

Mark

Correction

Introduction

Dear teacher,

Thank you very much for taking 10 minutes of your time to answer the following questions. With your participation in the survey you will help us to better understand your situation as a clinical teacher in undergraduate medical education.

Section 1: Personal Data

Are you working as a clinical teacher in undergraduate medical education?

Yes No

Your sex

Female Male

Your age

Younger than 26 years 26-35 years 36-45 years
 46-55 years Older than 55 years

Specialty Board Certification

Yes No

Assistant professor

Yes No

For how long have you been working as a clinical teacher (in undergraduate medical education)?

Less than 2 years 2-3 years 4-5 years
 6-7 years 8-9 years more than 9 years

In which of the following specialty are you practicing?

- | | | |
|--|--|--|
| <input type="checkbox"/> General Medicine | <input type="checkbox"/> Anaesthesiology | <input type="checkbox"/> Occupational / Community Medicine |
| <input type="checkbox"/> Ophthalmology | <input type="checkbox"/> Surgery | <input type="checkbox"/> Dermatology / Venereology |
| <input type="checkbox"/> Gynaecology / Obstetrics | <input type="checkbox"/> Otorhinolaryngology | <input type="checkbox"/> Human Genetics |
| <input type="checkbox"/> Hygiene / Microbiology / Virology | <input type="checkbox"/> Internal Medicine | <input type="checkbox"/> Paediatrics |
| <input type="checkbox"/> Clinical Chemistry / Laboratory Diagnostics | <input type="checkbox"/> Neurology | <input type="checkbox"/> Orthopaedics |
| <input type="checkbox"/> Pathology | <input type="checkbox"/> Pharmacology / Toxicology | <input type="checkbox"/> Psychiatry and Psychotherapy |
| <input type="checkbox"/> Psychosomatic Medicine and Psychotherapy | <input type="checkbox"/> Forensic Medicine | <input type="checkbox"/> Urology |
| <input type="checkbox"/> Other | | |

Section 2

The following section addresses your ideal conception of high-quality teaching.

Please rate on the five-point scale provided („very unimportant“ to „very important“) how the following aspects characterize high-quality teaching for you.

	<i>very unimportant</i>	<i>rather unimportant</i>	<i>neutral</i>	<i>rather important</i>	<i>very important</i>
(1) Students enjoy teaching/learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Teachers enjoy teaching/learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) The learning climate is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) Sessions have a clear structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) Content is presented in a balanced manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) Knowledge, skills and attitudes are being taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) Teachers agree in advance on the content to be taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) Teaching format (seminar, lecture, bedside teaching etc.) is aligned to learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) Teaching is pitched to the student level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) Teachers acknowledge individual differences between students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(11) Teacher motivates students and increases their enthusiasm for the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(12) Teachers have received didactic training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(13) Student learning outcome is high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(14) Student learning outcome is sustainable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your top three priorities (with regard to high-quality teaching) from this list by ticking the appropriate boxes (numbers refer to the parenthetic numbers in the above list).

The highest priority has aspect number:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
<input type="checkbox"/> 13	<input type="checkbox"/> 14	

The second highest priority has aspect number:

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
<input type="checkbox"/> 13	<input type="checkbox"/> 14	

Section 2 [Continuation]

The third highest priority has aspect number:

- | | | |
|-----------------------------|-----------------------------|-----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 13 | <input type="checkbox"/> 14 | |

Section 3

This section addresses your personal teaching situation as is.

Please indicate on the five-point scale provided ("not at all" to "very much") to what extent the following factors prevent you from delivering high-quality teaching.

	<i>not at all</i>	<i>slightly</i>	<i>moderately</i>	<i>much</i>	<i>very much</i>
(1) Lack of protected preparation time during working hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Insufficient coordination between/among teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) Lack of opportunity to implement individual teaching concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) Lack of didactic training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Of these, please indicate the three most important barriers against the delivery of high-quality teaching by ticking the appropriate boxes (numbers refer to the parenthetic numbers in the above list).

