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 Data that can identify individuals will not be published.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)
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: høgskolelektor)
☐ University college teacher (NOR: høgskolelærer)
☐ Researcher (NOR: forsker)
☐ Postdoctoral fellow (NOR: postdoktor)
☐ PhD position (NOR: stipendiat)
☐ Research assistant (NOR: vitenskapelig assistent)
☐ Other position, please specify: 

Is it a permanent or temporary position?

☐ Permanent position
☐ Temporary position/fixed term contract

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?

<table>
<thead>
<tr>
<th>Master's students</th>
<th>To no/very small extent</th>
<th>To a small extent</th>
<th>To some extent</th>
<th>To a large extent</th>
<th>To a very large extent</th>
<th>Not relevant / no supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD students</td>
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</tbody>
</table>

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
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
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?

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

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

- Lecture focused on dissemination of content
- Teaching and learning forms where students actively engage in discussing the teaching material
- Teaching and learning forms emphasizing skills training
- Formative feedback

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

- Access to resources (rooms, equipment, funds, support to develop new teaching forms etc.)
- Available time for planning/development
- Framework plans, regulations/guidelines etc.
- Description of learning outcomes for the course or the study programme of which the course is a part
- The institution's strategy for the educational activities
- Feedback/expectations from students
- Feedback/expectations from colleagues/professional environment
Feedback/expectations from working life/society
Research on teaching and learning methods
Academic tradition within the subject field
Personal experience/competence

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:

Teachers' individual work
In cooperation with the students
Informal discussions among academic colleagues
Organized sharing of knowledge and experiences through teaching seminars etc.
Peer guidance (sit-in, observations, mentoring)
Team work, shared course responsibility

Supervision and feedback to students

To what extent...

...do students on the course receive feedback on their academic progress?
...do students on the course receive academic supervision on work requirements?
...is there sufficient time for academic supervision and feedback to students in the course?
...do students on the course make use of available options for supervision and feedback?
...is it planned that the students on the course supervise and give feedback to each other?

R&D-based teaching

In this course, to what extent ...?

... is the academic content regularly updated so that it reflects new R&D?
... are students trained in using scientific methods and mindsets?
... do students participate in research-like/exploratory student projects or learning processes?
... do students participate in research production?
... are teaching methods rooted in research on student learning?

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?

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

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:

<table>
<thead>
<tr>
<th>Area</th>
<th>To no/a very small extent</th>
<th>To a small extent</th>
<th>To some extent</th>
<th>To a large extent</th>
<th>To a very large extent</th>
<th>Do not know</th>
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</thead>
<tbody>
<tr>
<td>A specific profession/business sector</td>
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<tr>
<td>General working life</td>
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<tr>
<td>Research career</td>
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</table>

Affiliation to working life

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

In the study programme, to what extent …

Generic skills relevant for working life (ability to cooperate, oral and written communication, critical and analytical thinking etc.)

Discipline specific skills demanded by working life

Ability to acquire new knowledge demanded by working life

Skills to improve working processes, products, services etc. in working life

Affiliation to working life

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

Are the students made aware of what they learn that is relevant for working life

Are the students made aware of how they can convey their competence to working life

Is working life informed about the competences of graduates

Is cooperation between students and representatives from working life facilitated (writing term paper, projects, work placement etc.)

Involvement of representatives from working life in developing the study programme

Meeting points between students and working life representatives (career days, industry visits, alumni networks etc.)

Guest lecturers or personnel with shared positions between academic and professional sectors

Guest placement in industry for lecturers

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

<table>
<thead>
<tr>
<th>Academic resources (courses, seminars, supervision from colleagues etc.)</th>
<th>To no/a very small extent</th>
<th>To a small extent</th>
<th>To some extent</th>
<th>To a large extent</th>
<th>To a very large extent</th>
<th>Do not know</th>
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</thead>
<tbody>
<tr>
<td>Time</td>
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<tr>
<td>Funds</td>
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</tbody>
</table>

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
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: disiplinfag)

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?

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...?

<table>
<thead>
<tr>
<th>Question</th>
<th>Choice Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you use teaching methods which the students enrolled in the 5-year secondary TE programme can use in their own teaching</td>
<td><img src="https://www.survey-xact.no/servlet/com.pls.morpheus.web.pages.CoreSurveyPrintDialog?surveyid=1282631&amp;locale=en&amp;printBackg..." alt="Choice Options" /></td>
</tr>
<tr>
<td>Do you use examples from school teaching in your class (cases, video, transcripts, student work, assignments etc.)</td>
<td><img src="https://www.survey-xact.no/servlet/com.pls.morpheus.web.pages.CoreSurveyPrintDialog?surveyid=1282631&amp;locale=en&amp;printBackg..." alt="Choice Options" /></td>
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<tr>
<td>Do you use students' practical teaching experiences in your own teaching</td>
<td><img src="https://www.survey-xact.no/servlet/com.pls.morpheus.web.pages.CoreSurveyPrintDialog?surveyid=1282631&amp;locale=en&amp;printBackg..." alt="Choice Options" /></td>
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<tr>
<td>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</td>
<td><img src="https://www.survey-xact.no/servlet/com.pls.morpheus.web.pages.CoreSurveyPrintDialog?surveyid=1282631&amp;locale=en&amp;printBackg..." alt="Choice Options" /></td>
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<tr>
<td>Is updated knowledge from the school system used in developing the course</td>
<td><img src="https://www.survey-xact.no/servlet/com.pls.morpheus.web.pages.CoreSurveyPrintDialog?surveyid=1282631&amp;locale=en&amp;printBackg..." alt="Choice Options" /></td>
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<tr>
<td>Are you aware of what takes place in the other courses in the 5-year secondary TE programme (work requirements, academic contents etc.)</td>
<td><img src="https://www.survey-xact.no/servlet/com.pls.morpheus.web.pages.CoreSurveyPrintDialog?surveyid=1282631&amp;locale=en&amp;printBackg..." alt="Choice Options" /></td>
</tr>
</tbody>
</table>

**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)