The University of Iceland – Háskóli Íslands (UI/HÍ)

Analysis of teacher motivation, teaching methods and teaching development needs for the University of Iceland

A report based on a survey among teachers

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Purpose and methods

The main purpose of the research project was to study and map teaching methods and teachers' needs for teaching development at the University of Iceland. Because prior studies have indicated that many factors play a role in teachers' behaviour and attitudes towards teaching, we also studied teacher identity, values, motivation to teach, teacher perception of departmental support and a sense of a teaching community of practice. A survey was sent to teachers at the University of Iceland through email. The results are being used to aid in developing faculty development resources, such as online teaching modules and workshops, as well as to work against structural or organizational hindrances that prevent teachers from reaching their full potential. The sample was split between sessional teachers (stundakennarar) and tenured/tenure-track teachers as well as between the five schools of the university to provide more detailed results,

Participants and procedures

The survey was sent through Survey Monkey in the spring of 2022 to tenured and sessional/part time teachers at the University of Iceland via email addresses that were obtained from the Human Relations Office (N=2087).

Funding

The study was performed in cooperation with the Division of Academic Affairs (Kennslusvið) and the Centre for Teaching and Learning (Kennslumiðstöð HÍ) at the University of Iceland and funded through the University of Iceland Research Fund and the University of Iceland Teaching Fund.

Ethical considerations

The Research Ethics Committee for Public Higher Education (Siðanefnd háskólanna um vísindarannsóknir) reviewed the study per Icelandic and university regulations. Answering the survey served as a consent for participation in the study.

Survey development

We used a survey that we had previously developed, validated and used at the School of Health Sciences (HVS) and adjusted it to the characteristics of university teachers in general (Snook et al., 2019; Snook et al., 2021). The survey was based on an intensive literature review of faculty development surveys and the AMEE guidelines for developing surveys in educational research (Artino et al., 2014). It included a validated connectedness scale, motivation and identity scales, and single items. We used a six-point Likert scale for statements, from *strongly disagree to strongly agree*, as well as the scales *never, seldom, sometimes, often, very often/always*, and *no need, very little need, little need, some need, much need* (see the results section).

Self-determination theory proposes that individuals have three basic psychological needs, autonomy, competence, and relatedness, all essential for personal wellbeing. These promote motivation. According to self-determination theory (SDT), several factors within and outside a person influence his or her actions (Ryan & Deci, 2000). Intrinsic

motivation is associated with an inner enjoyment and considered the most self-determined. External regulation is connected to extrinsic motivators, such as rewards and external demands. Identified regulated motivation is mostly associated with values, beliefs and commitments. Research has shown that the three factors, autonomy, competence, and relatedness predict intrinsic and identified regulated motivation (Stupnisky et al., 2018). Identity is also an influential element that drives actions and thoughts and determines how individuals present themselves to others (Beauchamp & Thomas, 2009). Several factors in the teaching environment can affect teaching identity. Connectedness with colleagues is one factor that has been shown to be related to the growth of teaching identity (van Lankveld et al., 2017) and thus important in the working context. For more information about these factors read Snook & Schram, 2025.

Research questions included the following:

- To what extent did teachers receive adequate preparation to teach?

- What kind of teaching strategies are teachers currently using in their courses?

- What are teachers' needs regarding their teaching development?

- In what ways would they like to acquire this knowledge and skills (formats/modalities)?

- To what extent are teachers motivated to work on the quality of their teaching? (Why do they teach? How do they feel about teaching? What would encourage them to want to improve their teaching?)
    - Intrinsic Motivation Scale (IM; 4 items; α = 0.86)
    - Identified Regulation Motivation Scale (IR; 3 items; α = 0.80). Prompt: I teach because...
    - Extrinsic Motivation Scale (Appreciation) (EM; 4 items; α = 0.76). Prompt: I would be motivated to improve my teaching methods if...
- How strong is teachers' identity as teachers?
    - Identity scale (ID; 4 items; α = 0.80)
- To what extent do teachers experience connectedness to their colleagues and their department?
    - Connectedness scale (3 items; α = 0.78)

Data Analysis

Statistical tests were performed in SPSS and Excel for descriptive data. Data analysis included frequencies and weighting of responses. T- tests were used to compare

tenured faculty and sessional faculty. It was decided to only include sessional/part-time teacher data if they taught more than 10 hours a year as it was felt that these teachers would be more invested in teaching. Additionally, we used a one-way ANOVA with a post-hoc Tukey's test in SAS 9.4 to determine differences between the five schools of the university. Chi square tests were used to ensure a similar distribution between the five schools and to test if the sample was representative for gender.

Results

Of the 2087 email invitations that were sent to the teachers at the University of Iceland in the spring of 2022, 555 responses were received, a response rate of around 27%. In the sample, over 12% (n=51) were under 40 years of age, 25% (n=89) between 40 and 49, 33% (n=116) between 50 and 59 and 28% (n=98) over 60 years of age. Over 40% (n=142) of participants identified as male and 57% (n=199) as female. Over 48% had worked more than 10 years at the University of Iceland. Of the responses, 19% were from the School of Social Sciences, 42% from the School of Health Sciences, 14% from the School of Humanities, 13% from the School of Education, and 12% from the School of Engineering and Natural Sciences. Fifty-nine participants (17%) did not indicate their department/School and subsequently were not included in the across the schools analysis. Regarding academic position, 75% were tenured or tenure-track and 25% were sessional teachers. In the analysis, unfinished surveys and surveys from sessional teachers who taught ten hours or less were removed, leaving 353 responses to be analyzed. The number of sessional/part-time faculty within the five schools was 16 (29%), 39 (31%), 8 (19%), 4 (11%), and 10 (28%), respectively. According to Chi Square testing, the distribution of the sample was representative of the distribution of faculty across the five schools and representative of the population with respect to gender.

Below are tables and figures detailing the results. All percentages in the tables consist of those selecting *agree* and *strongly agree*, excluding *somewhat agree*. The figures include those who selected *somewhat agree*.