The <u>most important</u> barrier for me is the factor with number:	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
	<input type="checkbox"/> 4		
The <u>second most</u> important barrier for me is the factor with number:	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
	<input type="checkbox"/> 4		
The <u>third most</u> important barrier for me is the factor with number:	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
	<input type="checkbox"/> 4		

If you feel there are additional barriers that have not been included in our list please enter your comments in this box:

There are two more questions on your personal teaching situation:

Please indicate on the five-point scale provided ("not at all" to "very much") to what extent the following factors would facilitate the delivery of high-quality teaching.

Section 3 [Continuation]

	not at all	slightly	moderately	much	very much
(1) Recognition for good teaching performance (e.g. by the faculty, head of department or direct supervisors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Individual incentives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) Positive student feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) Time off as a reward for high quality teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) Protected preparation time during working hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Of these, please indicate the three most important factors that would facilitate your delivery of high-quality teaching by ticking the appropriate boxes (numbers refer to the parenthesis numbers in the above list).

The <u>most important</u> facilitator for me is the factor with number:	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
The <u>second most</u> important facilitator for me is the factor with number:	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
The <u>third most</u> important facilitator for me is the factor with number:	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
	<input type="checkbox"/> 4	<input type="checkbox"/> 5	

If you feel there are additional facilitating factors that have not been included in our list please enter your comments in this box:

Section 4

Have you ever attended didactic training sessions? Yes No

Are you aware of any didactic training programmes at your medical school? Yes No

If so, which of the following factors have prevented you from attending (multiple selection is possible)?

- | | | |
|--|--|--|
| <input type="checkbox"/> At my medical school, no programmes are offered | <input type="checkbox"/> Programmes are offered, but I think that they are not helpful | <input type="checkbox"/> My supervisor does not support my participation |
| <input type="checkbox"/> I do not have time to attend | <input type="checkbox"/> The offered programmes are too expensive | <input type="checkbox"/> Other |

Should participation in didactic trainings be a prerequisite for promotion to a position equivalent to a lecturer (e.g. assistant professor)? Yes No

Section 4 [Continuation]

Please indicate on the five-point scale provided ("very unimportant" to "very important") your perceived importance of various contents of teacher training programmes.

	<i>very unimportant</i>	<i>rather unimportant</i>	<i>neutral</i>	<i>rather important</i>	<i>very important</i>	<i>I do not know</i>
Overview of medical education in Germany	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific characteristics of the home institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching session planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific characteristics of teaching formats (lecture, seminar, bedside teaching, problem based learning etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting the needs of a diverse student population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical education research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designing practical examinations (e.g. OSCE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designing oral examinations (e.g. Mini-Cex)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designing written examinations (e.g. multiple-choice-questions, true/false-items, key-feature-questions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 5

Do you regularly receive the evaluation results of your teaching sessions? Yes, always Yes, sometimes No, never

If you selected one of the two positive options for the previous question, please indicate the utility evaluation results have for you (multiple selection is possible)?

- Feedback Improvement of my own teaching Quality assurance
- Comparison with fellow teachers Increase of my own motivation No benefits at all

Have you ever improved your teaching based on your evaluation results? Yes nein

Section 5 [Continuation]

In your opinion, which type of evaluation is most useful (multiple selection is possible)?
Data collection tools may comprise various formats, e.g. discussions, scaled questionnaire items, free-text comments)

- | | | |
|--|---|---|
| <input type="checkbox"/> Individual evaluation (the individual teacher is evaluated by specific criteria) | <input type="checkbox"/> Course evaluation (the teaching session is evaluated by specific criteria) | <input type="checkbox"/> Evaluation of learning outcome / learning outcome in percentages (the students learning outcome is evaluated / calculated) |
| <input type="checkbox"/> Global ratings (general evaluation of teaching sessions, teachers etc. by one rating) | | |

Which evaluation format do you prefer for the assesment of your teaching performance (multiple selection is possible)?

- | | | |
|---|---|--|
| <input type="checkbox"/> Scaled items | <input type="checkbox"/> Free-text comments | <input type="checkbox"/> Feedback by a coach / trainer |
| <input type="checkbox"/> Group feedback conversations with students | | |

Thank you very much for taking the time to complete the questionnaire.