

OIK-07847

Cooke, J., Araya, Y., Bacon, K. L., Bagniewska, J. B., Batty, L., Bishop, T. R., Burns, M., Charalambous, M., Daversa, D. R., Dougherty, L. R., Dyson, M., Fisher, A. M., Forman, D., Garcia, C., Harney, E., Hesselberg, T., John, E. A., Knell, R., Maseyk, K., Mauchline, A. L., Peacock, J., Pernetta, A. P., Pritchard, J., Sutherland, W. J., Thomas, R. L., Tigar, B., Wheeler, P., White, R. L., Worsfold, N. T. and Lewis, Z. 2020. Teaching and learning in ecology: a horizon scan of emerging challenges and solutions. – Oikos doi: 10.1111/oik.07847

Appendix 1

Table A1. Locality of survey participants. Due to rounding, the totals do not add up to 100%.

Respondent location	% respondents survey 1	% respondents survey 2
UK	84 %	83 %
Europe (but not UK)	6 %	4 %
Africa	0 %	0 %
Australasia	3 %	9 %
North America	4 %	2 %
South America	3 %	2 %
Asia	1 %	0 %
Total Respondents	97	46

Table A2. Occupations of survey participants. Due to rounding, the totals do not add up to 100%.

Respondent Occupation	% respondents survey 1	% respondents survey 2
Higher Education	58 %	76 %
Secondary Education	14 %	4 %
Primary Education	8 %	2 %
Government	6 %	0 %
NGO	6 %	4 %
Policy Development	3 %	0 %
Consultancy	12 %	2 %
Industry	2 %	2 %

Research	18 %	24 %
Post graduate student	12 %	17 %
Undergraduate student	2 %	0 %
Other	10 %	0 %
Total Respondents	97	46

Figure A1-A14. Rankings of main categories and subcategories. Rankings were determined by first translating the ordering of issues, applied by each respondent, into numbers by assigning the highest ranked issue a score of n (where n = number of issues in the category), then second ranked allocated n-1 etc. For example, in the main categories, where there were 17 issues, if a respondent ranked “Disconnect between people and nature” first, it was given 17 points. The “I don’t want to rank below this line” option was also given a score, even if ranked last and any issues ranked below the “I don’t want to rank below this line” were automatically scored equal last. Scores were then summed for each issue across participants and these totals used to determine the overall ranking with highest scores representing the highest ranked issues. Here they are presented as relative rankings with the highest given a score of 100, and all other rankings listed in proportion to this. Rankings of subcategories not explicitly discussed at the workshop are not included.

Figure A1. Rankings of main categories

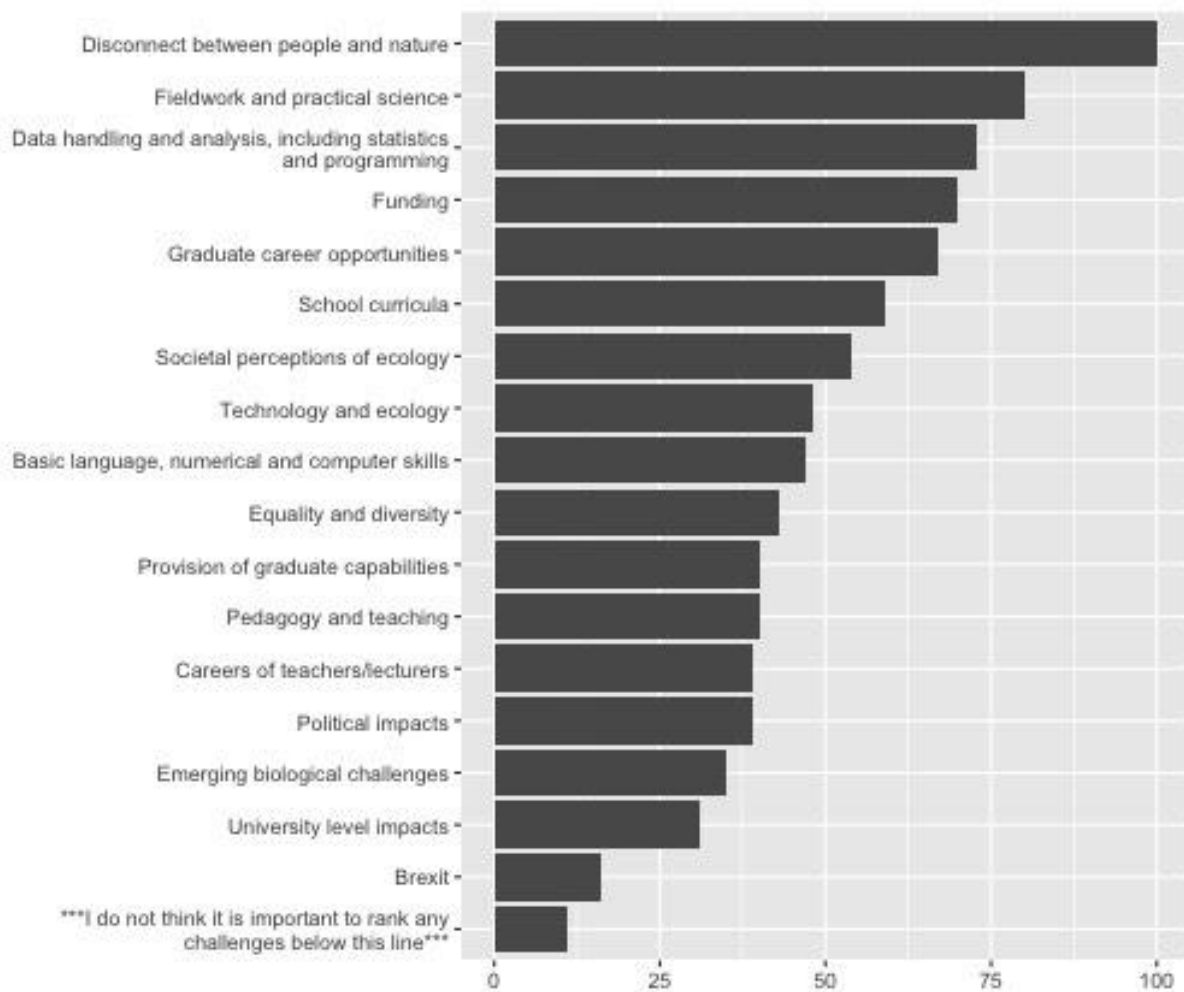


Figure A2. Rankings of issues associated with disconnect between people and nature