Preparedness for teaching and perceived connectedness with department/colleagues

Results indicate that 60% of teachers agreed or strongly agreed (excluding those responding somewhat agree) that they had received limited or no instruction in how to teach before they began teaching and 56% would have liked more (see Table 1). Figure 1 shows that if the group that answered *somewhat agree* is included, the number increases to 75% and 81% respectively.

Of the teachers, 44% agreed or strongly agreed that they perceived a strong connection to their departmental colleagues but fewer than that agreed they had a colleague they could consult with. They rated lowest the statement that other teachers shared their teaching practices. The number of participants responding *somewhat agree* is, however, substantial. Figure 1 shows more details.

Table 1

*Preparedness for teaching and perceived connectedness. Connectedness scale (3 items). All teachers.*

Statement	%	Means	SD	Interpretation
I received limited or no instruction in how to teach before I began teaching	60	4.5	1.6	Somewhat agree to agree
I would have liked more instruction in how to teach before I began to teach	56	4.5	1.3	Somewhat agree to agree
I feel a strong connection to my department/ colleagues	44	4.1	1.5	Somewhat agree
Members of my department frequently share teaching practices they have found to be successful	32	3.8	1.4	Somewhat disagree to somewhat agree
I have specific departmental colleagues whom I would look to for help if I wanted to improve my teaching methods	37	4.0	1.4	Somewhat agree
Connections Scale Score	35	3.9	1.2	Somewhat agree

Note. Likert scale: 1=strongly disagree, 2=disagree, 3= somewhat disagree, 4= somewhat agree, 5=agree, and 6=strongly agree, % = % agree + % strongly agree

Figure 1

Preparedness for teaching and perceived connectedness. The percentage that answered per all Likert scale points. All teachers.

HÍ - Preparedness for teaching and perceived connectedness
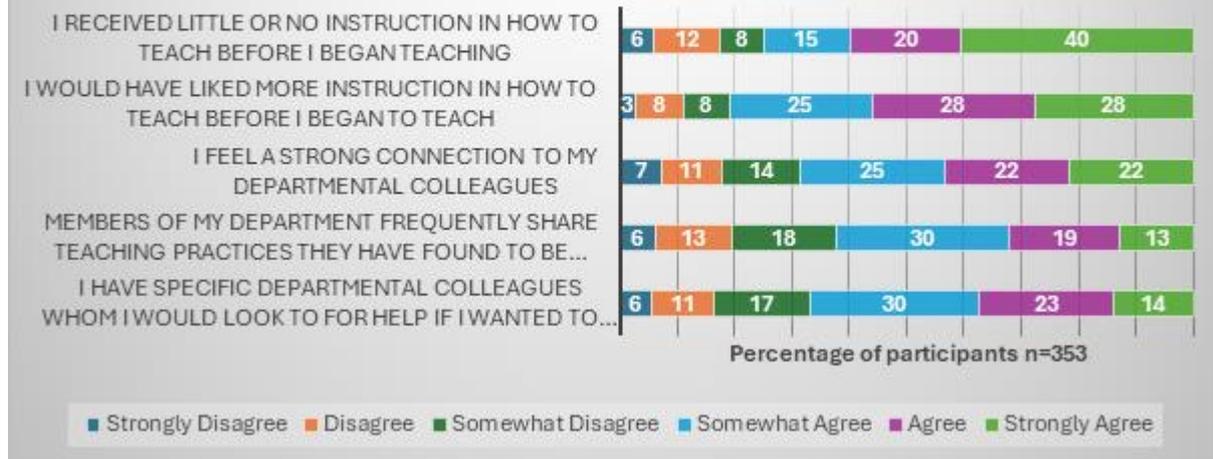
There were some significant differences between the responses for tenured faculty (TF) and sessional faculty (SF). Sessional faculty perceived significantly less connection to their colleagues and their department and experienced less sharing and discussions of teaching methods (see Table 2).

Table 2

Preparedness for teaching and perceived connectedness. Comparison: Tenured faculty/sessional faculty.

Statement	Means		p value
	TF	SF	
I received limited or no instruction in how to teach before I began teaching	4.4	4.8	0.06
I would have liked more instruction in how to teach before I began to teach	4.5	4.6	0.46
I feel a strong connection to my department/ colleagues	4.3	3.5	<.0001
Members of my department frequently share teaching practices they have found to be successful	4.1	3.0	<.0001
I have specific departmental colleagues whom I would look to for help if I wanted to improve my teaching methods	4.1	3.6	0.0109
Connections scale score	4.1	3.4	<.0001

Note. Likert scale: 1=strongly disagree, 2=disagree, 3= somewhat disagree, 4= somewhat agree, 5=agree, and 6=strongly agree.

There was no difference between the schools regarding their preparation to teach or if they would have liked more instruction before they began to teach. However, the teachers at the School of Education perceive significantly stronger connectedness to their department or colleagues than the School of Health Sciences and the School of Social Sciences (see Table 3).

Table 3

Preparedness for teaching and perceived connectedness. Comparison between Schools

Statement	Means					p value
	SS	HS	HUM	EDU	ENS	
I feel a strong connection to my department/ colleagues	*3.7	3.9	4.1	*4.6	4.5	0.01
Members of my department frequently share teaching practices they have found to be successful	3.7	*3.6	4.0	*4.5	3.7	0.01
I have specific departmental colleagues whom I would look to for help if I wanted to improve my teaching methods	3.9	3.8	4.0	4.5	4.1	0.08
Connections scale score	*3.8	*3.8	4.1	*4.6	4.1	0.002

Note. Likert scale: 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, and 6=strongly agree.

Interest in improving teaching and teaching development participation

Most respondents were quite interested in improving their teaching methods. However, they feel that they lack time to do so. On average, teachers participate in teaching development two to three times a year and believe it is somewhat useful for them (see Table 4 and Figure 2).

