



UNIVERSITY OF ICELAND

Summary

The self-evaluation was done by Faculty members in accordance with the Icelandic Quality Enhancement Framework at the University level in Iceland and the University of Iceland's Guidelines for the organization, schedule, and process of institution-led review of faculties and interdisciplinary programs.

The committee members met regularly. The process of the evaluation was presented at all Faculty meetings that have been held this academic year, so all Faculty members could contribute to the overall discussion. The draft of the report was also shared with all Faculty members on our Teams-platform, for everyone to comment on. The evaluation of the programs offered by the Faculty was divided between four groups, trying to involve Faculty members in the process, to come closer to discussing actual teaching and learning, to make better use of materials available and to formulate the most needed tasks becoming parts of the action plan of the Faculty.

The main characteristics of the Faculty can be described by growth and ambition to promote the ideas of education for all in our own practices and in the educational field. This is also a description of our vision.

The main results of this self-evaluation process can be summarized in three challenges we face as a Faculty. Firstly, we need to develop further the study programs according to our vision, and in line with the needs for competencies in the educational field. Secondly, our students should be invited to become more involved in management and development of the programs. Thirdly, as the Faculty is growing in several ways and taking on new important tasks in teaching and research, new recruitment and support of staff is needed. One sprout in this growth is the new Department of Education for All, that will be founded in fall 2022 and visible in UI Course Catalogue 2023 – 2024.

Introduction

In accordance with the Icelandic Quality Enhancement Framework at the University level in Iceland and the University of Iceland's Guidelines for the organization, schedule, and process of institution-led review of faculties and interdisciplinary programs, the Faculty of Education and Pedagogy (the Faculty), School of Education (the School), University of Iceland (the University), carried out self-evaluation during the autumn semester of 2021. The results are presented in this report. A self-evaluation committee was established in September 2021.

The committee members were:

1. Kristín Jónsdóttir, Head of Faculty and Chair of the group
2. Guðrún Ragnarsdóttir, Chair of Department
3. Svava Pétursdóttir, Chair of Department
4. Ingibjörg Ósk Sigurðardóttir, Programme Director
5. Karen Rut Gísladóttir, Deputy Head of Faculty
6. Bryndís Garðarsdóttir, Administrative Director, representative of the administration
7. Lára Bergljót Jónsdóttir, School Director of Reykholtsskóli, Bláskógabyggð, M.Ed., representative of graduated students and stakeholders
8. Stefanía Lára Ólafsdóttir, Master student in Teaching in Primary Grades, M.Ed.
9. Sóley Arna Friðriksdóttir, Bachelor student in Preschool Teacher Education, B.Ed.
10. Renata Emilsson Peskova worked with the group, project manager of the self-evaluation of faculties

The committee members met regularly. The process of the evaluation was presented at all five Faculty meetings that have been held this academic year, so all Faculty members could contribute to the overall discussion. The draft of the report was also shared with all Faculty members on our Teams-platform, for everyone to comment on.

The Faculty Head was responsible for the overall editing of the report and writing Chapters 1 and 3. The evaluation of the programs offered by the Faculty was divided between four groups, trying to involve Faculty members in the process, to come closer to discussing actual teaching and learning, to make better use of materials available and to form the most needed tasks becoming parts of the action plan of the Faculty. The evaluation of the programs in Department of Educational Leadership and Evaluation Studies was done in one group, led by Guðrún Ragnarsdóttir. The evaluation of the programs in Department of Preschool and Compulsory School Education was done in three focus groups; one concerned with preschool teachers' education led by Ingibjörg Ósk Sigurðardóttir, second one focusing on teaching in primary grades led by Svava Pétursdóttir, and the third group focused on master programs in inclusive education, and language and literacy, led by Karen Rut Gísladóttir.

Contributions to the evaluation report came from central administration of the University regarding numbers of students enrolled and graduated students etc., the Social Science Research Institute conducted interviews with student focus groups and wrote a report, the Educational Research Institute informed on research within our Faculty, and School administration assisted with some facts and figures for us.

