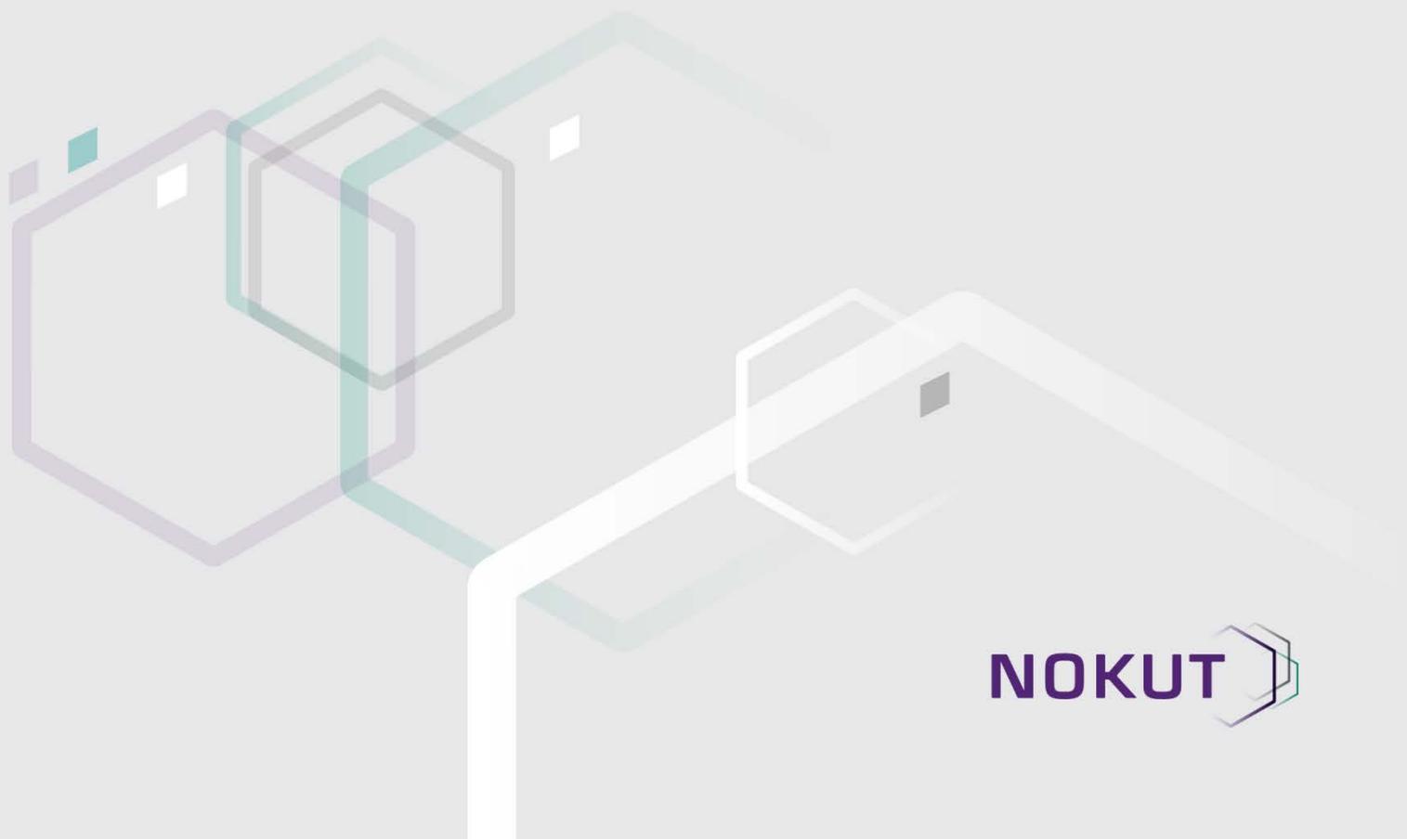


Advisory Program in  
Teacher Education

# Primary and Lower Secondary Teacher Education in Norway: Further Information

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NOKUT 

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# 1 Introduction

This is the second information document for the use of the Advisory Panel in Teacher Education, and follows A Brief Introduction to PLS Teacher Education in Norway. Much of the information in this report responds to specific requests from panel members, especially related to the UiT pilot programme, the structure of the programmes, and stakeholders in Norwegian TE – this means that the structure of this document is looser than in the previous document. We were also asked to find out more about retention rates year by year in teacher education programmes, but unfortunately, data about this is not available on a national level.

In Section 2, we use detailed data from the student survey to explore the issue of why the five-year teacher educations at the University of Tromsø scored poorly in this year's student survey, and whether there are potential pitfalls or lessons to learn here for future five-year TE programmes. Section 3 is a translation of an article by Karin Rørnes, Professor in Pedagogy at UiT, responding to the same question. Section 4 describes the programme structure of the new PLS programmes, and how this relates to the National Framework. Section 5 is a translated reproduction of the Ministry of Education's comments on the framework plans for PLS TE. Section 6 lists some central stakeholders and relevant organisations in Norwegian PLS TE, as well as some potentially relevant future events. Finally, Section 7 reproduces and analyses the TE institutions' own assessments of their strengths and challenges, as presented at the first APT meeting.

We hope this document will be helpful for the Advisory Panel's work!

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## 2 Student Survey Data and PLS Teacher Education Programs at UiT: Is Student Satisfaction Low?

### 2.1 Background

In the 2016 student survey *Studiebarometeret*, the University of Tromsø's five-year PLS (primary and lower secondary) teacher education programs scored very low on overall student satisfaction. One Norwegian newspaper highlighted students' overall evaluation of their study program – i.e. their response to the survey question about their overall satisfaction with their study program – and found that three of the four study programs with the lowest score belonged to UiT. These three programs were all five-year PLS teacher education programs.

Since these programs are some of the first programs of their kind in Norway, and all PLS teacher education in Norway will follow a similar model from 2017, these survey results are potentially concerning, and it is worth investigating what exactly they mean. This document explores student satisfaction with the five-year PLS teacher education programs at UiT. We do not include other programs at UiT, or programs at other institutions.

### 2.2 *Studiebarometeret*

The Norwegian student survey, *Studiebarometeret*, is conducted yearly by NOKUT. It covers all BA and MA degree programs in Norway. There are about 90 questions, with a Likert scale (1-5, where 5 indicates the highest satisfaction) and “Do not know” as alternatives. The survey aims to find out how students perceive the quality of their study program. It includes different themes or aspects of educational quality, such as:

- Teaching and academic counselling
- Learning environment
- The study program's capacity to inspire
- Vocational training
- Relevance to working life
- The students' own level of involvement (participation, motivation, preparation)
- Assessment and evaluation

The scores from the survey are quality indicators. They are not the final word on the programs' educational quality, and should be used alongside other information about educational quality.

### 2.3 Data

This document only uses data from the student survey *Studiebarometeret*. Some of the data is included in a previously supplied Excel sheet (labeled “Data\_quantitative\_APT\_03feb2017”). One exception is data on overall satisfaction, which we now include. In addition, we have analyzed the comments given in an open question in the questionnaire. We also include some data from 2015.

We have not calculated whether the differences between groups (i.e. programs) are significant. In cases with many respondents, even small differences will be statistically significant, but often substantially insignificant. On the other hand, relatively large differences (i.e. 0,5) between groups with few respondents can be statistically insignificant, but can still be starting points for more

analyses. Significance tests might be done by using finite population correction; if so, the large numbers of respondents compared to the number of students will lead to more differences being significant.

## 2.4 PLS Teacher Education Study Programs at UiT

UiT had four participating PLS teacher education programs in the 2016 *Studiebarometeret* population.

Table 1. PLS teacher education programs at UiT in *Studiebarometeret* 2016

STUDIEPROGRAM	STUDY PROGRAM	CAMPUS	RESPONDENTS
Lærerutdanning 1. - 7. trinn - master (5-årig), samlingsbasert	Education year 1-7 - master (5-year) – Harstad	Harstad	6 / 50 % *
Lærerutdanning 1. - 7. trinn - master (5-årig), lektor – Tromsø	Education year 1-7 - master (5-year) – Tromsø	Tromsø	32 / 89 %
Lærerutdanning 5. - 10. trinn - master (5-årig), lektor	Education year 5-10 - master (5-year) – Tromsø	Tromsø	62 / 82 %
Lærerutdanning 1. - 7. trinn - master (5-årig), lektor – Alta	Education year 1-7 - master (5-year) – Alta	Alta	7 / 33 % *

\* We do not present results for these two programs, due to the low number of respondents.

The table above shows the Norwegian and English names of the programs, as well as their location. The number of respondents and the response rates are shown to the right in the table. Only second and fifth year students can participate in the student survey.

## 2.5 Average Score for Overall Satisfaction

The table below shows the lowest scores, the highest scores, and the national average scores for overall student satisfaction in *Studiebarometeret* 2016.

Table 2. PLS teacher education programs with high and low overall satisfaction in *Studiebarometeret 2016*

STUDY PROGRAM	INSTITUTION	OVERALL SATISFACTION
MA in Teacher Education years 1-7 (5-year) (campus Tromsø)	University of Tromsø	3,3
Teacher Education, years 1-7 (campus Drammen)	Southeast Norway University College	3,3
MA in Teacher Education years 5-10 (5-year) (campus Tromsø)	University of Tromsø	3,4
Teacher Education, years 5-10 (campus Halden)	Østfold University College	3,5
Teacher Education, years 1-7, part time (campus Levanger)	Nord University	4,7
Teacher Education, years 1-7, part time (campus Stavanger)	University of Stavanger	4,7
MA in Teacher Education, years 5-10 (5-year) (campus Kristiansand)	Universitetet i Agder	4,7
ALL 5-YEAR PLS TEACHER EDUCATION (Grunnskole 5-årig)	ALL	*
ALL PLS TEACHER EDUCATION (Grunnskole)	ALL	4,0

\* The score is not shown because UiT programs account for 107 of the 129 respondents, meaning that a comparison is meaningless.

The table shows low overall student satisfaction scores for the PLS teacher programs at UiT in 2016. In 2015, the same two programs had an overall student satisfaction of 3,8, which is very close to the national average for PLS teacher education.

## 2.6 Average Score for Different Quality Dimensions

When we examine the survey scores in more detail, it becomes apparent that, according to the 2016 survey, students at the UiT programs are quite satisfied with most dimensions of educational quality.

However, compared to the national average for PLS teacher education, the students at the two programs are very critical of a few aspects of the learning environment – specifically the physical learning environment, library services, and administration. They also give below-average scores for the themes Contribution and Inspiration, which consists of three questions about the extent to which the student finds the study program stimulating, academically challenging and that it stimulates his or her motivation for working with his or her studies.

The theme Learning environment consists of eight questions about both social and physical environment.

The survey includes two groups of questions about motivation. One with questions about the study program's capability to inspire (labelled Inspiration on the web site) and one with questions about the students' own motivation (labelled Motivation on the web site).

The table under gives average scores on three questions about Learning environment, one question from the Inspiration theme and one from the Motivation theme.

Table 3. Low average scores in primary teacher programs at UiT Studiebarometeret 2016

	Rooms for teaching and other study work	Library and library services	Administration and information	Stimulates my motivation for working with my studies	I am motivated for working on my studies
ALL PRIMARY TEACHER EDUCATION (Grunnskole)	3,3	4,1	3,4	3,4	3,7
Education year 1-7 - master (5-year) – Tromsø	2,4	3,2	2,3	2,8	3,0
Education year 5-10 - master (5-year) – Tromsø	2,2	3,4	2,2	2,8	3,3

The students on the two programs give particularly low scores on the questions about “How satisfied are you with; Rooms for teaching and other study work, Library and library services and Administration and information”. They also give low scores on the questions “To what extent do you find that the programme stimulates my motivation for working with my studies” and “To what extent do you agree that I am motivated for working on my studies”.

For the two programs at UiT, we find the same dissatisfaction in 2015 concerning the same questions; in particular, the students are very dissatisfied with the rooms for teaching and the administration and information. More details can be found here: [http://studiebarometeret.no/en/Tidsserie/1130\\_IMA-LU1-7](http://studiebarometeret.no/en/Tidsserie/1130_IMA-LU1-7) [http://studiebarometeret.no/en/Tidsserie/1130\\_IMA-LU5-10](http://studiebarometeret.no/en/Tidsserie/1130_IMA-LU5-10) .

Students on other programs on the institute where the two primary teacher programs are organized, are not as dissatisfied with the learning environment as the primary teacher students, except two of the programs in Pre-school teacher education – bachelor, which also are situated in Tromsø.

NOKUT does not have complete information about all study programs given on the particular institute or the exact location of the different programs. However, comments from one student indicates that the programs are situated in a different location than most other programs in Tromsø.

The students at the two UiT programs are not satisfied with “The students' opportunity to influence the study programmes' content and design” and “How students' viewpoints are taken into account and followed”. Most of the scores for the two programs are well under the national average scores for teacher education for the years we have data. One reason for this might be that the students feel that their complaints or viewpoints on the learning environment are not taken into account.

## ***2.7 Comments from the Open End Question in the Questionnaire***

For the primary teacher education program 1-7, 21 out of 32 respondents commented on their study program. Their answers varied thematically, but quite many were critical to the teaching, to the administration/information and to different aspects of the vocational training.

For the primary teacher education program 5-10, 35 out of 62 respondents commented on their study program. Their answers also varied thematically; many students complained about the administration/information and many students complained about the teaching rooms. In addition, some students complained about different aspects of the vocational training.

NB! There were no students on the 1-7 program that complained about the rooms for teaching, but as many as eight students on the 5-10 program complained about the rooms.