Table 4

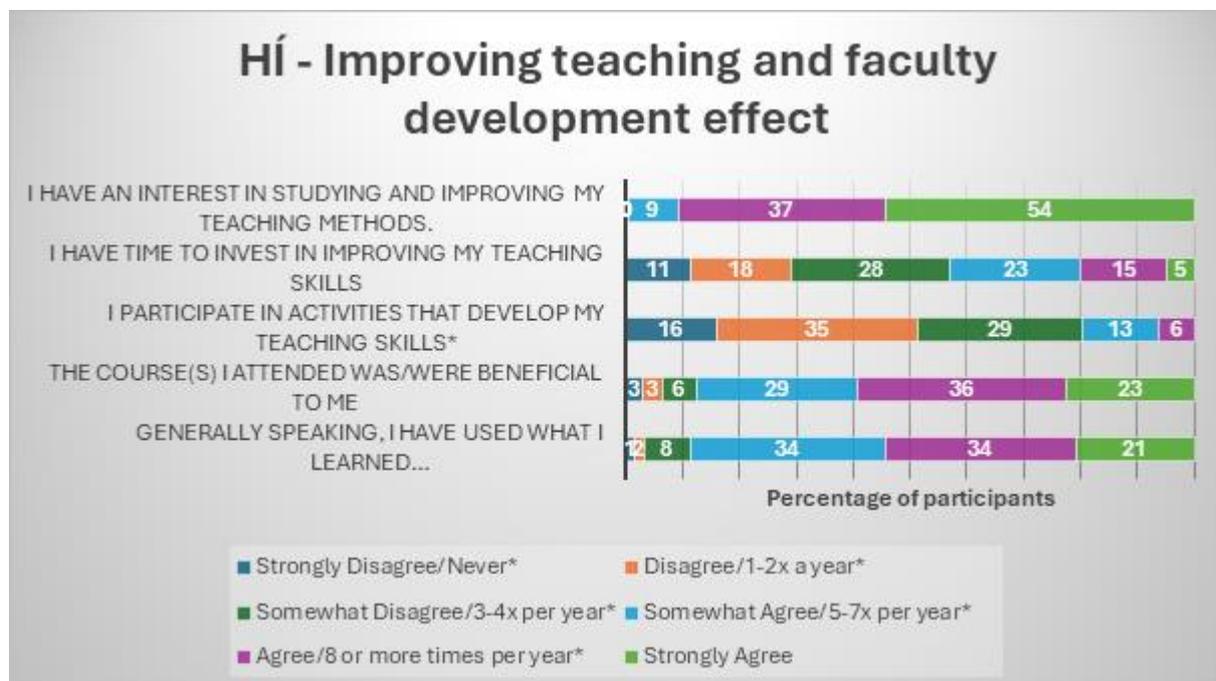*Improving teaching and faculty development effect. All teachers.*

Statement	%	Mean	SD	Interpretation

I have an interest in examining and improving my teaching methods.	91	5.4	0.7	Agree to strongly agree
I have time to invest in improving my teaching skills.	20	3.3	1.4	Somewhat disagree
I participate in activities that develop my teaching skills.		2.6	1.1	2-3x/year
(If participate in 1 or more activities to develop teaching skills), the course(s) I attended was/were beneficial to me.	59	4.6	1.2	Somewhat agree to agree
(If participate in 1 or more activities to develop teaching skills) generally speaking, I have used what I learned…	55	4.6	1.0	Somewhat agree to agree

Note. Likert scale: 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, and 6=strongly agree. % = % agree + % strongly agree. "2" is 1-2x/year and a "3" is 3-4x/year

Figure 2

Improving teaching and faculty development effect. All teachers.

Sessional teachers are equally interested in improving their teaching and similarly lack time for teaching development. However, they participate significantly less in activities

or events that develop their teaching skills or one-to-two times a year (see Table 5). Tenured faculty participate two-to-three times a year.

Table 5

Improving teaching and faculty development effect. Comparison: Tenured faculty/sessional faculty.

Statement	Means		p value
	TF	SF	
I have an interest in examining and improving my teaching methods.	5.4	5.4	0.93
I have time to invest in improving my teaching skills.	3.3	3.3	0.81
I participate in activities that develop my teaching skills. (2 is 1-2x/yr, 3 is 3-4x/yr)	2.7	2.0	<.0001
(If participate in 1 or more activities to develop teaching skills) the course(s) I attended was/were beneficial to me.	4.6	4.5	0.48
(If participate in 1 or more activities to develop teaching skills) generally speaking, I have used what I learned…	4.6	4.3	0.09

Note. Likert scale: 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, and 6=strongly agree.

In the comparison between the schools, there were some interactions (see Table 6). The significant difference between the participation in teaching development activities of the School of Education and the School of Health Sciences was derived from the large number of sessional teachers at the School of Health Sciences (31% vs. 11%) who did not participate as much in teaching development as the tenured teachers. No other interactions were found, so other differences between the types of teachers and schools were real. There were no significant differences between schools in perceived usefulness of attending teaching development activities.

Table 6

Improving teaching and faculty development effect. Comparison between Schools.

Statement	Means					p value
	SS	HS	HUM	EDU	ENS	

I have an interest in examining and improving my teaching methods.	5.4	5.4	*5.3	*5.8	5.4	0.03
I have time to invest in improving my teaching skills.	3.1	3.1	3.2	3.7	3.3	0.08
I participate in activities that develop my teaching skills (2 is 1-2x/yr, 3 is 3-4x/yr).	2.6	*2.3	*3.0	*3.1	2.5	0.0001

Note. Likert scale: 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, and 6=strongly agree.

Summary:

- Teachers would like more preparations before they start to teach, especially sessional teachers

- Teachers want to improve their teaching but they do not have enough time

- Tenured teachers participate in teaching development events 2-3 times a year, but sessionals less or 1-2x/year.

- Tenured teachers experience to some extent connection to their departments/ colleagues, but sessional teachers seem to lack connection.

