

# **REFERAT Studienævnet for Internationale Studier d. 01-03-2023**

**Mødedato** Onsdag d. 01. marts 2023 kl. 13:00

**Mødested** 14.02.23

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**Punkt x: Lukket**

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

### **Beslutning**

Present: Laura Horn, Line Engbo Gissel, Thorkil Casse, Sevasti Chatzopoulou, Klaas Dykmann, Aleksander Fløystrup, Sofie Würtz (teams), Vilte Madziute (teams).

Absent: Oliver Tang, Lone Riisgaard, Somdeep Sen.

Minute taker: Andres Wulff Vissing Christensen.

Laura welcomed the newly constituted study board.

The study board approves the agenda.

## **Punkt 2: Approval of minutes from the January meeting**

### **Beslutning**

The study board had the following comments to the minutes from the meeting in January:

- The level of the minutes' quality and scope has generally improved, although there is still work to do on how to shape the minutes.
- There are some action points that are missing.
- Regarding item 3 on the methods courses, a single board member should not be made responsible for the removal of a course. The study board decided it collectively, although it was a hard decision.
- Regarding item 7 on admission analysis, it should be "EMGS students" instead of "IMGS students".
- Regarding item 8 on the study environment tutor calendar, the phrase "the study board does not want to deal with it" is unprofessional. Instead it should be stated that the board postponed the item.
- Regarding item 10 on follow up on the study board's actionplan, the phrasing "not relevant" should be removed.

### **Decisions:**

- The study board approved the minutes with the above mentioned alterations.
- The minute taker will revise the minutes of the January meeting based on the comments.
- Laura and Thomas make it a point of emphasis in the future how to phrase the action points. It needs to be stated who is responsible for following up, as well.

### **Bilag**

Minute January meeting

## Punkt 3: Course evaluations, E22

This report reviews the students' experience with the courses that they evaluated in the autumn semester of 2022 (E22) across programmes within the Study Board for International studies' quality assurance area. The analysis contains personal information and should be treated as a closed item at the board meeting. The study board members are reminded of the duty of confidentiality. Comments or results that may relate to individuals will not be published.

Attached is:

- A brief summary of findings from the course evaluations made by the evaluation responsible (1 page).
- A report with the collected responses (same as last meeting but with altered colours as per the study board's request).
- Overviews of each course evaluation including student comments.

### Beslutning

Andres presented the work behind the reports. The overviews of the single courses' evaluation results are the same as those that have been forwarded to the course convenors after the courses' final lectures. The collective report is made for all 4 of ISE's study boards. The summary was made on Laura's request and contains Andres' sommarization as well as his recommendations for actions on the evaluations.

The study board made some general remarks on the results before processing the single courses' overviews.

#### General comments:

- Several student comments is concerned with the literature and it being either too repetitive for students with a RUC BA or too self-explanatory for students coming from another university. The study board acknowledged the difficulty for the teachers in balancing between these considerations but proposed establishing a broader practice at the GDS and IPG programs with making lists of suggested readings. **Decision:** the study board will encourage the teachers to mark literature for suggested readings.
- The study board remarked upon the students' seemingly transactional view on their education, which is informed by a deliberate approach to the educational activities based on whether they can benefit of the hours put in immediately. It should be conveyed to the students that the university is not the same as high school.
- Several student comments touches on the heavy western bias in the curriculum in the IPG program. It should be made clear to the students that the program is primarily concerned with western bureaucracy. Working on decolonizing the curriculum could be done across the program on occasion such as International Study Space.
- The study board general find the language level in the comments to be quite low. It was remarked that this might be the result of the student attitude to the evaluations.
- The study board expressed some comments regarding the administrative process of the evaluations. It is helpful with the semester overview sent to the course convenors before semester start. As expressed in prior semesters, the teachers lacks agency with evaluations as they are not able to access the response rates. **Post meeting note from Andres:** I have found a solution with making dash boards in the evaluations that the course convenors can be granted reader's access to. This will be done before the final course evaluations and conveyed to the course convenors.
- Generally, the study board finds it important to convey to the students why we evaluate and what effect they have. Especially the midterm evaluation is important. The study board requests that instructions on how to do evaluations is attached to the semester overview. **Decision:** Andres will attach guidelines in the future.

Comments on the specific courses:

#### Battle of Words:

Students comments on it being very politologically orientated. Other than their computers' OS pose an issue for use of NVIVO.

Sevasti remarked that the PF and IPG study leaders have decided to coordinate methods courses.

**Decision:** the study board awaits another evaluation as the course is situated in a non-IS programme. The study board appreciates the coordination between the study leaders.

