

Welcome to a survey for academic staff in Norwegian higher education!

Choose language below (English, Nynorsk, Bokmål).

Purpose of the surveys

The Teacher Survey is carried out to gain knowledge about how teaching in higher education is implemented, planned and developed. The purpose is to provide the higher education institutions with information on how the academic environments work with quality development. The results are also used for research.

The Teacher Survey is combined with NIFU's Time Use Survey, which collects data on the time use of academic staff. The results from this survey provides a basis for estimating resource use in research and development (R&D) in the national R&D statistics, which is a part of Norway's international statistical commitments.

Who receives the data?

NIFU will receive data from NOKUT to estimate academic staff's time use, which is part of the R&D statistics. NOKUT also cooperates with your institution. The institution will have access to anonymized answers, but will not receive any personal data that can identify individuals.

Protection of personal information – how we store and use your information

All collected information will be handled confidentially and according to privacy regulations, by both NOKUT and NIFU. Data that can identify individuals will not be published. Rambøll AS assists NOKUT in implementing the survey and has access to your email address until the survey is closed. Each university and college will obtain access to aggregate tables. NOKUT receives background information (institution, faculty name, location code, and campus) from the university/college because the survey is of general interest (cf. the privacy regulation art. 6 no 1. letter e and the Personal Data Act § 8). NOKUT receives background information on everyone, both those who participate and those who don't participate in the survey. The background information on those who don't participate is used for comparing the population and the sample, in order to check that the sample is representative. This is important for the interpretation of the results. It is possible to opt out of this by sending an email to underviser@nokut.no; we will immediately delete your information.

What happens with your information once the project is finished?

NOKUT will delete email addresses once the data collection is completed, no later than 1 July 2021. For research purposes we wish to link the indirectly identifiable personal information on institution, faculty, location code and campus with your survey answers. This presupposes that you consent to this in the last part of the survey. The indirectly identifiable personal information will be stored by NOKUT through 2026 and by NSD – Norwegian centre for research data through 2031, and will be available for analytical and research purposes.

Your rights

As long as you can be identified in the data material, you have the right to:

- access the personal data about you that is being processed
- have your personal information corrected
- have your personal information deleted
- receive a copy of your personal information (data portability)
- complain to the Data Protection Officer or the Norwegian Data Protection Authority about the handling of your personal information

What gives us the right to handle your personal information?

We handle your personal information based on your consent. On assignment by NOKUT, NSD – Norwegian centre for research data has considered that the handling of personal information in this project is according to the privacy regulations.

Where can I learn more?

If you have questions about the project or wish to exercise your rights, please contact:

- the project group: underviser@nokut.no
- NOKUT's data protection officer: personvernombud@nokut.no
- The privacy service at NSD – Norwegian centre for research data: personverntjenester@nsd.no or telephone +47 55 58 21 17

Sincerely yours,

NOKUT (Norwegian Agency for Quality Assurance in Education)

NIFU (Nordic Institute for Studies in Innovation, Research and Education)

The questionnaire starts with questions about your academic position and time-use in the academic year 2020–2021.

Is your position in the higher education sector your main position or a minor position?

Minor position is here defined as a temporary academic position up to 20 percent of a full position.

- My main position is in the higher education sector
- I only have a minor position (20 percent or less) in the higher education sector - my main position is outside the sector

Which field are you mainly associated with in the academic year 2020–2021?

- Humanities and the arts
- Social sciences, including law and education
- Natural sciences
- Engineering and technology
- Medical and health sciences
- Agricultural and veterinary sciences
- Other fields, please specify: _____

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

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

Is it a permanent or temporary position?

- Permanent position
- Temporary position/fixed term contract

Is your main position full time or part time in the academic year 2020–2021?

- Full time (100 percent)
- Part time, please specify percent: _____

Please estimate (from 0-100 percent) how much of your position was externally funded:

The following questions are related to time use.

We ask you to provide us with an estimate.

On average, how many **hours per week** did you work in the academic year 2020–2021 in your main position, including time beyond normal working hours?

