

Report from Mapping exercise (IO1) at University College South Denmark (UC SYD)

By Mette Ernlund & Thomas R.S. Albrechtsen
December 2019/October 2020

1) General introduction, summarising the institutional information gathered in part 1 of the mapping exercise

UC SYD is the smallest University College in Denmark with approx. 6,500 Professional Bachelor's degree students and 700 members of staff. Geographically, UC SYD covers Southern Jutland and offers a wide range of higher education study programmes and courses at all levels, with an emphasis on first cycle bachelor's degrees in the field of Educational Sciences, Health Sciences, Social Sciences and Communication Sciences. Being a University College means that the institution aims to provide students with an education that mixes theory with the practical application of what is being taught. Students studying full degrees, thus, will have periods of internships as part of their education, where they are tutored and get first-hand experience with applying what they learned in class. University Colleges in Denmark conduct applied research in close collaboration with practice.

Teacher Education at UC SYD is a Professional Bachelor's degree programme with a duration of four years. Currently, the Institute for Teacher Education has 1236 full time students, some of them on digital programme, and 52 teacher educators on permanent contract. 6 of the latter have a PhD degree. A Master's degree is required as a minimum. Some of these teacher educators are doing research of relevance for teacher education as a supplement to their teaching. The Research Department at UC SYD has 22 researchers of whom 14 are doing research in Teacher Education (5 of these are currently PhD-students). All researchers in the Research Department have at least 20% teaching in one of the institution's education programmes to ensure that research is shared and integrated in education.

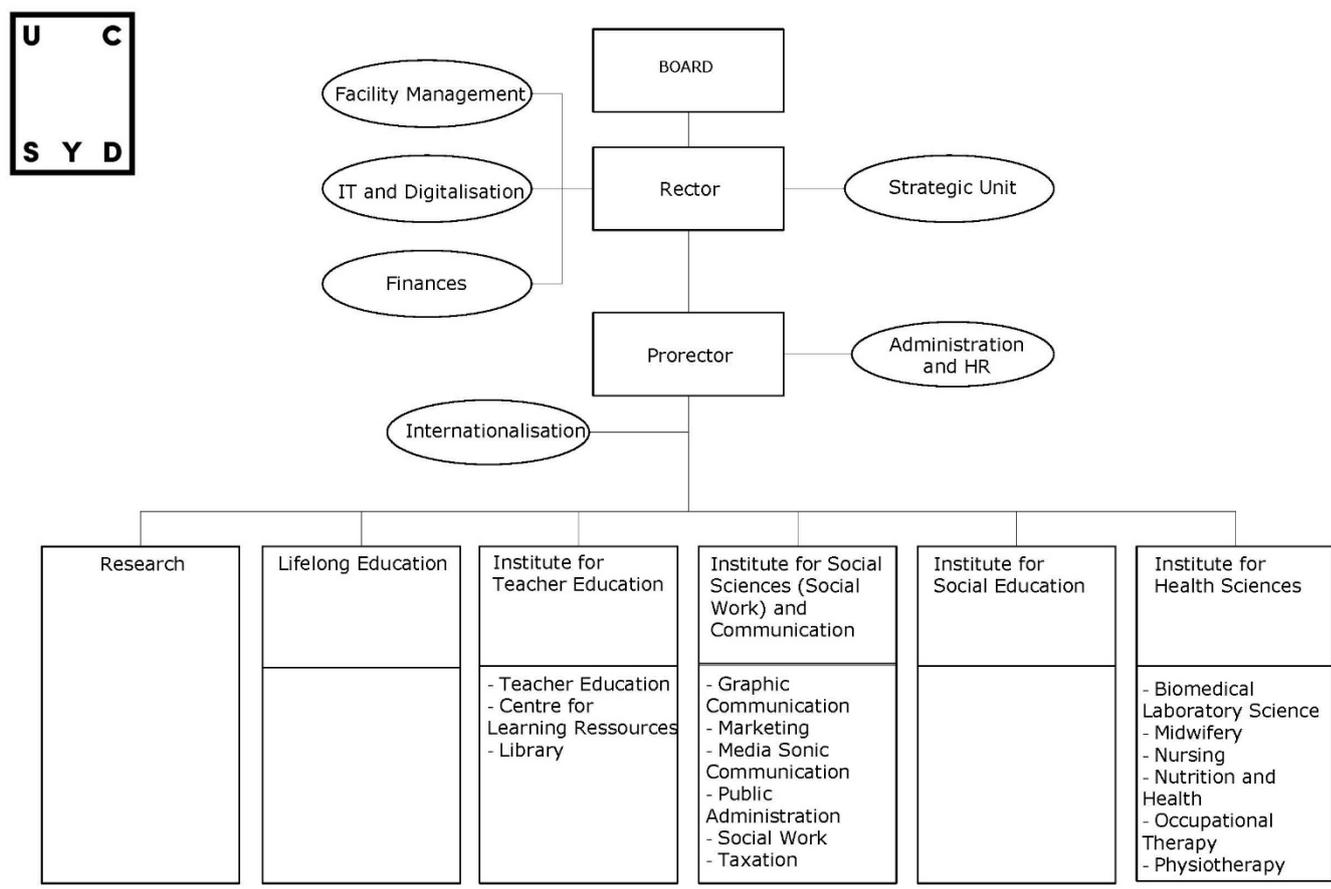
In 2015, UC SYD established its first University Schools where teacher educators, student teachers, researchers, and school teachers co-produce and apply knowledge in order to explore and develop research-informed practice in its complexity. University Schools strive to strengthen the link between empirical data, theory and practice, considering the macro level (structural), micro level (cultural), and individual level (descriptive/analytical work) in relation to research topics. They support a more systematic approach to research as part of a new school culture.