External experts from abroad met us on 6th to 8th of April and discussed the draft of this report. That was a meaningful contribution to finalise the report.

Faculty Characteristics

The Faculty was formed in 2018, building on the former Faculty of Teacher Education that was the biggest Faculty within the School of Education before 2018. After the restructuring of the faculties in 2018, teacher education programs were mainly divided between this Faculty and the Faculty of Subject Teacher Education.

Most of our students attend programs within the Department of Preschool and Compulsory School Education, aimed for teacher students who have chosen to teach children/students aged 1-10/12 in preschool and compulsory school. The Department also holds responsibility for most of the courses in general pedagogy and offers them to students in programs in the Faculty of Subject Teacher Education. In return they share their expertise in subjects and didactics of those subjects and provide several courses for our students. Teachers within these two faculties often work together in teaching and in research, as they share interests and have a long tradition of cooperation, but of course they also collaborate with staff from the two other faculties within the School of Education.

The Faculty provides education for headmasters and other school leaders, all on masters level, within The Department of Educational Leadership and Evaluation Studies. This is important for those seeking promotion within Icelandic school systems. The Department has during the last two years taken on new responsibilities in leading continuous professional development courses (CPD) for teachers and for school leaders, and by offering a special program that educates teachers to become mentors supporting new teachers entering the profession. The teachers also conduct courses about teaching for other professions such as in the field of medicine.

Daily administration is in the hands of the Faculty Head, with assistance from the Vice Head, the Programme Chairs, and the Faculty Administrative Director. They form the Faculty council and meet regularly. Decisions on strategy, teaching, and research are made at Faculty meetings. The Faculty Head is a member of the Executive Board of the School. The Faculty offers 21 study programmes at the undergraduate and graduate levels (Appendix 1, Table 1).

The Faculty currently has 29 academic teaching positions (28.2 full time equivalent, FTE) (Appendix 1, Table 2). The majority are women or 90%. Of the academic teaching positions 5 are Adjunct Lectures (4.8 FTE) and 5 Full Professors (4.5 FTE). A total of 76% of the academic staff are over 50 years of age.

The number of students and their progress through the study programs varies a great deal between them (Appendix 1, Table 3). Preschool Teacher Education BA (GKY261) and Teaching in Primary Grades BA (LSS261) are the most popular programmes, both with good retention and completion rates. For many of the master's programmes retention rates are mostly satisfactory, except for International Language and Literacy M.Ed. (NOK449) and completion rates are similarly satisfactory except for Educational Leadership M.Ed. (STM441). The fact that high percentage of students study part-time worries us, and we are very interested in

trying to unwind this tendency. Overall, students and faculty seem satisfied with the various programmes housed in the Faculty, but the review did reveal several areas for improvement. In 2020-2021 the number of students was 1.078, thereof 364 were undergraduate students and 714 postgraduate students.

Summary and Main Conclusions for the Faculty

Lessons learned from QEF1

The last self-review related to the Faculty was done in 2014. Main conclusions then were briefly that courses and programmes needed to be reviewed regularly, focusing on increasing students professional competencies, and to develop stronger relations with schools for example through increased field work. Other main actions planned then were to review the master programmes, and to make teacher education more visible, and better known and valued amongst young people.

The Faculty has kept close focus on these goals, and cooperated with the Ministry of Higher Education, Science and Innovation, to enhance interest in the teacher profession, on giving incentives to students to finish their studies, and on offering a new grade on masters level, Master of Teaching. One can say that the goals from 2014 are also reflected in changes in teachers education in general, such as in the new [laws in 2019 on education, competencies, and recruitment of teachers and school leaders](#) that for example opened up for development of many new compositions of education for teachers in near future.

Main point of progress or change in structure of teacher education within the School is that the former three faculties within the School became four faculties in 2018. The programs that belong to this Faculty were before within the Faculty of Teacher Education. Many thorough discussions and semi-evaluations preceded the changes in 2018. Therefore, in this evaluation we are partly examining those changes and concluding on tasks ahead, as well as evaluating the progress since QEF1.