## 2.8 Conclusions

Some conclusions on the two primary teacher programs in Tromsø at UiT:

- The students give lower scores on the questions on overall satisfaction than students on other primary teacher programs
- The figures seems quite robust, given the high response rates and the fact that the populations are finite
  - 32 / 89 %
  - 62 / 82 %
  - But differences are not statistically tested
- However, the students give average scores on most of the themes that are included in the questionnaire, like Vocational training, Relevance, Teaching, Examinations and Learning outcome. The students are quite satisfied with most of the aspects of their study program!
- The students are particularly critical to different aspects of the learning environment (rooms, library and information/administration)
- We find the same pattern in 2015; the students are very negative to the same aspects of the learning environment
- The students' comments give support to the statistics; many are negative to the teaching rooms and the information/administration
- It is likely that the students' negative experiences with the information, administration and facilities influences their overall student satisfaction

## 3 Is Five-Year Teacher Education a Failed Experiment?

By Karin Rørnes, Professor in Pedagogy, UiT – The Arctic University of Norway

March 7 2017

The annual NOKUT report on the national student survey “Studiebarometeret”, which measures student satisfaction with their own study program, has yet again shown that teacher education ranks at the bottom. Pilot in the North (PIN), the five-year MA in teacher education at UiT - The Arctic University of Norway, is no exception, even though the ambitions were that a master level degree should give the program a higher status and thus recruit the best and most motivated students.



*Karin Rørnes*

On the university’s homepage PIN is promoted as leading the way for the country, and the aim has been nothing less than to create “the best teacher education in the world”. This height of ambition also means a long way to fall, and it is of course never pleasant to hit rock bottom.

### 3.1 Low score

The focus placed on teacher education at UiT was a strategic choice that must be seen in light of the merger process between Tromsø University College and UiT. It was perceived as a gift for the Institute of Teacher Education (ILP) when, in 2010, we were given the opportunity to develop an integrated master’s program for primary and lower secondary education. The starting point was a teacher education that had major challenges on a nationwide basis and scored low on most parameters: low recruitment rates, low student effort and high dropout rates. Nevertheless, it is naive to believe that extended study time<sup>1</sup> and new study plans in themselves will solve the basic problems with which teacher education is struggling. The question here is about the relevance of teacher education in relation to teaching as a profession. Teacher education must understand itself as a professional education even though, in a highly skilled society, we must obviously focus on teachers having a research-based knowledge as a starting point for professional practice. The status of teacher education is closely linked to the status and recognition we give teachers in school.

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<sup>1</sup> The new five-year integrated Master’s degree programs in primary and lower secondary teacher education extended teacher education by one year.

### 3.2 *Teething problems*

Under-secretary of state Bjørn Haugstad (Høyre/the Conservative party) told *Forskerforum*<sup>2</sup> that he believes the students' dissatisfaction is due to the usual teething problems and that the five-year teacher education in 2017 will have good chance of success. Member of Parliament Marianne Aasen (Arbeiderpartiet/the Labour party) in the Standing Committee on Education, Research and Church Affairs believes that the result gives reason to be skeptical about the decision to introduce a five-year master's degree in primary and lower secondary teacher education as mandatory from the fall of 2017 onwards. Politically, in other words, there are contradictory expectations for the 2017 reform in teacher education.

### 3.3 *Theory and practice*

As a teacher in pedagogy, I have followed the first cohort of teacher students of the new master's program, called Pilot in the North (PIN). PIN copied Finnish teacher education and introduced all-encompassing professional subjects where the intention was to integrate subject matter (content), learning theory (pedagogy) and professional experience (the practicum) in a way that could create a whole and coherent study program. Research and development (R&D) was to be the foundation and a common focus for all courses in the Master's program. We learned that integration is demanding both professionally and in terms of resources. Development and change require time for cooperation, flexibility and a great deal of ability and willingness to think creatively when established traditions are challenged by new ones. The establishment of dialogue-based meeting places (dialogue seminars) for students, teachers and practicum supervisors was necessary to create a research-based teacher education. Feedback from PIN graduates shows that we have succeeded in educating student teachers who are able to change and develop their own professional practice in line with recent research, as was the purpose of the new study program. The furtherance of PIN 2010-2015 has placed less emphasis on dialogue-based meeting places, which could weaken students' opportunity to reflect on the relationship between theory and practice in a research-based education.

### 3.4 *Must do research on real-world issues*

A master-based primary and lower secondary teacher education should be welcomed. Teacher students' dissatisfaction offers an important corrective, enabling us to see that teacher education must be professionally anchored in order for the study to be perceived as meaningful. The teacher students are in fact consistently satisfied with their teaching practice. A research-based education must therefore be built on R&D work related to real-world issues connected to being a teacher. To be a researcher in teacher education and in schools is about taking co-responsibility for the experience of primary and lower secondary school pupils, so that that their right to health, well-being, and education is ensured in a knowledge-based and professional manner.

### 3.5 *Can increase dissatisfaction*

The introduction of a five-year teacher education from the fall of 2017 is an important step. There is still a fly in the ointment, however. The new framework plan for teacher education is a political

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<sup>2</sup> *Forskerforum* is a periodical published by Forskerforbundet (The Norwegian Association of Researchers, a union which organises employees and students in research, higher education and dissemination of knowledge).

management document that, at worst, may increase teacher students' dissatisfaction with their own education. With a weakened pedagogy (learning theory) combined with a strong focus on content (subject matter), the new teacher education is at risk of increased fragmentation, which may in turn reinforce the teacher students' experience of the lack of relevance of their education in relation to the challenges they face as teachers in school.

## 4 Programme Structure in the Five-Year Integrated MA Programs in PLS Education

### 4.1 Introduction

The idea of a five-year integrated MA program in primary and lower secondary education has been under consideration for some time in Norwegian politics. As early as 2006, the Norwegian Agency for Quality Assurance in Education (NOKUT) published a report on the evaluation of the education of general education teachers, in which it concluded that the Ministry of Education and Research should introduce five-year Master's degree programs in general education. In 2014, the government launched a program on the "Promotion of the status and quality of teachers".<sup>3</sup> One of its measures was to introduce a five-year Master's degree for teachers starting in 2017 in order to raise the quality of teacher training. In the spring of 2015, the Ministry appointed a committee with the task of drafting a national framework plan for the new five-year integrated MA programs in primary and lower secondary education. The regulations were to build on the existing framework plans and to incorporate the requirements stipulated in a white paper published in 2009 on the role and education of teachers (*Læreren: Rollen og utdanning*) for a profession-oriented, research-based education that is attractive, innovative and demanding, and of high quality.<sup>4</sup>

Given their centrality to the national models for the new MA programs in primary and lower secondary teacher education, a closer look at what is meant by "profession-oriented" and "research-based" education and how they relate to each other is called for. This is all the more important as an orientation towards research might appear to be in contradiction with an orientation towards practice in the planning and implementation of teacher education programs. According to NOKUT (2006), this may indicate that educators are unable to demonstrate the relevance of R&D work to the field of professional practice. Before going any further, it might be important to underline that, by law, all Norwegian higher education should be based upon research, development work and professional experience (termed R&D-based education). Here, the concepts of "profession-oriented" and "research-based" are understood to be closely intertwined.<sup>5</sup>

The concept of "research-based education" may be understood in different ways. According to the latest Guidelines for Primary and Lower Secondary Teacher Education Programs for years 5-10,<sup>6</sup> the

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<sup>3</sup> For more information on the program for the promotion of the status and quality of teachers, see <https://www.regjeringen.no/en/topics/education/innsikt/larerloftet/id2008159/>

<sup>4</sup> *Læreren: Rollen og utdanning*, NOKUT, 2009, available (Norwegian only) at <https://www.regjeringen.no/contentassets/dce0159e067d445aacc82c55e364ce83/no/pdfs/stm200820090011000dddpdfs.pdf>

<sup>5</sup> Cf. Act of Universities and University Colleges (*Universitets- og høyskoleloven. Lov om universiteter og høyskoler av 1. april 2005 nr. 15*) available (Norwegian only) at <https://lovdata.no/dokument/NL/lov/2005-04-01-15>. An overview of the law in English is also available at [https://www.regjeringen.no/globalassets/upload/kd/vedlegg/uh/uhloven\\_engelsk.pdf](https://www.regjeringen.no/globalassets/upload/kd/vedlegg/uh/uhloven_engelsk.pdf)

<sup>6</sup> Since 2014, the National Council for Teacher Education (NRLU) has had responsibility for revising and developing the national guidelines for teacher education programs in Norway. The national guidelines shall provide binding standards for quality for good teacher education and shall be revised in accordance with developments in the knowledge field. Following the government's announcement that current four-year primary and lower secondary teacher education programs are to be replaced by five-year master's degree programs from 2017, the NRLU has worked to develop national guidelines for the new programs. In 2014, the NRLU appointed a program group responsible for coordinating the development of these guidelines. The national guidelines are based on the Ministry of Education and Research's Regulations for Primary and Lower Secondary Teacher Education Programs for Years 5–10 adopted on 7 June 2016. The program group and subject groups have

basis in research of these programs “must be both implicit and explicit”. This means that the teacher education programs must teach and engage students in “scientific work methods, critical thinking and recognised, research-based knowledge”. The Guidelines further states that “research-based learning processes shall advance the students’ independence, analytical skills and critical reflection so that they, as teachers, are able to make use of new knowledge and further develop at a personal level, their profession and their place of work after completing their education.”

To that aim, “theory of science and research methods should be introduced early on in the programme. There shall be progress in the topic throughout the education programme. The student shall master scientific theory and, in connection with the master’s thesis, carry out an independent and comprehensive research-based written project”.

In addition, “the programme shall give prospective teachers the competence they require to make use of research in their professional teaching activities. The student must therefore acquire the skills of finding, understanding, assessing, using and contributing to research. In their encounter with research, the student shall develop his/her ability for critical reflection on their own and the school’s collective practice, for interaction and for applying new knowledge.”

Furthermore, “the teacher educators in the teacher education programmes should themselves be active researchers or be part of a professional community where research is carried out and published in areas that are relevant to the primary and lower secondary teacher education programmes and the teaching profession. Teacher education as a programme of professional study should be further developed through continuous and systematic research and development work.”

Finally, “the institutions shall facilitate the students’ participation in ongoing R&D-based projects and their opportunity to initiate their own projects. The projects can be interdisciplinary and shall help to strengthen the professional orientation as a whole.”

As noted in *Læreren: Rollen og utdanning* (2009, 76), the requirements for research-based teaching involves a number of challenges for teacher education which can be met in different ways. One way to overcome such challenges is through connecting R&D work with education, through teacher students’ knowledge of and participation in R&D work, and by emphasizing issues and themes that help teacher students engage in reflective practice. In that connection, NOKUT (2006) emphasized the importance of qualifying for the teaching profession with a scientific approach. Among other things, teacher education can only be an introduction to the profession and must therefore have an adequate component of scientific education so that new knowledge can continually be integrated into professional practice.

The same report highlights some features that it considers central to a “profession-oriented” teacher education: it must be based on scientifically generated knowledge, at the same time be practice-oriented and theory-oriented, provide space for autonomy in the profession, and develop the ability both for critical practice and to utilize new knowledge in their own profession. Similarly, the

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had a short time frame for the work on the national guidelines. The work on the national guidelines under the auspices of UHR takes as its basis that the guidelines can be continuously revised as the sector gains experience of them. Source: Guidelines for the Primary and Lower Secondary Teacher Education Programme for Years 5-10, available at [http://www.uhr.no/documents/National\\_guidelines\\_for\\_the\\_primary\\_and\\_lower\\_secondary\\_teacher\\_education\\_programme\\_for\\_years\\_5\\_10.pdf](http://www.uhr.no/documents/National_guidelines_for_the_primary_and_lower_secondary_teacher_education_programme_for_years_5_10.pdf)

Ministry states that the term “profession-oriented” entails “a close connection between subjects, subject didactics, pedagogy and professional practice”.<sup>7</sup>

In another report published in 2012, NOKUT concludes that “the majority of local study programs use definitions of R&D-based education that closely resemble traditional interpretation of research-based teaching, where the individual teachers own research competence and research activity are the main factors. Here, the responsibility for R&D-based education is primarily placed upon the teachers as individuals. These programs are also characterized by a lack of systematic efforts to connect R&D with education in a manner aimed at enhancing the quality of education.” According to the same report, however, “local study programs obtaining the most positive assessments are characterized by a R&D profile which is closely connected to the field of professional practice. In the evaluations, this kind of R&D profile has been characterized as providing a better foundation for R&D-based professional education than basic and/or disciplinary research.” From the point of view of NOKUT, therefore, “a broad understanding of the R&D-base and the term R&D-based education may provide a better foundation for preparing the students for future professional practice, increase professional relevance and thus the quality of education.”<sup>8</sup>

Before taking a closer look at the study models developed for the new five-year integrated MA programs in primary and lower secondary education, a few more words with respect to the overall process leading to the adoption the National Framework Plans and their purpose are called for. The committee appointed by the Ministry on the spring of 2015 submitted its draft regulations on 27 October 2015. The Ministry subsequently distributed them for consultation with some adjustments. The deadline for lodging submission for this consultation was set to 1 April 2016. The Ministry received 123 consultation submissions from the university and university college sector, public agencies and government bodies, national centers, special interest organizations and associations. What came out of these submissions were concerns over the name and content of the teaching profession/pedagogy subject and the possibilities for master’s degree specialization in the programs. There was also a wish for theory of science to be introduced as early as possible in the programs. Another important point was the wish for the learning outcome descriptions to be made more general. Conversely, “many additions have been proposed, and many parties have wished for specific wordings to be included in accordance with their own goals.”<sup>9</sup>

On 7 June 2016, the Ministry passed the new regulations concerning the framework plans for primary and lower secondary teacher education.<sup>10</sup> The content and structure of the teacher education programs undergo significant changes from the initial draft regulations distributed for consultation. In particular,

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<sup>7</sup> Ministry of Education and Research, Circular No.F-06-16, Ref. 16/2452, 8 July 2016, “To higher education institutions that offer teacher education programmes”, p.5

<sup>8</sup> A summary of the 2012 report, R&D-based professional education – experiences from evaluations of teacher, engineering and pre-school teacher education (*FoU-basert profesjonsutdanning. Referring far alluring av allmenlærer-, ingeniør-, og førskolelærerutdanningen*), is available at <http://www.nokut.no/en/Facts-and-statistics/Publications/Research-and-analyses/Education-in-Norway/RD-based-professional-education--experiences-from-evaluations-of-teacher-engineering-and-pre-school-teacher-education/>

The full report (Norwegian only) is available at [http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Kunnskapsbasen/Rapporter/UA/2012/Lid\\_Stein\\_Erik\\_FoU-basert%20profesjonsutdanning\\_2012\\_1.pdf](http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Kunnskapsbasen/Rapporter/UA/2012/Lid_Stein_Erik_FoU-basert%20profesjonsutdanning_2012_1.pdf)

<sup>9</sup> These adjustments concerned “the name of the pedagogy subject, the name of the education, clarification of competence on violence and sexual abuse, clarification of knowledge about religion, philosophy of life and ethics in the pedagogy subject and opening up the possibility of practical training in kindergartens to students in teacher education programmes for years 1–7”.