In RECITE, UC SYD has a special focus on its University School collaboration, which clearly appears in the different surveys and workshops. The reason for this is that it has been decided that Teacher Education will

strengthen its University School collaboration even more in the future with more student teachers and more partner schools. Therefore, RECITE is a very good pilot study or case to examine, map and evaluate existing research circulation between Teacher Education, Research and schools to realize strengths and weaknesses in current practice.

2) Research governance at your institution: an overview

UC SYD is organized as shown in Figure 1 below. Teacher Education has its own Institute/Department with direct reference to the institution's Prorector. Likewise, for the Research Department, which means that the researchers are separated from the education programmes organizationally in terms of place of employment. A few years ago, a need for a closer collaboration between research and education was identified to increase relevance in research and quality in education, which conducted to the establishment of %-positions, where all researchers got at least 20% teaching in their position and part of the teaching staff obtained better possibilities for participation in research activities. However, a gap between Teacher Education and Research is still present when it comes to questions of relevance and governance, which clearly appears in the SWOT for Teacher Education, Cf. Chapter 8.



01.10.2019

Figure 1: UC SYD's organisation

One main objective for research at UC SYD is to increase the number of research-active academic staff in the education programmes, especially those who do not have a PhD degree. In order to fulfill this objective, Director of Research launches a certain number of internal calls once a year, which the teaching staff at the institution's different education programmes can apply for. The internal calls are two-year research projects

and must be finalized by a peer-reviewed research publication. In Teacher Education, proposals must be clarified with Head of Studies, however, Director of Research has the final decision in what projects are being funded.

Recently, the implementation in the entire organization of a basic model for research integration has been decided by the Rectorat with the ambition to bridge the gap between education and research and thus ensure a better integration of research in education and teaching, see figure below. The model is currently being implemented (2019-2020) and the effects cannot yet be identified. However, the aim is to strive for an increase of research competences among the teaching staff and students. As regards relevance of research in education and practice, the model does not seem to frame this question and challenge, Cf. SWOT Chapter 8.