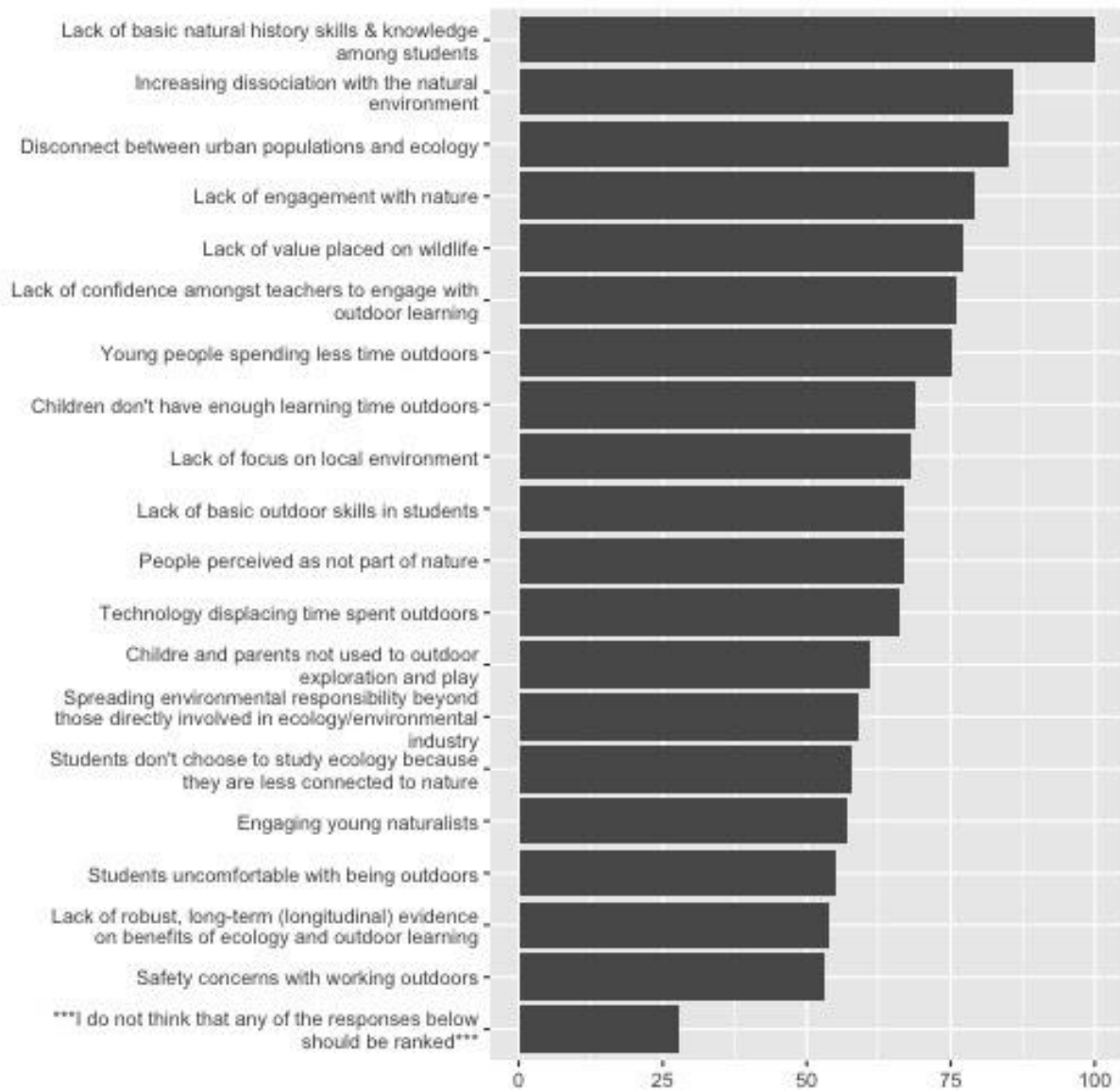


Figure A3. Rankings of issues associated with fieldwork and practical science

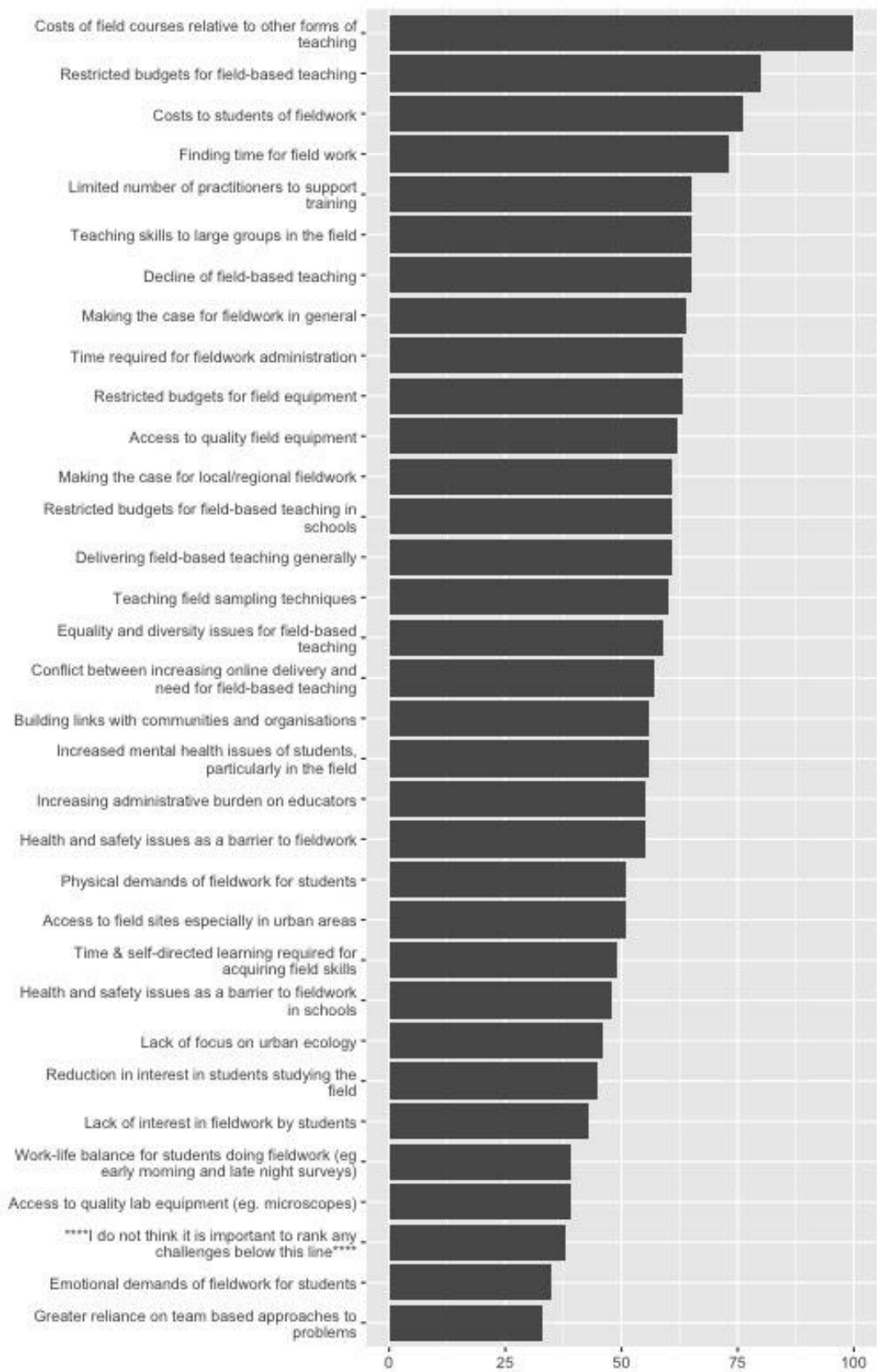


Figure A4. Rankings of issues associated with data handling and analysis, including statistics and programming

