



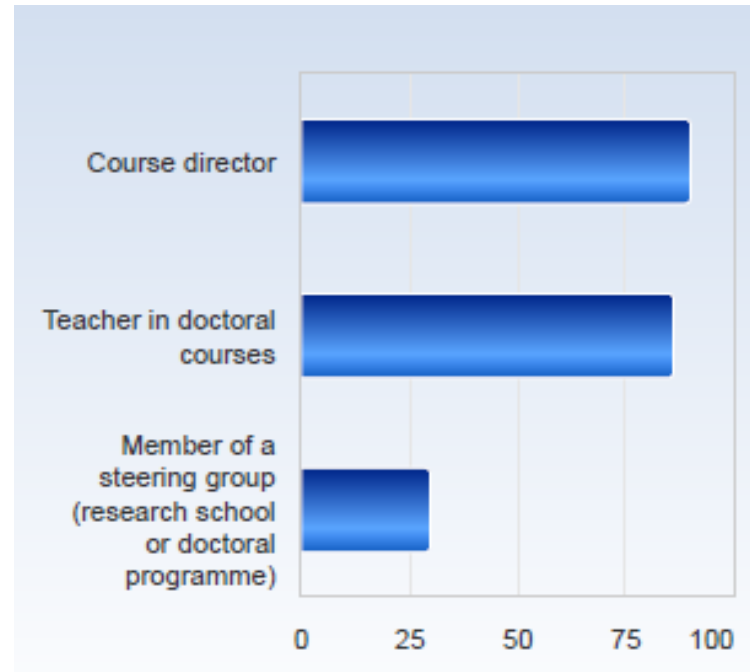
Karolinska
Institutet

Outcome of survey on pedagogical experience and training within doctoral education