Source: Ministry of Education and Research, Circular No.F-06-16, Ref. 16/2452, 8 July 2016, “To higher education institutions that offer teacher education programmes”, p.2.

<sup>10</sup> These regulations are available in Norwegian only at <https://lovdata.no/dokument/SF/forskrift/2016-06-07-860> (1-7) and <https://lovdata.no/dokument/SF/forskrift/2016-06-07-861> (5-10).

the possibility of master's degree specialization in profession-oriented pedagogy and special needs education has been introduced, the subject name pedagogy and pupil-related skills has been reintroduce, and it is specified that theory of science and scientific method should be introduced at an early stage of the program. The consultation submissions called for figures to explain the program models. An English version of this model is included in the present introductory note (see figures 1 and 2 below).

The National Framework Plans provide the overarching policy for the two five-year integrated MA programs in primary and lower secondary teacher education for grades 1-7 and 5-10 respectively.<sup>11</sup> It is designed to help ensure a unified structure in the primary and lower secondary teacher education programs on a national basis. Individual institutions are free to determine the specific content and design of their study programs, as long as they comply with these regulations. In addition, the National Framework Plan leaves the possibility open for institutions to consider where to facilitate joint teaching in topics where the five-year integrated MA programs in primary and lower secondary education for grades 1-7 and grades 1-5 overlap. According to the Ministry, "this applies to topics relating to [grades] 5 to 7, theory of science and scientific method and certain subject courses".<sup>12</sup>

It should also be noted that the National Framework Plans do not identify many compulsory subjects in the programs. This is intended to provide flexibility and facilitate specialization and diversity in the students' choice of subjects. The teacher education institutions are expected to offer a broad range of subjects to meet the school system's needs. The educational institutions are free to transfer teaching methods between subject areas to create variation in their teaching and put subjects into perspective. For example, one of the proposals received in the consultation feedback was to place particular importance on methods from practical and aesthetic subjects in initial education.<sup>13</sup>

Below is a more detailed explanation of the content and structure of the models for five-year integrated MA programs in primary and lower secondary teacher education as set forth in the National Framework Plans, followed by a brief introduction of "Tromsøtrappa" as the philosophy behind the models.

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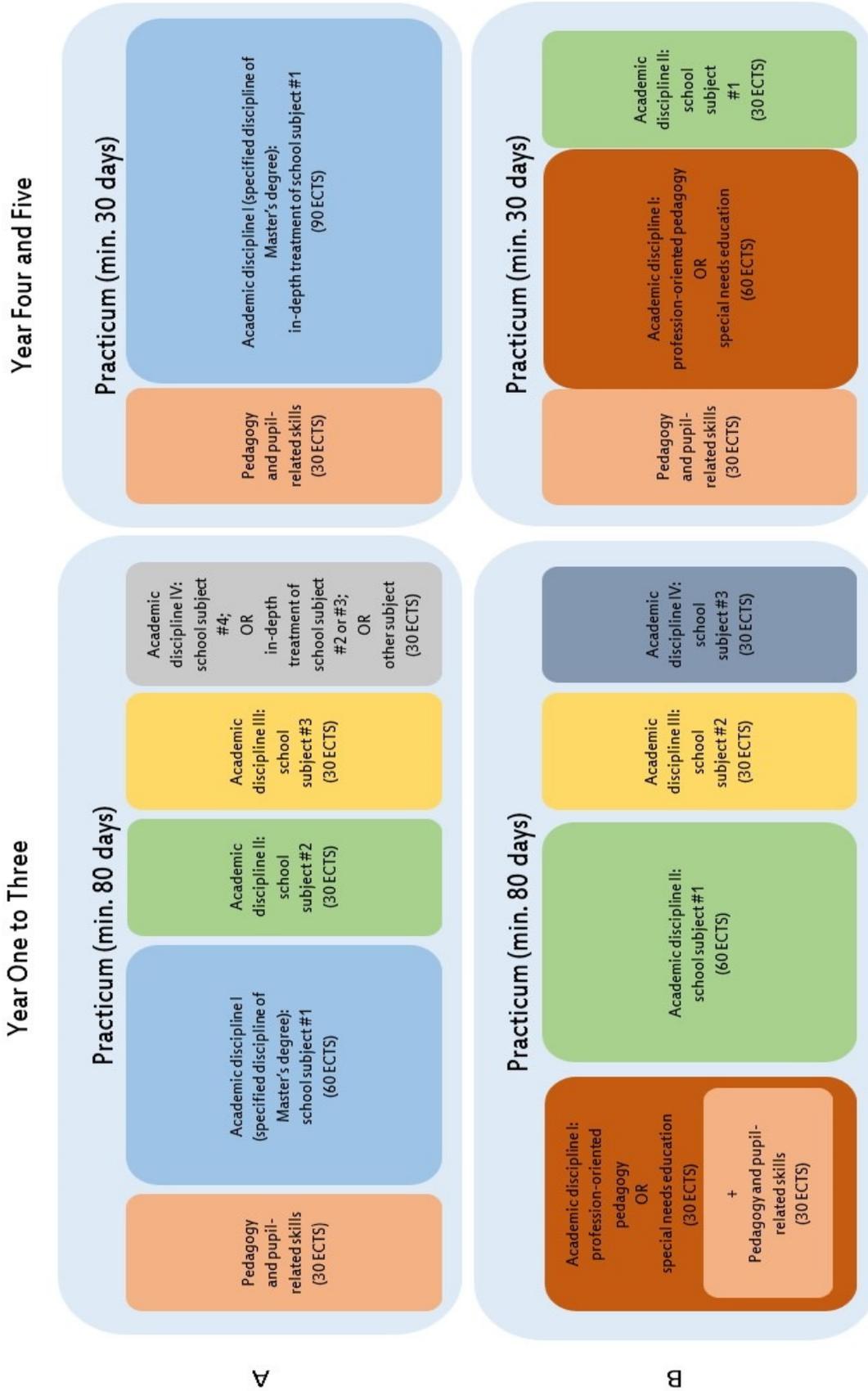
<sup>11</sup> See "Regulations Relating to the Framework Plan for Primary and Lower Secondary Teacher Education for Years 1-7" at <https://www.regjeringen.no/contentassets/c454dbe313c1438b9a965e84cec47364/forskrift-om-rammeplan-for-grunnskolelærerutdanning-for-trinn-1-7---engelsk-oversettelse-11064431.pdf> and "Regulations Relating to the Framework Plan for Primary and Lower Secondary Teacher Education for Years 5-10" available at <https://www.regjeringen.no/contentassets/c454dbe313c1438b9a965e84cec47364/forskrift-om-rammeplan-for-grunnskolelærerutdanning-for-trinn-5-10---engelsk-oversettelse.pdf>

<sup>12</sup> Ministry of Education and Research, Circular No.F-06-16, Ref. 16/2452, 8 July 2016, "To higher education institutions that offer teacher education programmes", p.4.

<sup>13</sup> Ibid., p.5.

Figure 1.

## Five-year integrated MA program in primary and lower secondary education (1-7)



## 4.2 The Five-Year integrated MA Program in Primary and Lower Secondary Education, grades 1-7 (GLU 1-7)

Figure 1 above is a schematization of the five-year integrated MA program in primary education, grades 1-7 (GLU 1-7). It serves to illustrate the general structure envisioned for the new framework plan. It does not impede the freedom of individual institutions to determine the specific contents and design of their own study program, as long as they comply with the National Framework Plan adopted by the Ministry of Education in June 2016.

GLU 1-7 offers two alternatives: (A) subject specialization or (B) a specialization in profession-oriented pedagogy or special needs education. Students on GLU 1–7 who choose to specialize in school subjects can choose subject didactics or initial education as their master’s degree subject. Students who choose master’s degree specialization in subject didactics can also choose to focus on initial education in their master’s thesis. GLU 1–7 allows for a master’s degree specialization that incorporates subject didactics, initial education, profession-oriented pedagogy and special needs education, with different weighting and basis.<sup>14</sup>

In the first three years of the program, students must complete:

- A practicum of at least 80 days in primary and lower secondary school teaching, including at least five days of classroom observation. The teaching practice must be supervised<sup>15</sup> and assessed;<sup>16</sup>
- Studies in pedagogy and pupil-related skills (min. 30 ECTS);

This is a profession-oriented teacher education subject that includes a 15-credit module in knowledge of religion, philosophy of life and ethics. Examples of areas of knowledge include school/home cooperation, class environment and class management in a multicultural and multireligious society, and professional ethics. These areas of knowledge are integrated into the pedagogy and pupil-related skills subject and does not confer qualifications for teaching the subject Knowledge of Christianity, Religion, Philosophies of Life and Ethics in primary and lower secondary school like the teacher education subject religion, philosophy of life and ethics does.<sup>17</sup>

- Studies in academic discipline I (min. 60 ECTS), which will be the subject of the Master’s degree and may consist of
  - A. School subject #1
  - B. Professional-oriented pedagogy or special needs education

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<sup>14</sup> Ministry of Education and Research, Circular No.F-06-16, Ref. 16/2452, 8 July 2016, “To higher education institutions that offer teacher education programmes”, p.5.

<sup>15</sup> That teaching practice shall be *supervised* means that students should be under the supervision of a special practical training supervisor at the primary or lower secondary school where they are placed and one or more members of the teaching staff from the teacher education institution. The practical training supervisor and teacher education institution supervisor(s) shall cooperate on teaching and supervision during the period of practice. (Source: Ministry of Education and Research, Circular No.F-06-16, Ref. 16/2452, 8 July 2016, “To higher education institutions that offer teacher education programmes”, p.6)

<sup>16</sup> That teaching practice shall be “assessed” simply means that each practice period shall be assessed using the grade pass or fail or letter grades. (Source: Ministry of Education and Research, Circular No.F-06-16, Ref. 16/2452, 8 July 2016, “To higher education institutions that offer teacher education programmes”, p.6)

<sup>17</sup> Ministry of Education and Research, Circular No.F-06-16, Ref. 16/2452, 8 July 2016, “To higher education institutions that offer teacher education programmes”, p.5.

- Studies in academic discipline II (min. 30 ECTS), which may consist of
  - A. school subject #2
  - B. school subject #1
- Studies in academic discipline III (min. 30 ECTS), which may consist of
  - A. school subject #3
  - B. school subject #2
- Studies in academic discipline IV (min. 30 ECTS), which may consist of
  - A. One among the following options:
    - A. school subject #4
    - B. In-depth treatment of school subject #2 or #3
    - C. a subject relevant for working as a teacher
  - B. School subject #3

In the last two years of the program, students must complete:

- A practicum of at least 30 days in a primary and lower secondary school. The teaching practice must be supervised and assessed;
- Studies in pedagogy and pupil-related skills (min. 30 ECTS).

AND

- A. Studies in academic discipline I (90 ECTS), which consists of an in-depth treatment of the school subject chosen as the specified discipline of the Master's degree. Such in-depth treatment may consist of (i) subject didactics or (ii) initial education and basic skills.

OR

- B. Studies in academic discipline I (60 ECTS), which consists of profession-oriented pedagogy or special needs education, and studies in academic discipline II (30 ECTS), which must build upon the 60 ECTS acquired in a particular school subject in the first three years of the program.

Other specific requirements include:

- 1) *Academic competence*: The five-year integrated MA program in primary and lower secondary school education (1-7) must include three to four school subjects. In addition to the subjects giving the students sound academic knowledge, all school subjects must be profession-oriented teacher education subjects, include subject didactics and be recognized in the national curriculum for primary and lower secondary education.<sup>18</sup>

The program must include mandatory studies in Norwegian and mathematics as school subjects (min. 30 ECTS/subject).

- 2) *Basic skills*: All academic disciplines must include initial education and basic skills. The teaching of basic skills in literacy and numeracy must be given particular importance.

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<sup>18</sup> For more information on the national curricula for primary, lower secondary and upper secondary education and training, please visit the website of the Norwegian Directorate for Education and Training at <https://www.udir.no/utdanningslopet/grunnskole/>.

- 3) *Theory and Method*: The topic “theory of science and scientific method” must be introduced at an early stage. There must be a progression in that regard throughout the program.
- 4) *Specialization*: The specified discipline of the Master’s degree (academic discipline I) may be (A) a school subject, (B) profession-oriented pedagogy or special needs education.
  - A. If teacher students pick a school subject as the main subject of their Master’s degree, they may choose to specialize in (i) subject didactics or (ii) initial education and basic skills.
    - i. If a student has opted to specialize in subject didactics, the school subject must make up 90 ECTS over the fourth and fifth year of study, with eventual contributions from pedagogy or special needs education.
    - ii. If a student has opted to specialize in initial education and basic skills, the school subject, together with pedagogy and/or special needs education, must make up 90 ECTS. The in-depth treatment of initial education and basic skills in the school subject specified as the subject of the Master’s degree may also include topics from the other school subjects studied in the first three years of the program.