- In general, teachers at the School of Education perceive a stronger connection to the departments/ units where they work than the other schools. They also have a stronger interest in improving their teaching and participate more often in teaching development events.

Current teaching methods

Discussions and lectures were the most common teaching methods, followed by small group strategies. Teachers taught somewhat online and flipped their classrooms somewhat. Other methods were seldom used (see Table 7).

Table 7

Current teaching methods. All teachers.

I use the following teaching strategies	%	Mean	SD	Interpretation
Discussions	74	4.0	0.9	Often
Lectures/direct instruction	78	3.9	0.9	Often
Small group strategies	61	3.6	1.0	Somewhat to often
Online teaching	40	3.2	1.0	Somewhat
Flipped classroom	36	2.9	1.3	Somewhat

Strategies using computer software	29	2.7	1.2	Seldom to somewhat
Demonstration/simulation/skills training	35	2.6	1.3	Seldom to somewhat
Problem based/case or team-based learning	29	2.6	1.3	Seldom to somewhat
Peer to peer teaching	22	2.6	1.1	Seldom to somewhat
Debate	21	2.5	1.2	Seldom to somewhat
One-on-one teaching	22	2.5	1.2	Seldom to somewhat
Practical training outside classroom	21	2.1	1.3	Seldom

Note. 1=never, 2=seldom, 3=somewhat, 4=often, 5=always, % = % often + % always.

Tenured teachers used student-centered teaching methods, such as small group strategies, flipped classroom, debate or one-on-one teaching more than sessional teachers (see Table 8).

Table 8

Current teaching methods. Comparison: Tenured faculty and sessional faculty.

How often used	Means		p value
	TF	SF	
Discussions	4.0	3.9	0.55
Lectures/Direct instruction (INTERACTION)	3.9	*4.1	0.04
Small group strategies	3.6	3.4	0.09
Online teaching	3.2	3.1	0.22
Flipped classroom	*3.0	2.5	<0.001
Strategies using computer software	*2.9	2.3	<0.001
Demonstration, simulation, skills training	2.7	2.4	0.10
Problem based/case or team-based learning	2.7	2.4	0.07
Peer to peer teaching	*2.7	2.2	0.0013
Debate	*2.6	2.1	0.0032
One on one teaching	*2.6	2.1	<0.001
Practical training outside classroom	2.2	2.1	0.33

Note. 1=never, 2=seldom, 3=somewhat, 4=often, 5=always, % = % often + % always. TF=Tenured Faculty; SF=Sessional Faculty. A significant difference between the higher (**) and the lower value (*).

The teachers at the School of Education use lectures significantly less than the other schools but use all other methods of teaching, such as flipped teaching, online teaching, small group strategies, and debate, significantly more, except for one-on-one teaching (see Table 9). The significant difference between tenured/tenure-track faculty and sessional teachers regarding the use of lectures resulted from the difference in the use of lectures between the schools (interaction). The limited use of lectures at the School of Education influenced the value of the whole for tenured faculty. No other interaction was detectable. All other differences between the two types of teachers were real.

Table 9

Current teaching methods. Comparison between Schools.

How often used	Means					p value
	SS	HS	HUM	EDU	ENS	
Discussion	4.1	*3.8	4.2	**4.5**	*3.2	<.0001
Lectures/Direct instruction	**4.1**	**4.1**	3.8	*3.4	**4.1**	<.0001
Small group strategies	*3.3	**3.6**	**3.7**	**3.8**	*3.0	0.0042
Online teaching	*3.1	*3.0	*3.1	**3.8**	*2.6	<.0001
Flipped classroom	*2.6	*2.7	*2.5	**4.0**	*2.5	<.0001
Strategies using computer software	*2.4	*2.5	2.7	*3.3	3.0	0.007
Demonstration, simulation, skills training	*2.0	**2.8**	2.5	**2.9**	**2.9**	0.0078
Problem based, case or team-based learning	*2.1	**2.9**	*2.0	**3.0**	2.2	<.0001
Peer to peer teaching	*2.5	*2.4	*2.5	**3.3**	*2.2	0.0002
Debate	2.5	*2.3	2.6	**2.9**	*1.9	0.0034
One on one teaching	2.4	2.5	2.7	2.6	2.1	0.24
Practical training outside classroom	*1.5	**2.7**	*1.4	**2.5**	*1.8	<.0001

Note. 1=never, 2=seldom, 3=somewhat, 4=often, 5=always, % = % often + % always. A significant difference between the higher value (**) and the lower value (*).

Teaching development needs

Teachers did not have any strong needs, but several needs came close to being strong (see Table 10). These needs had mostly to do with their working relationship with students, such as motivating and engaging them, encouraging them to be self-directed, and to manage some challenging issues in the teaching context. Other needs were to

learn practical skills such as student-centered strategies, and to improve their skills regarding successful feedback and assessment methods.

Table 10

Teaching development needs. All teachers.

Needs for teaching development	%	Mean	SD	Interpretation
Motivating today's learners (increase engagement)	**83**	**4.1**	0.9	Moderate need
Designing effective assessments for students	**82**	**4.0**	0.9	Moderate need
Encouraging students to be self-directed	**79**	**4.0**	0.9	Moderate need
Manage common teaching challenges, e.g., diversity, dishonesty, disability, and students experiencing difficulties	**80**	**4.0**	0.9	Moderate need
Designing effective teaching strategies for student-centered learning	**78**	**3.9**	0.9	Moderate need
Providing constructive feedback to learners at regular intervals	**72**	**3.8**	0.9	Moderate need
Self-assessing teaching skills/developing a reflective approach to teaching	72	3.8	0.9	Moderate need
Teaching professionalism	68	3.7	1.0	Small to moderate need
Training critical thinking skills in decision-making	69	3.7	1.0	Small to moderate need
Constructing quality test questions and evaluating results	68	3.7	1.1	Small to moderate need
Teaching strategies for large groups	64	3.6	1.1	Small to moderate need
Designing PBL, CBL,TBL activities	67	3.6	1.1	Small to moderate need
Mentoring students and peers	62	3.6	0.9	Small to moderate need
Using educational software in the teaching environment	63	3.6	1.1	Small to moderate need
Small group teaching strategies	64	3.6	1.0	Small to moderate need
Flipped teaching	60	3.5	1.1	Small to moderate need
Developing courses and syllabi	52	3.4	1.0	Small to moderate need

