

Supplemental Material

CBE—Life Sciences Education

Goodwin *et al.*

Supplemental Materials

Interview Questions

- 1) How far along are you in your graduate program? Tell me a little bit about what you study.
- 2) During your time as a graduate student, have you been a teaching assistant or held another teaching appointment? What did you teach?

Degree of awareness about evidence-based teaching techniques

- 3) Now that you are a graduate student, have you noticed any changes in science education from your time as an undergraduate student? What kinds of changes have you noticed?
- 4) Tell me about your level of familiarity with the concept of student-centered teaching practices versus instructor-centered teaching practices?
- 5) Student-centered teaching strategies are on the rise in educational institutions of all levels. Why do you think that is?
- 6) How do you think these instructional changes will affect science classrooms in the future?
- 7) Can you describe a time when you saw a particular teaching strategy used effectively? What made this strategy effective?

Level of training and experience

- 8) How would you describe your graduate training in various instructional strategies?
 - 9) Who is the person, or people, in your graduate program that trains you in teaching practices?
 - 10) Have you had any influence on your department and/or PI as it relates to teaching practices?
 - 11) Are you confident as an instructor? What do you think might help you to gain more confidence in teaching?
 - 12) Imagine that you are assigned to teach a general biology course next term. You have full control over the course structure. Would you be confident in your ability to design the curriculum and teach the course? What kinds of instructional strategies would you use and why?
 - 13) What type of professional development do you get? What is optional and what is mandatory?
- Perception – is training in evidence-based teaching techniques important for achieving career goals?*
- 14) What do you feel are the strongest aspects of your graduate training program?
 - 15) Do you think your graduate training has prepared you for being a research faculty member at an institution of higher education? What about for being a teaching faculty member?
 - 16) After graduate school, what are your professional goals? For these goals, do you think it will be important to have received training in student-centered teaching?
 - 17) If you could make suggestions to improve your graduate training program in preparing you for your career, what would you suggest?

Demographics

What institution do you currently attend?

What degree are you pursuing?

What is your age?

Do you identify as male, female, or transgender?

What race/ethnicity best describes you?

What is your primary language spoken at home?

How long have you lived in the United States?

Are there any faculty members at your institution who might be valuable to reach out to with regard to student-centered teaching strategies and/or graduate level teaching instruction?