Teaching and Learning

The Faculty has to review their baccalaur and master programmes in the coming two or three years as the changes following the new laws on education, competencies, and recruitment of teachers and school leaders mentioned above are unfolding slowly. Also, influences of Covid-19 for the last two years especially on place based education are severe. Structures as well as teaching methods have undergone huge changes that call for amendments and new forms of teaching and learning within the Faculty, but also in course content we provide for preschool and compulsory school teacher students.

The lack of student influence on their studies is demanding action on our behalf, hopefully with help from student organisations. Students are in general satisfied with their teachers and value how they emphasise that teachers are leaders, but students would appreciate more diverse teaching methods. It is difficult to know if the overwhelming online teaching due to Covid is affecting these views, but even so it is important for ust to review our teaching methods and reconstruct courses building on this remarkable Covid experience.

The foundation of the new Department of Education for all, is an important step to uplift studies in the field of inclusion in SoE, and hopefully in development in the school field and in research in general. The Department will be founded in fall 2022, and visible in the Course Catalogue 2023 – 2024.

Management of Research

The School of Education aims at supporting all educational levels in Iceland - that means not only supporting the students and teachers that work in the system but also the families of the children and by empowering the formal, in-formal, and non-formal educational settings. Also by working with the total system (not only the schools but ministries, municipalities, etc.) the research done within the SOE impacts the policies regarding the bigger picture of education and wellbeing of students in Iceland and in Europe through international projects.

Research areas within the faculty are several but can be divided into six main groups focusing on preschool education, compulsory school education, inclusion, language and literacy development, school administration, and mentoring and educational consultancy. There is a consensus on the importance of research having a positive, social impact that benefits children, families, education and society. The research projects led by faculty members are in general well related to the field, often accompanied by developmental projects in schools or amongst groups of teachers and school leaders. Focus is often directed towards current challenges in the field, such as meeting the needs of school children and parents in an ever more culturally and linguistically diverse society in Iceland, or teachers and leaders needs for new competencies and professional development.

Members of the faculty are conducting research projects with local and international cooperators. For example, faculty members led research on preschools education supported by Nordforsk, participate in Nordic Centre of Excellence named Quality of teaching in compulsory schools (QUINT), participate in a European research and developmental project calls Maker-spaces in the early years, and work on Global teacher education in an Erasmus+ project. Language policies and practices of diverse immigrant families in Iceland and their implications for education, is a research project led by one of our professors and supported by Rannís, and members of the Faculty got funding when the new Education Research Fund first awarded grants in 2021. These examples show diversity in our objects and valuable fundings. Anyhow, find that some of our research projects are not valued appropriately, and not getting support and funding in Iceland. That could relate to our societal focus and strong intentions to inform practice, or to disrespect of action or participatory research methods some of us favour. We need to improve our cooperation on research applications, and argue for understanding and respect of a broad spectrum of research methods. It is important to use well the expertise we have already amongst 6-8 professors in Faculty.

Faculty members have taken on several tasks as consultants to schools and other educational institutions. Also, they engage in cooperation with municipalities and ministries. This part of faculty members professional work has increased much in recent years. We have been active in leading and supporting several big projects that SoE has taken on for the Ministry of Education and children. For example an important four year project that aims at increasing teacher student enrolment, and another project called Menntaflétta, aiming at creating

leaders of school development in the field around the country, by providing free courses formed as learning circles. We have also had big projects ongoing with Reykjavík and other municipalities. These contributions are of importance to Faculty and we want to enhance cooperation on that level.

The numbers of published research papers have been growing in recent years (Appendix 1, Table 4). Even though our publication rate is above average within SoE, we aim to increase publications in the next coming years, since we find we have a lot to contribute both in Icelandic society and in international research. As important though is to infuse the debate of education with good research findings, aid policy makers in forming vice strategies, and add a helping hand to implementation and developmental work in schools and other educational institutions around the country.

Follow-up Processes

The Faculty discussed this reports main conclusions thoroughly at our Faculty meeting in May 2022, as well as the thoughtful comments we got from the external specialists. We will use it also next school year to develop the studies and research done within our ranks.

