

## Supplementary A. Questionnaire's Structure

**Table S1.** Block arrangement of the questions in the questionnaire.

Block	Items	Specific Objective
Block 1	1. The main reason I chose to study this Degree: 2. I believe the teachers' work has real impact... 3. In teacher training, I believe the following is fundamental:	SO1
Block 2	4. I believe literary reading... 5. In order to pass the subjects of the Degree, I need a reading background... 6. In my leisure time, the activity I primarily spend time on is: 10. Do you think reading literature helps to raise awareness of today's environmental situation? 12. Do you think reading literature helps to raise awareness of the impact of sexism today? 14. Do you think literary reading helps to raise awareness of the situation in which people with functional diversity find themselves? 15. Do you think the SDGs should be included in Children's and Young Adult Literature? 16. Which gender do you think would be more suitable to work on the SDGs? Why? 18. Please specify two ideas on how you would increase the weight of Children's and Young Adult Literature (hereinafter CYL) in your Degree. If not necessary, please also give two reasons why it is not necessary.	OE2
Block 3	7. Do you have any information on the Sustainable Development Goals (SDGs)? 8. Given that the SDGs are a UNESCO agreement... 9. Do you think that caring for the environment is an SDG that mainly concerns... 11. Do you think that gender equality is an SDG that mainly concerns... 13. Do you think that reducing inequalities is an SDG that mainly concerns... 17. Please give two reasons why you consider the teacher to be the ideal figure for the SDGs to be met. If you think otherwise, please give two reasons to support this. 19. Given your knowledge of the SDGs, how do you think you can improve it? (Consulting articles, books, documentaries, websites...). Why would you choose these sources of information and not others? 20. In your future professional practice, would you choose the texts of CYL in terms of the SDGs? Or would you prefer to find the SDGs included in the text without having searched for them on purpose?	OE3

Note. The objective of this classification actually to clarify the rationale of the blocks of the questionnaire, which correspond to the specific objectives they are intended to address.

## Supplementary B. Original Questionnaire Template

UNIVERSIDAD DE  
MURCIA



### DECLARATION OF INFORMED CONSENT

I, Mr./Mrs. \_\_\_\_\_, of legal age, do hereby certify that:

- (a) I have been informed of the characteristics and objectives of this research, entitled: “Initial teacher training and knowledge of the Sustainable Development Goals. A study from a reading perspective”. This study is conducted by Marina Maestre Espinosa, a student of the Master’s Degree in Research and Innovation in Early Childhood and Primary Education.
- (b) I have been informed that the answers I provide will be analysed under optimal privacy conditions and that my identity will not be made public under any circumstances. In any case, all potential identifying information will be deleted if it is not needed.

In witness whereof, I confirm that I give my consent for this data collection to take place and be used for the study of the issue.

In \_\_\_\_\_, this \_\_\_\_ day of \_\_\_\_\_ 2022  
Sd.:

## QUESTIONNAIRE ON TEACHER TRAINING AND SUSTAINABLE DEVELOPMENT GOALS (SDGS)

**Gender:**

- ☐ Boys
- ☐ Girls

**Degree and year:** \_\_\_\_\_

**GSCE taken:** \_\_\_\_\_

This questionnaire is part of a research project that is being carried out, which revolves around the initial training of teachers of Early Childhood Education, Primary Education and the dual degree of Early Childhood and Primary Education with regard to the knowledge they have been offered about the Sustainable Development Goals at Universidad de Murcia. The objective is to learn about aspects related to vocation, reading, Children's and Young Adult Literature and the Sustainable Development Goals.

On the other hand, I must inform you that, as it is established, your data are covered by the privacy policy of Universidad de Murcia. Thanks to the altruistic and generous collaboration of people like you, this research will have a remarkable rigour, in terms of reliability and veracity. Finally, I would like to thank them in advance for their participation in this research work.

**A number of questions follow. In the case of multiple-choice questions, please select ONE answer, whichever you consider to be the most appropriate.**

**1. The main reason I chose to study this Degree:**

- (a) Family references.
- (b) Personal interest.
- (c) Working conditions.
- (d) Others: \_\_\_\_\_

**2. I believe the teachers' work has real impact....**

- (a) Mostly in the school environment.
- (b) In the social and school environment.
- (c) It does not have a great impact, the media (television, social networks...) have a greater diffusion.
- (d) Others: \_\_\_\_\_

**3. In teacher training, I believe the following is fundamental:**

- (a) Technical training (concepts, procedures and competencies).
- (b) Humanistic education (values and culture).
- (c) Practical training (contact with children).
- (d) A combination of all three.

4. **I believe in literary reading...**
- (a) Has a very strong presence in all the subjects of the course of study of my Bachelor's Degree.
  - (b) Its presence in this Degree should be improved.
  - (c) Has a multi-disciplinary presence in all the subjects of the course of study of my Bachelor's Degree.
  - (d) Others: \_\_\_\_\_
5. **In order to pass the subjects of the Degree, my reading background should be...**
- (a) Very rich.
  - (b) Rich.
  - (c) Intermediate.
  - (d) Not rich.
6. **In my leisure time, the activity I primarily spend time on is:**
- (a) Reading.
  - (b) Audio-visual productions (films, series, social networks, etc.).
  - (c) Sport and contact with nature.
  - (d) Others: \_\_\_\_\_
7. **Do you have any information on the Sustainable Development Goals (SDGs)?**
- (a) Yes, it was explained to me in my Degree.
  - (b) Yes, because I looked for information on the internet.
  - (c) Yes, because people around me have explained it to me (friends, relatives...).
  - (d) No, I have no information.
8. **Given that the SDGs are a UNESCO agreement...**
- (a) I believe teachers should be informed and trained in this respect.
  - (b) I believe it is a social issue, and is more a matter for politics than for education.
  - (c) I believe families are responsible for implementing such objectives.
  - (d) Others: \_\_\_\_\_
9. **Do you think that caring for the environment is an SDG that mainly concerns...**
- (a) Teachers.
  - (b) Social partners working in this field.
  - (c) The media.
  - (d) Others: \_\_\_\_\_
10. **Do you think reading literature helps to raise awareness of today's environmental situation?**
- (a) Yes, because I know and/or have read books related to the subject.

