

REFERAT Studienævn for Den Samfundsvidenskabelige Bacheloruddannelse d. 25-06-2024

Mødedato Tirsdag d. 25. juni 2024 kl. 09:15

Mødested 25.1--003

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Punkt 1: Members present

Beslutning

Present: Helene Dyrhaug, Anea Kari, Petter Madsen Kirkegaard , Ahmed Haydar Al-Saedi, Lars Fuglesang, Louison Cahen-Fourot

Absent: Jørgen Ole Bærenholdt, Thore C.W. Sell

Secretary of the meeting: Sofie Bai

Punkt 2: Approval of the agenda

Beslutning

The agenda has been approved with no comments

Punkt 3: Approval of last month's minutes

The Study board is asked to approve the last month minutes

Beslutning

The study board has approved the minutes from last months meeting with no further comments.

Bilag

Referat maj møde.pdf

Punkt 4: European First Year Experience Conference

European First Year Experience Conference

Firstly, there will be a presentation of key insights and findings from the recent European First Year Experience Conference. We will discuss how these insights can be applied to improve our own first-year experience programs.

Any questions or comments you may have regarding these updates are welcome. If you wanna read more about the conference program and focus, please look here <https://www.kp.dk/lp/efye-2024/>

Beslutning

First Year Experience Conference

At the end of May, Sofie, Signe B. and Helene participated in the European First Year Experience 24 conference held at Copenhagen University College. Under the theme from me to we - building first year communities, we got a lot of inspiration on how we can focus on building unity and engagement for first semester students through social activities, activities in class, freshers week, etc.

Punkt 5: Intro-period activities

Intro-period activities

Secondly, we will review the current status and progress of the intro-period activities.

Any questions or comments you may have regarding these updates are welcome

Beslutning

Dialog with Rusk coordinator regarding freshers week

Rusk coordinator meeting: we have a good dialogue with the RUSK coordinator about how we can collaborate on a meaningful freshers' week, and which activities make sense and with what focus. We have had a special focus on SIB, as we know the participation rate is generally lower than for SAB students. The focus is how to ensure a good start for everyone, regardless of whether they start in August or not until the start of studies in September.

We hope for a continued good and open dialogue with the upcoming freshmen so we can provide input, e.g. cultural values, study activities, active participation.

Activites in E24

Helene presents all the different activities we have planned in E24. The focus of these activities is to strengthen the study environment and the sense of community at Sambach.

The following activities are planned:

1. **First Semester BBQ:** An informal welcome event to help new students meet peers and faculty, fostering initial connections and a sense of belonging.
2. **Football Tournament:** A friendly competition to promote teamwork and camaraderie among students through sports.
3. **Unlocking Your Career Potential (SIB):** A workshop to help SIB students with career skills like resume writing and networking targeted at the Danish labour market
4. **Presidential Election Event:** An engaging event for students to learn about the election process and meet the candidates.

Comments:

Student representatives emphasizes the importance of including students in the planning process from the beginning to strengthen the volunteer environment at ISE.

Suggestion:

He suggests organizing meetings between the education coordinators and volunteer organizations to get students involved in the community.

Action:

To act on this suggestion, a meeting will be set up between SR, Frit Forum, and the Education Coordinators at ISE. This initiative aims to ensure that students have a voice in the planning and execution of activities, fostering a sense of ownership and responsibility that will enhance their commitment and participation.

Sofie will be in charge of facilitating a meeting

Punkt 6: Lukket

Punkt 7: Active participation in class

Background: Student participation problems are prevalent in many educational settings. Despite teachers' efforts to use a variety of pedagogical methods to encourage student engagement, a significant number of students still fail to attend classes regularly. This pattern raises concerns about the effectiveness of existing strategies in motivating students to actively participate in their learning process.

Discussion point: Given the continuing challenge of student attendance, the question arises: What additional measures or approaches could be implemented to address this issue? Beyond the pedagogical tools currently in use, what alternative methods or interventions could be explored to improve student attendance and participation in class?

Beslutning

Low Participation in Classes

Issue: Active participation in classes is low, with very few students attending by the end of the semester. This is acknowledged as a global problem, but it is imperative that we address it at our institution.