Course and Programme Committee
2025

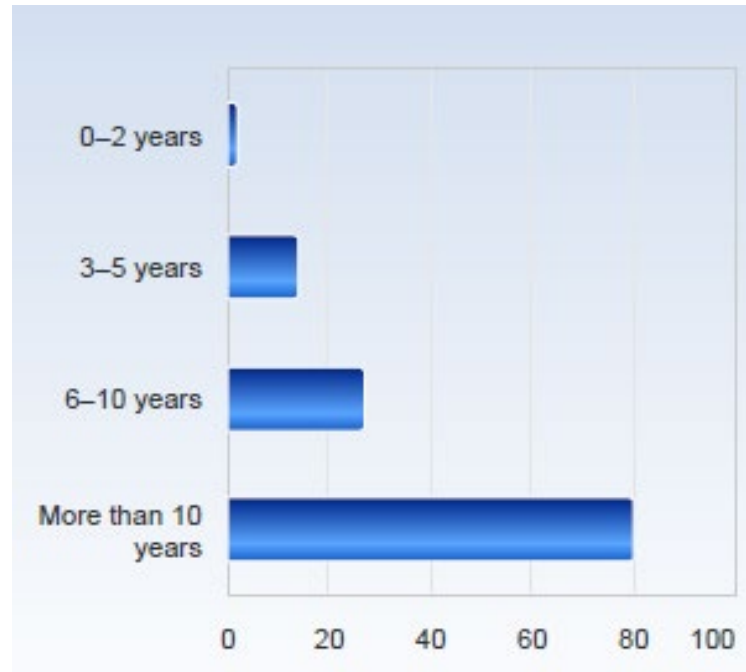


In which role(s) are you answering this survey? *(Multiple answers allowed)*

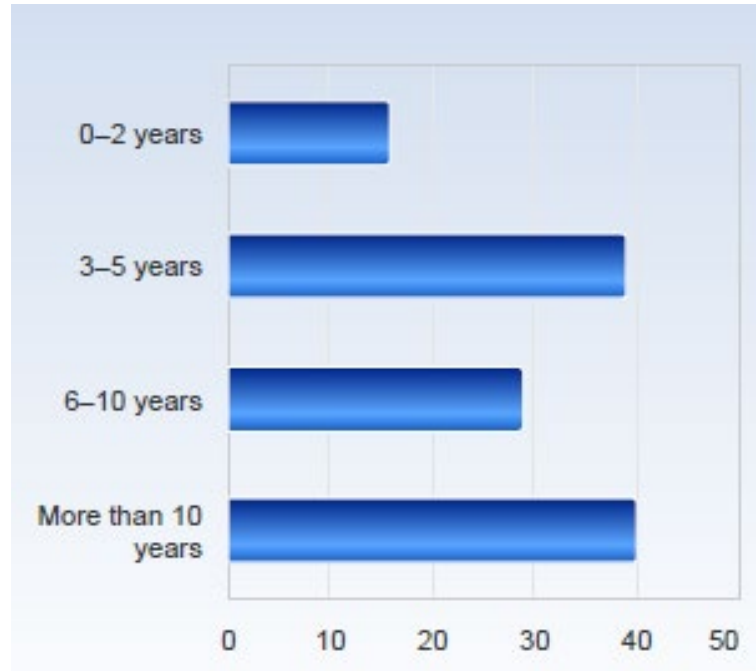




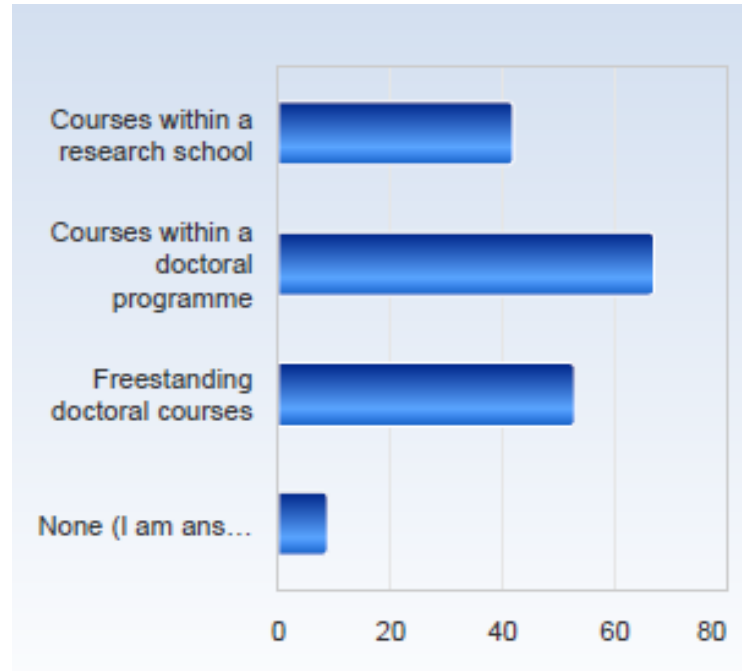
How many years of teaching experience at university (any educational level) do you have in total?



How many years of teaching experience in doctoral courses do you have?



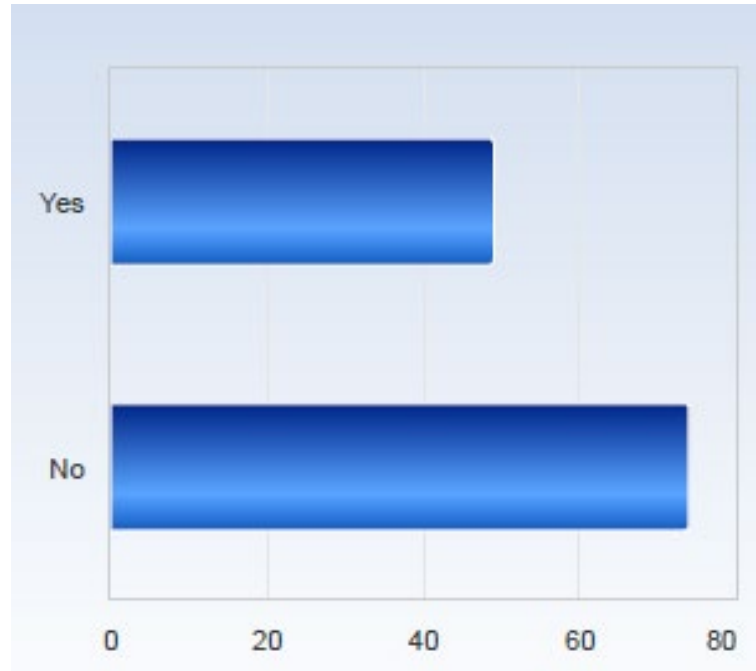
During the past three years, what has your teaching within doctoral education at KI included? *(Multiple answers allowed)*