Note: Studies in “Pedagogy and Pupil-related skills” (min. 30 ECTS) in the fourth and fifth year of the program are mandatory and come in addition to eventual contributions from profession-oriented pedagogy and/or special needs education.
  - B. If teacher students pick profession-oriented pedagogy or special needs education as the main subject of their Master’s degree, their specialization must be attached to subject teaching. During the fourth or fifth year of the program, students must study a school subject worth 30 ECTS, which must build upon the 60 ECTS acquired in a specified school subject over the first three years of the program.
- 5) *Profession-oriented research assignment*: In the third year of the program, students must write a profession-oriented research thesis (formerly Bachelor’s thesis) combining one of the student’s school subject with the teacher education subject “Pedagogy and pupil-related skills”. Profession-oriented here implies that the assignment must be related to the teaching profession, and as such be linked to the practical field or other aspects of school activities. The assignment must be marked as passed before the student can start the Master’s thesis.
- 6) *Master’s thesis*: The Master’s thesis must make up at least 30 ECTS. It must be profession-oriented and practice-based.
  - C. The Master’s thesis written on a school subject must be rooted in the teacher student’s school subject and subject didactics. It may also include elements from profession-oriented pedagogy and special needs education. However, if the Master’s thesis is written on initial education and basic skills, it *must* be rooted in pedagogy and/or special needs education.
  - D. The Master’s thesis in profession-oriented pedagogy or special needs education must be related to subject teaching.
- 7) *A multicultural perspective*: In order to enhance teaching competence in a multicultural and multifaith society, the study program must include a 15 ECTS module on knowledge of religion, philosophy of life and ethics as part of the teacher student’s studies in pedagogy and pupil-related skills.
- 8) *Practicum*: The teaching practice must be supervised, assessed and varied. It must consist of at least 110 days in primary/lower secondary school, with at least 80 days during the first three years of study and at least 30 days during the last two years. 105 days must be performed in primary/lower secondary school and five days must focus on the transition between kindergarten and primary school and should therefore be performed in a kindergarten. In addition, at least

five days of classroom observation must be included at an early stage in the study program. Teaching practice must be an integrated part of all subjects in the primary teacher education programs. The practice period must be spread across different stages of grades 1-7 in primary/lower secondary school, it must be adapted to the students' chosen subjects and encourage students to reflect on and develop their own teaching practices. There must be *progression* in the practicum, from observation and analysis to taking a research perspective and further developing research and experience-based teaching practices.

By *progression* is meant that the program plans must ensure that students work with and are capable of using relevant theory of science and scientific method both in the full range of the program subjects and in-depth at an advanced level, cf. the requirements for thorough knowledge stipulated in the regulations. The regulations do not link the topic to any particular course, but it should be mentioned in the program plans and linked to subjects, teaching practice and the students' independent work.<sup>19</sup>

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<sup>19</sup> Ministry of Education and Research, Circular No.F-06-16, Ref. 16/2452, 8 July 2016, "To higher education institutions that offer teacher education programmes", p.6.

Example: Nord University, Primary teacher education grades 1-7 (Master 5 years)<sup>20</sup>

1ST STUDY YEAR		—
<b>Autumn 2017</b>		
Norwegian Language 1A	NOR1002	15 SP
Pedagogy and pupil knowledge 1A (1/2)	PEL1001	15 SP
Practice 1. year (1/2)	PRA1001	0 SP
Specialisation (click to choose)		
<b>Spring 2018</b>		
Pedagogy and pupil knowledge 1A (2/2)	PEL1001	15 SP
Norwegian Language 1B	NOR1003	15 SP
Practice 1. year (2/2)	PRA1001	0 SP
<b>2ND STUDY YEAR</b>		
<b>Autumn 2018</b>		
Pedagogy and pupil knowledge 1B (1/2)	PEL1002	15 SP
Mathematics 1A	MAT1002	15 SP
Practice 2. year (1/2)	PRA1002	0 SP
Specialisation (click to choose)		
<b>Spring 2019</b>		
Pedagogy and pupil knowledge 1B (2/2)	PEL1002	15 SP
Mathematics 1B	MAT1003	15 SP
Practice 2. year (2/2)	PRA1002	0 SP
<b>3RD STUDY YEAR</b>		
<b>Autumn 2019</b>		
FOU - oppgave (1/2)	PEL2002	0 SP
Specialisation (click to choose)		
<b>Spring 2020</b>		
FOU - oppgave (2/2)	PEL2002	0 SP
Practice 3. year	PRA2001	0 SP

**Choose specialisation**

- [Course 3 - Music for Teacher Education 1-7](#)
- [Course 3 - Christianity, religion etc for Teacher Education 1-7 - Bodø](#)
- [Course 3 - English for Teacher Education 1-7 - Levanger](#)
- [Course 3 - Arts and crafts for Teacher Education 1-7 - Levanger](#)

**Choose specialisation**

- [Course 4 - English for Teacher Education 1-7](#)
- [Course 4 - Science for Teacher Education 1-7](#)
- [Course 4 - Music for Teacher Education 1-7](#)
- [Course 4 - Fysical Education for Teacher Education 1-7](#)
- [Course 4 - Arts & Crafts for Teacher Education 1-7](#)
- [Course 4 - Food & Health for Teacher Education 1-7](#)
- [Course 4 - Christianity, religion etc for Teacher Education 1-7](#)
- [Course 4 - Social Studies for Teacher Education 1-7 - Levanger](#)
- [Norwegian as Master's Courses](#)
- [Master's Courses Mathematics](#)
- [Master's Course music - Levanger](#)
- [... as Master's Courses - Bodø](#)

<sup>20</sup> For more information on the program, please visit the following website: <https://www.nord.no/en/studies/programmes-courses/find-programmes-courses/2017h/Pages/MAGLU1-7.aspx#&acd=2017>

4TH STUDY YEAR		—
<b>Autumn 2020</b>		
Pedagogy and pupil knowledge 2 (1/2)		
PEL2001		30 SP
Practice 4. year (1/2)		
PRA5001		0 SP
Specialisation (click to choose)		
<b>Spring 2021</b>		
Pedagogy and pupil knowledge 2 (2/2)		
PEL2001		30 SP
Practice 4. year (2/2)		
PRA5001		0 SP
<b>5TH STUDY YEAR</b>		
<b>Autumn 2021</b>		
Scientific theory and methodology		
VIT5001		30 SP
Specialisation (click to choose)		

### Choose specialisation

- [Course 3 - Music for Teacher Education 1-7](#)
- [Course 3 - Christianity, religion etc for Teacher Education 1-7 - Bodø](#)
- [Course 3 - English for Teacher Education 1-7 - Levanger](#)
- [Course 3 - Arts and crafts for Teacher Education 1-7 - Levanger](#)

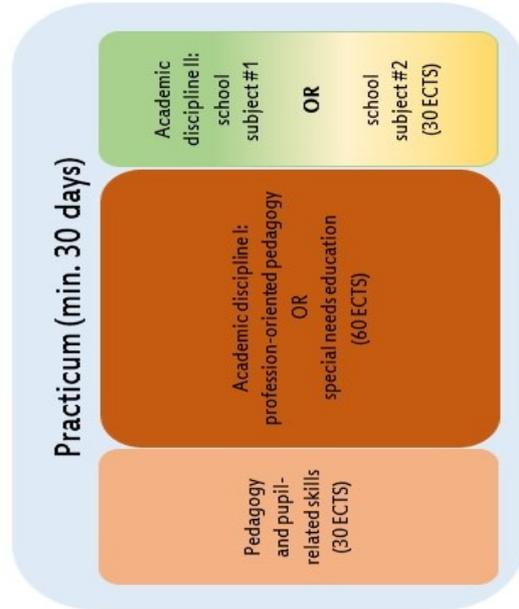
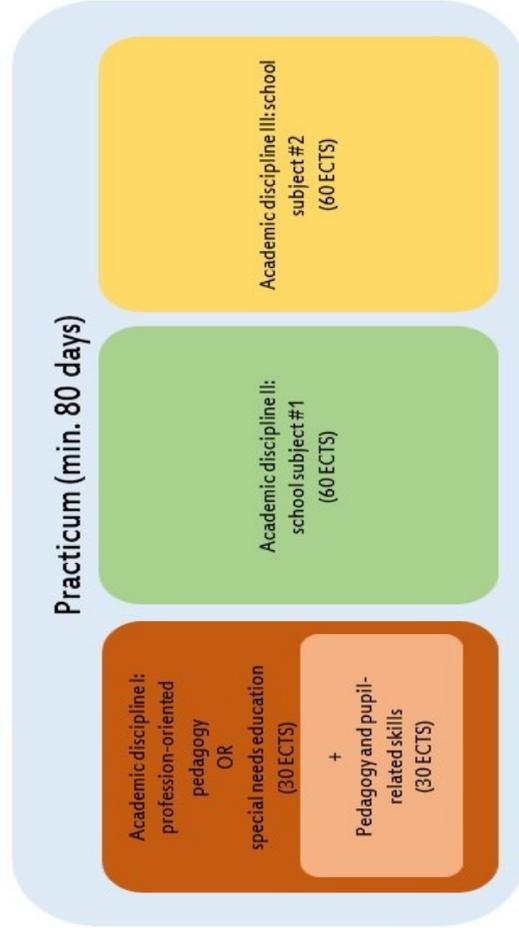
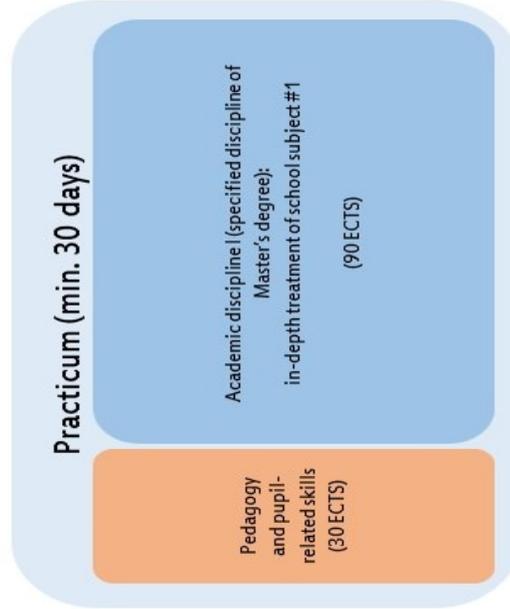
Figure 2.

## Five-year integrated MA program in primary and lower secondary education (5–10)

### Year One to Three



### Year Four and Five



△

▢

### 4.3 *The Five-Year integrated MA Program in Primary and Lower Secondary Education, grades 5-10 (GLU 5-10)*

Figure 2 above is a schematization of the five-year MA program in primary and lower secondary education, grades 5-10 (GLU 5-10). It serves to illustrate the general structure envisioned for the new framework plan. It does not impede the freedom of individual institutions to determine the specific contents and design of their own study program, as long as they comply with the National Framework Plan adopted by the Ministry of Education in June 2016.

GLU 5-10 offers two alternatives: (A) subject specialization or (B) a specialization in profession-oriented pedagogy or special needs education. Akin to GLU 1-7, it is also possible to combine subject didactics, profession-oriented pedagogy and special needs education in GLU 5–10 programs. Students who choose to specialize in profession-oriented pedagogy or special needs education should link their master's thesis to subjects teaching. This shall be made possible through good interdisciplinary cooperation at the educational institutions. The emphasis on didactics and professional orientation reflects that the master's degree specialization should be in a teacher education subject, not in a purely academic discipline. As previously mentioned, the term 'profession-oriented' entails a close connection between subjects, subject didactics, pedagogy and professional practice.<sup>21</sup>

In the first three years of the program, students must complete:

- A practicum of at least 80 days in primary and lower secondary school teaching, including at least five days of classroom observation. The teaching practice must be supervised and assessed;
- Studies in pedagogy and pupil-related skills (30 ECTS);
- Studies in academic discipline I, which will be the main subject of the Master's degree and may consist of
  - A. school subject #1 (60 ECTS)
  - B. Profession-oriented pedagogy or special needs education (30 ECTS);
- Studies in academic discipline II (min. 60 ECTS), which may consist of
  - A. school subject #2
  - B. school subject #1
- Studies in academic discipline III, which may consist of
  - A. One among the following options (30 ECTS):
    - o school subject #3 (30 ECTS)
    - o in-depth treatment of school subject #1 or #2
    - o a subject relevant for working as a teacher
  - B. school subject #2 (60 ECTS)

In the last two years of the program, students must complete:

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<sup>21</sup> Ministry of Education and Research, Circular No.F-06-16, Ref. 16/2452, 8 July 2016, "To higher education institutions that offer teacher education programmes", p.5.

- A practicum of at least 30 days in primary and lower secondary school. The teaching practice must be supervised and assessed;
- Studies in pedagogy and pupil-related skills (min. 30 ETCS);

AND

- A. Studies in academic discipline I (90 ETCS), which consist of an in-depth treatment of the school subject chosen as the specified discipline of the Master's degree. Such in-depth treatment may consist of subject didactics or initial education and basic skills.

OR

- B. Studies in academic discipline I (60 ECTS), which consist of profession-oriented pedagogy or special needs education, and studies in academic discipline II or III (30 ECTS), which must build upon the 60 ECTS acquired in school subject # 1 or # 2 during the first three years of their studies.

Other specific requirements include:

- 1) *Academic competence*: The five-year integrated MA program in primary and lower secondary school education (5-10) must include two to three academic subjects. In addition to the subjects giving the students sound academic knowledge, all school subjects must be profession-oriented teacher education subjects, include subject didactics and be recognized in the national curriculum for primary and lower secondary education.
- 2) *Basic skills*: All academic disciplines must include initial education and basic skills. The teaching of basic skills in literacy and numeracy must be given particular importance.
- 3) *Theory and Method*: The topic theory of science and scientific method must be introduced at an early stage in the study program. There must be a progression in that regard throughout the program.
- 4) *Specialization*: The specified discipline of the Master's degree (academic discipline I) may be (A) a school subject, (B) profession-oriented pedagogy or special needs education.
  - A. If a teacher student has opted for a specialization in a school subject, the school subject must make up 90 ECTS in the fourth and fifth year of the program. It may include elements from profession-oriented pedagogy and special needs education.
 

Note: The 30 ECTS in "Pedagogy and Pupil-related skills" in the fourth and fifth year of the program are mandatory and come in addition to eventual contributions from pedagogy and special needs education mentioned above.
  - B. If a teacher student had opted for a specialization in profession-oriented pedagogy or special needs education, it should be linked to school subjects. In the fourth or fifth year of the program, students must study a school subject worth 30 ECTS, which must build upon the 60 ECTS acquired in one of the school subjects studied in the first three years of the program.
- 5) *Profession-oriented research assignment*: In the third year of the program, students must write a profession-oriented research thesis (formerly Bachelor's thesis) combining a school subject

and the subject pedagogy and pupil-related skills. Profession-oriented here implies that the assignment must be related to the teaching profession, and as such be linked to the practical field or other aspects of school activities. The assignment must be marked as passed before the student can start the Master's thesis.