Please estimate hours:

How was your work time distributed between different tasks in the academic year 2020–2021?

Please add the estimates up to 100 percent, and list nearest whole percent.

Teaching at own institution.

Includes time spent on planning, preparation, and implementation of all kinds of teaching including practical supervision at own institution. Please also include time spent on developing teaching material and programme descriptions. Continuing education courses etc., academic supervision on bachelor level, conference hours, excursions, exam work, assessment of PhDs etc. should also be included.

Academic supervision of MA and PhD students.

Research and development (R&D). Includes only work directly related to own R&D, both own projects and leading or assisting in other projects. This can include literature reviews, publishing research results, travels, project planning, R&D administration, conference participation and own educational activities.

Administration.

Includes administrative work related to elected roles, meetings, reporting, leadership roles etc. at own institution, and that is not a natural part of other work tasks.

Museum related activities.

Includes administrative tasks and time spent on work with collections or exhibitions.

Artistic activities.

Includes creative and performing activities.

Dissemination.

Includes talks, opinion pieces and presenting research to a broader public, work at other institutions (teaching, supervision, exam work, study plan development), work on textbooks, board/committee membership, editorial work for scientific journals etc., peer reviews, evaluation and assessment tasks.

Other activities: All professional activities related to your main position that is not included above. For example, professional practice related to positions such as psychologist, physician, dentist, lawyer, consultant, etc.

Total:

If you want to comment on your answers, you can do so here:

As a result of the corona pandemic, did you spend more or less time on research and development (R&D) per week in the academic year 2020–2021, compared to what you would under normal circumstances?

Please provide an estimate of how many hours more or less you have spent.

- Have spent about the same number of hours on R&D
- More hours, please provide an estimate of how many more hours per week: _____
- Less hours, please provide an estimate of how many fewer hours per week: _____

How many master's students and/or PhD students have you supervised in the academic year 2020–2021?

Number of master's students _____

Number of PhD students _____

To what degree was your supervision of these students related to your own research in the academic year 2020–2021?

	To no/very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Not relevant / no supervision
Master's students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PhD students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Since you only have a minor position up to 20 percent in the higher education sector, you do not have to answer the Time Use Survey. The following section focuses on teaching (the Teacher Survey 2021).

You have now completed the Time Use Survey. The following section focuses on teaching (the Teacher Survey 2021).

Have you taught or provided academic supervision in a subject at bachelor's or master's level during the academic year 2020–2021?

- Yes
- No

Please relate your answers to a specific course/module that you have taught/supervised during the academic year 2020–2021.

Choose the course at bachelor's or master's level you are most familiar with.

Is the course/module you relate your answers to at bachelor's or master's level?

- Bachelor's level
- Master's level
- Both bachelor's and master's level

Which subject field (below) does best characterize the course/module you relate your answers to?

Choose one subject from the list below. The list is sorted alphabetically in the Norwegian version. Due to technical limitations we apologize for not being able to do so in the English version.

- Archeology
- Architecture

- Pre-school teacher education
- Child welfare
- Graphic arts and crafts
- Bioengineering
- Biology
- Occupational-/physiotherapy
- Nutrition and public health
- Vocational teacher education
- Pharmacy
- Philosophy
- Physics
- Geography
- Geology
- Primary/lower secondary teacher education (NOR: grunnskolelærer/GLU)
- Trade and marketing
- Health and social welfare - Other
- History
- Tourism
- Humanities - Other
- Sports
- Information and computer technology
- Engineering (NOR: ingeniør)
- Law
- Chemistry
- Integrated secondary teacher education (NOR: lektorutdanning for trinn 8-13)
- Mathematics and statistics
- Media and information
- Medicine
- Performing arts
- Natural sciences - Other
- Dentistry
- Pedagogy
- Primary industry
- Psychology
- Religion
- Logistics and safety
- Social sciences - Other
- Economics (NOR: samfunnsøkonomi)
- Civil engineering (NOR: sivilingeniør)
- Social anthropology
- Social work
- Sociology
- Linguistics
- Political science
- Nursing
- Social educator (NOR: Vernepleie)
- Business and administration

Teaching in this course/module is usually:

Please indicate how the teaching is structured in the study plan, not how it has taken place over the past year as a result of the corona pandemic.