Developing better lecture presentation skills	51	3.4	1.1	Small to moderate need
Communicating your goals and expectations to students	52	3.4	1.0	Small to moderate need
Using demonstration, simulation, and/or skills training in teaching	49	3.4	1.1	Small to moderate need
Teaching for practical skills outside the university	47	3.2	1.3	Small need
Use online social media, e.g. Twitter, Facebook	33	2.8	1.3	Small need

Note. 1=no need; 2=very little need; 3=small need; 4=moderate need; 5=strong need; %= moderate and strong need

There were many similarities for TF and SF, but there was a significant difference in the following needs where SF had a stronger need (SF are the first number):

Develop course and syllabi (3.8 vs 3.3).

Using demonstration, simulation, and/or skills training in teaching (3.6 vs 3.2 - interaction).

Constructing quality test questions and evaluating results (4.0 vs 3.6).

Developing better lecture presentation skills (3.6 vs 3.3.)

Self-assessing teaching skills/developing a reflective approach to teaching (4.0 vs 3.7)

There was an interaction regarding demonstration and simulation. It indicated that the difference between the two types of teachers was a result of different fields of study and different traditions regarding practical training in the schools. There were no other interactions so other differences were real. The differences between schools are described in Table 11. The School of Health Sciences expressed a significantly stronger need than most of the other schools to develop their teaching.

Table 11

Teaching development needs. Comparison between Schools.

Needs	Means					p value
	SS	HS	HUM	EDU	ENS	
Manage common teaching challenges	*3.6	4.0	**4.3	3.8	4.1	0.028
Self-assessing teaching skills/reflection	3.6	**4.0	*3.4	*3.4	3.7	0.0016
Train critical thinking skills	*3.4	**3.9	*3.1	3.5	3.8	0.0004

Construct quality test questions	*3.5	**4.1**	*3.2	*3.4	3.6	<.0001
Design PBL/CBL	3.4	**3.9**	*3.2	3.5	3.8	0.0155
Use educational software for teaching	3.3	**3.8**	3.4	*3.2	3.5	0.0153
Small group teaching strategies	3.5	**3.7**	3.4	*3.1	3.8	0.0269
Develop course and syllabi	*3.2	**3.7**	3.2	3.2	3.4	0.015
Develop better lecture and presentation skills	3.3	**3.6**	*3.0	*3.0	3.4	0.016
Use demonstration, simulation, and/or skills training in teaching	*2.7	**3.7**	*2.3	3.1	3.3	<.0001
Practical training outside classroom	*2.7	**3.7**	*2.3	3.1	3.3	<.0001

Note. 1=no need; 2=very little need; 3=small need; 4=moderate need; 5=strong need; %=moderate and strong need. A significant difference between the higher value (**) and the lower value (*).

Summary

- Teachers' general needs seemed to revolve around their connection to students, to motivate them and encourage them to be self-directed, and to manage common teaching challenges, such as diversity, dishonesty, disability, and students experiencing difficulties. Designing effective assessment and providing effective feedback was also highly rated as well as designing student centered teaching strategies.
- The needs of sessional teachers had more to do with practical training, such as to develop syllabi, assessment and to learn to improve their lecturing. Both groups valued learning to self-assess their teaching skills and develop reflective skills.
- Five of the seven most important needs for teachers in general were also the same for the schools. Teachers at the School of Health Sciences had higher values for all the needs that had a significant difference between the schools, especially compared to the School of Humanities and the School of Education. The value for teachers at the School of Engineering and Natural Sciences was also high.

The type of format/modality desired

The most liked formats for teaching development were one-to-two-hour sessions and connecting teaching development to departmental meetings, as well as presentations by experts outside the university (see Table 12). Online learning and individual or group consultation were also a liked format.

There was no significant difference between tenured faculty and sessional faculty regarding the form of teaching development activities except that TF had a higher preference for teaching development in department meetings (3.9, likely) than SF (3.4,

closer to unlikely, p = .0003). Sessional teachers are usually not a part of these meetings.

There was no significant difference between the schools except for social networking where teachers at the School of Education are more open to the use of social networking for teaching development (3.6, closer to likely to use) than the School of Social Science (2.9, unlikely, p = 0.05). There were no interactions between the types of teachers and the different schools regarding form.

Table 12

Formats/modalities for teaching development programs. All teachers.

Learning format	%	Mean	SD	Interpretation
1–2-hour sessions/workshops	75	3.8	0.9	Likely
As a part of department/division meetings	76	3.8	1.0	Likely
Presentations by experts outside the university	75	3.7	0.9	Unlikely to likely
Online (asynchronous/synchronous)	73	3.7	1.1	Unlikely to likely
Individual or group consultation	66	3.6	1.0	Unlikely to likely
Blended format (online and face to face)	66	3.5	1.1	Unlikely to likely
Videoconference	65	3.5	1.1	Unlikely to likely
Discussion groups (face to face)	61	3.5	1.0	Unlikely to likely
3-hour workshops/seminars	52	3.3	1.1	Unlikely to likely
Electronic networking, e.g., discussion boards	49	3.2	1.1	Unlikely
Full day workshops	35	2.9	1.1	Unlikely

Note. 1=not at all likely; 2=very unlikely, 3=unlikely; 4=likely; 5=very likely. % = % Likely + Very likely

Motivation and teacher identity

Experts suggest FD be based on faculty needs assessment, where faculty are asked about their perceived needs of skills (Steinert et al., 2016; Behar-Horenstein et al., 2014, Schönwetter et al., 2015). They emphasize the need to realize teachers' motivations, values and teaching identity, as these may play a role in their approaches to teaching development. The results from the measurements from the U of I dataset are detailed below.