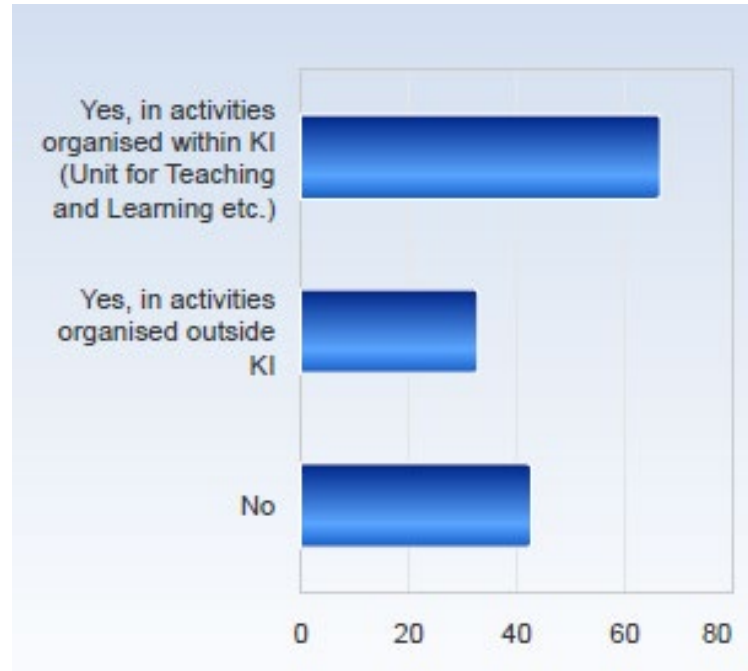
How many weeks of formal training in teaching and learning in higher education (at KI or elsewhere) have you completed?
(Note: The number of weeks refers to full-time study)



Have you completed a course in course design as part of your pedagogical training (at KI or elsewhere)?



Have you participated in other pedagogical development activities (other than courses) during 2020–2025? *(Multiple answers allowed)*



From your perspective, what are the most important factors for strengthening pedagogical development and support for teachers in KI's doctoral education?

Categories *(generated by AI)*

Collaboration & Community

Curriculum & Content Development

Leadership & Strategic Support

Mentorship & Supervision Quality

Pedagogical Training & Competence

Recognition & Incentives

Resources & Infrastructure

Student-Centered Approaches

Categories *(generated by AI)*

Collaboration & Community

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Resources & Infrastructure

Student-Centered Approaches

Peer interaction & networking: Discussions with other teachers, peer-to-peer networks, critical friend schemes, and exposure to good teaching examples.

Collaborations & inspiration: Collaborations with educators at other universities, meetings with colleagues, and seminars on effective teaching practices.

Professional development: Forums, accessible pedagogical courses (including online), short focus courses, and discussions with course directors.

Practical engagement: Testing classroom strategies, peer mentoring, observing others teach, and engaging with pedagogical research beyond KI.

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Collaboration & Community

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Student-Centered Approaches

Standards & alignment: Encourage doctoral course leaders to follow undergraduate-style standards, including examinations, and constructive alignment.

Guidance & recourses: Provide early guidance and templates for course design, content updates, and lecture preparation.

Content quality: Ensure content is relevant, evidence-based, inclusive, and grounded in subject expertise.

Course lifecycle & rigor: Support the full course lifecycle and promote scientific rigor throughout the program.

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Student-Centered Approaches

Continuous training & support: Provide tailored workshops and pedagogical training for course directors, supervisors, and teachers.

