

To you who work with or have recently worked with primary / lower secondary teacher training

Choose language below (English, Nynorsk, Bokmål).

The purpose of the survey

This survey is part of NOKUT's evaluation of primary school teacher training. The aim is to gain useful knowledge about and views from you academic staff at GLU. The information from the survey will be an important basis for the evaluation.

Why are you being invited to this survey?

NOKUT has asked universities and colleges with primary school (GLU 1.-7.) or lower secondary school (GLU 5.-10.) teacher education to forward the response link to academic staff who work with or have recently worked with GLU.

Answering is voluntary. The survey takes about 15-30 minutes to answer, depending on, among other things activations in the questionnaire and how much free text you want to fill in.

Privacy - how we store and use information from the survey

All information collected is treated confidentially and in accordance with the privacy regulations. No data that can identify individuals will be published. The colleges and universities will have access to anonymised response data. NOKUT has *not* obtained background information (such as e-mail address or position) about you: All the information about you comes from the answers you provide in the questionnaire. You can ask to have your answers deleted at any time by sending an e-mail to glue@nokut.no.

What happens to your information when we end the project?

We do not collect information directly identifying who you are. You can choose to provide information that may indirectly identify you in the questionnaire. The data will be stored by NOKUT until 2027 and by NSD - Norwegian Center for Research Data AS until 2032, and will be available for analysis and research purposes.

Where can I find out more?

If you have any questions about the project, please contact:
Pål Bakken (pal.bakken@nokut.no) or Eva Fetscher (eva.fetscher@nokut.no)

Sincerely

NOKUT (the Norwegian Agency for Quality Assurance in Education)"

What is true about your connection to primary school teacher training (GLU) in the academic year 2022-23?

Multiple crossings possible.

- I don't work with GLU now, but did in the past
- I teach at GLU
- I supervise (or support in some other academic capacity) GLU students in their practice
- I supervise GLU students in their master's thesis work
- I supervise GLU students in other contexts

- I conduct research on topics that are relevant to GLU
 - I take part in development work that is relevant to GLU
 - I have management responsibilities in a GLU education
 - Other work that is relevant to GLU, please specify below
-

You answered that you worked with primary school teacher training (GLU) before. If it has been a short time since you worked with GLU, we would like you to answer the survey based on your last job related to GLU.

Where do you currently work?

If you work at multiple higher education institutions, please select the institution where you work the most

Må fylles ut.

- Høgskolen i Innlandet
- Høgskolen i Østfold
- Høgskulen i Volda
- Høgskulen på Vestlandet
- NLA Høgskolen
- Nord universitet
- NTNU
- OsloMet
- Sámi allaskuvla / Samisk høgskole
- UiT Norges arktiske universitet
- Universitetet i Agder
- Universitetet i Stavanger
- Universitetet i Sørøst-Norge

What campus do you primarily work at?

- Alta
- Bakkenteigen
- Bergen
- Bodø
- Drammen
- Levanger
- Mo i Rana
- Nesna
- Notodden
- Oslo
- Porsgrunn
- Sogndal
- Stord
- Tromsø

What is your main position in the academic year 2020–2021?

- Full professor

- Professor (NOR: dosent)
- Associate professor (NOR: førsteamanuensis)
- Associate professor (NOR: førstelektor)
- Assistant professor (NOR: universitetslektor)
- Assistant professor (NOR: høgskolelektor)
- University college teacher (NOR: høgskolelærer)
- Researcher (NOR: forsker)
- Postdoctoral fellow (NOR: postdoktor)
- PhD position (NOR: stipendiat)
- Research assistant (NOR: vitenskapelig assistent)
- Other position, please specify: _____

Is it a permanent or temporary position?

- Permanent position
- Temporary position / fixed term contract

How many years have you worked with GLU at the institution where you work now?

How many years (if any) have you worked with GLU previously, at another institution?

Have you worked as a primary / lower secondary school teacher?

- Yes, two years or more
- Yes, less than two years
- No

When did you last work as a primary / lower secondary school teacher?

- Five years ago or more
- Less than five years ago

What is correct about your teaching at GLU?

	Does not match/bad	Neither	Agrees completely/well
I only teach at GLU 1-7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I only teach at GLU 5-10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I teach both GLU 1-7 and 5-10, separately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I teach both GLU 1-7 and 5-10, co-teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I teach studies other than GLU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Multiple answers possible.

- I teach at campus (in person)
- I teach online
- I teach at gathering-based educations

- I teach on several campuses
- I teach at several institutions

Which subject(s) do you teach? Which subject(s) are you subject responsible for?
Multiple crossings possible.