Participants' motivations are very strong. On a Likert scale from 1- 6, the mean for Intrinsic Motivation (enjoyment) is 5.15, and the Identified Regulated Motivation (altruistic) scale mean was 5.5. Extrinsic Motivation was the lowest or 4.35 (see Tables 13-15). The prompt for that type of motivation was I would be motivated to improve my

teaching methods if… and the statements focused on the following external motivators: financial compensation, peer feedback, forms of appreciation, and student evaluations.

The percentages in the tables correspond to those who responded *agree* and *strongly agree*. The percentages for those answering *somewhat agree* are visible in the figures.

Table 13

IM scale – Intrinsic motivation. All teachers.

Statement	%	Mean	SD	Interpretation
During teaching I am completely in my element	73	5.08	0.98	Agree
I look forward to my next teaching most of the time	65	4.83	1.00	Agree
I enjoy my teaching most of the time	92	5.40	0.72	Agree to strongly agree
Teaching enriches my job	85	5.28	0.79	Agree to strongly agree
IM scale TOTAL – Intrinsic motivation	79	5.15	0.87	Agree

Note. 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, 6=strongly agree, %=% agree + % somewhat agree

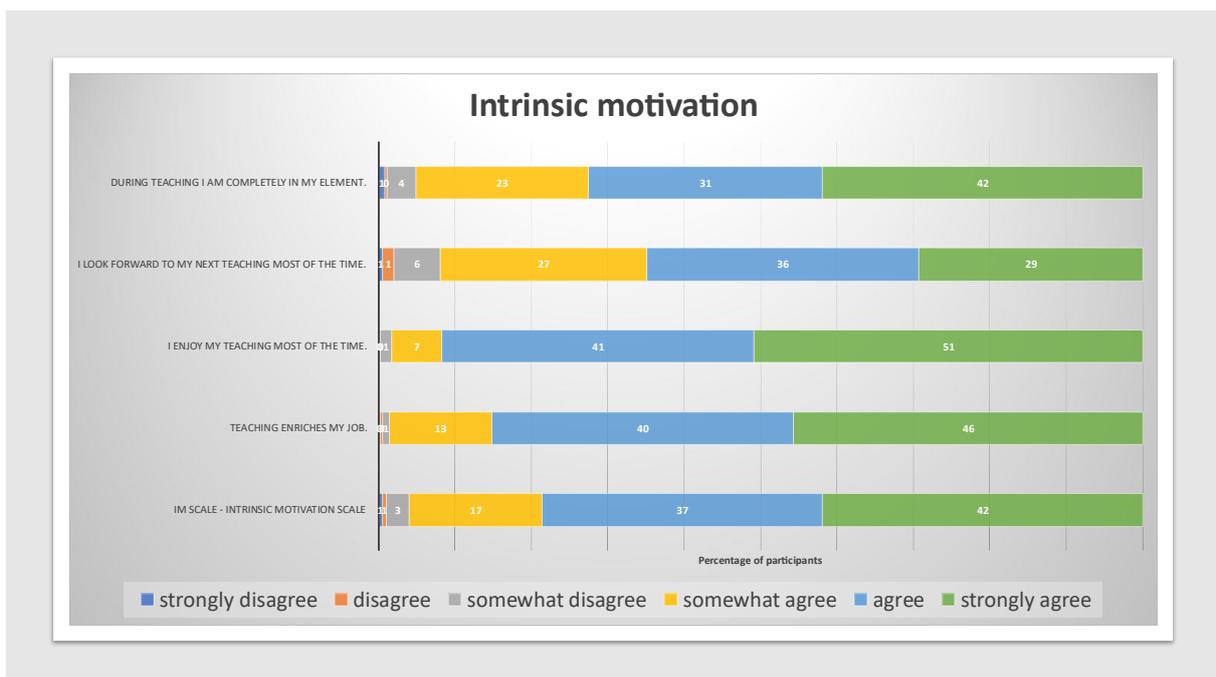**Figure 3**

IM scale - Intrinsic motivation. All teachers.

Table 14

*IR scale – Identified regulation motivation – **I teach because** . . . All teachers.*

Statement	%	Mean	SD	Interpretation
. . . I find the content of my lessons important	96	5.53	0.69	Agree to strongly agree
. . . I am convinced that it is my duty as a specialist to pass on my knowledge	90	5.43	0.78	Agree to strongly agree
. . . I teach because it is important for me to make my contribution to students becoming good practitioners in the future who will be in a similar field	92	5.53	0.75	Agree to strongly agree
IR scale TOTAL – Identified regulation	92	5.50	0.74	Agree to strongly agree

Note. 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, 6=strongly agree, % = % agree + % strongly agree