The implementation of the Action Plan will be a standing item on meetings of the Faculty Board and similarly Faculty Head will report on the progress regularly to the School Board. Faculty Head reports regularly to the School Dean on the status of the implementation and plans for next years together with other relevant QA matters.

Appendix 1. Key Figures.

Table 1. Overview of present Study Programmes within the Faculty

Name of Study Programme	Cycle ¹	Degree	Credits (ECTS)	Chapter
LSS261 Preschool Teacher Education	1.2	B.Ed.	180 ECTS	2.1
LSS442 Preschool Teacher Education,	2.2	M.Ed.	120 ECTS	2.2
LSS341 Preschool Teacher Education MT	2.1	MT	120 ECTS	
LSS441 Preschool Education, and	2.2	M.Ed.	120 ECTS	2.3
LSS342 Preschool Education MT	2.1	MT	120 ECTS	
GKY261 Teaching in Primary Grades	1.2	B.Ed.	180 ECTS	2.4
GKY441 Teaching Young Children,	2.2	M.Ed.	120 ECTS	2.5
GKY341 Teaching Young Children MT	2.1	MT	120 ECTS	
GKY442 Teaching Studies for Primary Grades, and	2.2	M.Ed.	120 ECTS	2.6
GKY342 Teaching Studies for Primary Grades MT	2.1	MT	120 ECTS	
NOK44A Inclusive Education, and	2.2	M.Ed.	120 ECTS	2.8
NOK341 Inclusive Education MT	2.1	MT	120 ECTS	
NOK449 Language and Literacy	2.2	M.Ed.	120 ECTS	2.9
NOK342 Language and Literacy MT	2.1	MT	120 ECTS	
STM441 Educational Leadership	2.2	M.Ed.	120 ECTS	2.10
STM311 Educational Leadership and Evaluation Studies	2.1	Postgrad.Dip.	30/60 ECTS	
STM446 Mentoring and Educational Consultancy	2.2	M.Ed.	120 ECTS	
STM447 Educational Policy and Curriculum Studies, and	2.2	M.Ed.	120 ECTS	
STM443 Evaluation Studies	2.2	MA	120 ECTS	
KEN312 Teaching Studies for Higher Education	2.1	Postgrad.Dip	30 ECTS	

¹ See National Qualification Framework for Higher Education No. 530/2011.

Table 2. Faculty members as of 1 March 2021, number (No.) and full time-equivalent (FTE).

	Male		Female		Total	
	No.	FTE	No.	FTE	No.	FTE
Professors	1	0.5	4	4.0	5	4.5
Associate Professors	1	0.5	9	9.4	10	9.9
Assistant Professors	0	0.0	9	9.0	9	9.0
Adjunct Lectures	1	1.0	4	3.8	5	4.8
Total	3	2.0	26	26.2	29	28.2

Table 3. Total number of students, number of entrants, retention rate for first year, and completion rate (4-year mean).

Programme	No. of students			No. of entrants ³	Retention rate	No. of graduates	Completion rate ⁴
	Total no.	Full time ¹	Part time ²				
GKY261	100.0	65.0	29.0	51.7	83%	16.5	80%
GKY341	38.0	13.0	24.0	11.0	-	-	-
GKY342	78.0	38.0	37.0	47.0	-	-	-
GKY441	37.0	18.3	11.0	10.3	95%	8.0	74%
GKY442	31.0	8.3	18.3	20.7	89%	2.5	50%
KEN312	34.3	-	17.0	20.3	0%	5.3	74%
LSS261	148.7	96.3	41.3	68.0	88%	24.7	71%
LSS341	43.0	30.0	13.0	27.0	-	-	-
LSS342	82.0	30.0	49.0	44.0	-	-	-
LSS441	59.3	18.3	30.0	23.7	88%	13.7	64%
LSS442	30.7	14.7	8.7	12.7	92%	6.3	79%
NOK323	46.3	5.7	23.0	22.7	64%	7.0	72%
NOK341	7.0	1.0	4.0	1.0	-	-	-
NOK342	4.0	1.0	3.0	2.0	-	-	-
NOK448	7.0	1.0	2.7	2.5	100%	2.0	0%
NOK449	5.3	1.5	2.0	3.0	33%	1.0	-
NOK44A	2.0	1.0	1.0	1.7	0%	1.0	50%
STM311	51.7	6.3	32.3	35.3	-	18.5	69%
STM441	45.0	4.0	23.7	13.7	94%	9.3	18%
STM443	1.0	-	1.0	1.0	-	-	-
STM446	15.3	7.5	8.3	6.7	75%	2.0	50%
STM447	1.7	1.0	2.0	1.0	-	-	-

