

REFERAT Studienævn for Den Samfundsvidenskabelige Bacheloruddannelse d. 23-04-2025

Mødedato Onsdag d. 23. april 2025 kl. 09:30

Mødested ISE

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Punkt 1: Members present

Absence notification: Jørgen Ole Bærenholdt

Beslutning

Present: Helene Dyrhauge, Svend Flarup, Boyan Siersma, Charlotte Liin Lund, Louison Cahen-Fourot, Lars Fuglsang

Absence: Jørgen Ole Bærenholdt, Tracy Akpobasaa

Guests: Victor Irming, Simon Bolwig

Referent: Sofie Bai

Punkt 2: Approval of the agenda

Beslutning

The agenda was approved

Punkt 3: Approval of last month's minutes

Beslutning

The minutes has been approved

Bilag

Minuts March.pdf

Punkt 4: Department report

Beslutning

The Study Board briefly viewed the Department report with no further comments

Bilag

Institutrapport 2025 ISE_FINAL.docx

Punkt 5: Subject Selection Day

Brief Update on Course Selection Day

A huge thank you to everyone who contributed to the successful running of Course Selection Day. 328 students attended the joint session in the Large Auditorium, which is a great turnout!

On April 10, those of you who gave presentations received an email with a number of questions for the purpose of evaluation. We would greatly appreciate it if you could take the time to respond.

This year, the Study and Career Guidance Office, which coordinates the event, experienced some confusion regarding the recruitment of student ambassadors – particularly concerning who is responsible for making contact and agreements with the students.

It is therefore important to emphasize that the responsibility lies with the academic subjects themselves (typically the presenters) to coordinate with the student ambassadors regarding the content and timing of the presentations – not with the Study and Career Guidance Office, as they do not have the resources or the student network to take on this task.

If you need help with recruitment within your subject area, you are very welcome to contact the study environment tutors for the relevant programmes to see if they can assist.

For the next Course Selection Day, the Study and Career Guidance Office will work to further clarify the division of responsibilities to avoid any confusion.

Beslutning

No comments on subject selection day

Punkt 6: Study intensity and reading

How do we get the students to engage more with course readings?

Sambach Study board meeting April 2025

Problem: Course evaluations have shown that the students do not sufficiently read in preparation for class. How can we encourage the students to prepare more?

Please read the memo from Andres which summarizes course evaluations for Spring 2024 and autumn 2024 and highlights central comments about the course readings and the students' self-assessment of how much they have read.

The study board is asked to discuss the following questions:

1. Compare the reading list for the first semester SAB courses
 - *Is the level of reading the same?*
 - *Are there more reading for one course compared to the others?*
 - *How does the full reading for the whole semester look like?*
2. Compare the reading list for the first semester SIB courses
 - *Is the level of reading the same?*
 - *Are there more reading for one course compared to the others?*
 - *How does the full reading for the whole semester look like?*
3. Then compare second semester readings across courses.
4. How could the courses work with the reading list? And what could they do to get more students to read in preparation for class?
5. Think of reading guidelines, number of pages, level of difficulty and type of texts

Beslutning

Agenda Item: Study intensity and reading

The Study Board was asked to review and discuss student feedback on literature (effort and learning outcome) from the course evaluations of the basic courses from Spring 2024 and autumn 2024, and compare them to the reading lists from the courses. The discussion mainly focused on the first year courses.

Due to a delay in receiving all relevant materials, the Study Board could not perform a full review prior to the meeting. However, members discussed the submitted documentation to the extent possible for the courses with material.

Course-Specific Feedback and Recommendations

BK1 – Politologi

- The main textbook (*Politics* by Andrew Heywood) is perceived as challenging, both in terms of content and language. The book was referred to as "very wordy". Students request a more detailed reading guide to help them:
 -
- It was suggested that discussions with course coordinators should be initiated to improve clarity and support for students.