- (b) I think the information on the internet and social media is more effective than reading.
- (c) Yes, although I have not read, I believe that as a future teacher I should have access to such resources.
- (d) Others: \_\_\_\_\_

**11. Do you think that gender equality is an SDG that mainly concerns...**

- (a) Teachers.
- (b) Social partners working in this field.
- (c) The media.
- (d) Others: \_\_\_\_\_

**12. Do you think reading literature helps to raise awareness of the impact of sexism today?**

- (a) Yes, because I know and/or have read books related to the subject.
- (b) I think the information on the internet and social media is more effective than reading.
- (c) Yes, although I have not read, I believe that as a future teacher I should have access to such resources.
- (d) Others: \_\_\_\_\_

**13. Do you think that reducing inequalities is an SDG that mainly concerns...**

- (a) Teachers.
- (b) Social partners working in this field.
- (c) The media.
- (d) Others: \_\_\_\_\_

**14. Do you think literary reading helps to raise awareness of the situation in which people with functional diversity find themselves?**

- (a) Yes, because I know and/or have read books related to the subject.
- (b) I think the information on the internet and social media is more effective than reading.
- (c) Yes, although I have not read, I believe that as a future teacher I should have access to such resources.
- (d) Others: \_\_\_\_\_

**15. Do you think the SDGs should be included in Children's and Young Adult Literature?**

- (a) No, it is a grown-up thing.
- (b) Yes, it is important for children to be informed about these issues.
- (c) I think they are already included in many literary productions, they just need to be properly selected.
- (d) Others: \_\_\_\_\_

**16. Which gender do you think would be more suitable to work on the SDGs?**

- (a) Narrative.
- (b) Poetry.
- (c) Drama.

(d) Comics, graphic novels or comic books.

**Why?**

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17. Please give two reasons why you consider the teacher to be the ideal figure for the SDGs to be met. If you think otherwise, please give two reasons to support this.
  
  
  
  
  
  
  
  
  
  
18. Please specify two ideas on how you would increase the weight of Children's and Young Adult Literature (hereinafter CYL) in your Degree. If not necessary, please also give two reasons why it is not necessary.
  
  
  
  
  
  
  
  
  
  
19. Given your knowledge of the SDGs, how do you think you can improve it? (Consulting articles, books, documentaries, websites...). Why would you choose these sources of information and not others?
  
  
  
  
  
  
  
  
  
  
20. In your future professional practice, would you choose the texts of CYL in terms of the SDGs? Or would you prefer to find the SDGs included in the text without having searched for them on purpose?

## Supplementary C. Original Interview Script Template

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### DECLARATION OF INFORMED CONSENT

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- (a) I have been informed of the characteristics and objectives of this research, entitled: “Initial teacher training and knowledge of the Sustainable Development Goals. A study from a reading perspective”. This study is conducted by Marina Maestre Espinosa, a student of the Master’s Degree in Research and Innovation in Early Childhood and Primary Education.
- (b) I have been informed that the answers I provide will be analysed under optimal privacy conditions and that my identity will not be made public under any circumstances. In any case, all potential identifying information will be deleted if it is not needed.

In witness whereof, I confirm that I give my consent for this data collection to take place and be used for the study of the issue.

In \_\_\_\_\_, this \_\_\_\_ day of \_\_\_\_\_ 2022  
Sd.:

## INTERVIEW ON UNIVERSITY TEACHER TRAINING AND SUSTAINABLE DEVELOPMENT GOALS (SDGS)

**Gender:**

- ☐ Male
- ☐ Female

**Degree:**

**Bachelor's degree in:** \_\_\_\_\_

**Doctorate's degree in:** \_\_\_\_\_

**Years of teaching experience:** \_\_\_\_\_

This interview aims to find out how university teachers think about the Sustainable Development Goals (in relation to reading) and to find out how they approach this issue in the classes they give to trainee teachers.

This information-gathering instrument is part of the Master's thesis: "Initial teacher training and knowledge of the Sustainable Development Goals. A study from a reading perspective". This study focuses on the initial training of teachers of Early Childhood Education, Primary Education and the double degree of Early Childhood and Primary Education with respect to the knowledge they have been offered about the Sustainable Development Goals at Universidad de Murcia, so the testimony of university teachers is essential.

1. **Do you believe the teachers' work has real impact in their academic and social environment? Or mostly in the academic environment?**
2. **Do you think that the work of teachers is more influential than that of the media?**
3. **In teacher training, do you think technical training, humanistic training or practical training are essential? What about a combination of all three? Why?**
4. **Do you think literary reading is present in the subjects of the curriculum of the Bachelor's and/or Master's degree you teach? Do students need a high level of reading literacy to pass the subjects of these degrees**
5. **Do you have any information on the Sustainable Development Goals? If so, where did this information come from, how was it formed?**
6. **Given that the SDGs are a UNESCO agreement, do you think that teachers should be informed and trained about them or do you think that this is more of a political issue? Why?**
7. **Who do you think is primarily concerned by the SDGs related to environmental care? Do you think reading literature helps to raise awareness of the current environmental situation? Why?**



8. Who do you think is primarily concerned by the SDGs on gender equality? Do you think reading literature helps to raise awareness of the impact of sexism today? Why?
9. Who do you think is primarily concerned by the SDGs on reducing inequalities? Do you think literary reading helps to raise awareness of the situation in which people with functional diversity find themselves? Why?
10. Do you think that the SDGs should be included in textbooks for pre-school and primary school children? Which gender do you think would be more suitable to work on the SDGs? (Narrative, poetry, drama, comic, graphic novel or illustrated album) Why?
11. Please give two reasons why you consider the teacher to be the ideal figure for the SDGs to be met. If you think otherwise, please give two reasons to support this.
12. How do you think initial teacher training on the SDGs could be improved?
13. In your case, do you work on the SDGs in your classroom work, in your research work, in your professional work? How?
14. Do you have any further questions on the SDGs with regard to teacher training for Early Childhood Education, Primary Education and the dual degree in Early Childhood and Primary Education?

