

**Welcome to a survey for academic staff at Norwegian universities and university colleges.**

Choose language below / velg språk nederst / vel språk nedanför.

Thanks for being willing to take part in NOKUT's higher education teacher survey and NIFU's time use survey. The questionnaire opens with NIFU's part, which asks for a tentative assessment of how your working time is distributed on different activities. Then follows NOKUT's part of the questionnaire, where initially you will be asked if you have been teaching on a Bachelor's or Master's degree programme during the last two years.

The survey is voluntary and takes about 10 minutes to complete. You may pause during the process and continue later. Your responses will be stored.

We ask you to answer the questions as best you can. We are aware that answers to many of the questions cannot be exact, but have to be assessed or stipulated.

All information will be handled with strict confidentiality and no data will be published that can be traced back to the source.

The project has been registered with the Norwegian Centre for Research Data.

If you have questions or comments, you may contact us at [underviser@nokut.no](mailto:underviser@nokut.no).

Kind regards,

NIFU - Nordic Institute for Studies in Innovation, Research and Education

NOKUT - Norwegian Agency for Quality Assurance in Education

## Research and development (R&D)

**In what field of research did you carry out most of your research and development (R&D) in 2016?**

- (1) ☐ Humanities and arts
- (2) ☐ Social sciences
- (3) ☐ Natural sciences
- (4) ☐ Engineering and technology
- (5) ☐ Medical and health sciences
- (6) ☐ Agricultural and veterinary sciences
- (7) ☐ Other
- (99) ☐ Not active in R&D

**Other, please specify**

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**What was your main formal position in the autumn of 2016?**

- (1) ☐ Full professor
- (2) ☐ Professor (NOR: Dosent)
- (3) ☐ Associate Professor (NOR: Førsteamanuensis)
- (4) ☐ Associate Professor (NOR: Førstelektor)
- (5) ☐ Assistant Professor (NOR: Amanuensis)
- (6) ☐ Assistant Professor (NOR: Universitetslektor)
- (7) ☐ Assistant Professor (NOR: Høgskolelektor)
- (8) ☐ University College Teacher (NOR: Høgskolelærer)
- (9) ☐ Head of Research (NOR: Forskningssjef)
- (10) ☐ Research Position (NOR: Forsker)
- (11) ☐ Postdoctoral Fellow (NOR: Postdoktor)
- (12) ☐ Research fellow (NOR: Stipendiat)
- (13) ☐ Research Assistant (NOR: Vitenskapelig assistent)
- (14) ☐ Other

**Other, please specify**

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**How was your working distributed on different tasks in 2016?** The distribution should cover the entire year, not just teaching periods. Periods of research sabbatical must also be included. Include total time spent in connection with your job, even if part of the time may have been outside normal working hours.

**Assess (in percentages) the distribution of your working time on the following activities:**

**(The estimates must add up to 100 percent; list nearest whole percent.)**

**Teaching at own institution** • Teaching at own institution: Includes time spent on planning, preparing and execution of all types of teaching, including supervision for practice training at your own institution. Continuing education courses, study plan development, academic supervision at bachelor level, conference hours, excursions, exam work, assessment of PhDs, etc. must be included. Also include time spent on developing teaching materials and programme/course plans. \_\_\_\_\_

**Academic supervision of MA and PhD students** \_\_\_\_\_

**Research and development (R&D)** • R&D: Include all work directly connected with research and development work: work on your own projects as well as assistance or leadership functions in connection with other persons' projects, including e.g. literature studies, publishing of research results, travel, project planning, participation at conferences and educational activities connected to your own research. \_\_\_\_\_

**Administration** • Administration: Includes all administrative work, elected functions, meetings, reporting, leadership functions, etc. at own institution that is not a natural part of other work tasks. \_\_\_\_\_

**Museum related activities** • Museum related activities: Includes administrative tasks and time spent on work with collections or exhibitions. \_\_\_\_\_

**Artistic activities** • Artistic activities: Includes creative and performing activities. \_\_\_\_\_

**Externally directed activities** • Externally directed activities: Includes talks, teaching, academic guidance, exam work, study plan development at other institutions; also includes work on textbooks, presenting research to a broader public, representation on boards/committees, editor/executive of scientific journals, etc., evaluation and assessment tasks. \_\_\_\_\_

**Professional practice** • Professional practice: All professional activities not included in the other categories above. For example physician/dentist, solicitor, consultancy work, etc. \_\_\_\_\_

**How many hours per week did you spent, on average, on the activities listed above, in 2016?**

\_\_\_\_\_

Please use the comment box under if you want to comment on your answers (for example, whether you were on leave or have been employed for only part of the year).