BK3 – samfundsvidenskabelige metoder

- Students noted significant repetition between lecture content and the assigned readings, which may lead to disengagement.

- There is a tendency among students to focus primarily on project work, often at the expense of engaging with the readings.

BK8 – kvantitative metoder

- The student said that Moodle page was confusing and it was difficult to find the readings.
- the course evaluations shows that students do not read for the course. Moreover, approximately 20% of students currently fail this course, indicating a need for improved academic support.
-

BK4 økonomi

- A particular concern was raised about Jakob Vestergaard's book, which the students are required to read, some of the exercises comes from the book, which this creates a potential inequity, as those with access to the book appear more likely to pass.
- Additionally, the book is published on Jakob's website and has not been peer-reviewed, raising concerns about its academic legitimacy. Other course leaders use their own books, but these are peer-reviewed and published with a recognised academic publisher and the book is available for others to buy. The status of Jakob's book, which is self-published, is in a "grey zone." in terms of what is acceptable.

Cross-Course Observations

- Many students pass their exams without participating actively in class or engaging with the readings, which may undermine the intended learning outcomes.
- Alternative exam formats (such as on-campus tests or oral examinations) were suggested as more effective in evaluating student engagement. However, concerns were noted regarding the higher resource demands of oral assessments.
- Semester 2 includes more academic journal articles. This shift in literature type requires support in how to approach and understand research texts.
-

General recommendations to the course leaders

- It was proposed that a structured reading strategy be developed, especially targeting first-semester students:
- Guidance on effective reading strategies that include
 - **Prioritizing** - Understand which parts of the text are most important.
 - **How to read** - Identify what should be read thoroughly versus skimmed.
 - **Concepts** - Establish a clear academic frame of reference and guide.
- Clarifying the role and importance of the readings in relation to exams would also be beneficial.

Bilag

Memo on student feedback on curricula in basic courses_AWVC.docx

Kursus_ Basic Course 1_ Basic Course in Political Science E2024 _ RUC Moodle B.pdf

BK1 Politologi Kursusbeskrivelse og pensum E 2024.pdf

bc2 sociology autumn 2024.docx

Kursusbeskrivelse BK3 E2024.docx

Pensumliste BK 4 - forelæsning for forelæsning - 17 02 2025.pdf

BC5 Plan Space and resources - Readings 2025.pdf

BC6 qualitative methods reading list_.docx

BC7 Phil of Social Sciences - Readings 2024-25.pdf

BK7 videnskabsteori pensum efterår 2024.docx

BK8 kvant metode - kursusbeskrivelse 2025.doc

2025_BC4_Syllabus.pdf

2024_Økologisk_økonomi_syllabus.pdf

Punkt 7: Bæredygtig omstilling - Subject Module Update

Simon Bolwig, Head of Studies for *Bæredygtig omstilling*, will join the meeting to present upcoming changes to the subject module course. This includes:

- an overview of the revised structure, content updates, and the reasoning behind the changes.

Relevant appendices have been attached and can be reviewed in advance. There will be an opportunity for questions and discussion following the presentation.

Beslutning

Presentation of the reform of *Bæredygtig omstilling*

Simon Bolwig, head of studies for Bæredygtig Omstilling, did a presentation on the new and improved Subject module *Bæredygtig omstilling*. The following is a short recap of the presentation and dialog on the board meeting. The Power Point presentation has been added to this agenda item.

The previously named *Teksam* course modules are now being relaunched as ***Bæredygtig Omstilling***. This change is driven by several factors, including a dynamic field of study, new staff members in the teaching group, and feedback from students who found the old format unclear and difficult to navigate. There has also been declining enrollment, and students were often unsure of the value they would gain from participating in the modules.

Key Changes and Structure:

- The modules are divided into **two thematic tracks (spor)**, which students can choose to take either separately or together:
 - **track 1:** Natur, fødevare og arealanvendelse
 - **track 2:** Klima, energi og cirkulær økonomi
- Previous feedback about difficulty distinguishing between the two tracks has been addressed by creating a clearer division and more focused content in each course.