- 6) *Master's thesis*: the Master's thesis must make up at least 30 ECTS. It must be profession-oriented and practice-based.
  - A. The Master's thesis written on a school subject must be rooted in the teacher student's school subject and subject didactics. In addition, it may include elements from profession-oriented pedagogy and special needs education.
  - B. The Master's thesis in profession-oriented pedagogy or special needs should be linked to a school subject.
- 7) *A multicultural perspective*: In order to enhance teaching competence in a multicultural and multifaith society, the study program must include a 15 ECTS module on knowledge of religion, philosophy of life and ethics as part of the teacher student's studies in pedagogy and pupil-related skills.
- 8) *Practicum*: The teaching practice must be at least 110 days and must be supervised, assessed and varied. At least 105 days must be performed in primary/lower secondary school. Up to 5 days may be performed in upper secondary school, with emphasis on the transition between lower secondary school (8-10) and upper secondary school (VG1-VG3). The teaching practice must be carried out over at least four years, with at least 80 days in the first three years of the program and at least 30 days in the last two years. In addition, at least five days of classroom observation must be included at an early stage in the study program. The teaching practice must be an integrated element of all subjects forming part of the teacher education program. The practice period must be spread across different stages of grades 5-10 in primary/lower secondary school. The practice must be adapted to the students' chosen subjects and encourage students to reflect on and develop their own teaching practices. There must be progression in the practicum, from observation and analysis to taking a research perspective and further developing research and experience-based teaching practices.

**Example: Nord University, Primary teacher education grades 5-10 (Master 5 years)<sup>22</sup>**

1ST STUDY YEAR	
<b>Autumn 2017</b>	
Pedagogy and pupil knowledge 1A (1/2)	
PEL1003	15 SP
Practice 1. year (1/2)	
PRA1003	0 SP
Specialisation (click to choose)	
<b>Spring 2018</b>	
Pedagogy and pupil knowledge 1A (2/2)	
PEL1003	15 SP
Practice 1. year (2/2)	
PRA1003	0 SP

CHOOSE SPECIALISATION
Course 1 - Norwegian
Course 1 - Mathematics
Course 2 - English for Teacher Education 5-10
Course 2 - Science for Teacher Education 5-10
Course 2 - Social Studies for Teacher Education 5-10
Course 2 - Music for Teacher Education 5-10 - Bodø

2ND STUDY YEAR	
<b>Autumn 2018</b>	
Pedagogy and pupil knowledge 1B (1/2)	
PEL1004	15 SP
Practice 2. year (1/2)	
PRA1004	0 SP
Specialisation (click to choose)	
<b>Spring 2019</b>	
Pedagogy and pupil knowledge 1B (2/2)	
PEL1004	15 SP
Practice 2. year (2/2)	
PRA1004	0 SP

CHOOSE SPECIALISATION
Course 1 - Norwegian
Course 1 - Mathematics
Course 2 - English for Teacher Education 5-10
Course 2 - Science for Teacher Education 5-10
Course 2 - Social Studies for Teacher Education 5-10
Course 2 - Music for Teacher Education 5-10 - Bodø

<sup>22</sup> <https://www.nord.no/en/studies/programmes-courses/find-programmes-courses/2017h/Pages/MAGLU5-10.aspx>

3RD STUDY YEAR	
<b>Autumn 2019</b>	
FOU - oppgave (1/2)	
PED2003	0 SP
Specialisation (click to choose)	
<b>Spring 2020</b>	
FOU - oppgave (2/2)	
PED2003	0 SP
Practice 3. year	
PRA2002	0 SP

CHOOSE SPECIALISATION
Course 1 - Norwegian
Course 1 - Mathematics
Course 2 - English for Teacher Education 5-10
Course 2 - Science for Teacher Education 5-10
Course 2 - Social Studies for Teacher Education 5-10
Course 2 - Music for Teacher Education 5-10 - Bodø
Course 3 - English for Teacher Education 5-10
Course 3 - Science for Teacher Education 5-10
Course 3 - Music for Teacher Education 5-10
Course 3 - Christianity, religion etc for Teacher Education 5-10
Course 3 - Christianity, religion etc for Teacher Education 5-10
Course 3 - Arts & Crafts for Teacher Education 5-10
Course 3 - Food and Health for Teacher Education 5-10
Course 3 - Social Studies for Teacher Education 5-10 - Levanger
Course 3 - Spezial pedagogy for Teacher Education 5-10

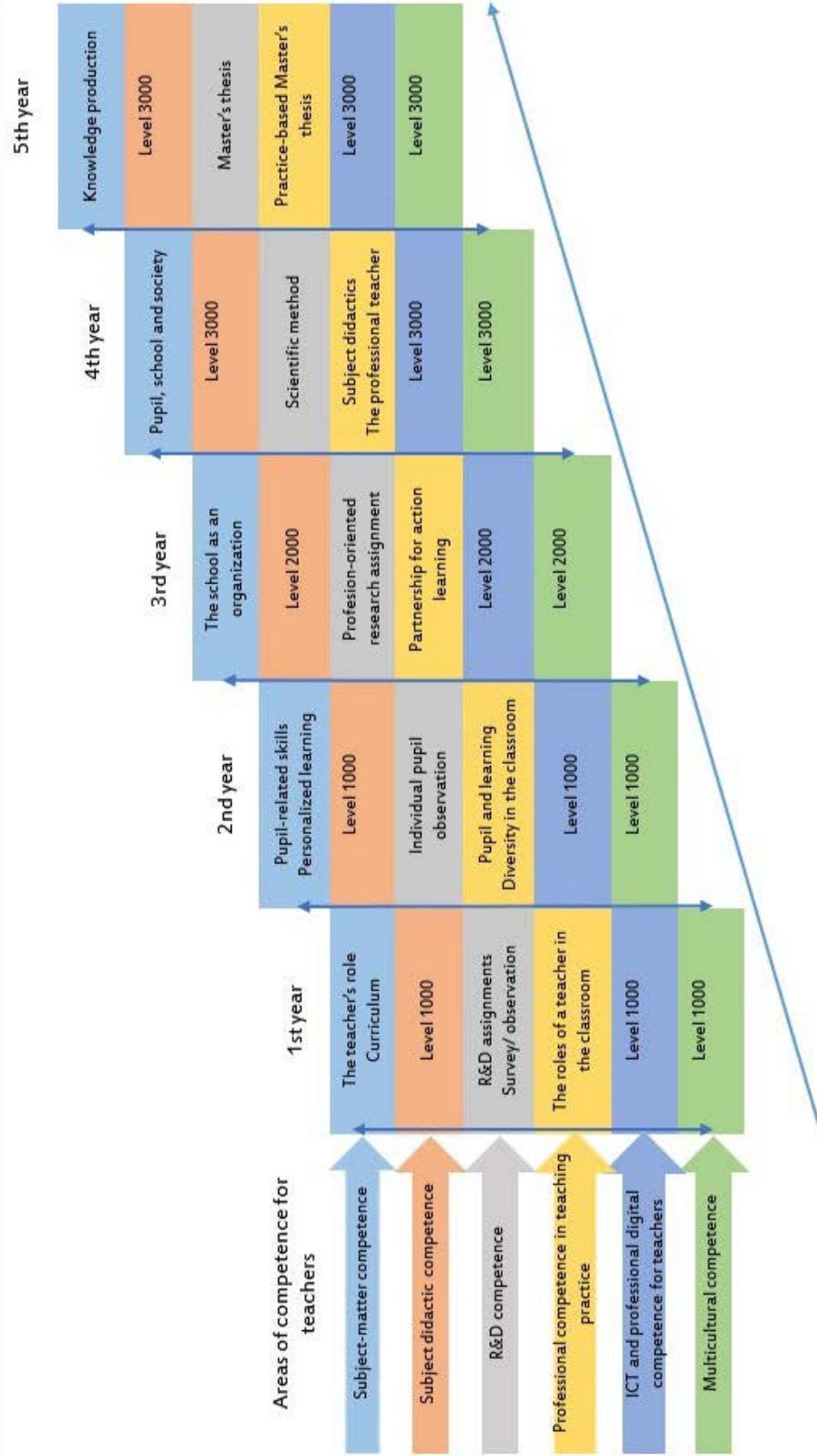
4TH STUDY YEAR	
<b>Autumn 2020</b>	
Pedagogy and pupil knowledge 2 (1/2)	
PEL2002	30 SP
Practice 4. year (1/2)	
PRA5002	0 SP
Specialisation (click to choose)	
<b>Spring 2021</b>	
Pedagogy and pupil knowledge 2 (2/2)	
PEL2002	30 SP
Practice 4. year (2/2)	
PRA5002	0 SP

CHOOSE SPECIALISATION
Norwegian as Master's Courses
Master's Courses Mathematics
English as Master's Courses
..as Master's Courses
... as Master's Courses

5TH STUDY YEAR	
<b>Autumn 2021</b>	
Scientific theory and methodology	
VIT5002	30 SP
Specialisation (click to choose)	

CHOOSE SPECIALISATION
Norwegian as Master's Courses
Master's Courses Mathematics
English as Master's Courses
..as Master's Courses
... as Master's Courses
.... as Master's Courses

Figure 3: Tromsøtrappa



#### 4.4 “Tromsøtrappa”: the philosophy behind the model

In 2008, the University of Tromsø (UiT) initiated Pilot in the North (*Pilot i Nord*), a project to pilot five-year integrated MA programs in teacher education for grades 1-7 and 5-10. The first cohort of students entered the programs in 2010 and graduated in 2015. When the results from the first student surveys came out, one aspect of the new MA programs appeared particularly problematic. Students felt that the different components of the programs were not necessarily connected to each other. As Andreas Lund *et al* remark, in many ways, the teacher students are at a crossroad of knowledge from different domains, which create challenges for their professional identity and epistemic orientation. Integration, or the lack of integration, has proven to be the Achilles’ heel of teacher education for many years, and not only in Norway.<sup>23</sup> In order to remediate this problem, the Centre for Professional Learning in Teacher Education (ProTed) developed a staircase model of competence development, the so-called *Tromsøtrappa* (Figure 3, p.18).

The *Tromsøtrappa* provides a framework for integrated skill development in primary and lower secondary teacher education. It illustrates how professional teaching competencies, academic and didactic knowledge of school subjects, and practical teaching skills should develop in an integrated manner throughout the five years of the program in order to create a whole and coherent study program. Other areas of competence, such as research and development (R&D), information and communication technology (ICT) and profession-oriented digital competence, should also be integrated and developed progressively throughout the program.<sup>24</sup>

To be sure, figure 3 above is only an example of how the different components of the program might be integrated together. Most institutions offering the new Master’s degree programs in primary and lower secondary education have developed a staircase model of their own. The University of Agder, for instance, has developed the model below (Figure 4, p.29).

Figure 4 illustrates an integrated program of study, where each year is dedicated to a particular dimension of the teaching profession: the first year is dedicated to the teacher; the second year concentrates on the pupils; the third year emphasizes school subjects; the fourth focuses on the school; the fifth lay emphasis on the society. Each year, the teacher student is expected to build competencies in the dimension thus identified and across the areas listed on the left side of the figure. These areas of competencies correspond more or less to those identified in Figure 3, with the exception that the area “information and communication technology (ICT) and profession-oriented digital competence” had been split into two areas and “multicultural competence” had been left out of the model.

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<sup>23</sup> Andreas Lund, Rachel Jakhelln and Ulrikke Rindal, «Kapitel 1: Fremragende Lærerutdanning – hav er det, og hvordan kan vi få det?» In Ulrikke Rindal, Andreas Lund og Rachel Jakhelln (eds.), *Veier til fremragende lærerutdanning*, Universitetsforlaget, 2015, pp.18-19.

<sup>24</sup> *Ibid.*, p.20.

## 5 Primary and Lower Secondary Teacher Education for Years 1–7 and Years 5–10 – Circular with Comments and English Translation



### THE ROYAL MINISTRY OF EDUCATION AND RESEARCH

#### Circular

To higher education institutions that offer teacher education programmes

No	Our ref.	Date
F-06-16	16/2452	8 July 2016

#### **Regulations relating to the framework plans for five-year primary and lower secondary teacher education for years 1–7 and years 5–10 – circular with comments and English translation**

The Ministry adopted regulations relating to the framework plans for five-year primary and lower secondary teacher education for years 1–7 (GLU 1–7) and years 5–10 (GLU 5–10) on 7 June 2016. The legal basis for both regulations is Act No 15 relating to Universities and University Colleges of 1 April 2005 Section 3-2 second paragraph.

The regulations have been published in the Norwegian Law Gazette:

[Regulations Relating to the Framework Plan for Primary and Lower Secondary Teacher Education for Years 1–7](#)

[Regulations Relating to the Framework Plan for Primary and Lower Secondary Teacher Education for Years 5–10](#)

This circular gives a more detailed account of the content of both regulations, with comments on the individual provisions. National guidelines for the primary and lower secondary teacher education will be prepared by the Norwegian Association of Higher Education Institutions represented by the National Council for Teacher Education, and are not enclosed with this circular.

Figures that show the study models for both education programmes are enclosed. The figures visualise the structure of the education and does not give the institutions less freedom in the design of their study programmes. English translations of the regulations are distributed with this circular.

The translated versions of these documents do not have independent regulatory status, and in cases of doubt the Norwegian regulations shall take precedence.

## About the regulations

The Government launched the *Teacher Promotion* strategy in autumn 2014. One of its measures is to change primary and lower secondary teacher education into five-year master's degree programmes in 2017. A framework plan committee was appointed in spring 2015 and chaired by Lise Iversen Kulbrandstad, then Rector of Hedmark University College. The committee was charged with drafting a framework plan (regulations) for five-year integrated primary and lower secondary teacher education programmes at master's degree level. Guidelines set out for the committee's work stipulated that the framework plan was to build on the existing regulations relating to the framework plans for primary and lower secondary teacher education for years 1–7 and years 5–10, and also incorporate the requirements stipulated in Report No 11 to the Storting (2008–2009) for a profession-oriented, research-based education that is attractive, innovative and demanding and of high quality. The committee was asked to consider whether the existing overall division of education by years should be continued.