- Campus-based

- Web-based
- A combination of campus-based and web-based

Please assess the number of students in this course in the academic year 2020–2021?

- Less than 10 students
- 10–40 students
- 41–80 students
- More than 80 students

The following questions relate to the teaching in the course in the academic year 2020-2021.

To what extent are the following teaching and learning forms used in the course?

	To no/a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know
Lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seminar or colloquium organized by the teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group work without teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written works, submissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field work / excursion / own data collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laboratory exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other practical exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simulation / role play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent are the following teaching/learning forms used in the course:

	To no/a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know
Lecture focused on dissemination of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching and learning forms where students actively engage in discussing the teaching material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching and learning forms emphasizing skills training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formative feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what degree do the different factors **affect the choice of teaching/learning forms** in the course?

	To no/a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Don't know/not relevant
Access to resources (rooms, equipment, funds, support to develop new teaching forms etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Available time for planning/development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Framework plans, regulations/guidelines etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Description of learning outcomes for the course or the study programme of which the course is a part	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The institution's strategy for the educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback/expectations from students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback/expectations from colleagues/professional environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Feedback/expectations from working life/society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research on teaching and learning methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic tradition within the subject field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal experience/competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How has the corona pandemic affected the choice of teaching and learning forms in the academic year 2020–2021?

To what extent is the course teaching developed in the following ways:

	To no/a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know
Teachers' individual work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In cooperation with the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal discussions among academic colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organized sharing of knowledge and experiences through teaching seminars etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer guidance (sit-in, observations, mentoring)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team work, shared course responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supervision and feedback to students

To what extent...

	To no/a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know
...do students on the course receive feedback on their academic progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...do students on the course receive academic supervision on work requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...is there sufficient time for academic supervision and feedback to students in the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...do students on the course make use of available options for supervision and feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...is it planned that the students on the course supervise and give feedback to each other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

R&D-based teaching

In this course, to what extent ...?

	To no/a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know
... is the academic content regularly updated so that it reflects new R&D?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are students trained in using scientific methods and mindsets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... do students participate in research-like/explorative student projects or learning processes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... do students participate in research production?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... are teaching methods rooted in research on student learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you experience challenges related to implementing R&D-based education? (for example

related to resources, constraints due to the corona pandemic, etc.).

The following questions are related to quality work at study programme level.

We ask you to relate your answers to the study programme, to which the course is a part.

If the course is part of several study programmes, please relate your answers to the study programme at bachelor's or master's level you know best.

The study programme you relate your answers to is a:

- Bachelor's degree programme
- 1-2-year master's degree programme
- 5-6-year master's degree programme / professional study

To what extent are the following sources used as a knowledge base for the development and design of the study programme?

	To no/a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know
Peer reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student union representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback and results from surveys from working life/society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research within the field of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National surveys (Student Survey, Candidate Survey etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-initiated development projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Here you can add more information about the basis for the development and design of the study programme:

The following part focuses on the study programme's affiliations with working life.

Please relate your answers to the study programme, to which the course is a part.

To what extent is the study programme directed towards:

	To no/a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know
A specific profession/business sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General working life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Affiliation to working life

To what extent is it prioritized that the students develop the following through the study

programme:

	To no/a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know
Generic skills relevant for working life (ability to cooperate, oral and written communication, critical and analytical thinking etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discipline specific skills demanded by working life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to acquire new knowledge demanded by working life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills to improve working processes, products, services etc. in working life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Affiliation to working life

In the study programme, to what extent ...

	To no/a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know
Are the students made aware of what they learn that is relevant for working life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the students made aware of how they can convey their competence to working life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is working life informed about the competences of graduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is cooperation between students and representatives from working life facilitated (writing term paper, projects, work placement etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In the study programme, are any of the following used to strengthen the affiliation with working life?