## Supplementary D. Qualitative analysis of the answers to block 2 of the questionnaire

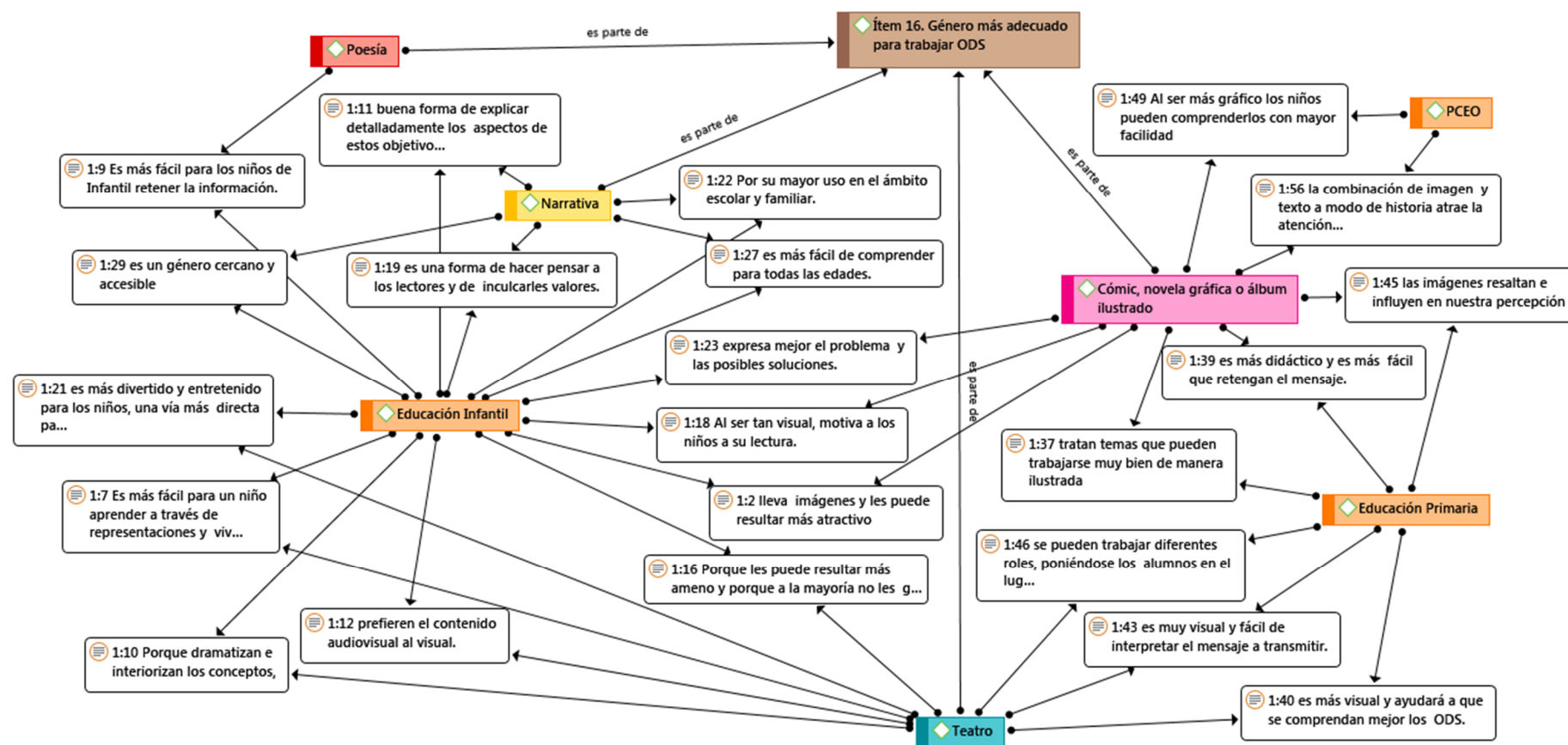


Figure S1. Item 16. Qualitative analysis of responses (block 2) by Degree.