Guiding framework: Develop a central plan for PhD-level course design and teaching activities.

Reduce bureaucracy: Minimize unnecessary administrative tasks and provide technical and AI support.

Protected time & recognition: Allocate dedicated time for course development and formally recognize pedagogical excellence through career paths and awards.

Community & feedback: Establish forums for experience-sharing and systematically gather student feedback to guide course improvement.

Local context: Consider departmental needs and local scientific cultures when planning courses and training.

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Student-Centered Approaches

Mentorship: Pair junior teachers with experienced mentors to discuss pedagogical questions and techniques.

Peer discussion: Engage in regular 2:2 discussions for feedback and reflection on teaching activities.

Accessible support: Ensure it is easy to get help and constructive feedback when needed.

Continuous development: Encourage ongoing reflection and development of courses and teaching practices, with dedicated time and recognition (appreciation, compensation, etc.).

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Student-Centered Approaches

Motivation & teaching quality: Teachers should be genuinely motivated to teach and apply pedagogical knowledge, including culturally appropriate approaches.

Mandatory pedagogical training: Key courses (e.g., GHPD or equivalent) should be required for course organizers to ensure qualified teaching and benefit for students.

Flexible courses: Offer short, practical, and focused courses/seminars (online or in-person) on teaching methods, course design, digital tools, assessment, AI integration, and ITK platforms. Consider multiple scheduling options to fit teachers' busy calendars.

Career recognition: Acknowledge pedagogical development in career paths and workload allocation. Ensure only trained teachers can organize courses.

Continuous development: Support ongoing reflection, skill updates, and exposure to best pedagogical practices, with follow-up courses after initial teaching experience.

Course quality improvement: Strengthen course content by making training practical, relevant, and up-to-date, reducing repetition and low-value activities.

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Student-Centered Approaches

Recognition & incentives: Increase the merit value of teaching and pedagogical training in career progression and compensation.

Financial support: Provide salary/time for course leadership funding for pedagogical development, ensuring teaching does not hinder research.

Motivation for excellence: Encourage and reward teachers who create exceptional courses, stay updated on pedagogical approaches, and engage in continuing education.

Tailored training: Offer pedagogical courses specific to different levels, backgrounds, and experience, and encourage participation from postdocs onward.

Time & resources: Allocate sufficient time and support for teaching, course development, and participation in pedagogical forums or networking events.

Cultural shift: Foster a university culture that values and prioritizes education, pedagogical development, and meaningful teaching experiences alongside research.

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Student-Centered Approaches

Time & workload: Teachers need sufficient time for course preparation, material development, grading, and administration

Funding & incentives: Secure salary, research funding, and KI funding for pedagogical development. Incentives should be meaningful and professional, not just CV-boosters.

Pedagogical development: Access to high-quality courses, peer exchange forums, critical friends, and opportunities for continuous collegial learning to prevent isolation.

Technical and administrative support: Competent course administrators and technical support (microphones, cameras, AI tools) are essential for hybrid or recorded teaching.

Flexibility: Processes for course approval, cataloguing, and administration should accommodate unforeseen changes.

Recognition of effort: Allow time and resources for course preparation and material development, enabling reuse and sustained improvement of teaching quality.

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Student-Centered Approaches

Course enrollment flexibility: Current requirement for a minimum of 8 KI students limits smaller but important courses.

Student-centered course design: Identify student needs and tailor courses accordingly.

Student engagement: Difficulty maintaining attention in lectures (phones, multitasking) can be demotivating. Teachers need support to address engagement without fear of negative evaluations.

Managing performance expectations: Teachers need backing to provide clear feedback when students underperform, without risking complaints or poor course evaluations.

Pedagogical development: Opportunities to learn participatory and interactive teaching, motivate Gen-Z students, and observe other instructors (online or in-person).

Feedback and improvement: Structured feedback from course analyses to refine teaching.

