



Using surveys to foster cooperation in the development of the master's thesis of initial teacher education

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Background

- The introduction of a masters degree in Norwegian initial school education
- NOKUT evaluation: help HEIs with their work on the master's thesis to improve and secure the competencies of newly educated schoolteachers, preparing them to utilize and conduct research
- NOKUT evaluation method:
 - ESG activity
 - Directed at the quality of study programs, not quality assurance systems
 - No punitive measures

What is the value of surveys, in enhancement oriented, ESG-compliant evaluations?



The theoretical case: How surveys can add value to ESG

- Provide representative knowledge about the quality-notions and practices of larger stakeholder populations
- Provide members of large stakeholder groups with an opportunity to reflect on their own practices and quality-notions through open-ended questions
- Can serve as a vehicle for creating engagement and awareness in user-oriented evaluations
- Create the opportunity for stakeholders to triangulate different pieces of data, to gain a better understanding of quality in their study program
- Identify fruitful areas for collaboration between stakeholders to achieve common goals, and areas of conflict between different notions of quality.



Empirical illustration: food for thought in site-visit and follow up activities

- 4 Surveys: Students, candidates, Campus-based educators, School-based educators
- Fifth-years students: For the statement "I use practice periods to collect data for my master's thesis," 91 percent stated that this was rarely or never the case. Similarly, for the statement "I developed my research topic in collaboration with practice teachers," the figure was 90 percent.
- Candidates: "Have you presented findings from your master's thesis to representatives from the school?". 24 percent answered "Yes" to the question, 76 percent "No". The lecturers were asked the question "To what extent are results from master's theses disseminated in schools you collaborate with?". Here, the share of "Don't know / not relevant" is a whopping 42 per cent.