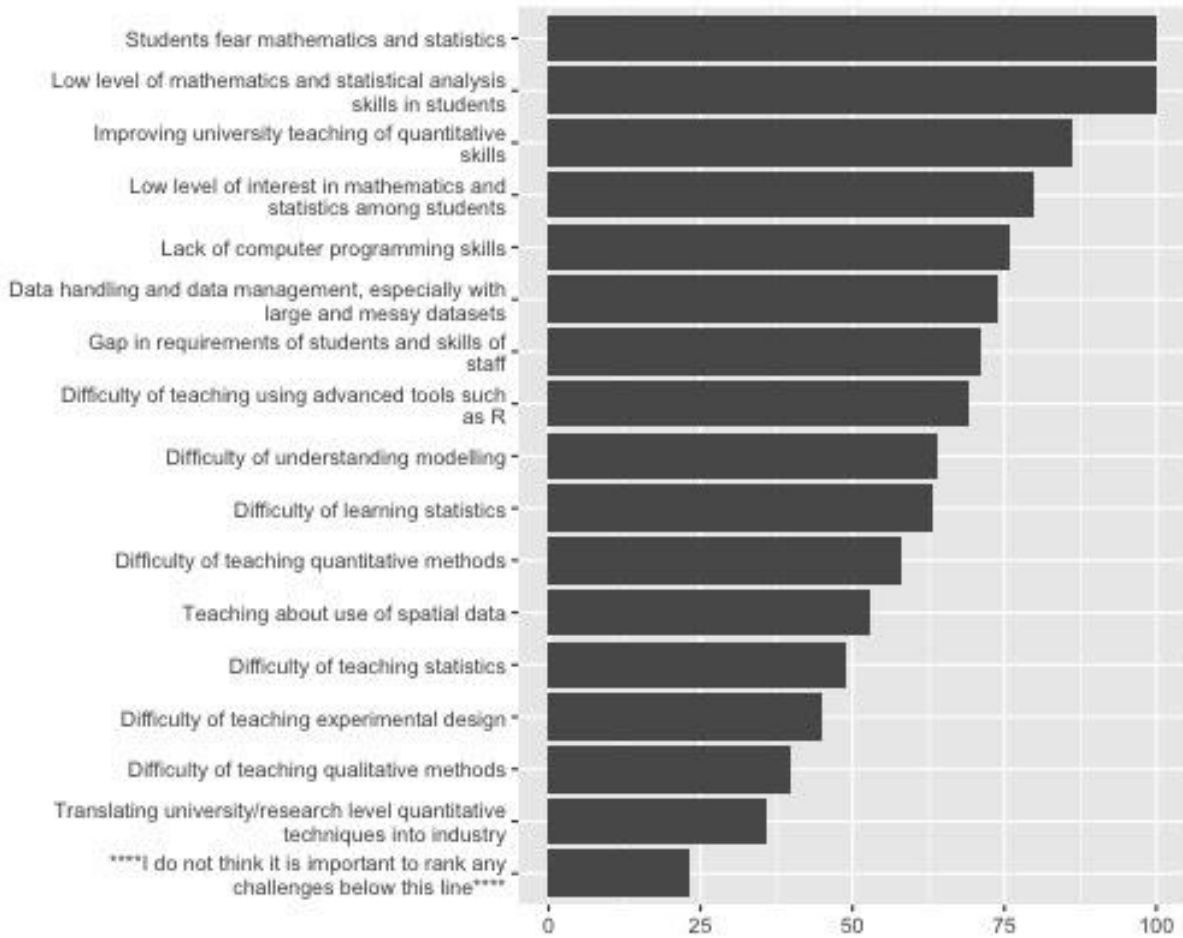


Figure A5. Rankings of issues associated with graduate career opportunities

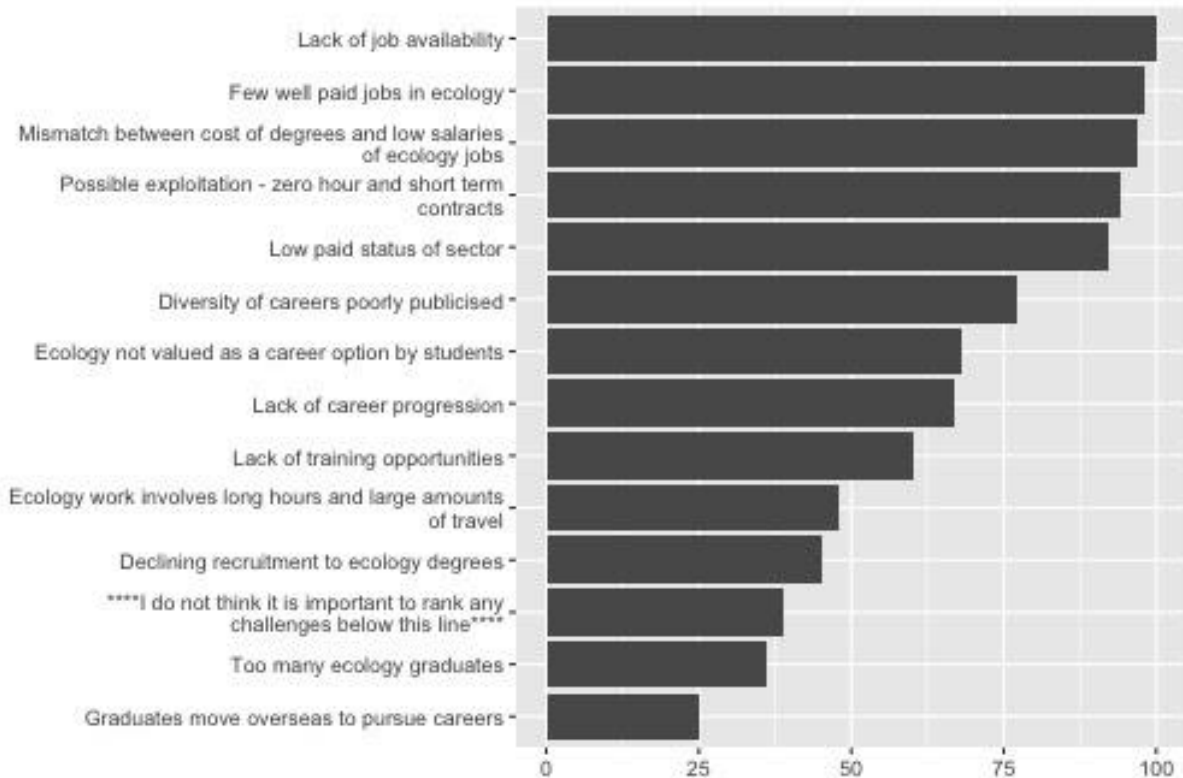


Figure A6. Rankings of issues