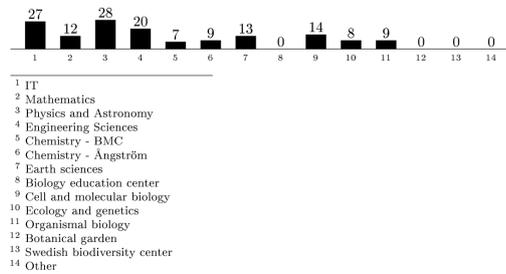
Question 33: How could your teaching situation be improved? (Antal obesvarade = 64)

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

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

A.2 Multiple choice questions with answers

1. Which department do you work at?



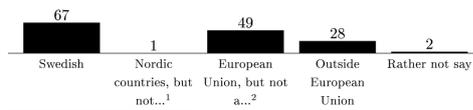
2. Which year of your PhD studies are you in?



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

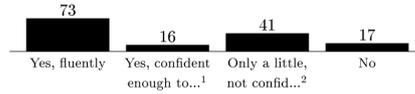


4. What is your nationality?



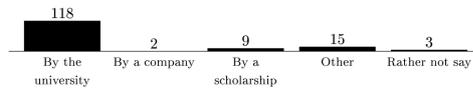
¹ Nordic countries, but not Swedish
² European Union, but not any of the nordic countries

5. Do you speak Swedish?



¹ Yes, confident enough to teach
² Only a little, not confident enough to teach

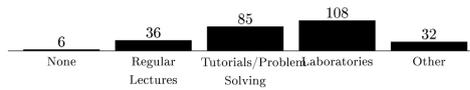
6. How is your PhD funded?



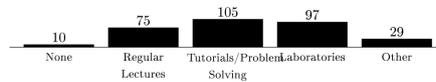
7. What level do you teach? (multiple choice)



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)



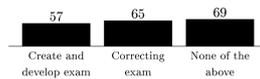
10. Is the course/s you are teaching in within the same subject area as your research? (Antal obesvarade = 4)



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



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



14. Have you been involved in course development?

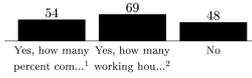


¹ Significantly/Major revisions

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



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

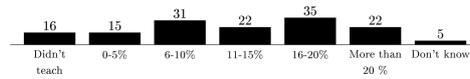


¹ Yes, how many percent compensation I get
² Yes, how many working hours I spent

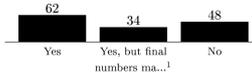
18. How much did you report to have taught during the previous year of your studies (during the current year if you are in your first year of PhD studies)? (*Antal obesvarade = 2*)



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*)



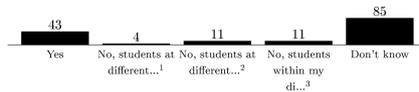
¹ Yes, but final numbers may be adjusted a posteriori

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



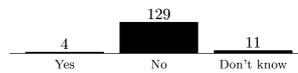
¹ Haven't taught a course over several terms

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

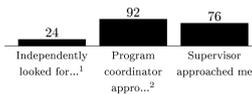


¹ No, students at different departments get compensated differently
² No, students at different divisions get compensated differently
³ No, students within my division get compensated differently

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

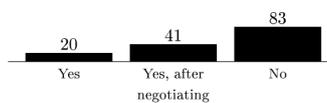


25. How did you get your teaching opportunity? (multiple choice question) (*Antal obesvarade = 4*)

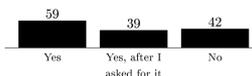


¹ Independently looked for it
² Program coordinator approached me

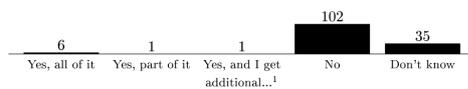
26. Did you get to decide which courses to teach? (*Antal obesvarade = 3*)



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

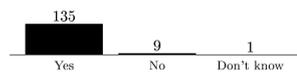


31. Is the pedagogical course included in your teaching time? (*Antal obesvarade = 2*)



¹ Yes, and I get additional time compensation

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



B Schedule introduction to lab teachers at the section of chemistry 2015

Note: Names have been removed from the schedule

Day 1: Teaching labs and supervising university students

Venue: Ångström, 6K1113

09:00	Introduction to the course and the Section of Chemistry
09:15	Challenges in teaching chemistry, and chemistry practicals in particular
10:00	Coffee break
10:15	Roll as a teacher, interacting with students, giving feedback
12:00	LUNCH
13:15	Visit of the teaching labs at Ångström
14:15	Safety <ul style="list-style-type: none">• Safety regulations and risk assessment• Handling of chemicals and waste• What to do in case of incidents/accidents
15:15	Summing up of day 1
15:30	End

Day 2: Practical aspects of teaching chemistry in the lab

Venue: BMC, A7:115

09:30	Presentations and discussion with experienced Ph.D. students
10:30	Coffee break
10:50	Roll-playing exercises with tricky situations
12:00	LUNCH
	<i>Venue: BMC teaching labs, A9:1</i>
13:15	Visit of teaching labs at BMC
	<i>Venue: BMC, A7:115</i>
13:45	Administrative and legal aspects of teaching labs <ul style="list-style-type: none">• Course administration and Studentportalen• Supporting students with disabilities or illness• Documentation and grading• Handling suspected student misconduct/cheating
15:00	Coffee break
15:15	Administrative and legal aspects of teaching labs (cont'd)
15:45	Outlook: available courses, pedagogical CV and presentation of the university teacher's training course (Svante Axelsson, KUUP)
16:15	Summing up of day 2 and course evaluation
16:30	End