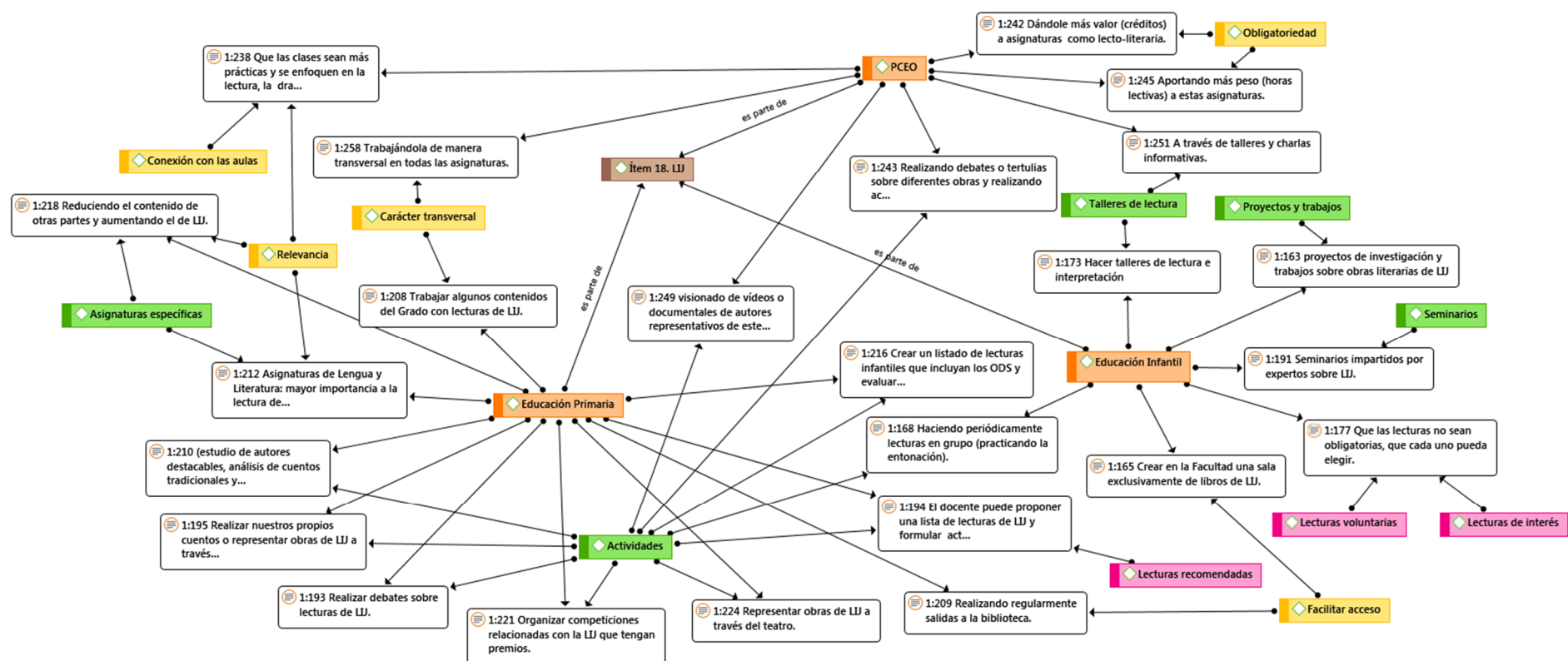


Figure S2. Item 18. Qualitative analysis of responses (block 2) by Degree.

## Supplementary E. Qualitative Analysis of the Answers to Block 3 of the Questionnaire

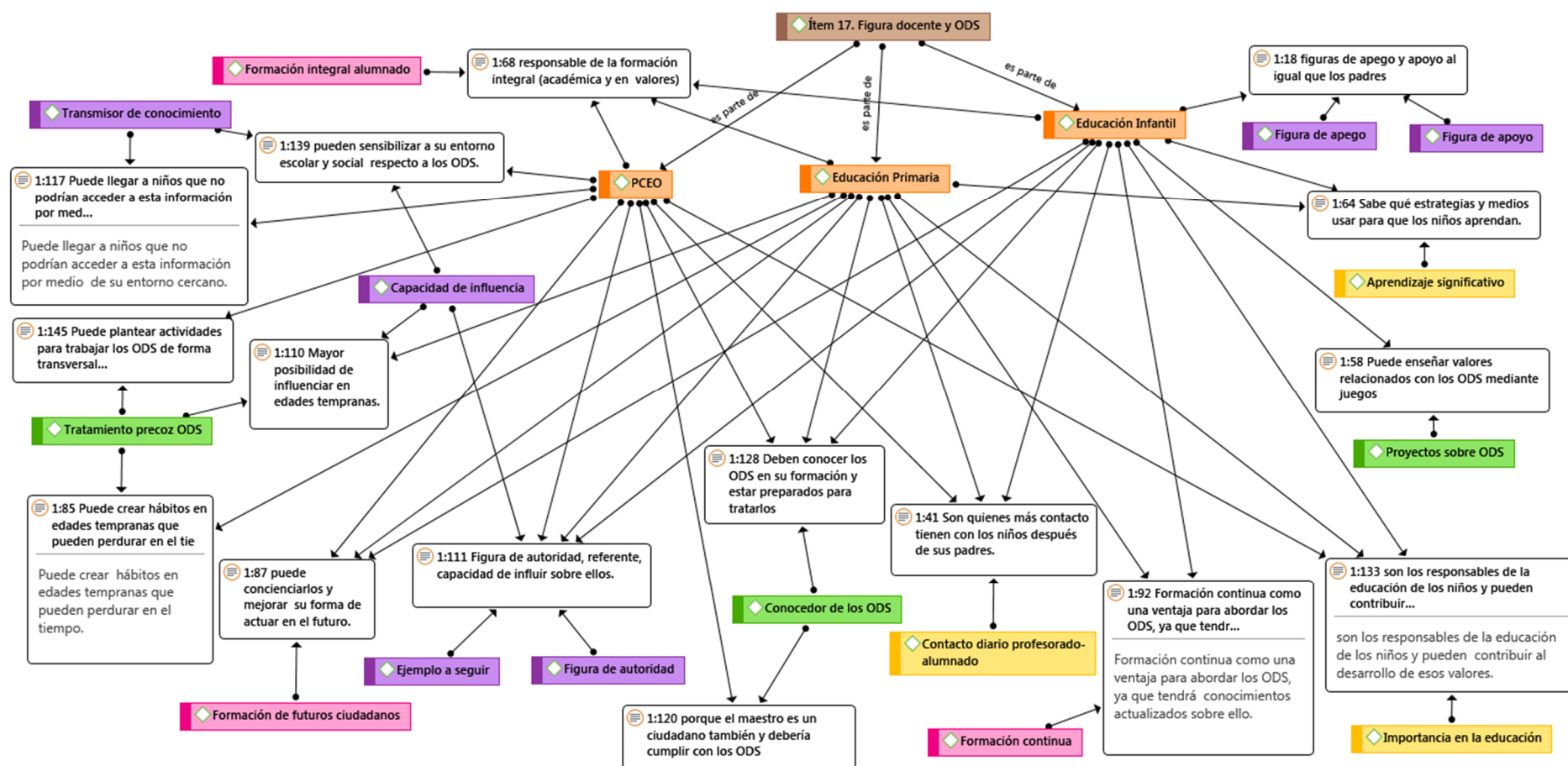


Figure S3. Item 17. Qualitative analysis of responses (block 3) by Degree.