The modules are structured in four phases:

- **Introduction course**
- **Thematic course**
- **Method course**
- **Semester project**

This structure ensures that students gain a broad yet focused understanding of sustainable transition.

Academic Focus and Target Audience:

- **Expanded target audience:** While the previous modules were primarily aimed at municipalities, there is now a broader focus on private companies, NGOs, and other actors.
- The course aims to explore living conditions and driving forces, which often lead to innovative projects and activities that can be applied in students' daily practices.

All tracks are based on current research, and the modules generally receive very positive feedback from students, especially when they are actively engaged in the teaching.

Interdisciplinarity and Collaboration:

- It is currently not possible to combine Bæredygtig Omstilling with *Politics and Administration*; however, the specialisations are complementary and a combination would be a good idea.

Transition Plan and Implementation:

- Students already enrolled in the old *Teksam* modules will complete these in the fall semester of 2025.

Bilag

2025 - april - anbefaled studieforløb Bæredygtig omstilling 2 kombi.pdf

2025 - april - anbefaled studieforløb Bæredygtig omstilling 1 kombi.pdf

2025 - april - anbefaled studieforløb Bæredygtig omstillijng.pdf

2025 - april - cover note - bæredygtig omstilling.docx

Fagmodul i Bæredygtig Omstilling - ppt præsentation 23-4-2025.pdf

Punkt 8: Exam form on BK4

Reform of the BK4 and BC4 Exam

The Study Board is asked to discuss a possible reform of the BK4 and the BC4 economics examination form. Currently, the BK4 and BC4 exam is a 3-hour two-part exam at RUC consisting of a multiple-choice test and a written 1-page essay without aids. Primarily the SAB students raise concerns surrounding the multiple-choice test, as it does not allow students to use their critical thinking skills. International students at SIB are more used to multiple choice tests. The students therefore suggest that either the multiple-choice test is replaced with questions that allow for longer written in-depth answers or the removal of the multiple-choice test in favour of a larger focus on the essay.

- How can we change the examination form?
- Should the SAB BK4 and SIB BC4 examination form be different? Why and how?

Beslutning

Discussion Point: Reform of Exam Forms (BK4 & BC4)

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The study board discussed the current exam formats for BK4 and BC4, which consist of multiple choice (MCQ) questions and a written essay.

The current exam format is seen as insufficiently challenging. The MCQs are considered too shallow and make it too easy to pass without demonstrating deeper academic engagement or critical thinking. There is a call for reform to promote more rigorous academic immersion.

Louison explained how he integrate MCQs into teaching, often during workshops or at the end of classes as a recap.

IT was noted that in the SIB course, there's a stronger coherence between teaching and exam formats.

Punkt 9: Approval of course descriptions at study.ruc.dk

The Study Board is asked to review and approve the attached course descriptions.

Attached to this item are the proposed course descriptions for E25/F26 on both SIB and SAB. It is recommended setting aside sufficient time for the review, given the scope of the material. Comments and suggestions are, as always, welcome.

Beslutning

The chair said this is a nitty gritty task to make sure all course leaders have filled in the information on study.ruc.dk and asked for the study board to delegate this task to her.

The study board accepted the suggestion.

Bilag

Activity descriptions, E25-F26, SAB.docx

Activity descriptions, E25-F26, SIB.docx

Punkt 10: New exam forms for method courses on SIB and SAB

Beslutning

Decision Point: changes to exams for SAB BK3 samf metode and BK6 kval metode

The chair summarised the memo attached to the item and explained that rector had decided to ban all take home exams during the first year of study and that the study board in autumn 2024 had made changes to some of the basic courses. At the time, the chair had talked with ISE vice-dean Bodil Damgaard who had asked rector for a one year extension to make changes to the methods courses to think through the decisions carefully in dialogue with the course leaders. Rector had granted this one year extension verbally. However, this decision was changed at the end of March. Thus, the study board had been requested to change the exams for BK3 and BK6 at the April meeting.

the student representatives were not happy with the proposed changes to BK3 and BK6, and wanted to reject them. They argued that take-home assignments offer a more meaningful opportunity for students to engage in deep-learning compared to short on-campus exams. Furthermore, the students argued that the risk of cheating was the same for take-home exams and on-campus exam.