associated with school curricula

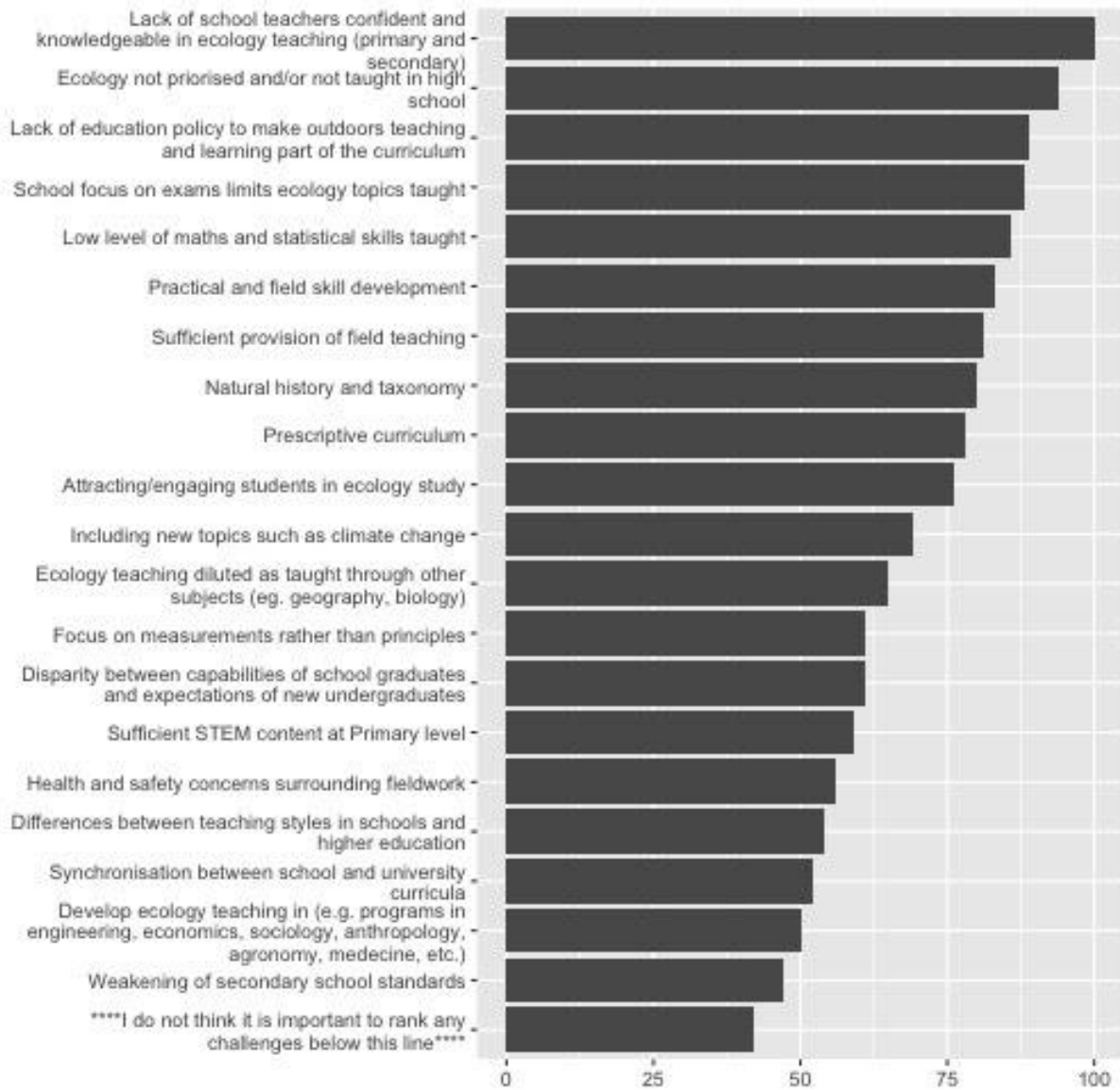


Figure A7. Rankings of issues associated with society perceptions

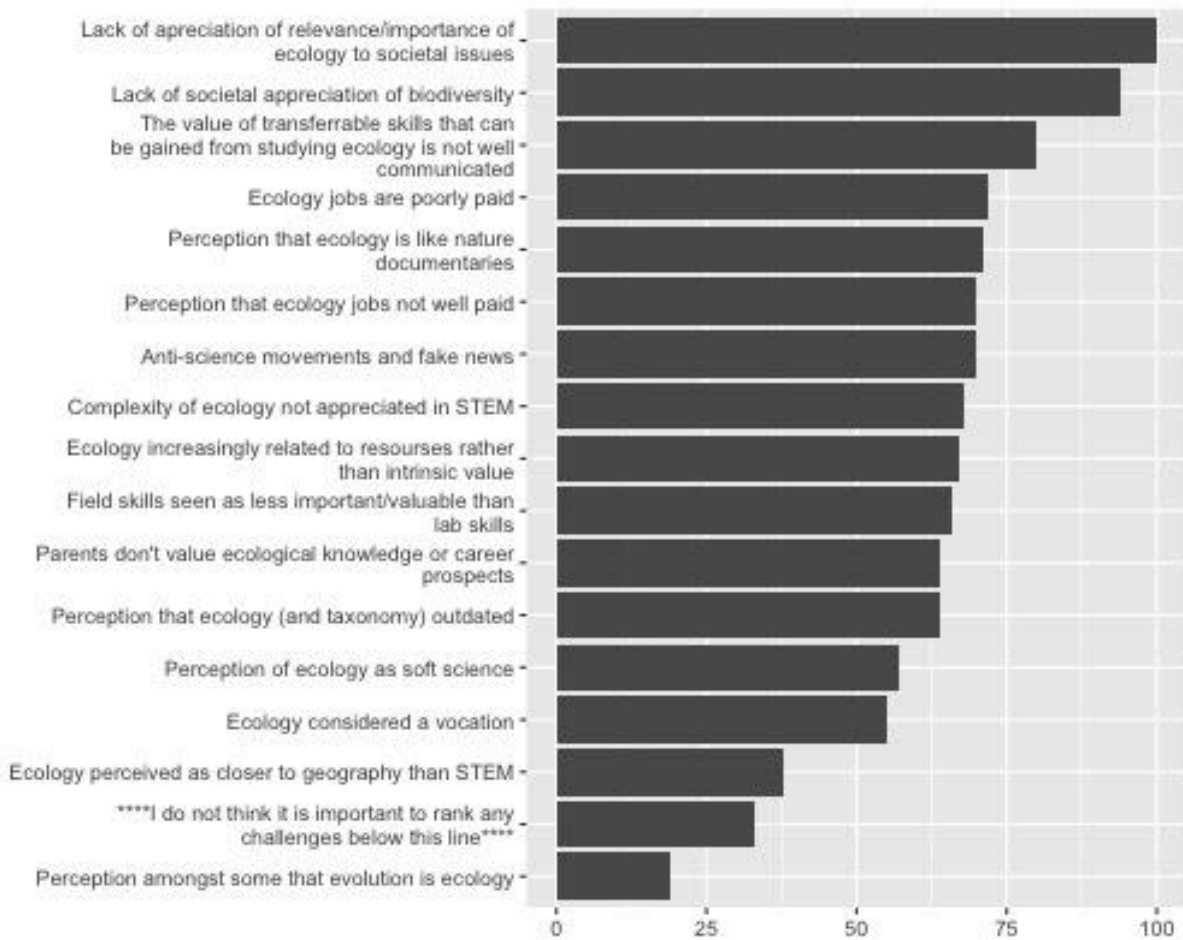


