

# **REFERAT Studienævn for Den Samfundsvidenskabelige Bacheloruddannelse d. 23-03-2022**

**Mødedato** Onsdag d. 23. marts 2022 kl. 10:00

**Mødested** 06.1-047 - Mødelokale - Videokonference (12)

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## **Punkt 1: Approval of the agenda**

### **Beslutning**

Agenda approved

## **Punkt 2: Approval of minutes**

### **Beslutning**

Both minutes are approved without changes

### **Bilag**

(CLOSED)MinutsFebruary.pdf

SAMbachMinutsFebruary.pdf

## **Punkt 3: Annual wheels and themes in the spring**

### **Beslutning**

Helene reviews the thematic overview of what will come at board meetings in the coming months. In this connection, it is emphasized that the reason why no action plan is being processed is due to the ongoing internal education evaluation. This evaluation is far more comprehensive than a regular study leader report, which is why the university does not demand both formats in the year in which the program undergoes an internal program evaluation. In addition, it can be seen from the agenda at today's meeting that the vast majority of topics are some that are also present at today's meeting and are flowing through for the semester.

Jonas believes that there is a need to have more general thematic discussions on the board. He wants there to be a better opportunity to bring the "big" education discussions into the board and not mainly concentrate on approving and implementing beslutninger. In addition, Helene emphasizes that this is possible at the moment, the only thing it requires is that she or the secretary is made aware that there is something to be on the agenda. This is not to say that it will be on the next agenda, as Helene will ensure a connection between the other processes thereby affecting the education and the board.

Jonas wants, however, that there is a point on the agenda where the members of the meeting can address various topics. Helene emphasizes that this can be done during the event, however, it will make much better sense to report this before the meeting can be prepared by the board. In addition, the point can be passed on in other relevant forums. Klaas supports this.

Helene suggests that it could be a solution in connection with strategic efforts, to set up working groups in the board when relevant and that these can continuously inform the board about their work. This would allow both students and VIPs to pursue the topics they find relevant to the study board. Another option would be to do thematic workshops. The board has done this before.

### **Bilag**

Orientation about annual wheels and themes in the spring - cover.pdf

## **Punkt 4: Elective courses for evaluation F22**

### **Beslutning**

Helene informs the board that two elective courses this semester have chosen to have the course evaluated; Politisk kommunikation og Erhvervsret. When the board deals with course evaluations in the autumn, the evaluation of these two courses will therefore also be included.

### **Bilag**

Orientation about elective courses for evaluation F22 - Cover.pdf

Evaluation overview.xlsx

## **Punkt 5: Subjects election day**

### **Beslutning**

Helene says that there will be a subject election day where all 2 semester students can hear about the subject modules and combinations offered.

## **Punkt 15: Drøftelse af kandidatuddannelsen i Samfundsjura (Late submitted item)**

Dear Board of Studies

This item is after submitted on behalf of Pro Dean Bodil Damgaard. The content of the item has not been received in English, which is why the attachment appears exclusively in Danish.

### **Beslutning**

Helene briefly presents the process for the preparation of a master's degree in Samfundsjura. At present, it has been decided that only one master's program will be established, which is why at present it will not affect SamBach if the program is reorganized.

Klaas is curious as to whether this could have an indirect impact in relation to whether there should be a greater legal focus in the basic courses. Helene believes that this can be accommodated by virtue of the fact that all the subject modules at ISE have a legal content. In this connection, Helene emphasizes that a change in the content of the basic courses will require a comprehensive bachelor's reform.

Lars believes that the draft seems to form the basis for an exciting and attractive education. However, he is curious / concerned about how this education plays into the dimensioning of educational places and / or the relocation of study places. In this connection, Helene mentions that she is curious about how this education is different from the existing education in Politik og Forvaltning.

The board has no objections to the draft, but is concerned about the dimensioning and potential cannibalization of existing education admissions.

### **Bilag**

Drøftelse af udkast til kandidatuddannelse i Samfundsjura.pdf

## **Punkt 6: Evaluation of the project supervision**

### **Beslutning**

Helene presents the point, and the prior process for changing the learning and assessment criteria on the project, and the feedback forms. As part of the implementation process was also the attached evaluation from the supervisors.