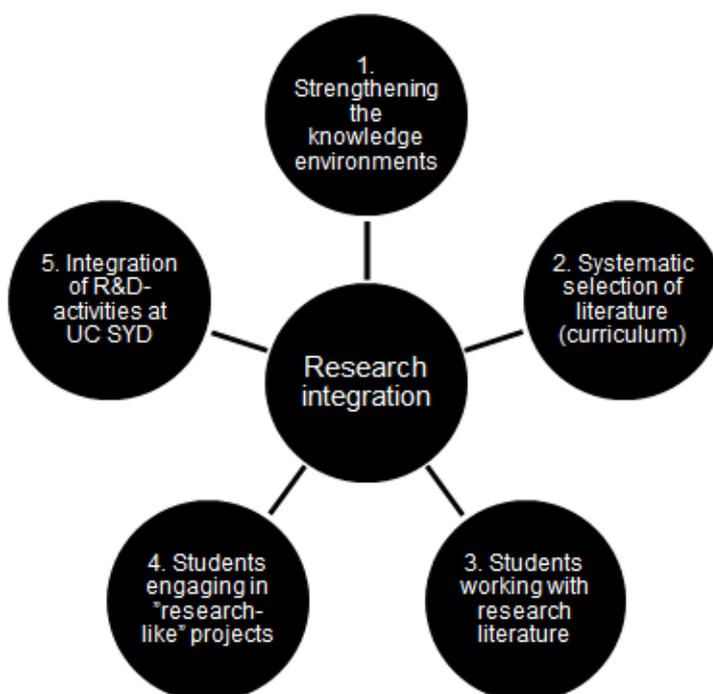


Figure 2: UC SYD's Basic Model for Research Integration

The model consists of the following five strategies:

1. *Strengthening the knowledge environments*: From a focus on the individual researcher to a focus on knowledge environments. The teaching staff is all part of and actively participate in knowledge environments, internal and/or external.
2. *Systematic selection of literature*: Systematic update to ensure relevance and quality of the literature in the curriculum of the education programmes.
3. *Students working with research literature*: The aim is to give students a better understanding of the research article as a genre.
4. *Students engaging in "research-like" projects*: The aim is to become familiar with research methods and design.

5. *Integration of R&D-activities at UC SYD*: All projects are expected to contribute to relevant modules in one or more education programmes.

To share knowledge among peers and inspire each other internally in the institution, the idea of a yearly organized research-day was implemented a few years ago, where researchers and teaching staff who are involved in R&D projects present and discuss their findings. Students do not currently take part in this event, nor do partners from practice. The Research Department also offers different courses, seminars and meetings (mostly arranged in the four research programmes, cf. Chapter 3) for employees in UC SYD who are involved in – or are interested in becoming involved in - different research projects. This creates one important type of knowledge environment in UC SYD where it is possible to share new knowledge from research and from practice.

In Denmark, all University Colleges use a common digital platform 'UC Viden' to upload publications. Ideally, all academic staff members have a digital profile and maintain it regularly to share and promote their knowledge in all fields of study. The platform is based on open access and is available in English <https://www.ucviden.dk/portal/en/>.

3) Current researchers and their topics

At UC SYD research is currently organized in four research programmes, each of them led by a docent:

1. The Research Programme for Daycare and School
2. The Research Programme for Health Promotion and Learning
3. The Research Programme for Social Work, Policy and Social Education
4. The Research Programme for Health and Social Professional Practice

The programmes work together but also have their independent research topics, courses, seminars and so on. Research of relevance for Teacher Education is mainly placed in *The Research Programme for Daycare and School* but also to a certain extent in *The Research Programme for Health Promotion and Learning* since a great deal of projects here are concerned with health promotion in schools.

All research topics must be related to one of these four research programmes, which ensures relevance in priorities. All new research projects are expected to undergo a quality assurance in the Research Department, and internally funded research projects (the internal calls) have to fulfill some criteria to ensure that the results will be applied in the different education programmes. This is part of the strategy as mentioned in the Basic Model for Research Integration (Figure 2). All the funded research activities are expected to be applied research, that is, the research questions, methods and results are always intended to be of use for practice.