Figure A8. Rankings of issues associated with technology and ecology

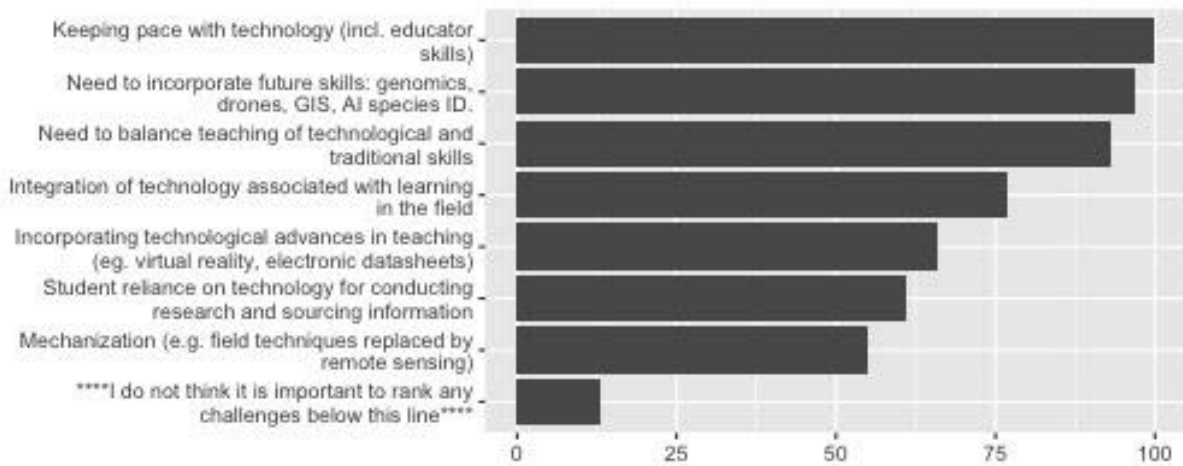


Figure A9. Rankings of issues associated with basic language, numerical and computer skills