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### Teaching and student supervision

How many students did you give academic supervision in 2016?

Bachelor's students	<hr/>
Master's students	<hr/>
PhD candidates	<hr/>

Academic supervision of students may be more or less closely related to the supervisor's own research. To what extent was your academic supervision of students related to your own research in 2016?

	to a small extent	to some extent	to a large extent	do not know/not relevant
Bachelor's students	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>

	to a small extent	to some extent	to a large extent	do not know/not relevant
Master's students	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
PhD candidates	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>

Did you teach/supervise students on a Bachelor's or Master's degree programme during the current or the past academic year? • We apply a broad understanding of the term “teaching” in this part of the survey: it includes all types of activities aimed at student learning.

(2) ☐ yes

(1) ☐ no

It is important for us that your answers are based on actual teaching experience. We therefore want you to answer the survey questions with reference to one specific course/module that you teach – or have taught. Choose the course you know best.

Supervision of students for their Bachelor's and Master's degree theses may count as a course.

The Teacher Survey only includes teaching at the Bachelor's and Master's degree levels.

The course I choose for answering the questionnaire is part of a:

(more than one answer is possible)

(1) ☐ One-year course

(2) ☐ Bachelor's degree program

(3) ☐ Master's degree program

(9) ☐ Other, please specify \_\_\_\_\_

**Teaching in this course is:**

**(more than one answer is possible)**

(1) ☐ Web-based

(2) ☐ Campus-based

**How many ECTS points does this course give?**

\_\_\_\_\_

**Assess approximately the number of students on this course.**

**(the last time you taught it)**

(1) ☐ less than 10

(2) ☐ 11 to 40

(3) ☐ 41 to 80

(4) ☐ more than 80

(9) ☐ do not know

**Which one of the categories listed below describes best the discipline/subject affiliation of the course that you base your answers on for this questionnaire?**

(1) ☐ ANTHROPOLOGY

(2) ☐ ARCHEOLOGY

(3) ☐ ARCHITECTURE

- (4) ☐ ARCHITECTURE (LANDSCAPE)
- (5) ☐ PRE-SCHOOL EDUCATION
- (6) ☐ BIOENGINEERING
- (7) ☐ BIOLOGY
- (8) ☐ DATA-ICT
- (9) ☐ ERGO-/PHYSIO THERAPY
- (10) ☐ NUTRITION
- (11) ☐ PHARMACY
- (12) ☐ PHILOSOPHY
- (13) ☐ PUBLIC HEALTH
- (14) ☐ PHYSICS
- (15) ☐ GEOGRAPHY
- (16) ☐ GEOLOGY
- (17) ☐ PRIMARY EDUCATION TEACHER EDUCATION
- (18) ☐ HEALTH AND SOCIAL WELFARE - OTHER
- (19) ☐ HISTORY
- (20) ☐ HUMANITIES - OTHER
- (21) ☐ SPORTS
- (22) ☐ ENGINEERING (NOR:INGENIØR)
- (23) ☐ CHEMISTRY
- (24) ☐ CULTURE/ARTS/LITERATURE
- (25) ☐ ARTS (CREATIVE AND PERFORMING)
- (26) ☐ SECONDARY EDUCATION TEACHER EDUCATION
- (27) ☐ LOGISTICS-SAFETY
- (28) ☐ MATHEMATICS-STATISTICS
- (29) ☐ MEDIA AND INFORMATION
- (30) ☐ MEDICINE
- (31) ☐ ENVIRONMENT
- (32) ☐ DENTISTRY
- (33) ☐ PEDAGOGICS
- (34) ☐ POLICE