Of relevance for the RECITE project there are some major partnerships in which UC SYD is engaged. These play a central role in the realization of this aim of strengthening the circulation of research in Teacher Education. Three of these partnerships will be mentioned below:

1. In Teacher Education, an important part of UC SYD's research activities are related to the *University School collaboration* and its different topics (<https://universitetsskolen.dk/>). There are currently three university schools in Southern Denmark (Vonsild Skole in Kolding, Bohr Skolen in Esbjerg and Lyreskovskolen in Aabenraa). In these University Schools there are established different subject-specific communities of inquiry consisting of researchers, teacher educators, school teachers and student teachers. All school leaders are also involved in such communities of inquiry. This is an exemplary case of how to make research circulate between different agents directly involved in Teacher Education.

2. Researchers and teacher educators from UC SYD are also involved in research activities in the trans-institutional partnership and national research centre *Læremiddel.dk* (<http://laeremiddel.dk/>) This is a collaboration between four University Colleges in Denmark (UC SYD, UCL, Absalon and UCN). This research centre is concerned with issues regarding learning materials in schools and different subject domains, digital technology, learning designs and didactics. Research is circulated in various ways in this partnership. Knowledge on learning materials is both produced for and with teacher educators and teachers.
3. A third partnership which UC SYD is engaged in is the *Laboratorium for Sammenhængende Uddannelse og Læring - LSUL* (Laboratory for Coherent Education and Learning) (https://www.sdu.dk/da/om_sdu/institutter_centre/lsul) This is a trans-institutional collaboration between the two University Colleges UC SYD, UCL and the University of Southern Denmark. LSUL is especially oriented towards the STEM-subjects and didactics, and researchers and teacher educators are involved in different projects here. In the LSUL-partnership there is also a possibility for student teachers to follow extra-curricular activities to gain more science content knowledge by, among other things, participating in courses in the University.

These three major partnerships across institutions are all – in different ways – aiming at making Teacher Education more research-informed and research more practice-based.

The following is a list of the current individual researchers (with a PhD-degree and PhD-students) at UC SYD who are researching topics of relevance for Teacher Education:

- NN, PhD, Docent (Research Department): Didactics, school development, professional learning communities, subject-oriented coaching, research-practice partnerships (University Schools), teacher professional development
- NN, PhD (Teacher Education): Didactics, religion and moral education
- NN, PhD-student (Teacher Education): Didactics, science education, inquiry-based and model-based science teaching and learning
- NN, PhD-student (Research Department): Didactics, L1-education (Danish), technology and digital education, dialogic education, school development, evaluation, University Schools, learning materials
- NN, PhD-student (Teacher Education): Didactics, L1-education (Danish), dialogic education, argumentation, learning materials
- NN, PhD-student (Teacher Education): Didactics, science education, pedagogical content knowledge
- NN, PhD-student (Research Department): Didactics, L2-education (German), learning in museums, open school activities
- NN, PhD-student (Research Department): Pedagogy, professional collaboration in schools (between subject-oriented teachers and pedagogues/social educators in Denmark)
- NN, PhD-student (Research Department): Didactics, technology and digital education, learning transfer, teacher professional development, learning materials
- NN, PhD (Research Department): Intercultural education, minority pedagogy, L2-education (German), evaluation
- NN, PhD (Teacher Education/Social Education): History of education, teacher professional development, professional collaboration
- NN, PhD-student (Research Department): Didactics, history education, argumentation, controversies, digital education, learning materials
- NN, PhD-student (Research Department – from 1st January, 2020): Didactics, L1- education (Danish), subject-oriented coaching, school development
- NN, PhD (Research Department): Pedagogy, special education, school development, school leadership

- NN, PhD (Teacher Education/Social Education): Pedagogy, transfer of learning, transitions from kindergarten to school, technology, digital education, learning materials
- NN, PhD (Research Department): Pedagogy, inclusive practices, inequality in schools, school development
- NN, PhD, Docent (Research Department): Pedagogy, inclusive practices, special education, school development
- NN, PhD (Research Department): School development, school leadership, educational management and policy
- NN, PhD (Research Department): Technology and digital Education, life-long learning, coaching, Education policy
- NN, PhD, Docent (Research Department): Didactics, physical education, school development

The researchers use different theories and methods in their research. Many of the researchers use qualitative methods and methods that include the participation of teachers (and sometimes also student teachers) like participatory action research and design-based research.

