Teacher professional development and academic educational innovation – PRODID project

This dataset is obtained by merging three different datasets coming from the University of Padua. The reference is the 2012-2013 academic year.

The first one is the standard online survey carried out by the University to measure students' opinions on the didactic activities. It involves all students who have been attending lessons of bachelor degree courses. Students were asked to express their level of satisfaction on a scale from one to ten (being one the lowest level) to a set of eighteen items (seven if the student attended less than 30% of the lessons).

The second one is the administrative dataset that collects information on the teachers and the didactic activities of all Padua academic institutions (the educational offer).

The third one is an innovative dataset, collected by means of a new online survey aiming at providing a picture of the teaching experiences developed in the university classrooms. Indeed, the University of Padua in 2013 promoted the *PRODID* ("Teacher professional development and academic educational innovation" – in italian "Preparazione alla professionalità docente e innovazione didattica") with the purpose of developing an integrated system to improve teaching competences and academic innovation. The PRODID project promoted a research-based approach to creating training programs, faculty learning communities, pilot experimental contexts where teaching innovation could be tested and monitored. Following an evidence-based approach, the project aimed at highlighting teachers' needs, beliefs and practices of teaching and learning, which may constitute a privileged context for the development of innovative teaching activities within the institution (Felisatti and Serbati, 2014; Dalla Zuanna et al., 2016). The final questionnaire is composed by three sections.

The first section focuses on *practices* developed by the Padua professors in their teaching activities (1 = "Yes"; 0 = "No"). The focus is on the didactic activity:

Q01 – Active learning

Q02 – External contributors

Q03 – Student progress monitoring

Q04 – Integrated evaluation tools

Q05 – Teaching considering students ratings

Q06 – Teaching in English lead to change teaching

Q07 – Teaching supported by multimedia materials

Q08 – Production of multimedia teaching materials

Q09 – Advanced use of online platforms

The second section deepens teachers' *beliefs, needs* and *feelings* about teaching in higher education. Differently from the first section, here the focus is on the person, with his/her way of thinking. Twenty questions are collected, in a scale from one (fully disagree) to seven (fully agree).

Beliefs:

Q13 – Must transmit theoretical knowledge

Q14 – Active teaching stimulate learning

Q15 – Student cooperation useful

Q16 – Advanced technologies promotes student learning

Q17 – Student opinions relevant

Q18 – Single exam better than integrated exam

Q19 – Teacher opinion should be asked

Q20 – Customize teaching according to student needs

Q21 – Teaching in English is an added value

Needs:

Q22 – Make syllabus coherent with learning outcomes

Q23 – Adapt teaching proposal to student training

Q24 – Acquire assessment tools on student learning

Q25 – Consulting teaching experts

Q26 – Training seminars on educational topics

Q27 – Discuss teaching methods

Q28 – Support to integrate technologies in teaching

Feelings:

Q11 – Real passion for teaching

Q12 – Teaching exciting experience

Q29 – Real passion for research

Q30 – Research exciting experience

The third section focuses on teachers' *excellences*, that are collected through some open-ended questions (not available in this dataset).

For confidentiality reasons, the answers to some questions are not provided.

References

Dalla Zuanna G., Clerici R., Paccagnella O., Paggiaro A., Martinoia S. and S. Pierobon (2016). Evaluative research in education: a survey among professors of University of Padua. *Excellence and Innovation in Learning and Teaching* 1, 17-34.

Felisatti E. and A. Serbati (2014). The professional development of teachers: from teachers practices and beliefs to new strategies at the university of Padua. *Proceedings of the ICED conference Educational development in a changing world*, Stockholm, 16-18 June 2014.

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