- (35) ☐ PRIMARY INDUSTRY - AGRICULTURE
- (36) ☐ PSYCHOLOGY
- (37) ☐ RADIOGRAPHY
- (38) ☐ RELIGION
- (39) ☐ LAW
- (40) ☐ SOCIAL SCIENCE - OTHER
- (41) ☐ ECONOMICS (NOR: SAMFUNNSØKONOMI)
- (42) ☐ SCIENCE ENGINEERING (NOR: SIVILINGENIØR)
- (43) ☐ SOCIAL STUDIE
- (44) ☐ SOCIOLOGY
- (45) ☐ LINGUISTICS
- (46) ☐ POLITICAL SCIENCES
- (47) ☐ NURSING
- (48) ☐ DENTAL HEALTH
- (49) ☐ TECHNICAL STUDIE
- (50) ☐ PROTECTIVE CARE
- (51) ☐ VETERINARY MEDICINE
- (52) ☐ VOCATIONAL TEACHER
- (53) ☐ ECONOMICS AND ADMINISTRATION

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

**In this course ...**

(1) hardly at all   (2) to a small extent   (3) to some extent   (4) to a high extent   (5) to a very high extent   do not know / not relevant

I communicate the expected

learning outcomes of the course to my students   (1) ☐   (2) ☐   (3) ☐   (4) ☐   (5) ☐   (6) ☐

(1) hardly at all (2) to a small extent (3) to some extent (4) to a high extent (5) to a very high extent (6) do not know / not relevant

I make use of teaching methods and activities that stimulate students to actively participate in discussions •

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

For example seminars, group work, project work.

the students are given varied tasks

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

I communicate clearly to my students what I expect them to do

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

I make it a priority to give my students comments and feedback

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

I make use of assessment methods that are adequate for assessing the relevant expected learning outcomes

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

To what extent do you agree with the following statements?

In this course ...

(1) hardly at all (2) to a small extent (3) to some extent (4) to a high extent (5) to a very high extent (6) do not know / not relevant

(1) hardly at all (2) to a small extent (3) to some extent (4) to a high extent (5) to a very high extent (6) do not know / not relevant

my teaching is based on  
knowledge derived from  
recent research and  
development work

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

I present my own research to  
the students

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

I include research-like work  
among the students' tasks

•For example field work, data  
collection, case, laboratory  
work.

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

I involve the students in my  
own R&D work

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

the curriculum is up to date  
and in line with developments  
in public and working life

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

I cooperate with external  
agents in public or working  
life

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

To what extent do you agree with the following statements?

In this course ...

	(1) hardly at all	(2) to a small extent	(3) to some extent	(4) to a high extent	(5) to a very high extent	do not know / not relevant
I encounter a group of students with academically varied starting levels	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
I know what has been taught to the students earlier in the programme	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
I strive to motivate my students	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
a high proportion of my students start the course with insufficient prerequisite knowledge	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
I am satisfied with my students' learning outcomes	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
I am satisfied with my students' effort and engagement	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>

To what extent do you agree with the following statements?

In this course ...

	(1) hardly at all	(2) to a small extent	(3) to some extent	(4) to a high extent	(5) to a very high extent	do not know / not relevant
I have sufficient time to prepare my teaching	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
I teach the themes/topics that I know most about	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
I receive feedback and support from the programme leadership	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
I fulfill my academic aspirations concerning the students' learning	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>

In the following questions we want you to relate your answers to the study programme that your course is part of.

If your course is included in several programmes, choose for these questions the study programme that you know best, or answer 'do not know/not relevant'.

To what extent do you agree with the following statements?

(1) hardly at all	(2) to a small extent	(3) to some extent	(4) to a high extent	(5) to a very high extent	do not know / not relevant
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(1) hardly at all (2) to a small extent (3) to some extent (4) to a high extent (5) to a very high extent (6) do not know / not relevant

In this study programme the students are actively included in the academic community.