¹ > 22.5 ECTS completed. For Ph.D. students > 1 ECTS completed.

² 1-22 ECTS completed.

³ For all programmes except Ph.D., no. of students completing at least one examination in first term.

⁴ 2-year rate for diploma, 4-year rate for B.A./B.S., 3-year rate for M.A./M.S., 5-year rate for Ph.D.

Table 4. Research output of Faculty members, based on the Evaluation System for the Public Universities in Iceland, expressed by mean total research points (A) and mean research points from peer-reviewed publications only (B) calculated per employee.

	2017		2018		2019		2020		Mean	
	A	B	A	B	A	B	A	B	A	B
Faculty	25.7	14.9	26.9	17.4	27.8	14.7	21.0	15.0	25.4	22.8
School	22.6	12.0	29.0	18.1	25.3	13.4	21.9	15.3	24.7	14.7
University	29.6	19.4	31.6	21.9	28.5	19.5	27.0	21.6	29.2	20.6

Appendix 2. Action Plan for Teaching and Learning and Management of Research in QEF2

	Actions	How	Deadlines	Responsible party
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1. FACULTY LEVEL

Ch. 1.2	Faculty Characteristics			
1	Increase the number of doctoral students and invite them to take part in the research of the Faculty.	Eight new doctoral students enrolling during next four years.	June 2026	Head of Faculty
2	Increase the number of academic staff, hand in hand with the increasing numbers of students and the number of retiring staff.	Analyse the situation – the number of people who retire and when. Hire two full-time staff per year between 2022-2025	Analysis Dec. 2022 Six new positions acquired in Dec. 2025	Head of Faculty with Faculty board
3	Map the need for educational research in order to apply for research grants.	Analysis of research need	End of Spring 2023	Department heads
4	Support Faculty members in applying for grants	Increased number of applications every year	Dec. 2024	Faculty head
5	Make research by Faculty members known and visible on Faculty website	Increased visibility by building a website for the Faculty	End of Spring 2023	Faculty head
Ch. 1.3	Academic Vision			
1	To formalise our vision and put into writing	Statement of the Faculty vision	End of spring 2023	Head of Faculty
2	Faculty collaboration in international context increased	Website describing Faculty members international cooperation	End of spring 2023	Faculty board
3	Exploring Aurora collaborational possibilities	Presentation on Faculty meeting	End of spring 2023	Head of Faculty
Ch. 1.4	Student Support			
1	Improve information from the Faculty on changes in our programs and on student opportunities	Regular meetings announced well in advance, at least once every semester	Autumn 2022	Department chairs and program directors
2	Improve information from the Faculty on the implementation of the laws on teacher education and competencies, and the	Newswriting on the issue at least once every semester	Autumn 2022	Head of Faculty

	accompanying regulations			
3	University mornings in preschool teacher baccalaurean programs	Evaluation of the experiment	Late spring 2022	Department chair and program director

2. DEPARTMENTS AND STUDY PROGRAMMES

Preschool Education (LSS261, LSS422, LSS341, LSS441, LSS342) and Compulsory School Education (GKY261, GKY441, GKY341, GKY442, GKY342):