**Discourse Analysis:**

has been running before and does usually run okay. Not further action to be taken.

**Foundation Course in Global and Development Studies:**

The study board finds the student comments of great value and expects the teachers to read them. The board notes that there are 4 teachers teaching the course, although there should be max. 3 teachers in principle, but reads great student satisfaction regarding coherence. The study board does not see a reason to take further action.

**Governing Risks:**

The course has a high approval rate. Students comment on more case based teachings, more on financial and environmental risks. Sevasti replied that there were taught themes on financial and environmental risks during the course. Louison will be more integrated in the future.

**International Law:**

Negative student comments on midterm. There were new teachers on the course, which will teach again next fall semester. The course convenor has scheduled a meeting with the teaching group.

**Interview Methods:**

Good satisfaction rate, usually get good evaluations.

**Mandatory Course 2: International Institutions and Politics:**

Good satisfaction rate. Students wish to have more teaching on the theme of security. Course convenors have a follow-up meeting with students on this.

**Mandatory Course 3: International Public Economics**

There is a recurrent issue with the course's coherence. The 3 teachers each do their block and do it quite separately. Study leader mentions that she has had follow-up communication with the teaching group. The study board deliberated how it could support the study leader.

**Decision:** The study board gives the study leader mandate to make further changes, and the chair of the study board will support the study leader if or when needed.

**Policy Analysis:**

Good evaluation, no need for further action.

**Project management and evaluation:**

Students liked the themes but react to the hand-in assignment in the end of the semester. The course description could be further elaborated on the division of workload. Student comments on there being too much on project preparation and not as much on running a project in practice.

**Decision:** Laura writes to the head of study, which should then convey to the teachers the issues regarding workload, preparation and more.

### **Sustainability, Development and Inequality:**

Discussion on whether the SDGs make sense is for the course convenor to act on.

### **Transnational disruptions:**

There are several issues stated in the student comments, mostly content-related regarding decolonizing the curriculum in the program, but the study board will not act upon it. If the course is offered again, it is worth to take a look at the evaluations.

### **Decisions:**

- Following up on the above-mentioned action points.
- Laura, Thomas and Andres meet to decide how to convey the summary.

### **Bilag**

Summary of course evaluations, E22.docx

Report, collected course evaluations, IS, E22.docx

Battle of Words, E22, for course convenor.pdf

Discourse Analysis, E22, for course convenor.pdf

Foundation course in Global and Development Studies, E22, for course convenor.pdf

Governing Risks, E22, for course convenors.pdf

International Law, E22, for course convenor.pdf

Interview Methods, E22, for course convenor.pdf

MC2, E22, for course convenor.pdf

MC3, E22, for course convenor.pdf

Policy Analysis, E22, for course convenor.pdf

Project management and evaluation, E22, for course convenor.pdf

Sustainability, Development and Inequality, E22, for course convenor.pdf

Transnational disruptions, E22, for course convenor.pdf

## **Punkt 4: Application numbers 1. march.**

The deadline for submitting applications for the master's program is March 1st. The numerical values, while subject to significant uncertainty, are being presented to the board for their consideration.

Lasse from the secretary will join us and present his experience from the study start for the subject module and for GDS.

### **Beslutning**

The study board shared the March 1. application numbers.

## **Punkt 5: Study environment tutor calendar for the upcoming semester**

### **Beslutning**

Vilte presented the calendar and stressed that the calendar only shows the larger events. The events are both driven by the study environment tutors and the university, while some also being in collaboration with the students.

The study board remarked that the events is very structured and consolidated. The board appreciates the work being done by the study environment tutors to support the academic and the social environment in the programs. Lasse and the study environment tutors make a great difference.

Vilte replied that the work is still being developed, but, in the experience of Vilte, she has received gradually more positive attention from the students in her time as study environment tutor.

**Decision:** Laura reaches out to Lasse, Signe and the rest of the SETs to applaud their work.



## **Punkt 6: Status on studystart**

Lasse from the secretary's office will be joining our meeting to provide a presentation regarding his valuable experience regarding the study start at the subject module, as well as his insights GDS.

### **Beslutning**

Lasse conveyed his impressions of the semester start for Spring 2023 and how it was structured. ISE built on the experience from Summer start 2022, which consisted of 3 long days in August with a lot of different events. Sadly, few students showed up in general.

To act on this, this semester start was placed in February and with a shorter program over 2 days. Study and career guidance were taken out of the program, which then consisted mostly of program-specific arrangements and social events. The general impression was that the study start was well received by the students. The study environment tutors present at the study board meeting agreed that the February semester start was more successful than the one in August 2022.

