

REFERAT Studienævn for Den Samfundsvidenskabelige Bacheloruddannelse d. 27-09-2022

Mødedato Tirsdag d. 27. september 2022 kl. 13:00

Mødested 14.2 - 023

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Punkt 1: Lukket

Punkt 2: Lukket

Punkt 3: Approval of agenda

Beslutning

The agenda has been approved

Present:

Helene Dyrhauge
Klaas Dyrkmann
Kristine Hjuul
Lars Fuglsang
David Ahlstrand

On screen: Miheala Baltic

The agenda has been approved

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Agenda 27.02.22.pdf

Punkt 4: Approval of minutes

Beslutning

The minutes have been approved

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Minutes from the August meeting.pdf

Punkt 5: Study Board Election 5.-10. of October - who is running among the present student representatives?

Oral orientation

Beslutning

There's an upcoming university wide election for all the study boards. At SamBach it's only in relation to the student representatives.

The election will run from 3rd of November at 9:00 - 10th November at 12:00.

Punkt 6: Joint-op with Samrådet regarding advertising the Study Board

Oral Orientation

Beslutning

The event is scheduled for Thursday the 29th September, at 13:00-14:00

The format is a laid-back Q&A event where students who are interested in running for the Study Boards can show up and asks questions directly to Helene and Samrådet.

It will take place at the Student House.

Punkt 7: Third Semester SAMventure - status

Oral Orientation

Beslutning

The event was a partial succes. On one hand there was an issue with the teacher letting the students attending the 10-12 lecture off too early, which meant that they had all left, by the time the study Environment Tutor showed up.

That said the students who were off at 14:00 attended the event with much enthusiasm and had a great afternoon in each others company.

However, its' clear that we should'ne be aiming to serve dinner next time. Very few students remained by the end, and the ordered food were put in the freezer for later use at another event.

Punkt 8: Opfølgning på kursusevalueringerne fra augustmødet

Beslutning

Andres has sent a draft of the evaluations format to the course responsables. Things have been set in motion, and will be operational during the E23 semester.

Kirstine: There might be too few people allocated to do a follow-up sessions after the courses, which is a potential issues. We might benefit from having more people who supervises on the project work and teaches on the courses. The present situation creates an unfortunate hiarchy of the people who 'rule' the courses and thoses who only does the follow-up sessions.

Helene: There are quite a few people who does both and the present allocation of hours and responsibility is something the people involved have wished for.

Punkt 9: Lukket

Punkt 10: Grade Statistics F22

Discussion of distribution of grades for summer exams 2022

Recommendation for discussion

The Study Board should discuss the distribution of grades for the summer exam 2022 in courses and projects offered by the Study Board for Sambach and consider if it gives rise to action.

Background

This appendix contains information about grade point averages, and the distribution of grades for courses and projects at ISE since the winter exam 2018 until the summer exam 2022. It is possible to see results for both ordinary and reexamination, across all study boards at the department and shared methodology courses. As stated in Karakterbekendtgørelsen §13, assessment must take place based on the assessment criteria in the study regulation (absolute grading), and the examiner must not strive for a certain distribution of grades (relative grading). However, if a large number of students continually fail a course/project or receive many top grades, the Study Board can ask the examiner for more information about the distribution of grades, or consider if changes to the assessment criteria is necessary.

Appendices:

- Appendix 1. Guide to the grade statistics report in Teams
- Appendix 2. Grade statistics summer exam 2022

Beslutning

Economics:

When comparing SIB & SAB it's important to be aware that this is the first year we've had grades on the basic courses, which means that it's difficult to compare to previous years. Overall the economics course at SIB and SAB are graded in a relatively similar manner. That said the grades are concentrated on 4 and 7 at SIB, while it's more spread out at SAB. The dumping rate is the approx. the same.

PRR/PSR:

The distribution of grades is a bit unequal when comparing SIG and SAB, but the average is the same.

Qualitative Methods:

The distribution of grades between SIB & SAB are somewhat different from each other.

Quantitative Methods:

On average SIB usually scores lower grades in quantitative methods than SAB, as the students at SAB has more assistance from tutors and the like during the course.

Looking at both courses we had about 20% of the students failing their first try, which is normal comparing to previous years. The fail percentage is usually between 20-25%

Overall:

Distribution of grades on SAB is similar to previous years, although there's not as many 12s given. We don't have the numbers for SIB, as there's been an error in the sending system.

David: Is the curriculum the same between the English and the Danish courses?

Helene: Looking at the curriculum between the SIB and SAB, there is a somewhat of a difference between the two, where SAB has a focus on the Danish society and incorporates Danish municipalities, while SIB are more internationally minded. This means that the learning outcome from SIB/SAB is somewhat different as the curriculum isn't 1:1. The methods courses are more comparable, however they will be having a difference in software.

David: What has the experience been regarding going from passed/failed to grading?

Helene: It was the study board (with the students input) who headed changing from passed/failed to grades. It was important to do it for all the courses to make sure that all the courses were taken equally serious. If one of more

remained passed/failed, we would run the risk that they wouldn't be prioritised by the students. The backdrop for the grades was a students wish for more feed and grades are the 'cheap' way of doing it, as it takes too much time to give qualitative feed back in fomr of written comments. We can all agree that giving grades might not be the best incentive for learning, but it seems to be one way of meeting the students wishes and wants. We are presently working on a way of giving more qualitattive feed back, however, it won't be possible to give individual feedvack on the projects.

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Appendix 1. Guide to the grade statistics report in Teams.pdf

Appendix 2. Grade statistics summer exam 2022.pdf

Punkt 11: Lukket