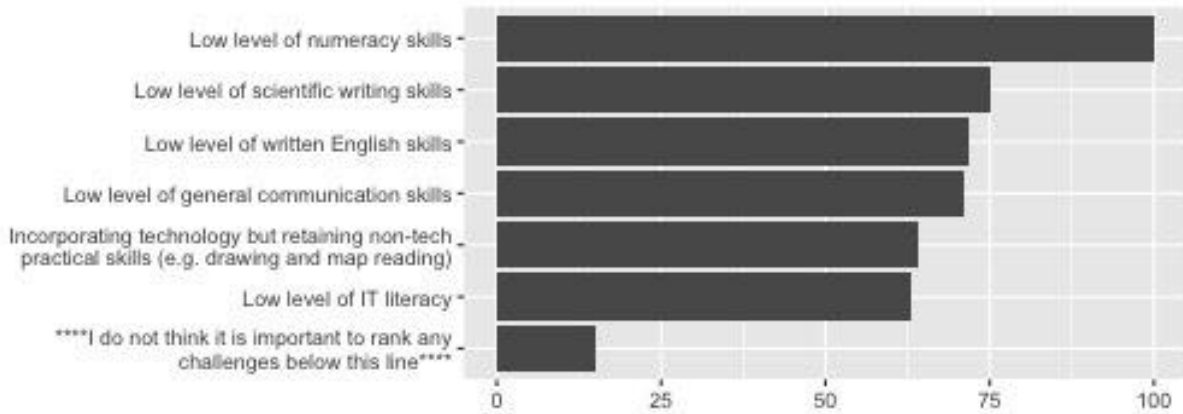


Figure A10. Rankings of issues associated with equality and diversity

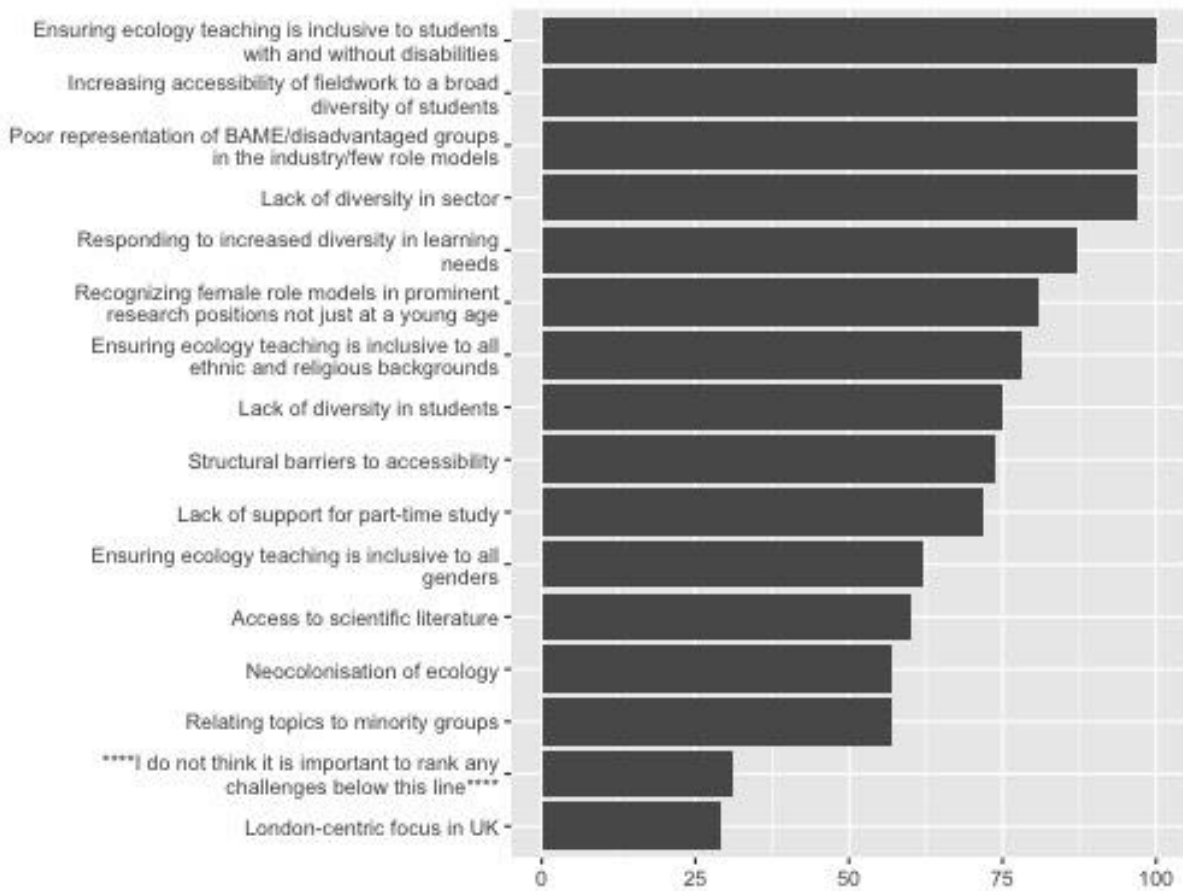


Figure A11. Rankings of issues associated with the provision of graduate capabilities