As mentioned in Chapter 1, some Teacher Educators also participate in R&D projects. This report will not have them listed.

4) Report on the workshop(s), with emphasis on demonstrating any links between topics

UC SYD chose to map existing research circulation by electronic surveys in addition to a SWOT workshop and the multiplier event, cf. Chapter 5. The target groups for the surveys were teacher educators, researchers, and school teachers/leaders. Different questions were asked to the target groups and the answers have been used to produce a SWOT in relation to existing research circulation between Teacher Education, Research and schools, cf. Chapter 8.

The surveys were carried out in spring and summer 2019, and a SWOT workshop with managers from Teacher Education, Research Department and Vonsild University School was organized in October 2019 with the aim to discuss and finalize the SWOT analysis. Different target groups have different points of view and different professional interests, which is the reason why UC SYD has chosen to include all target groups separately in the SWOT analysis. Many topics have been of interest for the target groups, but two topics must be emphasized as they are being mentioned repeatedly: governance and relevance. Governance structures need to be clearer and more transparent to both teacher educators, researchers, school teachers and managers. Furthermore, relevance seems to be a topic for further discussion, which must include representatives from all target groups. One of the questions is whether the research conducted is relevant for practice and in practice. Regarding the University School collaboration there might be a discrepancy between the perception of research relevance for researchers, teacher educators, students, schools and municipalities.

5) Report on the Multiplier Event “Transferability Camp”

As part of the RECITE project, UC SYD and Vonsild Elementary School organized a workshop as a Multiplier Event in May 2019, with the ambition to gather partners and stakeholders and discuss the existing University School collaboration in relation to research circulation between Research, Teacher Education and school.

Name of the Workshop: *Multiplier Event ‘Transferability Camp’*. The workshop took place at Vonsild School.

The duration of this Multiplier Event was 3 hours and 16 persons participated in the form of: A student teacher, a pupil from Vonsild Elementary School, a parent, teachers, teacher educators, educational researchers, school leaders and politicians.

The workshop was organized in 3 smaller workshops and all had a special focus on UC SYD’s University School collaboration. The workshops were introduced with a presentation followed up by discussions in plenum.

Workshop 1: University School from the perspective of a teacher educator in physical activity

- Need for a bigger student involvement / more responsibility
- Need for more student teachers
- Could be enlarged to be fully integrated in the entire education programme

Topics in plenum:

- Use of data from existing University School sequences
- Student teachers must see the University School as a label of quality, which is recognised by school management
- Teacher educators could initiate more projects in the schools, which are not only based on the students’ projects
- Students’ link to practice should be a priority
- Student teachers who have participated in the University School have better preconditions for a good job start than other students
- It could be an option with a 4th year in the University School

Workshop 2: University School from the perspective of a school teacher at Vonsild Elementary School

How to qualify the collaboration between school and UC SYD:

- Participation in school meetings with a teacher educator and a researcher a few times a year
- More collaboration and use of each other

Topics in plenum:

- Teacher educators and researchers would like to participate in some school meetings

Workshop 3: What does it mean that research circulates in teacher education and schools

Topics in plenum:

- Important to bear in mind how parents benefit from the University School collaboration
- Do we disseminate the project in a comprehensive way for other schools, leaders and school teachers?

General remarks:

- Student teachers should have been represented at the workshop
- PR should be made by University School students to recruit more student teachers
- Competence development in schools
- Pay attention to the political agenda – retain of graduates in schools
- Pupils' perspectives to develop more interesting teaching

Some of the most important results from the workshop are:

1. A partnership model as the University School is a good example of research circulation that works.
2. Teachers, teacher students and teacher educators/researchers participating in a common Research & Development project is fruitful.
3. There could be a greater amount of transparency or visibility of the successes of the partnership and research circulation for the public and local decision makers and other stake holders.
4. Research circulation is a social process and a good practice has been the opportunities for teacher educators visiting the schools and teachers visiting the teacher education institution/ the university college

6) How these topics and the results of the Multiplier Event link to co-creation, internationalisation and students with special needs

The whole idea of UC SYD's University School collaboration is co-creation of research with relevant actors from Teacher Education, Research, schools and municipalities. Moreover, this is the overall aim of UC SYD's activities in partnerships like Læremiddel.dk and LSUL as well as internal activities at UC SYD (courses, seminars, and meetings organized by the research programmes) cf. Chapter 2 and 3. However, this doesn't mean that all research is being co-created by all actors, but it means that UC SYD has got an increased focus on the perspective of co-creation over the last few years.