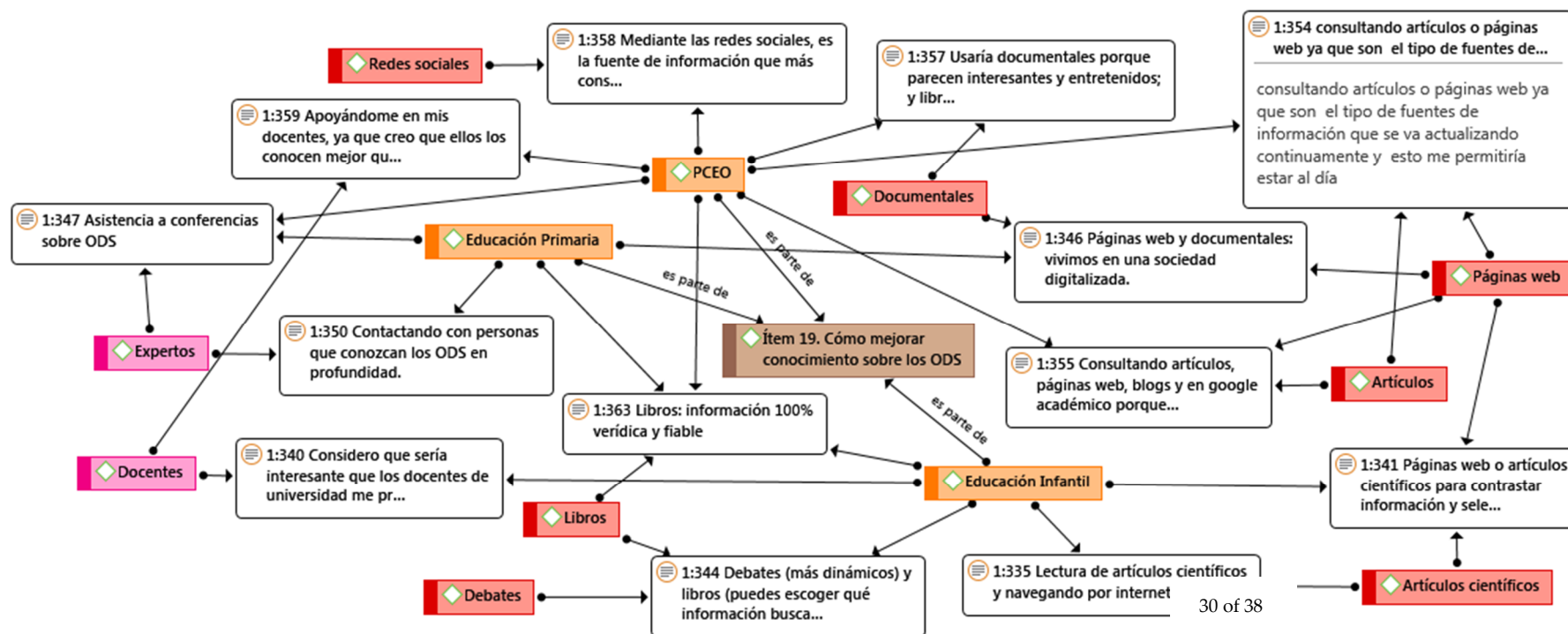


Figure S4. Item 19. Qualitative analysis of responses (block 3) by Degree.

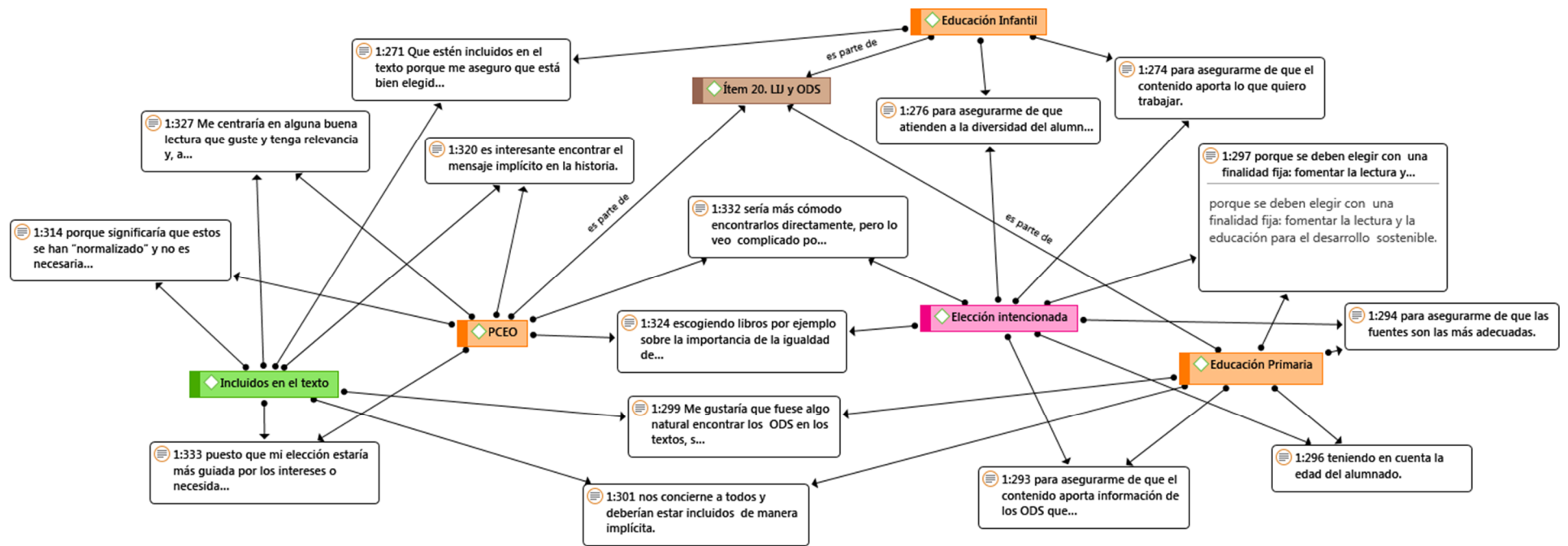


Figure S5. Item 20. Qualitative analysis of responses (block 3) by Degree.