Figure 4

IR scale – Identified regulation motivation – I teach because . . . All teachers.
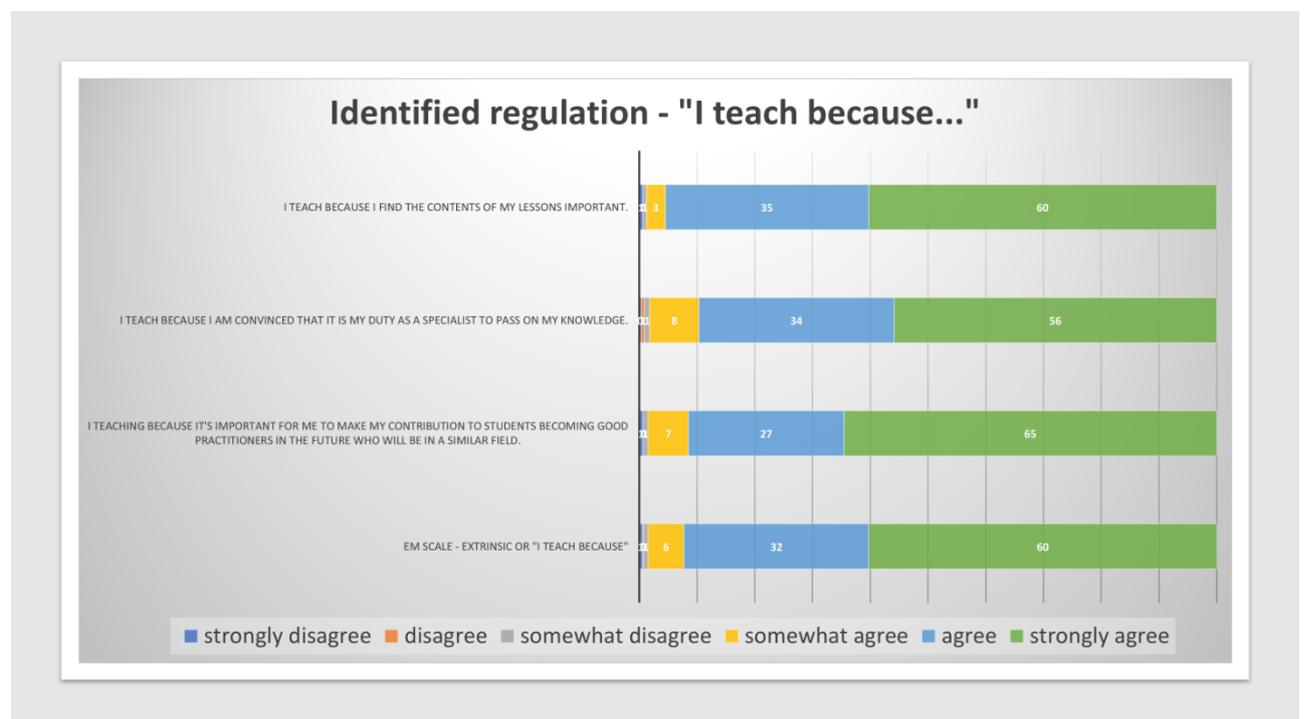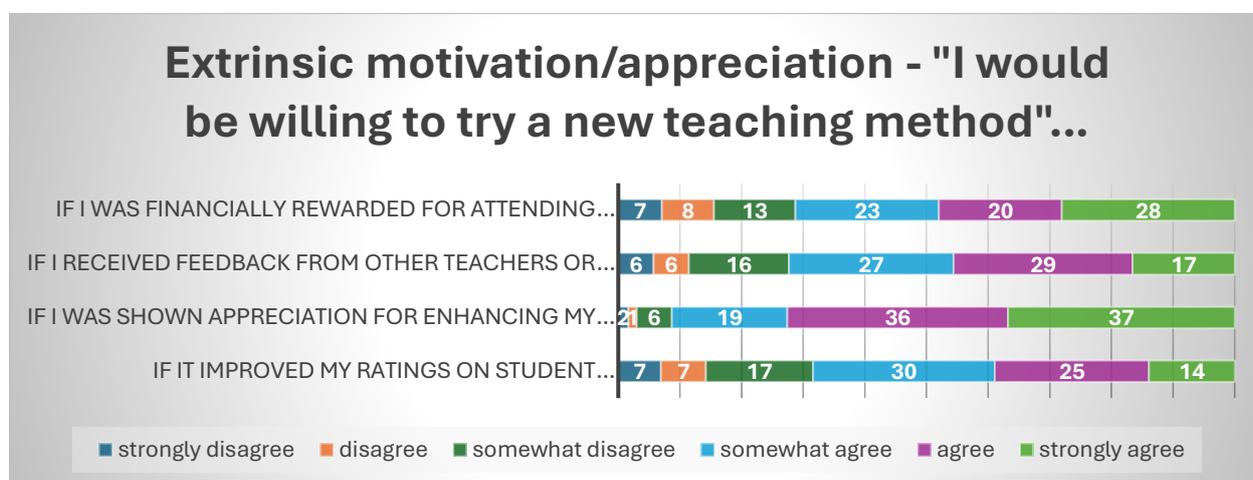
Table 15

EM scale – Extrinsic motivation. All teachers.

Prompt: I would be motivated to improve my teaching methods	%	Mean	SD	Interpretation
If I was financially rewarded for attending courses and workshops on enhancing my teaching	48	4.25	1.54	Somewhat agree to agree
If I received feedback from other teachers or my supervisors on my teaching	46	4.17	1.36	Somewhat agree
If I was shown appreciation for enhancing my teaching methods	73	4.96	1.08	Agree
If it improved my ratings on student evaluations	39	4.00	1.38	Somewhat agree
EM scale TOTAL (appreciation)	52	4.35	1.34	Somewhat agree to agree

Note. 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, 6=strongly agree, % = % agree + % strongly agree

Figure 5

EM scale - Extrinsic motivation/ appreciation – I would be willing to try...

Teacher identity is very strong. Most teachers identify strongly with the teaching profession, and it is important to them that they do well.

**Table 16**

ID scale – Teacher identity. All teachers.

Statement	%	Mean	SD	Interpretation

Success in my teaching is very valuable to me	96	5.69	0.64	Agree to strongly agree
It matters to me how well I do in my teaching	95	5.62	0.64	Agree to strongly agree
Being good at teaching is an important part of who I am	86	5.30	0.83	Agree to strongly agree
Doing well as a teacher is very important to me	92	5.51	0.68	Agree to strongly agree
ID scale TOTAL - Identity	92	5.53	0.70	Agree to strongly agree

Note. 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, 6=strongly agree, % = % agree + % strongly agree