Please discuss in four groups

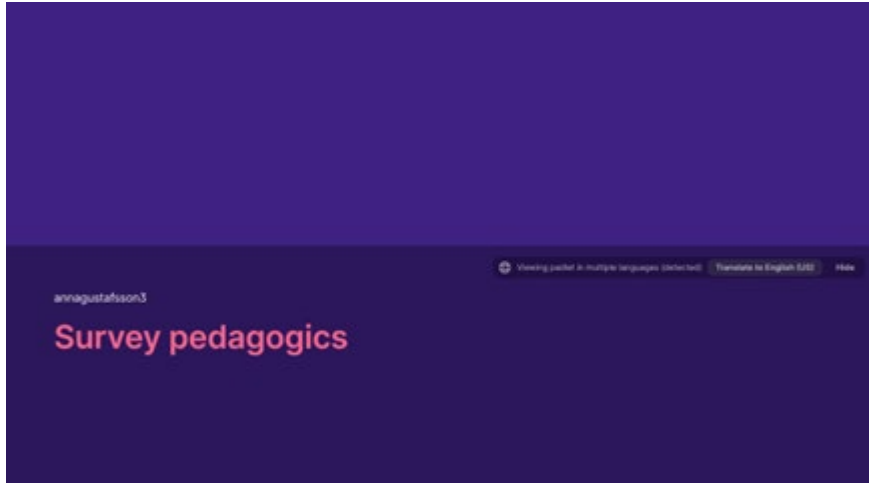
Categories (<i>generated by AI</i>)	Group
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Recognition & Incentives	3
Resources & Infrastructure	4
Student-Centered Approaches	4

Suggestions for next steps – how can we make use of the survey results?

- **What is already working well and could be shared more widely?**
(For example, effective methods or practices within a program, or activities/support offered by UoL.)
- **What areas would benefit from further development?**

Group discussions at the biannual meeting with research schools and doctoral programmes

19 November 2025



The four groups (see previous slide) summarised their discussions using Padlet.

Group 1

Collaboration and community

- Important with formal and informal support networks; who to ask, do's and don't's
- Research schools have a natural cohort structure and a curriculum that doctoral students follow, the doctoral course programmes often not

Important to help new course directors or teachers to a good start

Curriculum & content development

- Who develops the curriculum - present and previous course directors, curriculum meetings
- Important with feedback from the student participants, using a quality cycle
-

Group 2

Leadership & Strategic support

Strategic Support - Skapa forum t.ex. på canvas, för att dela kunskap och mallar som underlättar för nya kursgivare

Reduce bureaucracy - streamline documentation for course organizers, use the canvas course template and add on functions for course analyze, course report, student feedback, and feedback from research education program coordinator. After approved course analysis - rekvisition is created and sent for signature and directly to economy. Also create add-on for reporting to Ladok.

Paedagogical training & competence

Working well

- As a new course organiser you have support to ensure a certain quality. For example, receiving a checklist of practical things that need to be done. **To improve:** However, sometimes people do not read. There needs to be at least a mandatory meeting to give a proper introduction (present in research schools?).
- Gather all course responsables together and discuss the flow of information between the courses. This ensures that there are no duplicate lectures across courses. **To improve:** However, it is challenging to bring them together in one room. It seems to be easier for research schools.

To consider in the future

- It would be beneficial to have an initial course about administration so when the course organisers are meeting the programme director then paedagogics are being discussed. A solution could be to have a mandatory online course to make sure the admin part is well understood.

Recognition & incentives

Working well

- As an early researcher you should get involved in paedagogics. A lot of the course organisers are doing it because it is needed for their career.
- Combined courses with master's students. This supports the teachers seeing motivated students. There is a different atmosphere that is helping everyone involved.

To consider in the future

- Can we get free coffee for the courses. Basically financial resources and support. A sandwich could motivate both students and organisers to talk to each other and mingle.
- What matters at KI is to bring money and publish, not organise courses. Note to have a look at the new portfolio to check the validity of this statement.

Resources & infrastructure, student-centered approaches

- good communication with colleagues at CFU.
- Balance between giving the course leaders autonomy and giving too much feedback.
- Need for flexibility in budget of courses.



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