Discussion Points:

1. **Efforts by Course teachers:** Course teachers have made efforts to make the classes more engaging. However, challenges persist.
2. **Phone Usage:** A significant issue identified is the "pandemic of phone usage" during classes. Students are frequently on their phones, which may contribute to their lack of preparation and engagement.
3. **Perceived Redundancy:** Students feel that attending classes is often a waste of time because much of the content is repetitive and merely recaps what has already been covered in the books and course material. This sentiment is common across all courses.

Engagement Strategies:

- **Portfolio Exams:** Portfolio exams have been effective in creating a dynamic classroom environment and maintaining student engagement.
- **Targeted Exercises:** There is a need for more structured, dialog-based exercises in class that build on the material students have already read.
- **Lecture Content:** Lectures should build upon the assigned readings and incorporate current events to make them more relevant and engaging for students.
- **Methodology Classes:** Methodology instruction, in particular, has been highlighted as problematic. It is crucial to make these sessions more interactive and practical.

Action Items suggested:

- **Enhancing Classroom Engagement:** Implement more targeted and structured exercises that promote dialogue and build on existing knowledge.
- **Improving Lecture Content:** Ensure that lectures add value by expanding on the readings and integrating contemporary issues.

Action: By addressing these points, we aim to improve student engagement and participation, making the learning experience more valuable and interactive for all. In collaboration with TAP, Helene will continue to work on how we can address the problem.

Punkt 9: General rules at RUC for bachelor's and master's programmes

Recommendation

It is recommended that the Study Boards discuss the proposal for the revision of Roskilde University's Common Rules and submit any comments to US.

Presentation of the case

(If preferred, you will find a presentation in danish as an attached file).

As the Common Rules underwent a major revision in 2023, the revision this year is more about linguistic improvements and clarifications. In addition, the layout has also been refreshed. We expect the rules to face a major revision in 2025 as a result of the work of the Examination Committee and as a result of the Candidate Reform. We expect to begin this work in early 2025.

The most important changes are highlighted in yellow in the set of rules, which is attached as an appendix to the case.

Comments on individual provisions:

- §2 and §8 The Board has approved that in future it is the Rector who decides which bachelor and master's degree programs the university will offer
- Section 21, illness during project work. The provision has been revised to make it clearer how we deal with illness during project work, including the requirements for medical documentation and how we deal with the rest of the group
- Sections 27(2) and 32(3), use of AI for exams. We have included a reference to RUC's guidelines for the use of AI during exams.
- Section 28(4), group split. We have added a clarification of the rules on the distribution of material in connection with group splits.
- Chapter 9 on thesis. The provisions have been clarified and rewritten to match the rules in the Executive Order on Education. In addition, it has been clarified what the student should do if they fall ill during the thesis writing process.
- Section 43, thesis assessment. Here it is clarified when the assessment must take place at the latest. The provisions in the common rules were not in accordance with section 27 of the Examination Order, but they are now. This means that the deadline is now 6 weeks, compared to 4 weeks before. On the other hand, the days between Christmas and New Year are included in the deadline calculation - we only have the authority to exclude the month of July when calculating the assessment deadline. It is assessed that the rewrite will not have a major practical impact.
- Section 47, Leave of Absence. We have made it possible for students to apply for leave for more than one semester at a time. This is because students who apply based on exceptional circumstances have the opportunity to be granted leave for more than one semester at a time. It therefore seems unnecessarily resource-intensive to require an application every semester. Nor does it seem reasonable to require students to do so. It can often be the case that a student applies for leave on the basis of clear medical documentation for, for example, a year due to illness. In this situation, it makes no sense to ask for a new application after six months.
- Chapter 12, end of education. We have changed the wording of the provision to clarify that a student who has not yet de facto completed his or her education will not be discharged. The provision refers to students who submit an exam complaint regarding the final subject and are awaiting this, as well as students who fail an otherwise passed final subject after a reassessment. These students must not be discharged until they have passed the final exam, regardless of the reason.
- Section 51 has been rewritten and clarified, and now refers to all the reasons for dismissal in section 42 of the Executive Order on Admission
- Section 60(3), project-oriented internship. Information about SU and salary conditions during the internship has been added here

Beslutning

The Study Boards were asked to discuss the proposed revision of the Roskilde University Common Rules and to submit any comments to the US by 7 July.

The Study Board has considered and discussed the case presentation and identified in particular the following points as key considerations:

Point 2 and Point 8.

The Study Board is deeply concerned that the authority to make decisions will be transferred from the Executive Board to the Rector. This represents a significant concern, as the decision-making process will no longer be made by a broad-based committee but will be centralised.