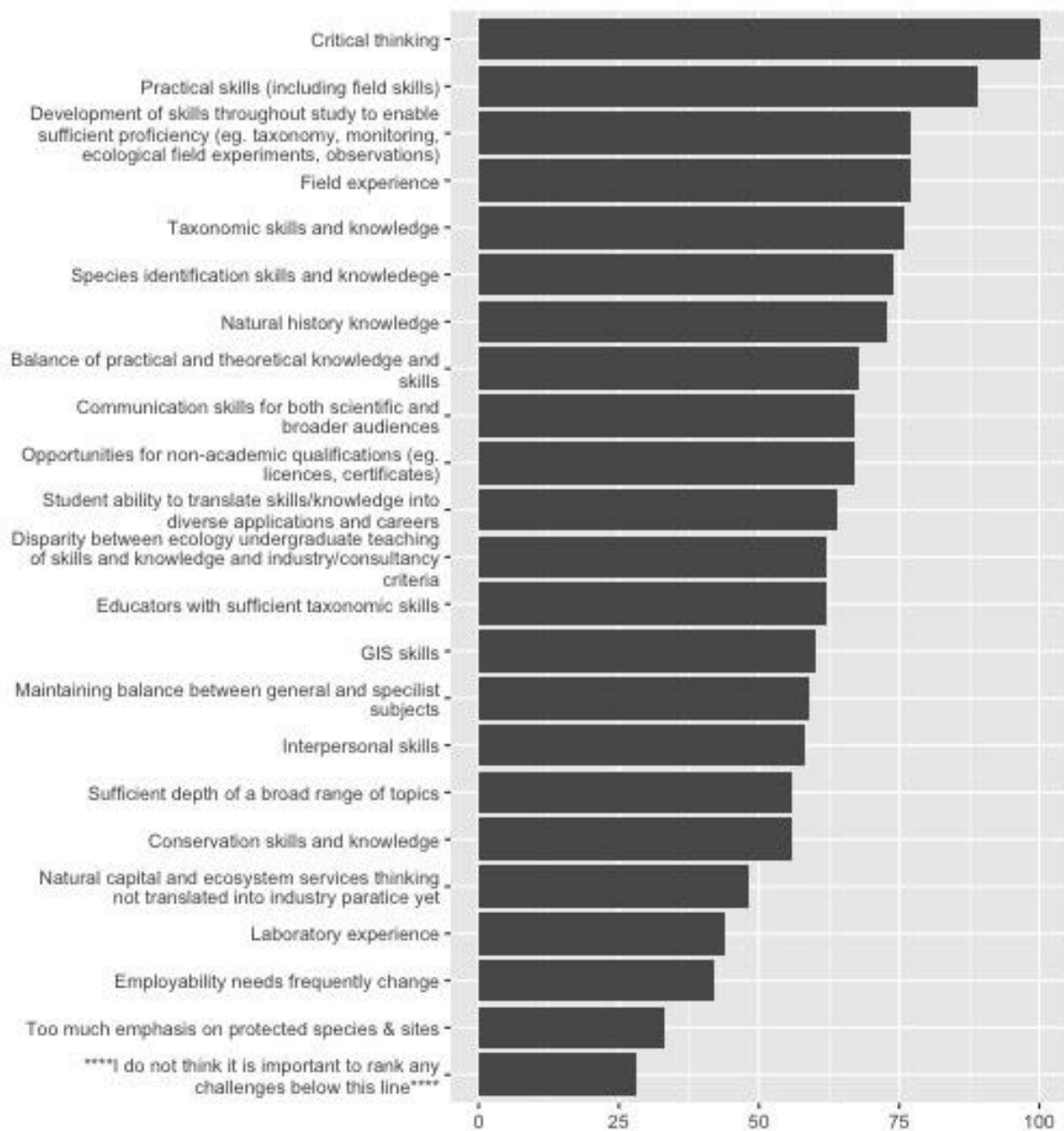


Figure A12. Rankings of issues associated with pedagogy and teaching

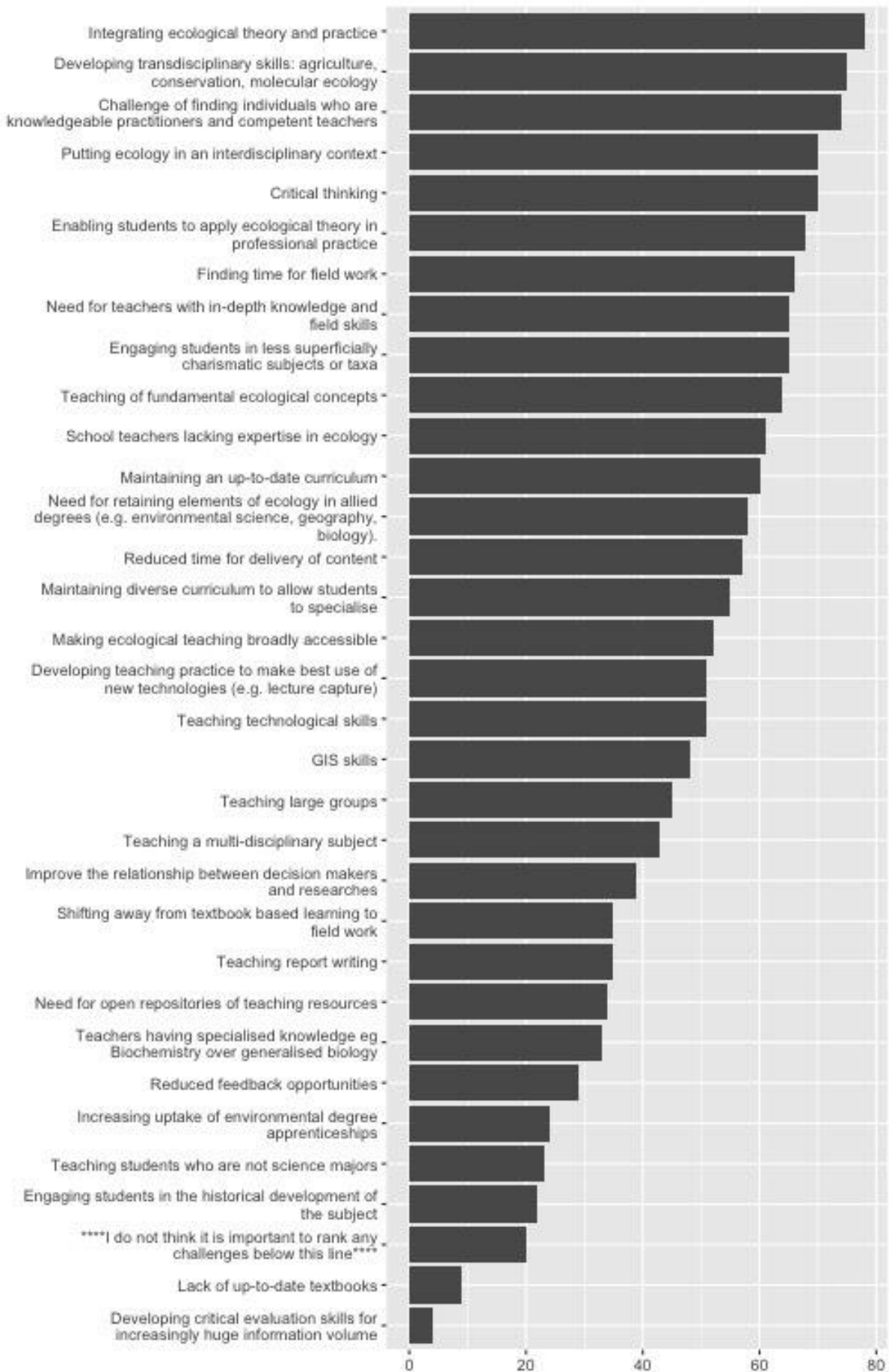


