

Questionnaire on the Influence Relationship between the Teaching Quality Evaluation Indicators of Chinese-Foreign Cooperation in Running Schools from the Perspective of Education for Sustainable Development

Dear Sir/Madam:

Hello! Thank you for taking your time to assist me in completing this survey. I am a doctoral student in the School of Education Research at Xiamen University. This is an academic study on the teaching quality evaluation of Chinese-foreign cooperation in running schools (CFCRS) from the perspective of education for sustainable development (ESD). The purpose of this survey is to explore the influence degree among all indicators of teaching quality evaluation system of CFCRS from the perspective of ESD.

Your professional opinion will be of great help to this study, and the data and opinions obtained from this survey are for academic analysis only, so please feel free to fill them out.

Once again, my sincerest thanks!

The questionnaire is divided into four parts: I. Personal data, II. Description of indicators, III. Explanation of how to fill in the questionnaire, and IV. Rating of the degree of mutual influence of each evaluation indicator of teaching quality of CFCRS.

1. Personal Data

(1) Gender: ☐ Male ☐ Female

(2) Age: ☐ <30 ☐ 30-35 ☐ 35-40 ☐ 40-50 ☐ 50-55 ☐ >55

(3) Education Level: ☐ College or below ☐ Bachelor ☐ Master ☐ Doctor

(4) Job Type: ☐ Company ☐ University and Research Institute ☐ Government

(5) Job Title: ☐ Junior ☐ Intermediate Title ☐ Senior Title

(6) Years of Work: ☐ <10 years ☐ 10-15 years ☐ 15-20 years ☐ >20 years

2. Description of Indicators

Based on the combing of related literature, this study constructs a teaching quality evaluation system of CFCRS from the perspective of SED, which contains four dimensions, resource input, faculty environment, teaching process, and teaching outcome, as shown in Table S1.

Table S1. Evaluation dimensions and indicators of teaching quality in CFCRS

Dimension	Indicator	Label	Descriptions
Resource Input	Teaching Resource	C ₁₁	The proportion of multimedia classrooms to the total number of classrooms
	Laboratory Resource	C ₁₂	The ratio of the total laboratory area to the total number of students in school (Unit: m ² /student)
	Academic Support	C ₁₃	Annual average number of academic conferences, lectures and reports
	Informatization Level	C ₁₄	The proportion of network courses in the total number of courses
Faculty Environment	Percentage of Full-time Teachers	C ₂₁	The proportion of full-time teachers in the total number of faculty
	Teacher Qualification	C ₂₂	The proportion of teachers with master's degree or above
	Percentage of "Dual-Teachers"	C ₂₃	The proportion of teachers with both teacher qualification and industry competence qualification
	Teaching Ability	C ₂₄	The proportion of teachers with senior professional positions (i.e. professors and associate professors)
	Teacher Nationality	C ₂₅	The proportion of foreign teachers in the total number of full-time teachers
Teaching Process	Curriculum	C ₃₁	The proportion of foreign courses introduced
	Teaching Management	C ₃₂	Whether the course hours and detailed arrangements are clear (if yes, score 1 point; if no, score 0 point)
	Introduction of Teaching Materials	C ₃₃	The proportion of foreign textbooks (including bilingual textbooks)
	Subject Setting	C ₃₄	The number of disciplines set up by this institution
Teaching Outcome (D₄)	GPA	C ₄₁	The average grade point of students.
	Employment Rate	C ₄₂	The initial employment rate of students
	Innovation Capacity	C ₄₃	The number of innovative competition students who have won awards above the school level.
	Research Capacity	C ₄₄	The number of papers and patents participated by students
	English Proficiency	C ₄₅	The proportion of students who have passed the international English standardized test in the total number of students in school.

3. Explanation for Filling in the Questionnaire

Filling Explanation: 0: "no impact", 1: "low impact", 2: "medium impact", 3: "high impact", and 4: "very high impact".

Example:

(1) Assume that the degree of influence of indicator a on indicator b is (very high influence) so fill in the box with 4.

(2) Assume that the degree of influence of indicator b on indicator a is (low influence) so put 1 in the box.

(3) The diagonally blacked-out parts are not used. Please pay special attention to the fact that the mutual influence relationships are not necessarily equal.

	a	b	c	d
a		4		
b	1			
c				
d				

4. Impact Rating

	C ₁₁	C ₁₂	C ₁₃	C ₁₄	C ₂₁	C ₂₂	C ₂₃	C ₂₄	C ₂₅	C ₃₁	C ₃₂	C ₃₃	C ₃₄	C ₄₁	C ₄₂	C ₄₃	C ₄₄	C ₄₅
C ₁₁																		
C ₁₂																		
C ₁₃																		
C ₁₄																		
C ₂₁																		
C ₂₂																		
C ₂₃																		
C ₂₄																		
C ₂₅																		
C ₃₁																		
C ₃₂																		
C ₃₃																		
C ₃₄																		
C ₄₁																		
C ₄₂																		
C ₄₃																		
C ₄₄																		
C ₄₅																		

This is the end of the questionnaire, please check again whether all the answers are completed. We would like to express our sincere gratitude to you.