The framework plan committee submitted its draft regulations to the Ministry on 27 October 2015. The Ministry distributed the proposal for consultation with adjustments relating to the name of the pedagogy subject, the name of the education, clarification of competence on violence and sexual abuse, clarification of knowledge about religion, philosophy of life and ethics in the pedagogy subject and opening up the possibility of practical training in kindergartens to students in teacher education programmes for years 1–7. The deadline for consultation submissions was 1 April 2016. In line with the framework plan committee's recommendations, the Government had already decided to uphold the current three-level division in Norwegian teacher education: primary and lower secondary teacher education programmes for levels 1–7 and 5–10 and the upper secondary teacher programmes with integrated master's degrees for years 8–13. This was not subject to the Ministry's consultation.

The Ministry received 123 consultation submission from the university and university college sector, public agencies and government bodies, national centres, special interest organisations and associations. Out of the 123 submissions, 48 came from a total of 20 universities and university colleges. Several individual entities at universities and university colleges have submitted their own contribution in addition to those prepared at institution level. The consultation bodies have mostly responded to the proposed Section 2 Learning outcome and Section 3 Content and Structure, but views have also been received on enshrining national part exams in regulations (Section 5), the name of the education (Section 1) and the provision on exemption from one of the forms of written Norwegian (Section 6).

Many were concerned with the name and content of the teaching profession/pedagogy subject and the possibilities for master's degree specialisation in the programmes. There was also a clear wish for theory of science and scientific method to be introduced as early as possible in the education. Several contributors were of the opinion that the learning outcome descriptions in the draft regulations were too detailed and should be made more general. At the same time, many additions have been proposed, and many parties have wished for specific wordings to be included in accordance with their own goals.

Norwegian teacher education has undergone many reforms in the space of a few years. When considering the consultation submissions and adopting the regulations, the Ministry has emphasised making the framework plans more general and less micro-managing. It has therefore tried to avoid listing individual issues that could displace other considerations.

The intention is that it should be possible to adjust the programmes to meet the requirements and goals for primary and lower secondary teacher education enshrined in the legislation and curricula at all times without having to amend the regulations. In this way, the Ministry also wants to show its confidence that the academic environments at universities and university colleges, in cooperation with the school sector, are best qualified to determine the academic content of the education programmes within the limits set out in the regulations.

### **Comment on Section 1 Scope and objective**

Primary and lower secondary teacher education programmes have moved towards a greater degree of specialisation in relation to the years that each programme targets. The separate regulations aimed at years 1–7 and years 5–10, respectively, emphasise the differentiation between the two programmes, while the regulations also overlap. The framework plans set a course for differentiation and profile, but the institutions' programme and course descriptions must show how this is to be realised in practice. The regulations open up the possibility for institutions to consider whether to facilitate joint teaching in topics where GLU 1–7 and GLU 5–10 overlap. This applies to topics relating to years 5–7, theory of science and scientific method and certain subject courses. Work on own skills in practical and aesthetic subjects is an example of the latter. It is up to the institutions to balance how expedient it is to organise joint teaching against the principle of differentiation between the two primary and lower secondary teacher education programmes.

The scope of the regulations has been reduced. They do not go into detail on all individual matters that student teachers shall become familiar with during the course of their education, but make reference to other documents where these matters are described. The Act relating to Universities and University Colleges and the institutions' allocation letters contain general guidelines for all higher education. The reference in Section 1 (2) of the regulations to the Education Act and the current primary and lower secondary education curricula entails an expectation that the teacher education institutions will keep well informed about the documents that make up the framework for the teacher education and ensure that the institutions' course and programme plans comply with them.

Subsection 3 emphasises the importance of *international perspectives* in the programmes. What is meant by this is that the programmes shall be internationally oriented by using international research, specialist literature and online resources and by offering students the possibility to take part of the programme abroad. International perspectives can also include an international semester and interacting with the local international community and with international students on campus, online etc.

The terms *integrated*, *profession-oriented* and *comprehensive*, as well as *school subject*, *subject relevant for working as a teacher* and *teacher education subjects*, have all been used and explained in previous documents, such as Report No 11 to the Storting (2008–2009) *The Teacher – the Role and the Education*, in regulations relating to the framework plans for primary and lower secondary teacher education for years 1–7 and years 5–10, and in circulars F-5-10 and F-6-13, and are expected to be familiar. Reference is also made to Report No 28 to the Storting (2015–2016) *Fag - Fordypning - Forståelse. En fornyelse av Kunnskapsløftet* ('Subject – Specialisation – Understanding. Renewing the Knowledge Promotion Reform' – in Norwegian only).

The teacher education institutions are to offer integrated, profession-oriented primary and lower secondary teacher education, and the study programmes shall be comprehensive. In order to achieve this, the involvement of relevant expert communities must be facilitated. Circular F-5-10 points out the management responsibility for establishing good cooperation structures to achieve integration between all elements of the programmes. In its fifth and final report, *Grunnskolelærerutdanningane etter fem år* ('The primary and lower secondary teacher education programmes after five years' – in Norwegian only), the follow-up group considers the primary and secondary teacher education reform a success when it comes to integration and profession-orientation, but finds that there is still too much variation between institutions to stop focusing on this. Cooperation between universities and university colleges on the one hand and the professional field on the other has been strengthened, but there is a potential for development in involving the professional field more in the academic development work. More stringent requirements for integration have been incorporated into the new primary and lower secondary teacher education models. The Ministry therefore sees the need to emphasise the importance of good management and organisation to achieve this (subsection 3).

The expression *research and experience-based* in Section 3 refers to and reflects the requirement stipulated in the Act relating to Universities and University Colleges Section 1-3 letter a), where it is stated that universities and university colleges shall '*[provide] higher education on the basis of the foremost within research, academic and artistic development work and empirical knowledge*'.

It is stated that the teacher education for years 1–7 shall place particular emphasis on the role of the form teacher. This is in recognition of this role's particular importance to the youngest children's learning. The education must prepare students for all aspects of this role, including the academic (with particular emphasis on initial education) and learning environment-related aspects and contact with the home.

### **Comment on Section 2 Learning outcome**

It has been a goal to reduce the volume of learning outcome descriptions, a wish expressed by several of the consultation bodies. The regulations should not repeat themselves or other parts of the regulatory framework for teacher education. Therefore, not all topics proposed during the consultation process have been included in the learning outcome descriptions at regulation level. Teacher education programmes should overall address all issues stipulated in the framework for the primary and lower secondary teacher education, cf. comment to Section 1 subsection 2. Many matters not mentioned in the regulations must therefore be addressed in national guidelines or in programme and subject descriptions.

In some cases, level 7 descriptors from the Norwegian Qualifications Framework for Lifelong Learning have been used for courses taught at an early stage of the programmes. Students on integrated master's degree programmes are expected to acquire in-depth knowledge about important concepts within a limited area. Initial education and basic skills form such an important part of GLU 1–7 that all students on such study programmes must be expected to have in-depth knowledge about them, even if they have not chosen to specialise in initial education in their master's degree.

### **Comment on Section 3 Content and structure**

The content of the existing regulations has changed significantly compared to the draft regulations distributed for consultation. The possibility of master's degree specialisation in profession-oriented pedagogy and special needs education has been introduced, the subject name pedagogy and pupil-related skills has been reintroduce, and it is specified that theory of science and scientific method should be introduced at an early stage of the programme.

The consultation submissions called for figures to explain the programme models. The Ministry has seen a need to include such figures in the comments section. The subjects are numbered to show their function in the structure of the education, and the numbers are not intended to indicate the order in which the subjects should be introduced. This is up to each institution's programme plans.

There are not many compulsory subjects in the programmes. This is intended to provide flexibility and facilitate specialisation and diversity in the students' choice of subjects. The teacher education institutions are expected to offer a broad range of subjects to meet the school system's needs. The educational institutions are free to transfer teaching methods between subject areas to create variation in their teaching and put subjects into perspective. For example, one of the proposals received in the consultation feedback was to place particular importance on methods from practical and aesthetic subjects in initial education.

Pedagogy and pupil-related skills (PEL) is a profession-oriented teacher education subject that includes a 15-credit module in knowledge of religion, philosophy of life and ethics. Examples of areas of knowledge include school/home cooperation, class environment and class management in a multicultural and multireligious society, and professional ethics. These areas of knowledge are integrated into the PEL subject and does not confer qualifications for teaching the subject Knowledge of Christianity, Religion, Philosophies of Life and Ethics in primary and lower secondary school like the teacher education subject religion, philosophy of life and ethics does.

The programme models are based on the students having the possibility to choose between school subjects, profession-oriented pedagogy and special needs education as their master's degree subject. Students on GLU 1–7 who choose to specialise in school subjects can choose subject didactics or initial education as their master's degree subject. Students who choose master's degree specialisation in subject didactics can also choose to focus on initial education in their master's thesis. GLU 1–7 allows for a master's degree specialisation that incorporates subject didactics, initial education, profession-oriented pedagogy and special needs education, with different weighting and basis.

It is also possible to combine subject didactics, profession-oriented pedagogy and special needs education in GLU 5–10 programmes. Students who choose to specialise in profession-oriented pedagogy or special needs education should link their master's thesis to subjects teaching. This shall be made possible through good interdisciplinary cooperation at the educational institutions. The emphasis on didactics and professional orientation reflects that the master's degree specialisation should be in a teacher education subject, not in a purely academic discipline. The term 'profession-oriented' entails a close connection between subjects, subject didactics, pedagogy and professional practice.

The wording of subsection 4 in GLU 1–7 and subsection 3 in GLU 5–10 was adjusted following the consultation in order to ensure that students work with theory of science and

scientific method from the very beginning and throughout their programme of study. By *progression* is meant that the programme plans must ensure that students work with and are capable of using relevant theory of science and scientific method both in the full range of the programme subjects and in-depth at an advanced level, cf. the requirements for thorough knowledge stipulated in the regulations. The regulations do not link the topic to any particular course, but it should be mentioned in the programme plans and linked to subjects, teaching practice and the students' independent work.

The R&D paper mentioned in GLU 1–7 subsection 6 and GLU 5–10 subsection 5 combines a school subject, preferably the master's degree subject, and the subject pedagogy and pupil-related skills. The draft distributed for consultation stated that this paper must be approved before students can commence their master thesis. In the final version, the term *pass* has replaced the term *approve*. It is up to the teacher education communities to decide whether the paper should be assessed with the grade pass or fail or with letter grades. It would be an advantage if the institutions could agree on one solution through the national guidelines.

Teaching practice shall be an integrated part of all subjects. That the practice should be adapted to the students' chosen subjects means that students should be given teaching practice in their school subjects. Students shall have teaching practice in their master's degree subject both during the first three and the last two years of the programme. In addition to ordinary teaching, the practice placements shall include other activities that take place under the auspices of primary and lower secondary schools that concern pupils and normally involve teachers. Teaching practice in a school in another country in connection with an exchange stay abroad or international semester can be approved as part of the compulsory teaching practice. All international student exchange stays are based on the understanding that the students' teaching outcomes will not correspond to the ordinary curriculum in every detail, but that the exchange adds value and can therefore replace part of the ordinary programme.

That teaching practice shall be *supervised* means that students should be under the supervision of a special practical training supervisor at the primary or lower secondary school where they are placed and one or more members of the teaching staff from the teacher education institution. The practical training supervisor and teacher education institution supervisor(s) shall cooperate on teaching and supervision during the period of practice. That teaching practice shall be *assessed* means that each practice period shall be assessed using the grade pass or fail or letter grades. More detailed provisions concerning the assessment procedures for teaching practice shall be provided in the institutions' programme plans, cf. Section 4 of the regulations. Subjects relevant for working as a teacher can be related to the practice periods, for example by students being required to document that they can make use of elements from these subjects in their teaching practice.

#### **Comment on Section 4 Programme plan and national guidelines**

The provisions on national guidelines have been specified in the final regulations. National guidelines have been set for academic and organisational cooperation in the university and university college sector and between this sector and the professional field. The task of issuing and further developing national guidelines for teacher education programmes has been delegated to the Norwegian Association of Higher Education Institutions (UHR) represented by the National Council for Teacher Education (NRLU), which has organised this work as a collaboration between university and university college representatives. NRLU considers and

adopts guidelines, and involves representatives from the professional field in this work. The guidelines are intended to concretise the regulations and help to arrive at a common standard for good teacher education. In this way, quality improvement measures implemented at individual institutions can benefit all teacher education communities. The intention is for this to contribute to improving the quality of teacher education programmes. The guidelines are dynamic, and it shall be possible to change them within the limits set by the regulations when this is deemed necessary, following evaluations of the guidelines, or to meet the needs of the school system and society at large. At programme plan and course plan level, the institutions shall be free to let their own profile and special expertise make their mark on the education programmes.

### **Comment on Section 5 National part exams**

The provision on national part exams in education programmes that are subject to a framework plan has been considered by the Storting and is provided for in law.

### **Comment on Section 6 Exemptions from examination or test**

Following the consultation, the formulation that ‘Qualifications that may give grounds for an exemption must consist of subjects corresponding to those offered by the primary and lower secondary teacher education programme and *should include subject didactics and practice placement*’ has been changed to ‘... *must include subject didactics and practice placement*’. This change was made to prevent exemptions from being granted on the basis of academic discipline subjects that are not profession-oriented. The requirement for subject didactics and teaching practice applies in connection with exemption from school subjects or parts of pedagogy and pupil-related skills. In connection with exemption from subjects relevant for working as a teacher, the institution in question must carry out an assessment of the relevance of subject didactics and teaching practice in light of the students’ overall education.

An international exchange stay *as part of* the primary and lower secondary teacher education requires adaptation in the form of agreements between the student's home institution and the receiving institution on studies that can be incorporated into the programme and any requirements concerning teaching practice and subject didactics. Such recognition should not be considered an exemption, since exchanges should be incorporated into the institution’s programme plan.

Several of the consultation bodies want a more stringent Norwegian language requirement. The Ministry would like to avoid discrimination of students who were granted exemption in upper secondary education on grounds of impaired functional ability, cf. Section 6 of the current regulations. This exemption provision will therefore be upheld.

### **Comment on Section 7 Entry into force and transitional rules**

No comment.