	Teacher	Subject manager (NO: emneansvarlig)
English	<input type="checkbox"/>	<input type="checkbox"/>
Other foreign languages	<input type="checkbox"/>	<input type="checkbox"/>
Sports/physical education	<input type="checkbox"/>	<input type="checkbox"/>
Art, craft, duodji	<input type="checkbox"/>	<input type="checkbox"/>
Food and Health	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>
Norwegian	<input type="checkbox"/>	<input type="checkbox"/>
Norwegian as a second language	<input type="checkbox"/>	<input type="checkbox"/>
Norwegian sign language	<input type="checkbox"/>	<input type="checkbox"/>
Pedagogy (e.g. professional pedagogy and social pedagogy)	<input type="checkbox"/>	<input type="checkbox"/>
Special pedagogy	<input type="checkbox"/>	<input type="checkbox"/>
RLE	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>
Sami	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify below	<input type="checkbox"/>	<input type="checkbox"/>

Now follow some questions about your own experience, competence and research

Which formal teaching qualification(s) do you possess?

Multiple answers possible.

- No formal teaching qualification
- Other teacher training
- One-year teacher training (NOR: praktisk-pedagogisk utdanning/PPU)
- Basic course in university and college teaching
- Merited teacher
- Other pedagogical qualification (please specify): _____

To what extent do you agree with the following statements about *your own experience and competence* ?

	To no / a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know / not relevant
The largest part of my experience and competence stem from teaching in higher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

education

The largest part of my experience and competence stem from research

The largest part of my experience and competence stem from teaching in the school

I have updated experience from teaching in the school

To what extent do you agree with the following statements about *your own research* ?

To no / a very small extent To a small extent To some extent To a large extent To a very large extent Do not know / not relevant

I am researching matters that are directly linked to the school system

I use my own research in teaching

I use other research in my teaching

I have told the students about my own research

I update the academic content of the teaching regularly, so that it reflects new R&D

There is research literature on the syllabus that I have authored or co-authored

I myself have carried out research in classrooms or at a school

To what extent do you agree with the following statements?

To no / a very small extent To a small extent To some extent To a large extent To a very large extent Do not know / not relevant

I use teaching methods and working methods that are rooted in research on student learning

I keep up to date with research on student learning

On what subjects do you feel the greatest need to further develop your knowledge?

Choose up until 5 subjects

- Subject didactics
- Varied teaching methods / working methods
- Digital teaching
- Student-active forms of learning
- Alternative forms of assessment
- Supervision
- Research-based teaching and organization of education
- Educational management
- Knowledge of the working life's need for competence
- Your own professional field

Here are some questions about your teaching at GLU

To what extent do you agree with the following statements about your *teaching* ?

	To no / a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know / not relevant
I use teaching methods / working methods that the students can use as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use examples from the field of practice (case, video, transcriptions, student work, assignments etc.) in the teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use the students' experiences from practice in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now follow some questions about academic integration and cooperation

Do you an overview of the students' work requirements in the other courses at GLU?

By "others", we mean the subject(s) you most relate to.

- Yes, to a large extent
- Yes, to some extent
- No

Collaboration: To what extent do you agree with the following statements?

	Yes, a lot	Yes, to some extent	No
I collaborate with teachers in primary / lower secondary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I collaborate with colleagues in my own professional field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I collaborate with colleagues in other fields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Collaboration: To what extent do you agree with the following statements?

	To no / a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know / not relevant
I have a good collaboration with teachers in primary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have good cooperation with colleagues in my own professional field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have good cooperation with colleagues in other fields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internally at my institution, we have good cooperation between the employees and the management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At my institution, we have good cooperation with other teacher training institutions regarding teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At my institution, we have a good collaboration with other teacher education institutions regarding research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now you will receive some questions about the students' practice-training

We ask that you take as a starting point the overall impression you have of practice when answering these questions

The practice-teachers and practice-schools you have been in contact with in connection with GLU: To what extent do you agree with the following statements?

	To no / a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know / not relevant
The practice teachers have up-to-date knowledge of the academic content of GLU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practice teachers give the students good guidance during their practical periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practice teachers are well prepared for the practice students' arrival	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have good cooperation with the practice schools regarding the implementation of the practice training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We work actively to improve cooperation with the practice schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you think that the students' practice periods, overall:

	To no / a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know / not relevant
Gives students good experience in teaching their "study subjects" (NO: "studiefag")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives students good experience in the working areas of the teaching profession in addition to teaching (plans, rules, school-home cooperation, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consists of long enough practice periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bears the mark of good cooperation between subject teachers at university/college and practice teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You answered that you follow up students during their practice training periods.