The chair explained that she sees more cases of exam cheating due to AI-use especially for take-home exams, so rector's decision to ban them was valid. However, this rushed process was not ideal for anyone, especially the course leaders, who had less than a month to find new exam forms. Finally, she asked the board to approve the proposed changes.

The chair informed the study board that the SIB courses had to be changed as well, but she had not received a proposals from the course leaders due to the Easter break. Thus the study board will receive an email with the proposal, which the must accept.

The study board including the student representatives accepted the proposed changes, but only because rector had requested it.

Bilag

Study-regulation-changes-BK3.docx

Study-regulation-changes-BK6.docx

CHANGES TO METHOD COURSES EXAM

Background note for study board meeting 23rd April 2025

Written by Head of Studies/chair of the study board: Helene Dyrhaug

In the autumn 2024, Rector decided to ban all take home exams for first year students to prevent exam cheating by using AI. All bachelor study boards had to review their exams and change those with take home exams. The Sambach study board asked the course leaders for BK1 Politologi and BC2 Sociology to decide on new exams, which the study board subsequently approved.

However, I asked pro-dean Bodil Damgaard if we could get a year extension to make more radical revisions on the method courses (BC3 Social Science Methods and BC6 Qualitative Methods and BK3 Samfundsvidenskabelige metoder and BK6 Kvalitative metoder). Bodil talked with rector who orally approved. In early March the team for study curriculum asked for a confirmation of this deferral. Bodil contacted rector Hanne Leth Andersen and vice director for education Trine Sand, who both said that the Sambach study board had to change all courses and could not get a deferral. Sambach study board must decide on new exam forms by 23rd April 2025. Thus, Bodil and I have been in contact with the course conveners, who have chosen the listed exam forms. I hope the study board will approve of the changes.

Punkt 11: Update to Activity Descriptions: GenAI Guidelines for Exams

Background:

In connection with the work of the the exam committee's work in the fall of 2024, it was decided that all activity descriptions must contain guidelines for the use of GenAI tools in connection with the detailed description of the exam form. The guidelines must include descriptions of the permitted use of GenAI tools and the required declaration of this.

The individual course coordinator decides which bullets to include in the descriptions of the activity in question. All other text is mandatory.

The study board is asked to:

- approve the text, possibly based on the board's comments and adjustments.

Note: The draft has been revised based on comments from the study boards and experiences from other departments' work with it. The revised text is marked in red.

The secretary of the study board follows up with the activity coordinators on the board's programs

Beslutning

The study board approved the addition of clear guidelines on the use of AI tools in course descriptions. Students welcomed the transparency but expressed that a total ban on AI use in oral exams seems impractical and lacks clear justification.

Bilag

Text regarding use of AI in exams_EN_AWVC_April 2025.docx

Punkt 12: Special examination conditions for students with disabilities

The board is asked to:

- Take note of the orientation on US' changed practice when allowing extra time for written 7-day examinations.
- Approve the delegation of decision-making authority to the Education Law Office in cases where students apply for special examination arrangements due to dyslexia

Appendix:

- Case-presentation from the Law office (in danish)

Beslutning

Approved without further discussion

Bilag

SN-møde i april 2025 - orientering og ønske til delegation.pdf

Punkt 13: Student Items

Beslutning

The student representatives wished to raise two additional items for discussion; however, due to time constraints and scheduling conflicts, they were asked to defer these items to the next Study Board meeting.

Punkt 14: Any other business