	Yes	No	Do not know
Involvement of representatives from working life in developing the study programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting points between students and working life representatives (career days, industry visits, alumni networks etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guest lecturers or personnel with shared positions between academic and professional sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guest placement in industry for lecturers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Here you can add information about how working life affiliation is promoted, and if relevant, how this has been affected by the corona pandemic:

Your own competence and competence development

Which formal teaching qualification(s) do you possess?

Multiple answers possible.

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

To what extent do you feel a need to further develop your own competence regarding:

	To no/a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know
Subject didactics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Varied teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student active learning methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternative assessment methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research-based teaching- and learning schemes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge about working life's competence needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Regarding possibilities for your own pedagogical development, to what extent do you have sufficient access to:

	To no/a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know
Academic resources (courses, seminars, supervision from colleagues etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Since you haven't taught or supervised on a course on bachelor- or master's degree level in the academic year 2020-2021, you don't have to answer questions on teaching and supervision.

Background information

Gender

- Man
 Woman
 Other gender identity
 Do not wish to answer

Citizenship

- Norwegian citizenship
 Non-Norwegian citizenship

What is the main teaching language in the course?

- Norwegian
 English
 Other

Are there students from the 5-year integrated master's programme in secondary teacher education (NOR: lektorutdanning for trinn 8-13) in your course?

- Yes

- No
- Do not know

As part of NOKUT's evaluation of the integrated master's programme in secondary teacher education (hereafter referred to as 5-year secondary TE programme), we have some extra questions for those who have these students on the course they teach.

Is the course you teach a:

More answers possible

- Pedagogical course
- Subject didactics course
- Other course (e.g. in mathematics, humanities etc.) (NOR: disiplinlag)

Approximately how many of the students on the course follow the 5-year secondary TE programme in the academic year 2020-2021?

- Less than half
- About half
- The majority
- All
- Do not know

To what extent ...

Do you consider yourself a teacher educator?

Have you engaged in academic collaboration on the 5-year secondary TE programme with colleagues in your field of study?

Have you engaged in academic collaboration on the 5-year secondary TE programme with colleagues in other fields of study?

Is the course content (syllabus, teaching forms, assignments etc.) adapted to the students enrolled in the 5-year secondary TE programme?

Is the organization of the course (group allocations, periods for practical training, avoiding scheduling conflicts) adapted to the students enrolled in the 5-year secondary TE programme?

To no/a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What are the reasons for the academic course content not being/to a small extent being adapted to the students at the 5-year secondary TE programme?

What are the reasons for the organization of the course not being/to a small extent being adapted to the students at the 5-year secondary TE programme?

Here you can add comments on how you experience the course adaptation to the students at the 5-year secondary TE programme:



In the course you teach, to what extent...?

	To no/a very small extent	To a small extent	To some extent	To a large extent	To a very large extent	Do not know
Do you use teaching methods which the students enrolled in the 5-year secondary TE programme can use in their own teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you use examples from school teaching in your class (cases, video, transcripts, student work, assignments etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you use students' practical teaching experiences in your own teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the placement of the course in the programme structure facilitate the academic development of the students enrolled in the 5-year secondary TE programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is updated knowledge from the school system used in developing the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you aware of what takes place in the other courses in the 5-year secondary TE programme (work requirements, academic contents etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Consent to link information

To reduce the number of questions in the form, we already have some background information about you: institution, faculty, location code, campus. The information is provided by your institution.

For research purposes we wish to link this information to your answers in the survey. The information will be treated confidentially and will not be published in any way that can identify individuals. NSD – Norwegian Centre for Research Data has reviewed the treatment of personal information in this project, to make sure it is in accordance with privacy regulations.

I agree that my answers in the questionnaire can be linked to the background information.

Yes

No

Since you haven't taught or supervised on a course on bachelor- or master's degree level in the academic year 2020-2021, you don't have to answer questions on teaching and supervision.

Thank you for completing the survey!

Sincerely,
 NOKUT (Norwegian Agency for Quality Assurance in Education)
 NIFU (Nordic Institute for Studies in Innovation, Research and Education)