Figure 6

ID scale – Teacher identity. All teachers.
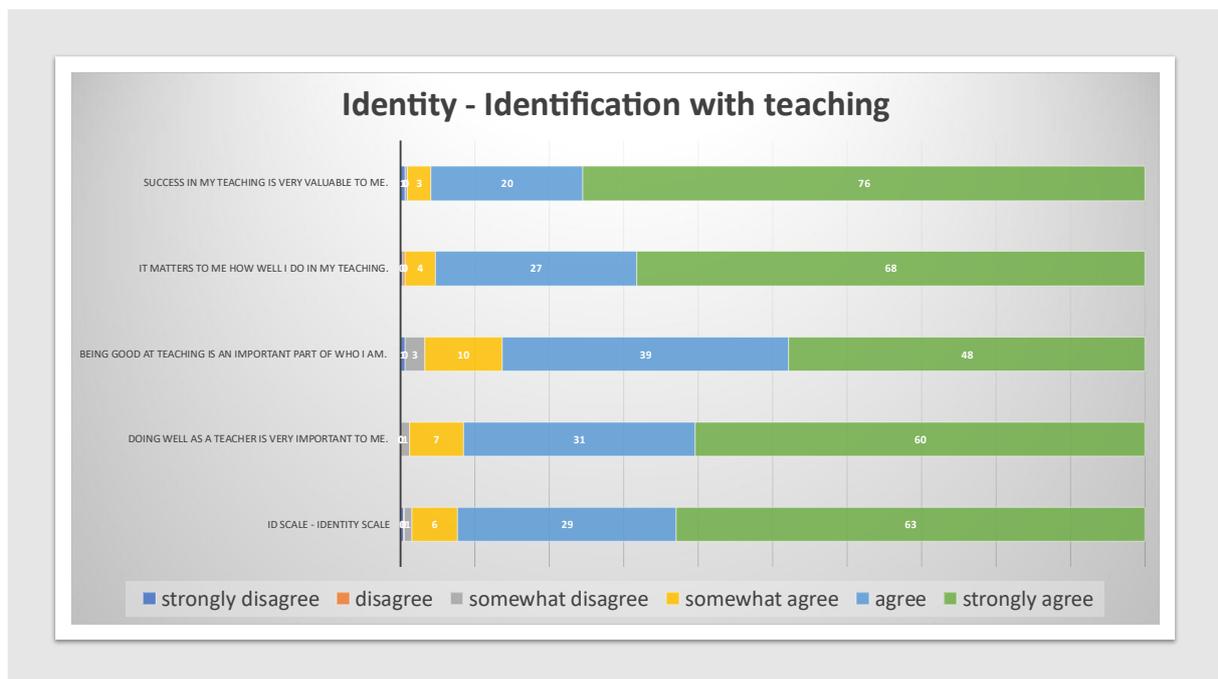
Discussion

From these results it is very clear that the respondents of the survey are committed to their teaching and being a successful teacher is important to them. They would have liked to be better prepared once they started teaching. They value their development and growth in the teaching profession and attend events to some degree but claim that they have too little time for teaching development because of other more urgent duties. Teachers would like to learn how to better motivate students and help them be more

self-regulated in their learning. They would like to acquire new knowledge, e.g. regarding feedback and assessment, and develop skills to respond to challenges such as diversity and disabilities in the teaching environment. They are most open to learning in short workshops that pinpoint to their direct needs or presentations at their faculty meetings.

As mentioned in the beginning of this report, faculty development needs to be adjusted to the needs and characteristics of the people it serves. The results of this study have and will continue to help both organizers at the Centre for Teaching and Learning and also the directors for educational development at the various schools, to focus on the specific needs of teachers at the University of Iceland and develop events that meet these needs. The authors of this paper have introduced these results in both national and international conferences and meetings (see dissemination) and our hope is that these results will guide administrators and educators in developing interventions, not the least where structural or organizational hindrances prevent teachers from reaching their full potential.

Limitations

As is always the case with surveys, those who are interested in the topic are more likely to answer. However, the results of the study give a strong indication of what the whole might experience, especially the motivation scores that are very high. It is safe to say that teacher motivation and identity are strong. Other studies support this claim (Snook et al., 2018, 2021).

Dissemination

Life and Health Sciences Conference, Oct. 2024. (Líf- og heilbrigðisvísindaráðstefna HÍ/HVS). *Að efla kennsluþróun og starfssamfélag kennara með gagnreyndum aðferðum byggðum á þarfagreiningu.* A presentation. Presenter: Ásta B. Schram. Authors: Ásta B. Schram and Abigail Snook.

ICED conference, June 2024. *Strengthening a community of practice by providing evidence-based faculty development at the University of Iceland.* A presentation at the International Consortium for Educational Development (ICED), Kenya. Presenter Ásta. Authors: Ásta B. Schram and Abigail Snook.

AERA conference, April 2024. *Am I a teacher? Exploring ways that healthcare professionals can develop a teacher identity*. A presentation at the American Educational Research Association (AERA) í Philadelphia, USA. Presenter: Abigail Snook. Authors: Abigail Snook, Ásta B. Schram, Sólveig A. Arnardóttir.

AERA 2024 conference April 2024. *Teachers´ attitudes towards their responsibility and perceived use of motivational factors.* Presenter: Ásta B. Schram. Authors: Ásta B. Schram og Abigail Snook.

University of Iceland Directors for Teaching Development (Kennsluþróunarstjórar), 2024. Presentation of the Analysis of teaching practices, motivations and the need for teaching support. Presenter: Ásta B. Schram

Kennslusvið HÍ, nóv. 2023. A presentation on the preliminary results of the survey: Analysis of teaching practices and the need for teaching support (Greining á kennsluþróun/kennsluháttum í HÍ og þörf á stoðþjónustu (fræðslu og þjálfun). Presenter: Ásta. Authors: Ásta B. Schram og Abigail Snook

Kennsluakademía, maí 2025. Who are our teachers and what motivates or inspires them to teach? How can faculty development support teachers to meet their challenges?

EARLI conference, 2023. *Teachers' attitudes and perceived use of motivational factors in the higher education course context*. Presenter: Ásta B. Schram. Authors: Ásta B. Schram and Abigail Snook.

An accepted paper: Assessing Icelandic university teachers´ motivations, identity, and perceptions of connectedness as a way to inform faculty development initiatives. Tímarit um uppeldi og menntun (fall 2025; a part of the data is used).

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