	Students			
1	Increase students' participation in the process of developing the programme	Get students to be active in the committee and by that take their perspective into account when developing the programme Annual meetings with students in courses about program development	Next two school years	Programme coordinator
2	Increase student's participation in course surveys	Support students to understand importance of their participation in surveys so they become more significant for the programme	Next two school years	Teachers in the programme
3	Clearer idea of student satisfaction	Systematic analysis of assignments containing course feedback	ongoing	Program chair
4	Promote more variety in teaching methods	Revise the programme according to the findings from the survey.	Next school year	Programme coordinator Teaching counsellor
5	Increase students' intellectual stimulation and promote their critical thinking and professional reflection (master students with BA/BS backgrounds)	Emphasis challenging reflections with and between students, related to the field of education	Next two school year	Teachers in the programme coordinator
6	Consistency in structure of courses in Canvas	Curricular mapping Regular comparison and discussion	ongoing	Program chair with teaching support
7	Make available elective courses more visible to students and more	Student satisfaction with courses available.	Spring 2023 when revising	Programme chair

	variety in courses available		course catalogue	
	Teaching and Learning			
1	Ensure consistency between the programme's overall learning outcomes and courses learning outcomes	Finish the curricular mapping and develop the programme in accordance	Spring term 2022	Programme coordinator
2	Evaluate if courses in master programs should be diversified according to two or five years of teaching studies, rather than according to M.Ed. or MT programs	Course Catalogue 2024 - 2025	Autumn 2024	Head of Faculty
3	Promote more variety in teaching methods	Reflect on teaching methods together. Get introduction on new and varied methods from the Centre of Teaching and Learning.	Next two school years	All teachers in the programme
4	Increase students' attendance at campus	Find ways to get more students to participate at site in collaboration with the students themselves and their preschool principals	Next two school years	All teachers in the programme
5	Systematic review of assessment practices	Guidelines and vision developed with Centre of Teaching and Learning.	Spring term 2023	department Chair
6	Systematic review of workload of students	Courses reviewed according to criteria of 30 hours for 1 ECTS	5 courses every semester	Teachers of the department
7	Assessment of needs for teaching facilities.	Description of needs	Fall term 2022	Teaching committee
8	Revise specialisations in MT programme GKY341	Revised programmes	January 2023	Program chair and Head of the Faculty
9	Develop learning outcomes and course structure of GKY442 and GKY342		January 2023	Program chair and Head of the Faculty
	Coordination between teaching and research			
1	Increase students' participation in research projects at the department	Find ways to offer students more opportunities to work on research project if they are interested	Next 3 school years	Programme coordinator in collaboration with all teachers

2	Better support to students who write master's thesis in finding a supervisor	Make research focus of each teacher in the programme more visible for students	Next school year	Programme coordinator
3	Introduce M.Ed program better and research possibilities to B.Ed. graduates	A fourth of students choose M.Ed. route over MT rout	Every spring and fall 2022	Teachers, faculty council.
4	Update reading lists.	Updated reading lista in all master courses	September 2022 and ongoing	Department
5	Map research projects in assignments	Adequate research experience for MT students	Fall 2022	Department meeting

Inclusive Education (NOK44A, NOK341)

	Students			
1	Find a student representative on the study committee	Search for a student to sit on the study committee	December 2022	Head of department
2	This program is being restructured. Increase the number of students' applications in this program	See number of applications for each year	After application deadlines in autumn and spring	Head of Faculty and head of department
3	Invite students to participate in a focus group about the newly established program.	Invite 3-5 students to participate in a focus group about the structure and the content of the program	Spring 2024	Head of department
	Teaching and Learning			
1	To open the newly developed programs for students.	To insert the new programs into the teaching catalogue for 2022-2023	March 2022	Program coordinator and supervisory teachers
2	Recruit academic staff for new programs.	The program is developing and growing.	June 2022 - hire new teacher	Head of Faculty
3	Map out existing courses in the programs and develop new ones as needed	Merged programs and courses	March 2023 for the teaching catalogue 2023-2024	Head of Faculty and head of department
	Coordination between teaching and research			
1	Increase the number of students conducting a Master thesis	Increased number of MEd thesis	June 2027	Head of department and programme coordinators
2	Increase opportunities for Master students to get involved in research	Increase opportunities for students to get involved in research within this program	Spring 2026	Head of the department and program coordinators