This is a move away from collegial representation, which is worrying and raises concerns about an increasing degree of top-down management where the democratic process suffers.

The Study board would like clarification on what the future process will look like and how the collegial representation that is characteristic of the RUC will be protected.

Point 64:

The item specifies that the exam or test for subject elements must be taken in the teaching language of the subject element. The study board would like to know what consequences this has for the collaboration between sib and sab students who write projects together in the bachelor project. SN would like to have the consequences clarified and how it should be handled.

Action: Helene writes a response and sends it to Sofie, who sends it back.

Bilag

RUCs Fællesregler - version til SN høring efter behandling i ULF.pdf

Sagsfremstilling til SN revidering af fællesreglerne-masn.docx

Punkt 10: Teaching and exam plan

Background:

The methods exams provide students with knowledge and skills that are essential for the preparation of their project reports. Many students find that they learn significant new things in the methods exams that they were not aware of before and that they would benefit from in their project exam.

Suggestion:

That the methodology exams are held before the project handover, so that the knowledge gained can be included in the project answers. This will allow students to apply their newly acquired skills and knowledge, which will improve both the learning outcome and the quality of the submitted projects.

Beslutning

There has been a perception that, following completion of the methodology exam, students possess a wealth of new knowledge that could be utilised for the project exam but at that point it is too late to implement it in the project exam. Consequently, it is proposed that the study board considers the possibility of placing the methodology exam first, in order to facilitate the linking of knowledge from one subject to the next.

The study board had the following reflexions and considerations:

The study board acknowledges that this approach would be beneficial in terms of the students' experience.

However, should the examination schedule be altered, students would lose a week to write the project. It may be more a matter of approach to studying during the semester than a scheduling problem.

It is important to make an informed decision, so it is necessary to ascertain whether this is the general preference amongst students and to ensure that, given the two options, this is what they prefer.

Punkt 11: Guidelines for dissemination and follow-up on full-time studies

Background

In connection with the strategic framework for 2018-2021, an instruction was issued on November 27, 2020 to all study boards to implement the following:

- Adopt a policy for working with full-time declarations
- Designate an activity in their annual cycle to ensure implementation of the policy
- Teaching evaluations must include questions about whether students feel that the expectations for full-time studies have been communicated as part of an alignment of expectations at the start of studies.
- The instruction was issued as part of the university's goal to increase students' learning outcomes by increasing their time spent studying.

In the current strategic framework contract for 2022-2025, it remains a development goal for the university to increase students' learning outcomes by increasing their time spent studying.

In this connection, the previously issued instruction has been rewritten and clarified in "Guidelines for communication and follow-up on full-time studies".

Historik

I forbindelse med den strategiske rammekontrakt for 2018-2021 blev der d. 27. november 2020 udsendt en instruks til alle studienævn om, at gennemføre følgende:

- Vedtagelse af en politik for arbejdet med fuldtidsdeklareringer
- Udpegning af en aktivitet i deres årshjul, der sikrer implementering af politikken
- Undervisningsevalueringer skal indeholde spørgsmål om, de studerende oplever at formidling af forventningerne til fuldtidsstudier har fundet sted, som del af en forventningsafstemning ved studiestart.

Instruksen blev udsendt som del af universitetets mål om at øge de studerendes læringsudbytte ved at øge deres tidsforbrug på studiet.

Det er fortsat et udviklingsmål for universitetet i den nuværende strategiske rammekontrakt for 2022-2025, at øge de studerendes læringsudbytte ved at øge deres tidsforbrug på studiet.

I den forbindelse er den tidligere udsendte instruks omskrevet og præciseret i "Retningslinjer for formidling og opfølgning på fuldtidsstudier".

Beslutning

The study board has discussed the content of the item and has no further comments

Bilag

Retningslinjer for formidling og opfølgning på fuldtidsstudier.pdf

Punkt 12: Suggestion for series of meetings SN sambach E24

Meeting schedule E24

The study board must decide the meeting schedule for the coming semester. Please consider the following dates:

29th august 9-11.30

30th september 9-11.30

23th, 24th, or 30th October 9-11.30 (or 13-15.30)

25th or 27th november 9-11.30

16th or 18th December 9-11.30, (13-15.30)

27th-30th of January

Beslutning

The study board have decided that Sofie will send out invitations to future study board meetings, taking into account the calendars of the board members.

Punkt 13: Any other business