Lasse commented that they had not taken the students with a conditional registration into account when they planned the semester start. The result was that a lot more students than expected showed up, which made the rooms for the events a bit overcrowded. It is difficult to accommodate for this, but Lasse will try to prepare for it next time.

## **Punkt 7: Studyboard culture**

### **Beslutning**

The item was postponed.

## **Punkt 8: New action plan for programmes.**

The board is hereby requested to scrutinize the proposed action plans for GDS and IPG and provide insightful commentary on the outlined measures. It is anticipated that the board will grant approval of the aforementioned actions during the upcoming study board meeting, with reference to item 3.2 in the appendices.

### **Beslutning**

The study board commented on the action plan for GDS:

- It should also be concerned with retention.
- Some of the information in the subheaders, e.g., intake, should be placed in the action plan.
- it should be elaborated what the details on the Memorandum of Understanding are.
- There should be a comma instead of full stop between the sentences on the courses and the teaching groups on page 5.
- The study board finds the initiative with the employability handbook exciting. It should be named, which VIP are responsible for it, and how many hours are allocated.
- Point 3 "Follow up": The study board applauds the initiatives such as the away day. The program lunches work great.
- Regarding point 3.2 "Action Plan for the coming years", the employability is organized by RUC's Career office. The heads of study support the dissemination of the events.
- There should be an action/initiative involving the "aftagerpanel".
- Regarding "Awareness of Educational Environment": sentence with RIUM should be re-phrased and elaborated.
- Regarding plagiarism: the seminar on ChatGPT could be mentioned. More specific description on study start initiative.

The study board did not get to process the action plan for IPG.

**Decision:** The IPG action plan will be commented on by email and initiated by Laura.

Laura and Thomas will convey the study board's comments to the GDS head of study.

### **Bilag**

Studielederrapport for Global and Development Studies 2023.docx

Studielederrapport for International Politics and Governance 2023.docx

## **Punkt 9: Chat bot discussion.**

The board is requested to engage in a thorough discussion pertaining to the appropriate approach to be taken with regards to the utilization of chatbots. The response provided by OpenAI in relation to the same inquiry is provided below.

*"The use of chatbots in exams is a relatively new phenomenon that poses various ethical and practical questions for universities. In order to address this issue, universities should consider formulating comprehensive regulations regarding the use of chatbots in examinations.*

*These regulations should provide clear guidelines for both instructors and students, outlining what constitutes appropriate use of chatbots during exams, as well as any potential consequences for misuse. Additionally, universities may consider implementing technical measures, such as monitoring software, to detect any unauthorized use of chatbots.*

*It is also important for universities to provide adequate training and support for their instructors, who may not be familiar with the use of chatbots or how to identify their use during an exam. This can help ensure that exams are conducted fairly and without any unintended advantage for certain students.*

*Ultimately, the regulations and policies implemented by universities should prioritize academic integrity and ensure that all students are evaluated based on their own merits and efforts, rather than through the use of external resources like chatbots."*

Here's an example of guidelines that universities could consider implementing regarding the use of chatbots in exams:

1. Use of chatbots during exams is strictly prohibited unless otherwise stated by the instructor or examination board.
2. Any student found to be using a chatbot during an exam will be subject to disciplinary action, which may include a failing grade for the exam, course or expulsion from the university.
3. Students should be informed of the consequences of using chatbots during exams in advance.
4. Instructors are responsible for providing clear guidelines to students on the permitted use of technology during exams, including chatbots.
5. Instructors may employ anti-cheating software or other technical measures to detect any unauthorized use of chatbots during exams.
6. If chatbots are permitted to be used during an exam, instructors must provide clear instructions and guidance to ensure that all students have equal access and can use the technology effectively.
7. Students should be given an opportunity to ask questions or seek clarification regarding the use of chatbots during exams prior to the exam.
8. Instructors should receive adequate training on how to identify the use of chatbots during exams and how to respond appropriately.
9. Any suspected use of chatbots during an exam should be reported immediately to the appropriate authorities for investigation.
10. These guidelines should be regularly reviewed and updated as needed to ensure that they remain relevant and effective.

## **Beslutning**

The item was postponed.

## **Punkt 10: Oversight of Re-examinations and the re-cycling of exam questions**

### **Beslutning**

The item was postponed.

### **Bilag**

A fully written exam paper for the 21 re-exam example (uploaded to Moodle as an example).pdf

Re-exam sent out in 21 (uploaded as an example on Moodle).pdf

Re-exam sent out in 23.pdf

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

### **Beslutning**

None.