The University School collaboration is local in its organizational set-up but it is internationally inspired by partners from the RECITE partner group. Governance and relevance are common topics, which will be further discussed in the project's Output 2 (Action plan) and Output 3 (Governance structures).

The target groups of the surveys and workshops have not included students because of lack of time. This means that students' co-creation and share of knowledge aren't taken into account in UC SYD's mapping exercise. Accordingly, students with special needs are not being emphasized either but teacher educators are aware of their need for guidance in production and share of knowledge. The Basic Model for Research Integration (figure 2) ensures that *all* students at UC SYD will do research-like projects including dissemination of their results.

Children and youth with special needs are of important interest for UC SYD's Teacher Education and it has become clear during the mapping exercise that there remains a need for more research in this area in collaboration with the University Schools. Therefore, the RECITE action plan should have been a pilot for the Center for Children with Special Needs at Vonsild Elementary School, which is one of UC SYD's University Schools and a full partner in RECITE. Unfortunately, the inauguration of the Center has had some delay, which doesn't allow us to use the Center in the RECITE action plan, but as special needs education is of high relevance for the school and UC SYD's teacher education, a common project will be established after RECITE has finished August 2021. The action plan in RECITE will be observations on experimental teaching in school instead, which is the foundation of UC SYD's University School concept.

7) General conclusions: was the process useful, is further work needed before preparing the local action plan?

The mapping exercise has been very fruitful for UC SYD even though it requires more time to get into more details when it comes to fully understand the different perspectives on research circulation in a big organisation. However, the surveys and workshops have contributed to a better understanding and awareness of the importance of clearer governance structures, priorities, research relevance, and share of knowledge in the interaction between Teacher Education, research and schools.

The SWOT analysis, cf. Chapter 8, constitutes the starting point for the action plan (IO2), which Teacher Education is going to elaborate as a pilot in RECITE. As mentioned in Chapter 1, RECITE has a main focus on UC SYD's collaboration with one of the institution's University Schools 'Vonsild Elementary School' and the way Teacher Education, Research Department and the University School manage co-production and share of knowledge in subjects such as Danish, Math and Sports. In the framework of RECITE, UC SYD and Vonsild Elementary School are going to elaborate a pilot action plan with a special focus on co-creation of research by doing observations on experimental teaching in school. Both student teachers, teacher educators, researchers and school teachers will participate. Hopefully, this pilot will have an impact on the further development of UC SYD's University School collaboration to the benefice of pupils in schools.

Discussions on governance structures will follow implementation of the action plan and constitutes the RECITE project's Output 3; it requires a clear definition of governance/management of research production and circulation in the interaction between Teacher Education, Research Department and schools to change the eco-system in UC SYD's existing research culture.

8) Results from the SWOT-analysis



SWOT-Analysis – all participants

RECITE SWOT Workshop 23 October 2019

UC SYD

IO1 - Mapping



Participants

1. Teacher educators UC SYD
2. Researchers UC SYD
3. School teachers (Vonsild University School)
4. School management (Vonsild University School)
5. Management from Teacher Education, Research, Rectorat UC SYD

Questions

How do you experience the circulation of research in UC SYD – primarily between research, Teacher Education and school?

Strengths: What works well at the moment?

Weaknesses: What doesn't work well at the moment?

Opportunities: What can be an advantage to change?

Threats: What can hinder the development of research circulation?

Strengths: What works well at the moment?