Yours sincerely

Rolf L Larsen (by authority)

Acting Director General

Ellen Birgitte Levy

Senior adviser

This document has been signed electronically and therefore bears no hand-written signatures.

**Enclosures**

- Regulations Relating to the Framework Plan for Primary and Lower Secondary Teacher Education for Years 5–10
- Regulations Relating to the Framework Plan for Primary and Lower Secondary Teacher Education for Years 5–10
- Figures illustrating programme models

## 6 Stakeholders in Norwegian PLS Teacher Education

The following describes some of the primary stakeholders and organisations involved in Norwegian teacher education. The descriptions are from the organizations themselves, and many of them were supplied for the OECD study of Norwegian initial teacher education.

### 6.1 *Government bodies*

#### **The Norwegian Directorate for Education and Training (Utdanningsdirektoratet, UDir)**

The Directorate has the overall responsibility for supervising kindergarten, education and the governance of the education sector, as well as the implementation of Acts of Parliament and regulations. The Directorate is responsible for managing the Norwegian Support System for Special Education (Statped), state-owned schools and the educational direction of the National Education Centres.

<https://www.udir.no/in-english/>

#### **The Norwegian Centre for International Cooperation in Education (Senter for internasjonalisering i utdanningen)**

SIU is a knowledge- and service organisation with the mission of promoting and facilitating cooperation, standardisation, mobility, and the overcoming of cultural barriers to communication and exchange within the realm of education on an international level. The centre is charged with the important task of coordinating national measures according to official Norwegian policy within the field of internationalisation.

<https://www.siu.no/eng/about-siu>

### 6.2 *Interest groups and unions*

#### **The National Union of Students in Norway (NUS Norway, Norsk Studentorganisasjon)**

"NUS Norway represents approximately 230,000 students and more than 30 student democracies throughout the country. Among the 230,000 students, we also find the students in ITE. The advantage of representing all students is that we can compare different study programmes and national regulations from a student perspective. We are an important voice for the students. We believe in publicly financed higher education with equal access for all parts of society. We are represented on councils that work with ITE. We also have a good partnership with the HEI sector."

<http://student.no/english/>

### **The National Parents' Committee for Primary and Secondary Education (FUG, Foreldreutvalget for grunnopplæringen)**

“Cooperation between school and parents is important: 1) Research shows that the way in which parents cooperate with the school makes a difference to the pupils' attainment. 2) Cooperation between school and parents is enshrined in law. The school is responsible for making it work. FUG's role in ITP is to remind the other stakeholders about this and to participate in lectures for the students.”

[www.fug.no](http://www.fug.no)

### **The National Association for Teacher Education (Nasjonalt råd for lærerutdanning, NRLU)**

“NATE is one of five councils under the Norwegian Association of Higher Education Institutions (UHR). NATE's main objective is to coordinate and strengthen Norwegian teacher education and research on teacher education. Members represent all HEIs that provide teacher education, as well as student representatives, external representatives and observers, around 40 people altogether.”

### **Norwegian Association of Graduate Teachers (Norsk lektorlag)**

“Our primary mission is working to increase appreciation of the academic workforce in Norwegian society and especially in the public sector, promoting the standing of educational institutions in Norwegian society, improve graduate teachers' working and salary conditions, improve the quality of teaching at all levels in the Norwegian educational system, and maintain and encourage the need for high-level qualification of teachers. Most of our members teach in upper secondary schools, and the Association has provided policy input both to teacher education for primary and secondary, with emphasis on teacher education that qualifies for teaching in upper secondary schools.”

[http://www.norsklektorlag.no/?fromUrl=english%2F&lang=en\\_GB](http://www.norsklektorlag.no/?fromUrl=english%2F&lang=en_GB)

### **The Norwegian Association of Researchers (Forskerforbundet)**

The Norwegian Association of Researchers is Norway's largest and leading trade union and special interest organisation for employees in research, higher education and dissemination of knowledge. It organises many teacher educators.

<https://www.forskerforbundet.no/english/this-is-nar/>

### **Union of Education, Norway (Utdanningsforbundet)**

“UEN is Norway’s dominating union for the education sector. The union represents approx. 165,000 professionals with teaching and academic qualifications within the entire Norwegian educational system. UEN has members working as teachers or leaders in early childhood education, in primary and secondary education and training, as well as in the college and university sector. The Union is not only an important stakeholder but also a key player in the field of ITP and teacher training in general. In addition, 17,500 student teachers are organised within the Union of Education Norway and they are working to promote the interest for the student teachers.”

[www.utdanningsforbundet.no](http://www.utdanningsforbundet.no)

### **Education Students (Pedagogstudentene)**

The Education Students (ES) in the Union of Education Norway is a politically independent trade union, working to promote the interests of student teachers and ensure that its member’s legal rights are secured.

The members of ES include everyone who is studying to become a teacher or a pedagogue, working within the educational system. As an organization, the Education Students has a clear opinion about the educations of the students it represents and what it takes to improve these educations.

<https://www.pedagogstudentene.no/>

## **6.3 Knowledge centres**

### **The Knowledge Centre for Education (Kunnskapscenter for utdanning)**

“The Knowledge Centre was established in May 2013 with a view to identify, collect and summarise educational research. The Centre is part of the Research Council of Norway and is currently in the process of summarising research on various aspects of teacher education. The KCE has established a strategic alliance with ProTed, a Centre of Excellence in Teacher Education. A survey of partnerships in teacher education is one outcome of the collaboration between the KCE and ProTed.”

[www.kunnskapscenter.no](http://www.kunnskapscenter.no)

### **ProTed - Centre for Professional Learning in Teacher Education**

ProTed collaborates closely with the established teacher education programmes at the University of Oslo (UiO) and the University of Tromsø (UiT). The Centre will generate new knowledge about teaching and learning, and will ensure a research-based and integrated teacher education with a study course of five years. Centre-developed knowledge will benefit society through dissemination to policy makers, to other teacher education programmes, and to practitioners in education.

<http://www.uv.uio.no/proted/english/>

### **Centre for Educational Measurement (CEMO)**

CEMO is a research unit at UiO's Faculty of Education which contributes to development of national and international competence within the field of educational measurement. The centre conducts applied research within the fields of early childhood education, primary, secondary and higher education, as well as basic research within the field of educational measurement. Through its research activities, CEMO develops and disseminates methodological knowledge to relevant stakeholders in the sector of education.

<http://www.uv.uio.no/cemo/english/>

### **Norwegian National Research School in Teacher Education (NAFOL)**

NAFOL is a national research school offering specialised education and training in the thematic fields of pre-school, school and teacher education, and was established to strengthen a research based perspective in the fields mentioned.

NAFOL is organised as a partnership between 7 Norwegian universities and 12 university colleges, and is co-ordinated by the Faculty of Social Sciences and Technology Management, at the Norwegian University of Science and Technology (NTNU) in Trondheim.

<http://nafol.net/english/>

## **6.4 Events**

The following potentially relevant events are arranged on a (roughly) annual basis.

NRLU teacher education conference:

[http://www.uhr.no/rad\\_og\\_utvalg/nasjonale\\_rad/nrlu/konferanser\\_i\\_regi\\_av\\_nrlu/lererutdanningskonferansen\\_2017](http://www.uhr.no/rad_og_utvalg/nasjonale_rad/nrlu/konferanser_i_regi_av_nrlu/lererutdanningskonferansen_2017)

Norwegian Association of Researchers teacher education conference:

<https://www.forskerforbundet.no/kalender/2017/forskerforbundets-lererutdanningskonferanse/>

The Knowledge Parliament (Kunnskapsparlamentet): [http://www.forskningsradet.no/prognett-kunnskapssenter/Kalendervisning\\_for\\_KSU/1247146844945?lang=no&additionalid=1254009460797](http://www.forskningsradet.no/prognett-kunnskapssenter/Kalendervisning_for_KSU/1247146844945?lang=no&additionalid=1254009460797)

## 7 Primary and Lower Secondary Teacher Education – Institutional Self-Assessment of their Strengths and Challenges

The following is an overview of the strengths of different institutions offering primary and lower secondary teacher education programs in Norway and the challenges they face in that regard, as identified by the institutions themselves. Table 1 below reproduces the text contained in the PowerPoint slides used during the presentations given on that topic to the APT panel in February 2017. By way of an introduction, we have included a brief summary of the main strengths and challenges found across these institutions.

### 7.1 Common Strengths

- The vast majority of institutions take pride in being teacher educators, often emphasizing the length of their tradition and experience in that regard. For many institutions to be a teacher educator is central to their institutional identity and understanding of their role in their respective community and region. This places teacher education at the heart of many institutions.
- Most institutions draw attention to a committed staff of teachers who are highly engaged in their work.
- A close relationship with their own students is a strength many institutions emphasize – it is easy for students to get in touch with their own teachers or the administration.
- A close and good relationship with schools where the teacher students may undertake its teaching practice is also something many institutions mention.

### 7.2 Common Challenges

Not all of these points apply to all of the institutions, but they serve to give an image of the challenges facing teacher educators in primary and lower secondary education.

- Recruitment of students worries most of the institutions, particularly getting students to apply for the 1-7 specialisation and getting men to apply.
- Many of the institutions mention challenges in recruiting academic staff and in finding the right balance between staff with a background from teaching and staff with a more narrow academic background (Ph.D.).
- Internationalisation is another challenge, in terms of motivating both students to take a semester abroad and academic staff to engage in international research and teaching cooperation.
- The relatively low time and effort put by teacher students in their studies is another common problem.
- How to have an even better relationship and cooperation with schools where the teacher students may undertake their teaching practice?
- How to create coherence between the different courses offered by the programs and between subject didactics, pedagogy, teaching subjects and teaching practice in the teacher education?
- How to enhance digital skills in teacher education?

Research and development also presents several challenges:

- How to increase research productivity and quality at the institutional level?
- How to connect such research with teaching in the study programs?

- How to increase research into one's own teaching practice?
- How to teach students how to do their own research?
- All in all: how to carry out research-based teaching with all that is involved in doing so?

-Moving from bachelor's to master's level programs:

- How to supervise a large number of master's theses?
- What type of data are the students going to use for their theses and how to they collect it without putting undue stress on schools and preschools?
- How to supervise students' teaching practice on a master's level?

To be sure, this image needs to be nuanced: some institutions are actively working to overcome these challenges, be it internationalization or digital tools. In addition, while some institutions refer to small groups of staff around individual teaching subjects as a challenge, others experience a strengthening of these groups when they get bigger as a result of mergers between institutions. The same applies to research: some have small research environments in some subjects and regard it as a challenge, while others indicate that mergers have created stronger research environments with good use of research groups.

**Table 1: Primary and Lower Secondary Education in Norway: Institutional Self-Assessment of their Strengths and Challenges**

<b>Institution</b>	<b>Presentation of strengths, challenges and expectations to the advisory board (taken from power point presentations):</b>
<p><b>Volda University College (HVO)</b></p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>-HVO has several different types of teacher education and relevant academic courses which together create a solid base for teacher training</li> <li>-We are a small University College:</li> <li>-Good and close relations to our practice schools</li> <li>-Close relations between students and faculty staff</li> <li>-We provide the region with qualified teachers</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>-Many teacher training institutions struggle with student recruitment, this is also one of our main challenges</li> <li>-Recruiting some types of academic staff</li> <li>-It is difficult to get the students to take a semester abroad.</li> </ul>

	<p><b>Expectations to the Advisory Board:</b></p> <ul style="list-style-type: none"> <li>-Provide access to international impulses and innovations concerning teacher training, through</li> <li>Initiating and participating in national gatherings</li> <li>-Visiting the various institutions</li> <li>-Arranging study trips?</li> </ul>
<p><b>Oslo and Akershus Univ. Coll. of Applied Sciences (HiOA)</b></p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>-Students can choose between a huge number of subjects/courses!!</li> <li>-Our profile: Offer the «big» school subjects--- but also the more «vulnerable» school subjects</li> <li>-Building research competence from day 1 (R&amp;D column)</li> <li>-Internationalisation: at home and abroad a foreign language in a foreign country Caen, Freiburg, Valencia practice abroad - studies abroad</li> <li>-Digitalisation In-depth master course and thesis in Digital Pedagogy</li> <li>-Cross curricula courses to secure competence independent of choice of subjects: psycho social environment, sustainable development, aesthetic competence</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>-Recruitment: Higher intake grade in maths from upper secondary school + longer study time</li> <li>-The National student evaluation: Studiebarometeret: Teacher training students spend too little time studying compared to other types of students - but we see an improvement</li> <li>-The choice of subjects - limited to three instead of four years in the new five-year-integrated master education – a challenge for more «vulnerable» subjects</li> <li>-Internationalization- made more difficult with a course in pedagogy in sixth semester – but we will try and find solutions</li> <li>-Practice:</li> </ul>

	<p>more days</p> <p>practice on master level</p> <p>master thesis : practice relevant - pressure on practice schools for collecting data</p> <p><b>Expectations to the Advisory Board:</b></p> <ul style="list-style-type: none"> <li>-Visits from the international group to the teacher training institutions</li> <li>-Seminars and conferences</li> <li>-Web pages</li> <li>-Transparency</li> </ul>
<p><b>Østfold University College (HiØ)</b></p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>-Practice schools</li> <li>-Methodology and Philosophy of Science</li> <li>-Language Profile</li> <li>-R&amp;D Progression</li> <li>-International study program</li> <li>-Academic community spirit</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>-Limited choice of master courses</li> <li>-size of academic groups</li> <li>-didactical competencies</li> <li>-R&amp;D relevance and volume</li> <li>-Funding regime</li> </ul> <p><b>Expectations to the Advisory Board:</b></p> <ul style="list-style-type: none"> <li>-Themes</li> <li>-Dissemination</li> <li>-Advice</li> </ul>
<p><b>University College of Southeast Norway (HSN)</b></p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>-Fusion of institutions with long traditions and experience with teacher education</li> <li>-Solid academic environments/academic groups/research groups – the reason for the HSN-fusion</li> <li>-Close and good relationship with local schools and local school authorities in our region – Buskerud, Telemark and Vestfold</li> </ul>