## Supplementary F. Semantic Network Selection

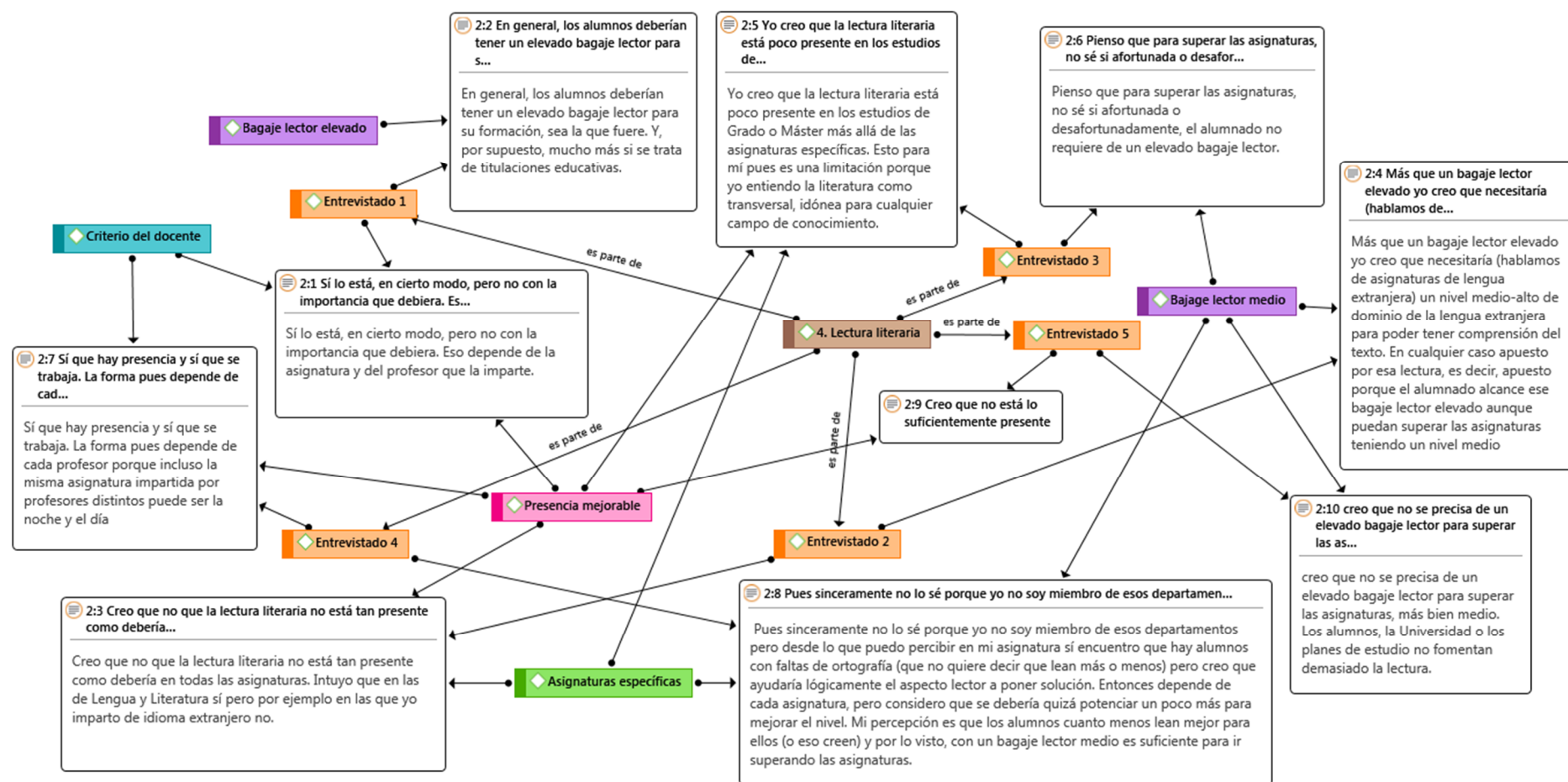


Figure S6. Question no. 4. Qualitative analysis of the responses of the teachers interviewed.