Researchers/PhD-students

1. University School as a good example of research circulation
2. Research is shared with teachers and students
3. Most of the teaching in campus is connected to own research
4. Research + teaching: Employment as researcher divided in an amount of time in teacher education and research department
5. PhD-projects connected to teacher education – research also of use for student teachers
6. Colleagues' use of research in teaching
7. If one takes the initiative, there is a willingness to collaborate
8. Knowledge sharing through conferences, workshops, seminars etc.
9. Seminars in the research programmes at UC SYD
10. Participation in research projects "internal calls"

Teacher educators

1. Many teacher educators estimate that practice is involved in R&D projects and that projects support school development
2. They also estimate that they are part of an academic environment and that their teaching is based on research

School teachers and school management

1. Research circulation develops better student teachers
2. Good in-service-training
3. Different professions (perspectives) work together on the same case
4. Adds dimensions to student teachers' professionalism
5. Relevant research that can be used in everyday practices
6. Important that teacher educators and researchers perform relevant R&D activities grounded in professional teacher practices
7. Commitment and respect of agreements
8. Share of knowledge between many of the University School participants
9. Everybody is active in the University School process
10. The school has a priority of recruiting new school teachers who have been part of the University School programme as this is a label of talent/quality

Management (TE, Research, Rectorat)

1. Teachers and researchers cooperate in research projects and teaching interaction
2. Time and room to experiment
3. University Schools – the set up – is strengthening the co-production and share of knowledge. The long-term perspective is a strength
4. Projects like School Adoption, Playful Learning (PhD students), Erasmus projects, development projects – these projects must have the right set up to enhance circulation of knowledge

5. Collaboration with practice: e.g. when a teacher from Further Education shares research in practice and brings new knowledge from practice back to education
6. Students produce knowledge – also in collaboration with practice (both regarding University Schools and traditional schools (this should be a requirement)
7. Competence development of staff
8. Longterm relations with practice/education/research based on meaningful topics
9. The Danish employment structure – a precondition is, however, that there is time for participation in all 3 fields (education, further education, research)

Weaknesses: What doesn't work well at the moment?

Researchers/PhD-students

1. Not enough student teachers involved (in the University Schools)
2. Teachers/schools involved in the University School set up do not have enough time
3. When having to teach something that is miles apart from your own research (relevance?)
4. When everybody is not seeing themselves as "knowledge producing"
5. When teacher education does not focus on development
6. When, as a PhD-student, you are seen more as a consultant than as part of an everyday practice in Teacher Education
7. Not aware of if one's own research is applied in teacher education (relevance?)
8. Not clear strategies to follow as an employee
9. Student teachers have difficulties in understanding research/ discussing research articles
10. Research circulation is still too dependent on social network, "who-knows-who"
11. Reflections on methods

Teacher educators

1. Research governance: Teacher educators emphasize that their leader would be the most relevant person to appoint the teachers from TE who can take part in R&D projects, as well as the topics for research (regarding internal calls). Currently, most decisions are taken by the R&D Department, which increases the competition between teachers. Focus should be on topics and then the R&D Department should help qualify the projects. Teacher educators miss clear governance structures and a clear institutional strategy
2. Students do not often take part in R&D and knowledge is not shared enough

School teachers and school management

1. Few participants (in University Schools)
2. Lack of motivation – why? (relevance?)
3. Not satisfying how the collaboration creates school development
4. Need better research competences in the subjects where we want to improve school development
5. If teacher educators and researchers do not perform relevant research for/with schools
6. Students do not use the University School enough to empirical inquiries outside their internships
7. Current research is not shared enough

Management (TE, Research, Rectorat)

1. The Teacher Education is focused on curriculum and teaching and does not always have the resources (in terms of finances and knowledge) to engage in activities such as research, which cannot always be directly connected to the teaching
2. Commitment from all actors?
3. Are we (all actors) self-critical enough?
4. Current University School collaboration is led according to UC SYD's research competences (topics) and not according to needs in practice
5. The University School doesn't have enough decisional competences regarding the topics, which are subject to investigation (e.g. pedagogical challenges). Social educators could be part of the collaboration
6. Pressure on staff – they need more unbroken time
7. Would it be possible to think more widely when it comes to timetables for teacher educators?