3	Develop collaborative research between Faculty within the program and teachers in the field	Strengthen connections between Faculty and teachers in the field to work on collaborative learning programs and research Create a platform for sharing and discussing learning projects and research	Every second year in spring (2024 and 2026)	Head of department, programme coordinators, supervisory teachers.
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Language and Literacy (NOK449, NOK342)

	Students			
1	Find a student representative on the study committee	Search for a student to sit on the study committee	December 2022	Head of department and Program coordinator
2	Increase the number of students' applications in this program	See number of applications for each year	After application deadlines in autumn and spring	Head of Faculty and head of department
3	Find ways to have students more involved in the course design and the design of the program	Look for ways within courses and the program to listen for students' ideas about designing their learning.	June 2024	Program coordinators and supervisory teachers

Department of Educational Leadership and Evaluation studies

	Students			
1	Increase active engagement of students when developing courses and programmes.	Find students representatives to participate in the development of the programmes. Find representative from the centre of Teaching and learning. Develop different methods to activate students i.e. as active part of the first and last obligatory course.	Summer 2022 Summer 2022 Summer 2023	Department chair The curriculum leader Collectively operated and developed by the teachers
2	Increase the visibility of Evaluation studies	Promote the programme in cooperation with the ministry and the municipalities.	Summer 2024	The curriculum leader Representatives of the ministry and the municipalities

3	Increase students' communication skills	Training in all obligatory courses through activities via online tools and cooperation methods	Summer 2023	Collectively operated and developed by the teachers
4	Simplify study study programmes	Offer two main programmes with variety of specialisations.	Autumn 2024	Collectively operated and developed by the teachers
Teaching and Learning				
1	Assessment needs to be aligned and mapped with learning outcomes of the programmes	Changed assessment methods	Summer 2023	All teachers
2	Policy and framework (standards) for distance teaching?	New policy standards for distance teaching	Summer 2023	The dean and all the teachers cooperatively
3	Change the framework of study programmes after years and unspecified year.	Changed framework of all programmes	Summer 2022	Department head and the project manager
4	Apply for fund for videos	Submitted proposal	Summer 2023	Teachers
Coordination between teaching and research				
1	Attract more master students to develop thesis in cooperation with academics	Increased number of master thesis	2025	All academic staff
2	Increase the visibility of master and doctoral thesis	Platform for the department	2024	The Faculty head
3	Increase students' participation in funded research activities	Increase funded research activities and activate students to participate	2024	All academic staff

3. Management of Research and Teaching

1	Form 4-6 research groups within the Faculty that get good support in applying for substantial grants and conducting research projects.	At least four research plans with grant applications in 2024. At least one project getting good funding in 2025 the latest.	End of year 2024, and end of 2025.	Head of Faculty.
2	Get support for research by increased share in research funding within UI.	Research assistance (or less teaching) is allocated to new research	In 2025	Faculty board.

		initiatives in Faculty		
3	Obtain recognition of participatory research methods and developmental work as part of research.	Getting higher scores for projects using such methods, in the reward system of UI	In 2026	Head of Faculty
4	Increase the number of doctoral students in the Faculty.	An increase in intake by one per year, for the next four years.	In 2026	Faculty board.
5	Enhance consultancy and participation in policy making and developmental planning on governmental and or municipal level.	Undertaking new tasks related to all school levels, at least one new per year.	In 2026	Faculty board.
6	Structure of courses and teaching methods has to be reviewed, aiming to raise students appreciation by 5% on average	Course Catalogue for 2023-2024, and for 2024-2025, and measurement in student surveys	In late spring 2025	Program leaders, and faculty board
7	Students representatives activated in bringing forth their opinions in on boards and institutions of Faculty.	Student representatives appointed on all relevant boards and institutions.	End of year 2022	Faculty board.
8	Founding the Department of Education for all, with four programmes on master level	Four new programs in the Course Catalogue 2023 - 2024	Spring 2023	Head of Faculty