Klaas commented that in addition to exceeding the carcass development, the note is more of an orientation about the process than it is an actual evaluation report. In this connection, Klaas asked to see the actual survey from the teachers, and would like to know what the satisfaction is with the supervisors. He believes that the current memorandum cannot be used as a basis for the board to decide on any measures. Jonas agrees with this. Helene explains that there is such a survey and that it is a mistake that this is not attached.

Helene says that the feedback she has received from the coordinators over semesters about literature has been reviewed. A handful of supervisors have had difficulty understanding how to teach students to write a good literature review, and in doing so, there have been long discussions about why empirical data collection is not included in the first basic project.

Helene asked Harismi about how the project was for her, as she has just saved the process. She says that it was an excellent experience and that their supervisor was really good. She says it was not like writing another exam paper, it was more like searching for answers. Harismi tells that her group was out collecting data and how they did it. Helene is curious about how they in the group then found literature to be able to write their review. This leads to a number of questions about the group's process. Mihaela contributes that she believes that the learning objectives work excellently as long as they do not restrict the students by virtue of removing their ability to gather empirical data. Especially since some students inside they are admitted to SamBach already have experience in collecting empirics, why this will be experienced as a back step for them. Klaas wonders how little value is put into a good literature reviewed, as it is precisely the foundation and the starting point for all academic work of quality. In particular, he wonders why anyone would interview or collect data before making a thorough literature review of the fetlet. Without a thorough literature review, it is not possible to know whether one is contributing new knowledge to the field or not.

Jonas believes that a lot of good improvement has been made with these changes, however, he finds it problematic that this is in the first semester. The first semester is where the students are introduced to PPL and he thinks this is difficult to do with the new learning goals at BP1. He thinks it is difficult to make PPL without addressing issues in reality. However, Helene does not believe that a dichotomy can be set up in between. In this connection, she also emphasizes that the literature review is a lot of what the students have to learn at BP1. Another key factor is that students must learn to frame a problem field. So it was not the working group's experience that there is a dichotomy in between that the students have to frame a problem in the world and have to do a literature review.

### **Bilag**

Supervisor's evaluation of the changes to the projects.pdf

## **Punkt 7: The elective course Business as Entrepreneurship will in future be offered in Danish only**

### **Beslutning**

Helene presents the point, including the request from the course coordinators that the course language be changed to Danish.

In future, the board approves the course offered exclusively in Danish.

### **Bilag**

Business as Entrepreneurship will in future be offered in Danish .pdf

## **Punkt 8: Partial takeover of course in analysis strategy**

### **Beslutning**

Helene presents the point and the challenges that have previously been associated with the course, including planning, completion and evaluation of it.

Klaas argue that this course has more of a general preparatory character brides it belongs to Sambach. This is not a course that specializes the students in e.g. management. In addition, Helene emphasizes that such a shift is not something that can be done without a comprehensive bachelor's reform.

Jonas who teaches the course and tells how the process has been from having a coordination group to having a course coordinator. It seems to Jonas that this course is very much in line with the method course and that it therefore makes very good sense for the Sambach study board to take over the course in part. In particular, the evaluation of this is important to take over. Jonas mentions that it could be relevant for the study board to discuss the content of the course, as it is to some extent introductory to certain areas. A discussion of how these particular tracks exist, and look at how the board ensures that an appropriate spectrum of tracks is offered.

The Board of Studies decides to endorse the memorandum.

### **Bilag**

Analysestrategi kurset.pdf

## **Punkt 9: Holding study board meetings at physical attendance or hybrid meetings**

### **Beslutning**

Helene opens the discussion of whether the board in the future wants to have the possibility of hybrid meetings.

Miheala is going on an exchange next semester and therefore would like meetings for the autumn to be hybrid. Jonas believes that it is an excellent flexibility we offer the board members.

The Board therefore decides to maintain the possibility of attending the meetings hybrid.

### **Bilag**

how meetings will be held in the future - cover.pdf

## **Punkt 10: Approval of communication (faglig formidling) on study.ruc.dk**

### **Beslutning**

Camilla presents the point briefly and why it is central that the academic communication is sufficient on study.ruc.dk. Helene asks why there is no column with information about the descriptions of ECTS occupancy "converted" to working hours.

The board to decide that Helene and Camilla contact the teachers who have not filled in enough.

### **Bilag**

Approval of communication (faglig formidling) on study.ruc.dk - cover.pdf

Approve the academic dissemination of the courses E22 on study.ruc.dk.xlsx

## **Punkt 11: Any other business**

### **Beslutning**

Nothing to this item