

Curriculum Viability Teacher questionnaire

Authors: Rehan Ahmed Khan^{1,2}, Annemarie Spruijt³, Usman Mahboob⁴ Mohamed Al Eraky⁵ Jeroen J. G. van Merrienboer²

- 1 Islamic International Medical College, Riphah International University, Rawalpindi, Pakistan
 - 2 School of Health Professions Education, Maastricht University, Maastricht, the Netherlands.
 - 3 Faculty of Veterinary Medicine, Utrecht University, Utrecht, the Netherlands.
 - 4 Institute of Health Professions Education and Research, Khyber Medical University Peshawar, Pakistan
 - 5 Imam Abdulrahman Bin Faisal University, Saudi Arabia
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Name of the participant (optional)

Department (Select one)

- Basic Sciences
- Clinical Sciences
- Para Clinical

Designation (Select one)

- Professor
- Assoc. Professor
- Assistant Professor
- Senior Registrar / Senior Lecturer
- PG Trainee / Lecturer / Medical Officer

Experience (Select one)

- less than 5 years
- 5-10 years
- 11-15 years
- 16-20 years
- more than 20 years

Qualification in medical education (Select one)

- PhD Medical Education
- Master's in medical education
- Diploma in Medical Education
- Certificate in Medical Education
- Workshops
- None

Are you involved in the development of the curriculum?

- yes
- no

Are you a module coordinator or module director?

- yes
 - no
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1-Educational Program (EP) Inhibitor						
1	The contents I teach to my students are relevant to the intended learning outcomes of the curriculum (e.g., doctor as a professional, leader, communicator, researcher, etc.). *	5	4	3	2	1
2	In my institution, the content taught in one course/module helps the students to understand the related concepts in other courses/modules. *	5	4	3	2	1
3	The curricular content taught in my institution contributes to making students good doctors. *	5	4	3	2	1
4	I use different assessment tools to assess knowledge, skills, and attitude in a course. *	5	4	3	2	1
5	I construct assessment items according to the blueprinting for an exam. *	5	4	3	2	1
6	I provide regular constructive feedback to my students.	5	4	3	2	1
2-Disciplinary culture (DC) Inhibitor						
7	The attendance of faculty on campus is strictly monitored through biometric thumb impressions.	5	4	3	2	1
8	Students are fined if they do not adhere to institution policies. *	5	4	3	2	1
3-Social interaction (SI) Inhibitor						
9	My institution offers formal opportunities for enhancing social interaction on educational issues among students.	5	4	3	2	1
10	My institution provides interactive online discussion forums. *	5	4	3	2	1
11	My institution has meeting places for students and teachers for interaction. *	5	4	3	2	1
4-Institutional policies (IP) Inhibitor						
12	Faculty can appeal against institutional decisions without any fear.	5	4	3	2	1
13	My institution's decisions are based on defined policies and procedures.	5	4	3	2	1
14	I have been provided with a clear job description.	5	4	3	2	1
15	My institution gives awards for educational innovation (e.g., development of a new assessment tool, teaching method etc.)	5	4	3	2	1
16	My teaching and research activities are considered equally important for my promotion.	5	4	3	2	1
5-Communication Practices (CP) Inhibitor						
17	In my institution, there are no restrictions on the use of social media such as YouTube, WhatsApp etc. for educational purposes.	5	4	3	2	1
18	In my institution, regular faculty meetings are held at the departmental level where everyone has the right to voice their concerns.	5	4	3	2	1
19	In my institution, the curriculum managers clearly communicate educational changes to the faculty.	5	4	3	2	1
20	In my institution, the faculty share strategies for effective classroom management among themselves.	5	4	3	2	1
21	In my institution, the faculty share their experiences of various instructional designs (e.g., 4C ID, Gagne 9 events) amongst them.	5	4	3	2	1

22	My institutional management shares the educational courses/modules in the curriculum with the faculty.	5	4	3	2	1
6-Faculty involvement (FI) Inhibitor						
23	I am invited to the meetings in which curricular issues are discussed and decisions are made.	5	4	3	2	1
24	My suggestions to update a course/module are given due consideration by committees that make curricular changes.	5	4	3	2	1
25	I have the authority to update the content of course/module in the curriculum.	5	4	3	2	1

- Strongly agree (5)
- Somewhat agree (4)
- Neither agree nor disagree (3)
- Somewhat disagree (2)
- Strongly disagree (1)