Opportunities: What can be an advantage to change?

Researchers/PhD-students

1. Extending the University School project
2. Greater teacher student involvement
3. Researchers getting bigger responsibility and a more important role in Teacher Education
4. Teacher Education having deeper knowledge about what research can contribute with
5. Try to think the PhD-study period in another way
6. A greater form of exchange between the Research Department and Teacher Education – since the latter has the connection to the schools
7. Need of new strategic models (e.g. supervision of bachelor projects)
8. A greater transparency in which research competences are available
9. Greater extend of research apprenticeship (e.g. collecting and analyzing data)
10. Quality assurance of the research circulation
11. More combined positions
12. University Schools as a good idea but do we know if they have the impact, that we imagine

Teacher educators

1. Most of the respondents have been involved in at least 1 R&D project within the last 5 years and would like to be even more involved
2. Motivated teacher educators
3. Development and implementation of more modules in Teacher Education where researchers collaborate with teacher educators
4. Internships could be more research-based

School teachers and school management

1. More (all!) students should be part of a University School – it should be an integrated part of teacher education
2. More attention from politicians

3. More equality between the actors
4. Strengthen the collaboration between school, Teacher Education and research – equal partnership – common interests
5. The entire University School must be involved – not only some school teachers
6. Student teachers and school teachers must on a regular basis disseminate the projects they are doing within the University School collaboration to the subject committees in order to involve all school teachers and ensure impact of results and changes
7. School management has the responsibility to point out their expectations to every subject committee and school teacher

Management (TE, Research, Rectorat)

1. Close collaboration in connection to the University Schools, and researchers/teachers interested in collaboration and learning from each other with the aim of improving the education and knowledge about teaching in Denmark
2. There are strong competences in schools, which we could exploit better
3. Involve social educators in University Schools and beyond in relation to topics which are of their interest
4. International partnerships could be used more strategically when it comes to involvement of schools

Threats: What can hinder the development of research circulation?

Researchers/PhD-students

1. Too much focus on economy and coordination – good intentions drowning in practical things
2. Lack of motivation among some participants of different reasons
3. Lack of resources
4. Lack of quality assurance
5. Lack of knowledge about relevant networks
6. Lack of incentives to recruit researchers (PhD's) in Teacher Education
7. Lack of collaboration between Research Department, Teacher Education and Further Education
8. Political agendas
9. Many different (conflicting) interests to satisfy as researcher and PhD-student
10. Difficult to enact a research circulation in Teacher Education if you do not have a connection to it
11. Employees working with too many tasks that are not their "main tasks"
12. Other Universities and University Colleges

Teacher educators

1. Teacher educators need more time to participate in R&D activities (also a weakness)

School teachers and school management

1. Why and what are we researching for? (Relevance)
2. Who decides in what areas research should be done? (Governance)
3. We live in different worlds (!) with different challenges
4. Ressources – time and money
5. If the entire University School is not ready for internal changes in culture, some school teachers will be left behind and the project might be a waste of time as it won't be fully implemented in the school
6. If UC SYD decides to go all in on University Schools in curriculum, the concept/project might become less talented

Management (TE, Research, Rectorat)

1. A lack of interest in research and development of new practices. Division of Research Department and Teacher Education. Differences in perceptions of the advantages of including research in daily practice
2. Do we ask the right (and provocative) questions about the University School concept/project and process in terms of research collaboration, production, and share of knowledge? Are University Schools currently improving relevant research in schools, how do the University Schools develop differently from a traditional school, do the University Schools recruit new school teachers with focus on research competences, etc.
3. There is a need for attention on circulation of research in projects outside the University School set up
4. If University Schools become the overall concept for Teacher Education!
5. If/when 3d parties (foundations, trade unions, ...) decide the development of Teacher Education and research
6. Municipalities have become powerful and can buy as they want
7. Definition of relevance: What is relevant to whom?
8. Lack of time
9. How are projects as RECITE disseminated also internally?
10. Involvement in bigger projects as the University School should be better