Figure A13. Rankings of issues associated with the careers of teachers/lecturers

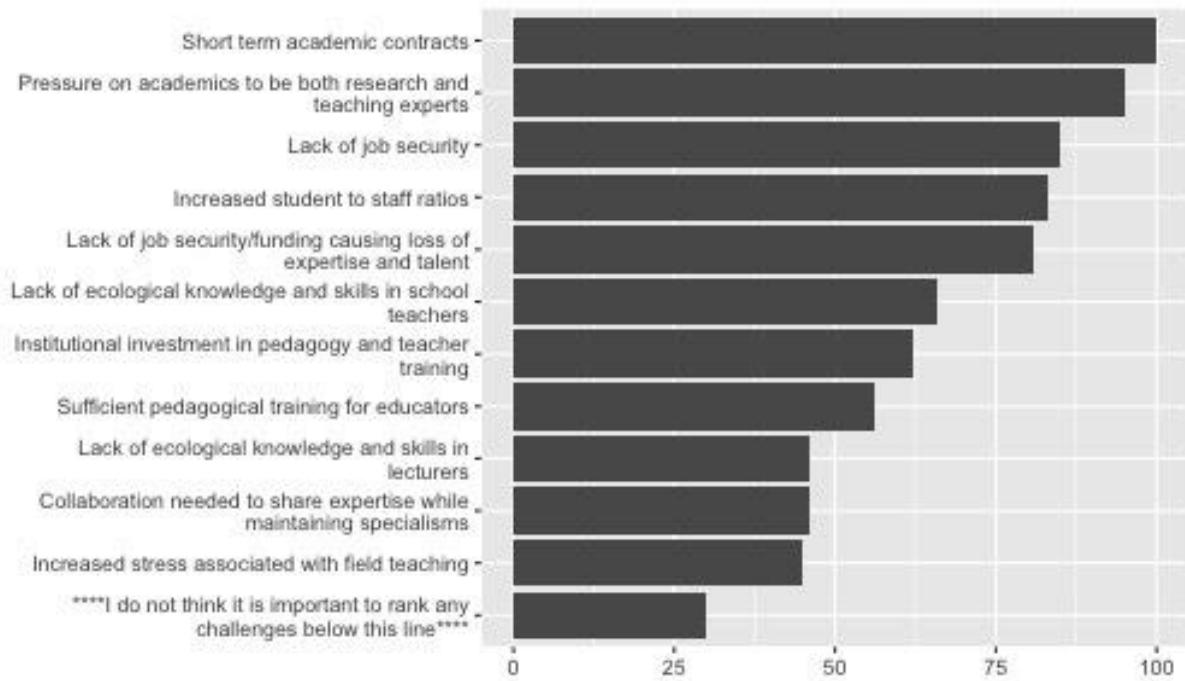


Figure A14. Rankings of issues associated with emerging biological challenges