	<p>-Well organized – organized for programme management and leadership</p> <p>-Well defined structure for models, week schedule and term schedule</p> <p><b>Challenges:</b></p> <p>-Maintaining the same level of educational quality - for all students across all four campuses</p> <p>-Implementing the cross curricular professionally orientated staircase</p> <p>-Research based - how can the students know?</p> <p>-High international quality – how can the faculty and institution tell?</p> <p>-Supervised practice placement – cooperation and responsibility between USN and the individual school, between subject/discipline teachers and school teachers</p> <p><i>The Proof of the pudding:</i> will candidates from our Primary and Lower Secondary Teacher Education actually enhance Norwegian pupil’s learning?</p> <p><b>Expectations to the Advisory Board:</b></p> <p>-Focus points and indicators per year (rather fewer than many)</p> <p>-Regular seminars for Teacher Education institutions during first three years for collaborative learning</p> <p>-Short annual report on focus points</p> <p>-Web site linked to Facebook (medium for dialogue)</p>
<p><b>Western Norway University of Applied Sciences  (HVL)</b></p>	<p><b>Strengths:</b></p> <p>-Long time experience, broad and differentiated academic programmes</p> <p>-Some academic milieus with international standing</p> <p>-Good cooperation with the primary and secondary school teachers</p> <p>-“Close on”: Good evaluation on relations between staff and students (but teacher education has lower scores than some other programmes)</p> <p>-Several highly skilled milieus on ICT and learning, both in theory and in practice</p> <p>-Many highly motivated teachers/professors with lots of experience and new ideas</p> <p>-Priorities for relevant research, which is necessary considering our university ambitions</p> <p><b>Challenges:</b></p>

	<ul style="list-style-type: none"> <li>-The need of higher academic merits in parts of the staff</li> <li>-The need of more didactic skills and insight in everyday classroom activities for parts of the staff</li> <li>-To obtain more interest for international staff exchange programmes and more student exchange</li> <li>-To make digital learning methods natural for all our lecturers</li> <li>-To make sure that the merging of the three university colleges increases our revenue, without causing unnecessary conflicts</li> </ul> <p><b>Expectations to the Advisory Board:</b></p> <ul style="list-style-type: none"> <li>-That you help us to find ways of expansion in internationalization processes. What if there is no practice in foreign programmes, how do we cope with that?</li> <li>-That you counsel on what countries will accept credits from our Norwegian study programmes, what countries would you recommend?</li> <li>-That you give general advice on our study programmes and research</li> <li>-That you share your knowledge of the teacher profession, and how to implement this in our academic programme</li> </ul>
<p><b>Inland Norway University of Applied Sciences (INN)</b></p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>-PhD in Teaching and Teacher Education</li> <li>-The faculty already offers most subjects at MA level.</li> <li>-The faculty offers a broad range of programmes within teacher education.</li> <li>-The faculty has broad research teams in Classroom Management, Corpus Linguistics, Multicultural Studies, Music, Norwegian as a Second Language and Poetry.</li> <li>-The faculty is at the forefront of research and development within Games, Animation and Virtual Design.</li> <li>-Active researchers in Educational Practice teach and supervise students.</li> <li>-Centrally located campus at Hamar</li> <li>-Close proximity to and cooperation with partner schools</li> <li>-History and tradition as a teacher training institution</li> <li>-Faculty staff with a strong professional identity as teacher educators</li> <li>-Faculty staff on first-name terms with students</li> </ul> <p><b>Challenges:</b></p>

	<ul style="list-style-type: none"> <li>-Recruiting enough students</li> <li>-Recruiting male students (Teacher Education for Years 1-7)</li> <li>-Recruiting students from multicultural backgrounds</li> <li>-Offering a broad range of subjects, particularly at MA level</li> <li>-Not offering German, French, Spanish and Arts and Crafts</li> <li>-Capacity building in Mathematics</li> <li>-Post-war baby boomer generation reaching retirement age</li> <li>-Recruiting faculty staff from international and multicultural backgrounds</li> <li>-Increasing students' work rate (i.e. time spent on studies)</li> <li>-Getting students to complete degrees on time</li> <li>-Getting more students to choose to spend time abroad during their education</li> <li>-Keeping up to date with the latest technological developments</li> <li>-The costs of placement</li> <li>-Building partnerships and strengthening external cooperation</li> <li>-Constraints of national framework and guidelines</li> <li>-Having enough time to successfully implement the new teacher education programmes</li> </ul> <p>Expectations to the Advisory Board:</p> <ul style="list-style-type: none"> <li>-Examples of best practices from teacher education internationally</li> <li>-Relevance of international research into teacher education to the Norwegian context</li> <li>-Recommendations on how to successfully implement 21st century skills in teacher education</li> <li>-Organize national seminars for both administrative and faculty staff</li> <li>-Visits to institutions</li> </ul>
<p style="text-align: center;"><b>NLA University College (NLA)</b></p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>-Strong academic environments in Theology, Religion, Philosophy, Intercultural Studies, and Pedagogy</li> <li>-Multidisciplinary and cooperation across programmes</li> <li>-Staff-student relationship</li> <li>-First year experience</li> </ul>

	<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>-Recruiting for 1-7, particularly men.</li> <li>-Pre-service teacher education and a lifelong learning process.</li> <li>-Our academic staff needs increased competence in tutoring Master's theses that are profession- and practice-oriented.</li> <li>-Our supervisors need increased competence in supporting educational research.</li> </ul> <p><b>Expectations to the Advisory Board:</b></p> <ul style="list-style-type: none"> <li>-Examples of best practice and advice on how to solve challenges related to:</li> </ul> <p>Possible content in profession-orientation</p> <p>Initial Education</p> <p>The cooperation between profession, subject disciplines and practice</p> <p>Progression in the Master's subjects</p> <p>Conducting research in Primary and Secondary schools</p>
<p><b>Nord University (NORD)</b></p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>-The decentralized model with locations in Nordland and Nord-Trøndelag (Nesna, Bodø and Levanger), gives us a strong regional position and ties to the region.</li> <li>-Long experience within the field of flexible education.</li> <li>-Well established cooperation with our field of practice.</li> <li>-Favorable access to practical training schools.</li> <li>-Long and established history and credibility as a provider of teacher education.</li> <li>-A qualified and motivated staff.</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>-Recruiting students. Centralization – students are drawn towards larger cities.</li> <li>-Insufficient recruitment may affect practical aesthetic subjects.</li> <li>-Competition for academic staff - scientific expertise, particularly in Mathematics, Norwegian and English.</li> <li>-Long distances between study locations (650 km). Collaboration over long distances is a challenge.</li> </ul>

	<p><b>Expectations to the Advisory Board:</b></p> <ul style="list-style-type: none"> <li>-How can the advisory panel contribute to developing the attractiveness and the relevance of teacher education?</li> <li>-What can we learn from other countries' experiences?</li> </ul>
<p><b>Norwegian University of Science and Technology (NTNU)</b></p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>-Strong discipline and subject didactic competence among academic staff</li> <li>-Strong master subject portfolio</li> <li>-Cooperation with other faculties at NTNU</li> <li>-Good reputation</li> <li>-Solid recruitment of students</li> <li>-Good relation to external partners</li> <li>-Trondheim: a very popular city for students</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>-Ensure a good progression in theory of science and research methods</li> <li>-Research and development assignment in the third year of the programme</li> <li>-Ensure that interdisciplinary topics are integrated</li> <li>-Ensure a good integration of subject, pedagogy and practice</li> <li>-Number of teaching practice positions: especially a challenge in lower secondary school</li> <li>-Recruitment to 1-7 programme, especially male students</li> <li>-The students' use of time</li> <li>-Raise professional expectations with respect to learning</li> <li>-Improve possibilities for international exchange</li> <li>-Strengthen the research profile and increase research competence of the department's academic staff</li> <li>-Recruit Ph.D.s</li> <li>-Ex.phil.</li> <li>-Localized on two campuses for the time being</li> </ul> <p><b>Expectations to the Advisory Board:</b></p> <ul style="list-style-type: none"> <li>-Contribute to raise issues/challenges from an international perspective</li> </ul>

	<ul style="list-style-type: none"> <li>-Relate to international models that have been successful, suggest good approaches to developing our teacher training programmes</li> <li>-Provide inspiration in relation to integrating subject, pedagogy and practice</li> </ul>
<p style="text-align: center;"><b>Sámi University of Applied Sciences (SAM)</b></p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>-Evaluation report of Nordic Council of Ministers pointed out the added value of SUAS (the decolonization of Sámi culture and society, capacity-building for a complex Sámi future, reversal of centuries of assimilative processes and policies, development of Sámi languages, literatures, artistic and social institutions</li> <li>-Sámi teacher education national and Nordic responsibility in North Sámi</li> <li>-Research hub for Sámi studies research and a pan-Nordic and Indigenous network</li> <li>-Sámi contents: Sámi language and perspective</li> <li>-Sámi and Indigenous pedagogy</li> <li>-Pan-Sámi perspective students and staff</li> <li>-Many sided expertise on Sámi issues</li> <li>-Sámi speaking institute</li> <li>-Strong Sámi cultural surroundings</li> <li>-New modern venue</li> <li>-Indigenous cooperation</li> <li>-Strong status in the Sámi higher education</li> <li>-Long history with Sámi related academic matters</li> <li>-Strong societal support</li> <li>-Learned a lot through the process</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>-Implementation after application process (Sámi syllabys written in Norwegian, translation), limited time, separated accreditation process</li> <li>-Recruiting students (despite the flexible studies, mathematics grade demand)</li> <li>-Future master subjects at 5-10</li> <li>-Campus and net-based education</li> <li>-Regulations not ready yet UHR</li> <li>-Late start and hurry</li> <li>-Re-organizing SUAS going on (institutions)</li> </ul>

	<ul style="list-style-type: none"> <li>-Pan-Sámi practice is a challenge</li> <li>-Institutional commitment</li> <li>-Sámi portfolio</li> <li>-Sámi language didactics</li> <li>-Nokut: Staff eligibility</li> <li>-Solutions: Professors II and eligibility raising program</li> <li>-Internationalization</li> <li>-Cooperation with UiT</li> </ul> <p><b>Expectations to the Advisory Board:</b></p> <ul style="list-style-type: none"> <li>-Support and ideas to build cooperation with other higher institutions, Indigenous perspective</li> <li>-Support and ideas to build Samisk GLU master education with extended subjects (duodji, mathematics etc.), Indigenous perspective</li> <li>-Input</li> <li>-Good practices</li> <li>-Study trips</li> </ul>
<p><b>University of Agder (UiA)</b></p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>-Many dedicated teacher educators at campus and in schools – good cooperation with practice field.</li> <li>-Professional dialogue between teacher educators and discipline-representatives – challenging subjects</li> <li>-A competent and dedicated teacher education unit</li> <li>-Special skills in pedagogic use of ICT; SFU math; national role in food and health</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>-Recruit a balanced mix between discipline and practice-oriented lecturers</li> <li>-Partnerships between schools and campus needs more development in order to make sure student skills as teachers are trained and evaluated on an excellent level</li> <li>-Capacity and competence for handling student’s research works needs development</li> </ul> <p><b>Expectations to the Advisory Board:</b></p>

	<ul style="list-style-type: none"> <li>-Visit institutions, and discuss and advice on challenges identified by each institution</li> <li>-Identify and distribute best practice</li> <li>-Identify what practice training should be in second cycle?</li> </ul>
<p><b>University of Stavanger (UiS)</b></p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>-«Simple» model</li> <li>-All subjects in school</li> <li>-Focus on social learning environment for students</li> <li>-Good start for students</li> <li>-Practice schools</li> <li>-Academic staff</li> <li>-R&amp;D focus – building research competence</li> <li>-Student active learning</li> <li>-Social culture among staff</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>-Recruiting students</li> <li>-Recruiting staff</li> <li>-Didactic competence for some of the staff</li> <li>-Students spending more time on task</li> <li>-Digital competence staff and students</li> <li>-How to meet the master wave – supervision competence</li> <li>-From plans to «reality»</li> <li>-Developing the understanding of the program – how to create a comprehensive integrated teacher education on master level?</li> </ul>
<p><b>University of Tromsø The Arctic University of Norway (UiT)</b></p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>-Integration:</li> </ul> <p>The integration between subject, didactics, pedagogy, and field practice is highly focused in our programs.</p> <p>It is important that the programs are highly coherent.</p> <p>Our teacher education reflects the profession we educate to.</p>

	<p>The R&amp;D-competence function as an integrating element.</p> <p>-Field practice:</p> <p>In 2011 we established university schools to:</p> <p>Develop the field practice within the new master programs.</p> <p>Establish a common understanding of the importance of field practice as an integration element.</p> <p>Establish a better connection between program subjects and field practice.</p> <p>Establish and experiment with new models of field practice.</p> <p>Focus on research projects within the university schools</p> <p>There are now 8 university schools in Tromsø and 3 in Alta.</p> <p>-R&amp;D-competence:</p> <p>In order to be able to contribute to school development we want our students to obtain a sufficient research and development competence.</p> <p>The master thesis are strongly school oriented, based on data collected in schools.</p> <p>“The students write themselves into the teacher profession”</p> <p>-Flexible education programs:</p> <p>At campus Alta we are developing a more flexible and distributed teacher education programs.</p> <p>-Extensive use of educational and information technology</p> <p>The students are resident at home and follow the studies at one of several locations - Alta, Hammerfest, Kirkenes and Storslett.</p> <p><b>Challenges:</b></p> <p>-The academic staff has a variety of competences that the education programs rely on and benefits from.</p> <p>These variety of competences makes it sometimes difficult to establish a common understanding of what an integrated master education implies.</p> <p>-To develop the students R&amp;D-competence.</p> <p>What knowledge base does the school have?</p> <p>-The introduction of new technology and its importance in teacher education.</p> <p>-Recruitment of academic staff</p> <p>-Recruitment of students</p>
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	<p><b>Expectations to the Advisory Board:</b></p> <ul style="list-style-type: none"><li>-Be as close to the institutions as possible.</li></ul> <p>Visiting them on a regular basis.</p> <ul style="list-style-type: none"><li>-Establish annual seminars/conference. These can be based on the challenges within the actual educational year.</li></ul> <p>Example: Year three can focus on the R&amp;D thesis.</p> <ul style="list-style-type: none"><li>-Establish web site as resource for the institutions.</li></ul>
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