	Yes, to a large extent	Yes, to some extent	No
Do you go through the learning objectives for the internship period together with the students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel that your own guidance and that of the practice teachers are coordinated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you give students academic assignments related to practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you provide follow-up other than guidance during practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What proportion of the students you supervise receive, at least once, during a typical internship period, *simultaneous* supervision by the internship teacher and you

- Everyone
- Most
- Many
- Some
- Few or none

What routines and documents do you use to assess the students in practice?

What is most important to improve practice training at GLU?

Interdisciplinarity in education : To what extent do you agree with the following statements?

	To no / a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know / not relevant
The interdisciplinary themes in the teaching plan (NO: læreplan) are integrated into large parts of the education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis is placed on the development of competence to work interdisciplinary and multidisciplinary in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasis is placed on theme-based teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Structure of the study program (GLU) : To what extent do you agree with the following statements?

	To no / a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know / not relevant
There is a good academic connection between PEL and the study subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Order and progression in teaching and practice periods are well adapted to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The placement of the practice periods in the course of study provides good opportunities for professional development as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The placement of the practice periods in the school year provides good opportunities for professional development as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now there are a number of questions about the master's thesis at GLU

Supervision of master's thesis. I am or have recently been...

Multiple answers possible.

- main supervisor for GLU students working on a master's thesis at their own institution
- main supervisor for GLU students working on a master's thesis at another institution
- co-supervisor for GLU students working on a master's thesis

Approximately how many master's theses have you been the main supervisor for - in GLU and other study programs (including work in progress)?

- 1-2
- 3-5
- 6-10
- 11-20
- Over 20

How many times have you censored master's theses?

Both GLU and other studies.

- never
- 1-2
- 3-5
- 6-10
- 11-20
- Over 20

Are you (or have you recently been) involved in various activities that can *prepare* GLU students for work on their master's thesis?

	Yes, often	Yes sometimes	No
I inform the students about why they shall write a master's thesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I facilitate for the students doing their own research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I facilitate for the students to participate in research projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I introduce the students to reading and using research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I introduce the students to searching for research literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide the students with training in developing research questions and research design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide the students with training in academic writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I give the students training in philosophy of science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide the students with training in quantitative methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide the students with training in qualitative methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Feel free to mention other learning activities you are doing, which are important as preparation for the work on the master's thesis

Please consider the following statements about (the work on) the master's theses at GLU

	Yes	No	Do not know / not relevant
Students largely choose the theme and problem themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students largely need suggestions for topics and issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are offered to participate in research groups/projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students can use existing data instead of obtaining data themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students can deliver assignments in various formats (artistic product, research article, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students often connect the master's thesis to their own practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please consider the following statements about *your supervision* of master's theses at GLU

	Yes	No
I am usually the only supervisor	<input type="checkbox"/>	<input type="checkbox"/>
I usually supervise together with other professional staff	<input type="checkbox"/>	<input type="checkbox"/>
I usually supervise together with staff in the primary school	<input type="checkbox"/>	<input type="checkbox"/>
I have received training to be able to supervise master's theses	<input type="checkbox"/>	<input type="checkbox"/>
I participate in supervision seminars to exchange experiences and increase my competence	<input type="checkbox"/>	<input type="checkbox"/>

To what extent do you agree with the following statements about *your supervision* of the master's theses at GLU

	To no / a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know / not relevant
I supervise too many master's theses at the same time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I supervise within topics/subjects where I feel competent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is rewarding for me to supervise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the opportunity to develop my skills as a supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you think are the biggest challenges for the students, considering their work on the master's thesis?

What is most challenging for GLU/the institution, with regard to the work on the master's thesis?

How does the work on the master's thesis contribute to qualifying the students for the teaching profession?

To what extent are results from master's theses disseminated in schools you collaborate with?

To no / a very small extent To a small extent To some extent To a large extent To a very large extent Do not know / not relevant

Finally, some questions about the competences that the completed students have

To what extent do you think that the GLU students, once they have completed the study programme...

To no / a very small extent To a small extent To some extent To a large extent To a very large extent Do not know / not relevant

are well prepared for their first jobs as teachers

have the necessary knowledge, skills and competence to become good teachers

have a good basis for further development of their own practice and of the teaching profession

If you have comments on any of the subjects in the survey, or would like to describe specific parts in more detail, please write here:

Thank you for completing the survey!

Sincerely,
NOKUT (Norwegian Agency for Quality Assurance in Education)