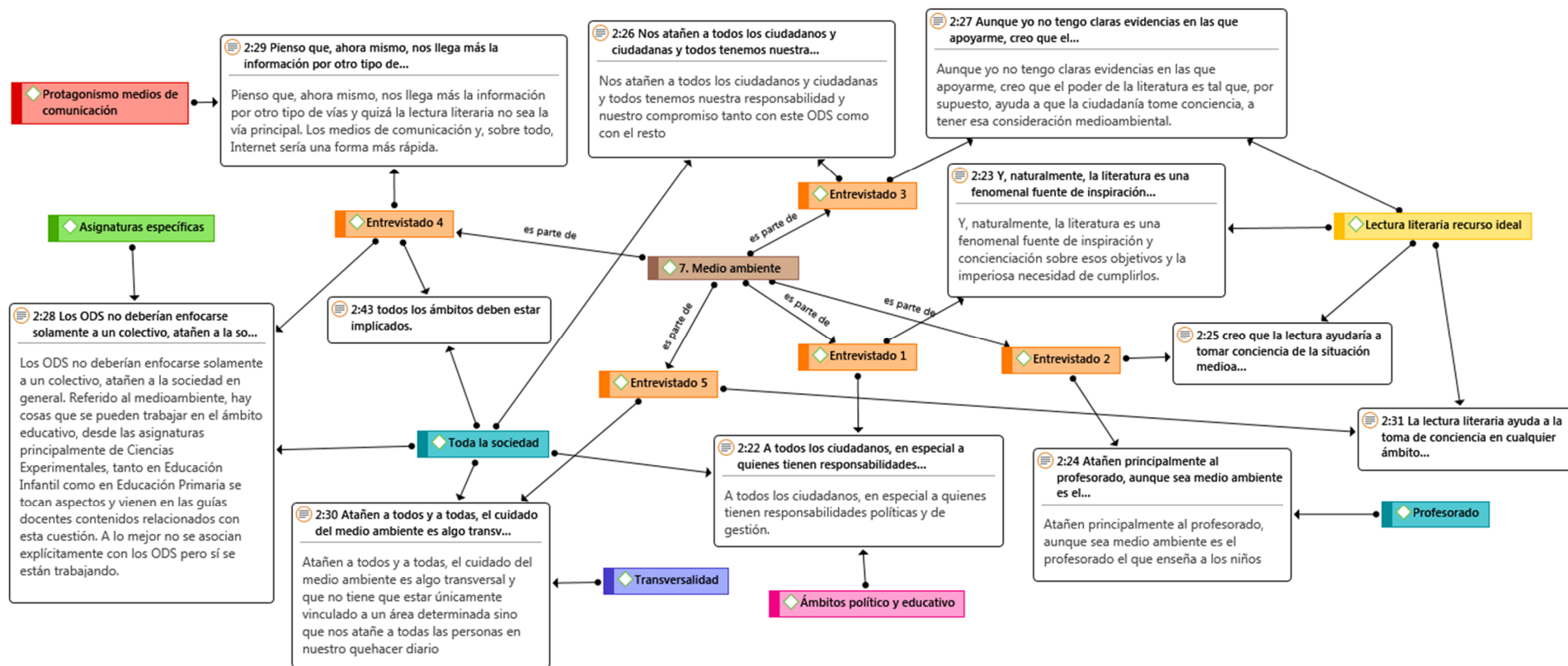


Figure S7. Question no. 7. Qualitative analysis of the responses of the teachers interviewed.



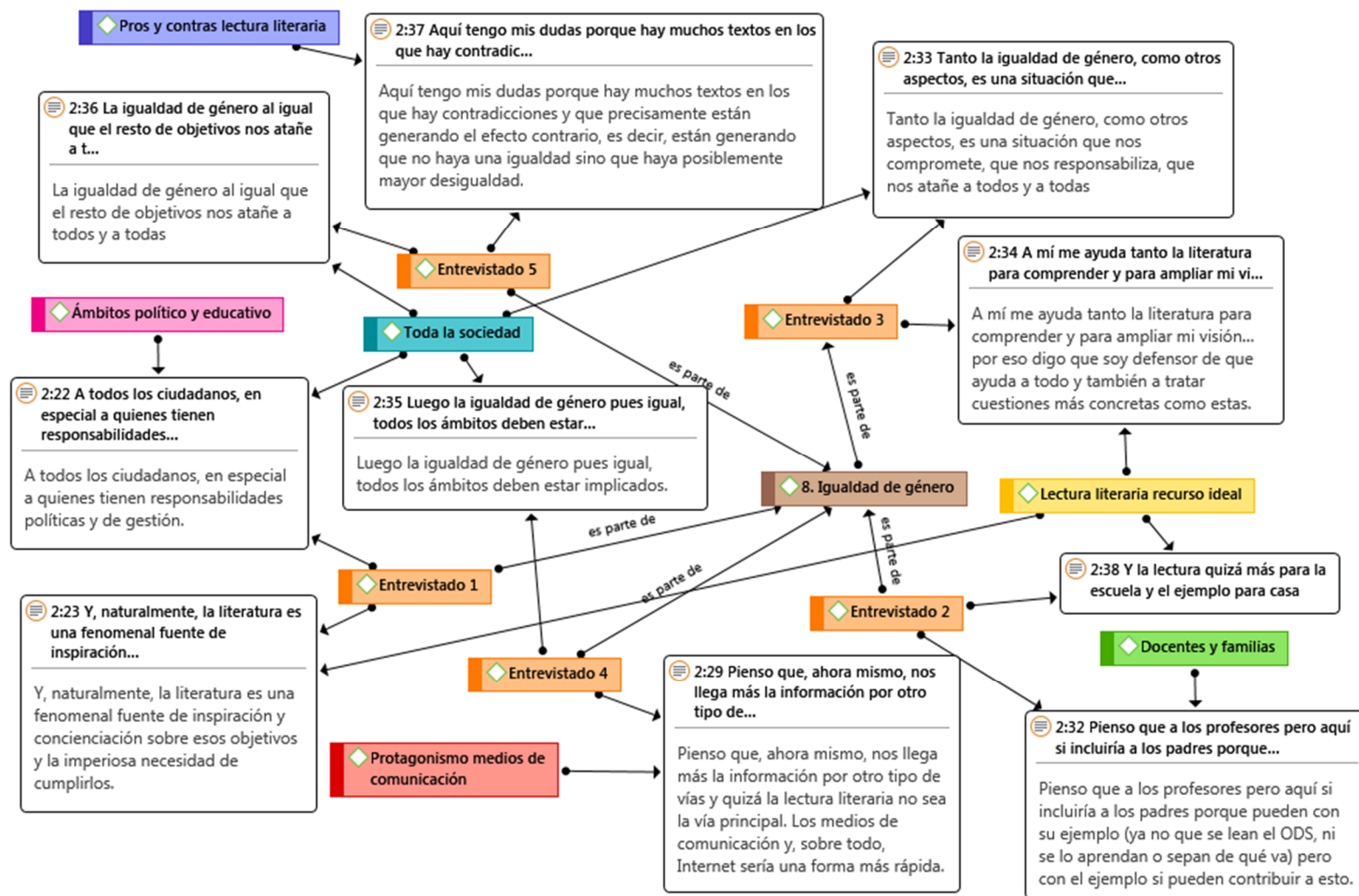


Figure S8. Question no. 8. Qualitative analysis of the responses of the teachers interviewed.