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

In this study programme the rate of non-completion is too high.

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

I take part in discussions about the running and development of the study programme.

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

I take part in discussions about teaching and assessment methods in this study programme.

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

I take part in discussions about the overall coherence of the study programme.

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

I am, all things considered, satisfied with the quality of the study programme.

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

## How do you assess the following aspects of the study programme?

	needs improvement	good	very good	do not know/not relevant
The study plan with description of expected learning outcomes	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
Time resources for teaching and student guidance	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
The teachers' academic competence	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
The teachers' pedagogical competence	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
A study environment that includes and motivates the students	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
Academic leadership	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
Collegial (teacher) cooperation	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
The curriculum of the programme (content seen in relation to expected learning outcomes)	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
The study programme as a process	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
The practice-training component in the programme	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>

	needs improvement	good	very good	do not know/not relevant
Resources and routines for assisting and guiding students	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>
Infrastructure (rooms, facilities, equipment, library, ICT)	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>

#### Does the programme include practice training?

(2) ☐ yes

(1) ☐ no

#### To what extent do you agree with the following statements related to practice training?

	(1) hardly at all	(2) to a small extent	(3) to some extent	(4) to a high extent	(5) to a very high extent	do not know / not relevant
The theory and practice components are well integrated in the study programme.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
I discuss the theory – practice connection in the programme with the practice teacher.	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
The students achieve the	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>



(1) hardly at all (2) to a small extent (3) to some extent (4) to a high extent (5) to a very high extent (6) do not know / not relevant

intended learning outcome  
from practice training.

I am well informed about the  
students' experience in their  
practice periods.

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

The college/university  
provides good follow-up for  
our students in their practice  
periods.

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

The students are well  
prepared for what they will  
encounter in their practice  
periods.

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

Our practice teachers are well  
qualified for their task.

(1) ☐ (2) ☐ (3) ☐ (4) ☐ (5) ☐ (6) ☐

**Some information about yourself**

**What formal pedagogical qualification do you have?**

**It is possible to tick several alternatives.**

- (1) ☐ No formal pedagogical qualification
- (2) ☐ Teacher education
- (3) ☐ One-year teacher training (NOR: Praktisk-pedagogisk utdanning)

- (4) ☐ Basic course in university and college teaching
- (5) ☐ Other pedagogical qualification (please specify)
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**To what extent do you participate in research and analysis into your own teaching practice or your students' learning strategies?**

- (1) ☐ (1) hardly at all
- (2) ☐ (2) to a small extent
- (3) ☐ (3) to some extent
- (4) ☐ (4) to a high extent
- (5) ☐ (5) to a very high extent
- (6) ☐ do not know / not relevant

**I have experience from academic leadership position(s) (e.g. rector, vice-rector, dean, vice-dean, department leader, study programme leader, research group leader):**

- (1) ☐ no
- (2) ☐ yes

**For how many years in total have you taught at an academic institution?**

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In order to reduce the number of questions in the questionnaire we have collected some

background information about you (gender, age, formal position, terms of employment (permanent/temporary, full time/part time) and faculty affiliation) from your institution.

We intend to collate this information with your answers in the questionnaire. The information will be treated with the strictest confidentiality and will not be published in any way that may identify individuals. NOKUT and NIFU have registered this project with NSD Norwegian Center for Research Data.

**I hereby consent that my personal data may be linked with my answers in the questionnaire:**

(2) ☐ yes

(1) ☐ no

NOKUT is working continuously to improve the questionnaire. We also wish to gain more insight into the reasons why teachers in higher education answer the way they do. If you are willing to answer some follow-up questions at a later time, please enter your e-mail address.

**E-mail address**

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**Do you have any suggestions of measures that might improve your own study programme?**

**Any such comments will be sent to your institution and may contribute to further development of your study programme.**

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**Here you may give us feedback on the questionnaire.**

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Many thanks for your answers! The survey now ends for you. The rest of the survey is aimed at those who have been active teaching at the Bachelor's or Master's degree level during the last two years.

Thanks for completing our survey!

With kind regards,

NIFU

NOKUT