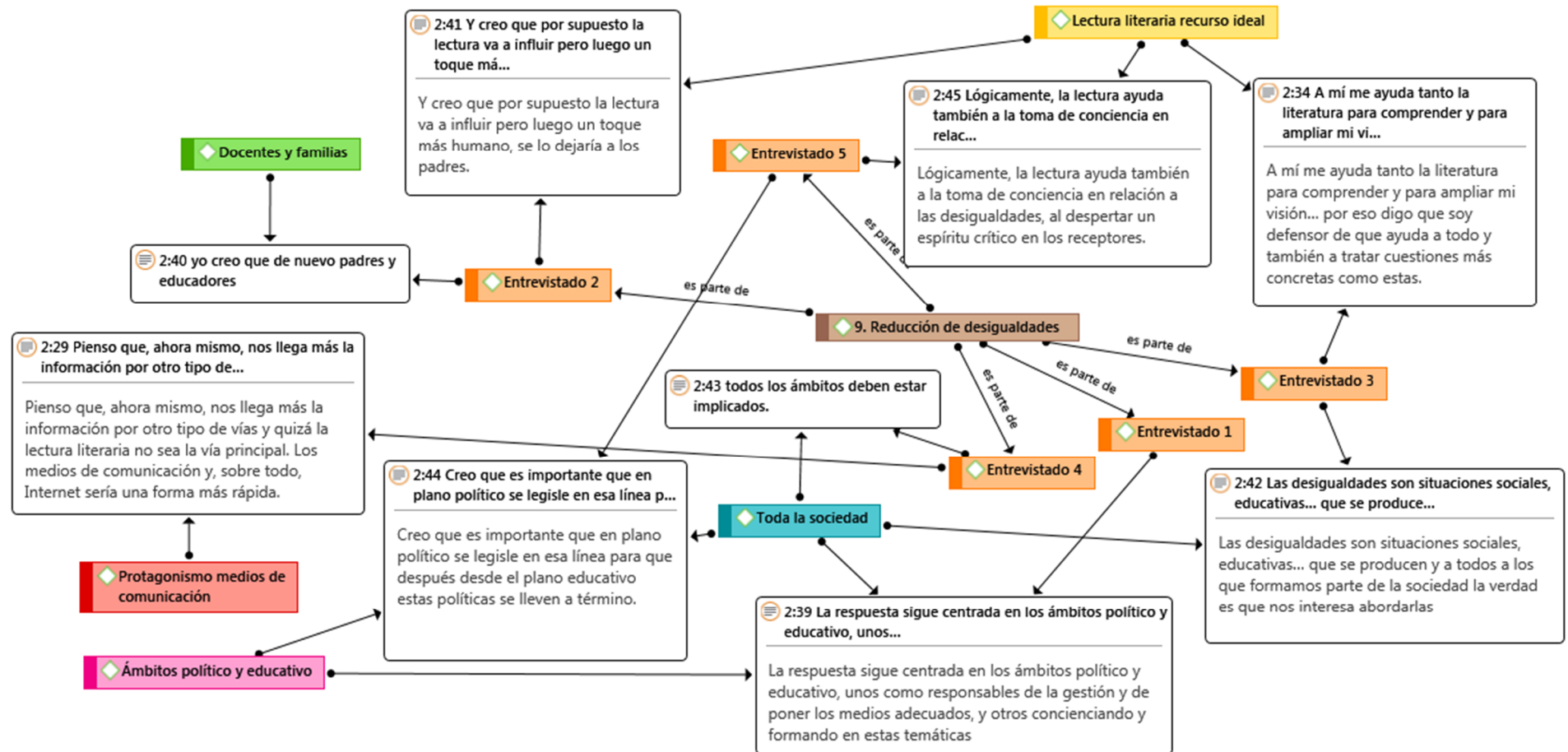


Figure S9. Question no. 9. Qualitative analysis of the responses of the teachers interviewed.

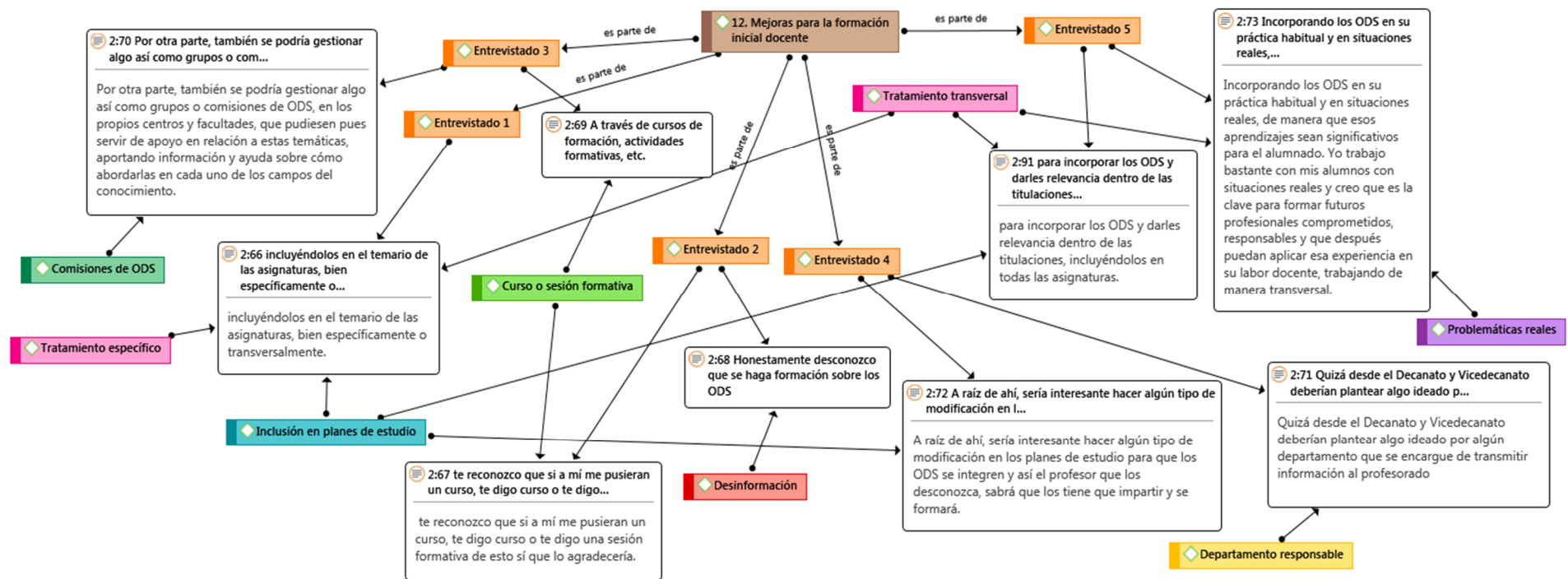


Figure S10. Question no. 12. Qualitative analysis of the responses of the teachers interviewed.