

**Meeting: 17-06-2020 15.15-17.00**

**Online meeting – Blackboard Collaborate**

**Uddannelsesnævnsmøde Engelsk**

**Participants:**

**UN members:**

Ushma Chauhan Jacobsen, Sara Dybris McQuaid, Tabish Khair, Sandro Nielsen, Anne Schjoldager, Sten Vikner, Tenna Blindbæk, Johanne Amalie Cordt Corneliussen, Amalie Kathrine Kjærulff, Emily Virginia Hus, Sofie Lavall Nøjsen.

**Observers:**

Simon Skaarup Axelsen (studievejledning), Louise Bjerregaard, Ann Carroll-Bøgh, Charlotte Christensen (VEST), Søren Elle (AU Library), Trine Susanne Johansen, Pernille Højvang Nielsen (head tutors), Mia Norrby (head tutors), Dominic Rainsford, Lasse Skipper (head tutors), Katherina Vowles-Sørensen, Mejsse Voss, Laura Bøgedal Østergaard (head tutors).

**Apologies:**

Emilie Bak Sand.

**Referat**

**Uddannelsesnævn Engelsk**

Dato: 14. august 2020

Ref: Louise Bjerregaard

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**1. Approval of the agenda**

The agenda was approved.

Chairman Sten Vikner (SV) introduced to the UN the quests present for point 3-5 in the agenda: the head tutors, Chalotte Christensen from VEST, Simon Skaarup Axelsen from *studievejledningen* and Søren Elle from the AU Library.

Furthermore, SV thanked Johanne Cordt Corneliussen, Katherina Vowles-Sørensen and vice-chair Emily Hus, who will not return to the UN after summer 2020. The UN member Amalie Kathrine Kjærulff will instead act as the SN representative, and the UN substitutes Henriette Feldborg Olesen and Emma Hundahl Kærsgaard will replace Johanne and Emily as members of the UN. The UN member Tenna Blindbæk will act as UN vice-chair instead of Emily.

**2. Approval of the minutes**

See document *UN-Engl-2*, also found in O:\ARTS\_CC-ENG-UN\Archive\Referater.

SV informed the UN that both the April minutes and the May minutes have been appropriately anonymised, i.e. only VIP or student, unless the function was relevant, e.g. Head of department, UN chair, SN representative or SNUK person (both as liaison and minute-taker).

VIP will send some suggestions to the May minutes on mail to Louise Bjerregaard (LB) and SV, but otherwise the minutes was approved.

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### **3. Approval of plans for introduction week (*rusuge*), autumn 2020**

See documents *UN-Engl-3a/-3b/-3c/-3d*.

Head tutors from BA IVK English, BA SLK English and MA ICS had been invited to the UN meeting to briefly tell the UN about their programmes and their introduction booklets (*rus-pjecer*), both of which had to be approved by the UN. Head tutors from MA ICS were not present at the UN meeting, and in connection with this, SV pointed out that there was no introduction booklet from ICS, since the head tutors have only been in place for less than a week.

After the head tutors from IVK and SLK had described their thoughts in relation to the planning and design of the introduction week plans, the UN suggested that they could find inspiration in each other's pamphlets. For example that IVK might list the same links as SLK regarding information about student life, books to buy, social activities at the first semester etc.

#### *Decision:*

The programmes and introduction booklets from IVK and SLK were approved by the UN.

### **4. Concerning study groups, also in connection with introduction week, autumn 2020**

See document *UN-Engl-4*.

Simon Skaarup Axelsen (SSA) from *studievejledningen* informed the UN about their workshops at SLK and IVK English on how to work in study groups and the promotion of the positive outcomes from working in a study group. However, because this workshop was not obligatory, not very many students participated. SSA asked if it might be possible to link the study group workshop to a course in the first semester with the reasoning that if the students see it in their time table, it would be viewed as more important. SSA underlined that they needed the teachers' support for the workshops. It was pointed out as important that first-semester teachers announced the meeting and strongly recommend it to the students and explained how crucial study group work is in the relevant courses. The workshop is expected to take place around September, 17. The UN wanted to look further into making the study group workshops mandatory. Furthermore, Chalotte Christensen from VEST had some recommendations for setting up the study groups, for example to have a policy about what to do if a student is excluded and that it was important that study groups are not set up by the first year students themselves. At a previous UN meeting, the UN had decided to formulate a Department policy on how to make study groups.

## 5. Contribution from AU Library to the teaching in the English Dept.

See documents *UN-Engl-5a/-5b*.

Head of department Dominic Rainsford (DR) told the UN and Søren Elle from AU Library that the English Department would appreciate a similar contribution from AU Library as last year with some small changes in the relevant courses. The UN was highly pleased with the collaboration and the contribution from AU Library and from Søren Elle.

## 6. The practical (re-)organisation of teaching in A-2020 given 1 metre distancing

See document *UN-Engl-6a/-6b/-6c/-6d/-6e/-6f/-6g*.

SV informed the UN about the practical organisation of teaching in autumn 2020 regarding the 1 metre distancing rule. SV explained that June 17, after the UN meeting, the English Department had to report to Arts Studies both which courses absolutely required physical attendance (e.g. practical courses requiring particular equipment), and which courses should be designated EDU IT development projects and thus converted into virtual form for the entire semester. SV said that presumably the number of English Department courses in either of these two categories was very small. Furthermore, the UN and the SN should by the end of June have reflected on experiences regarding teaching in spring 2020 (cf. the first item under point 10 in the agenda), and these experiences should be communicated to teachers in the Department as input for the practical organisation of teaching in autumn 2020. On August 15, every course has to be organised such that it can take place at the designated time and in the designated room.

DR followed up by presenting the principles in document 6e, pointing out how this document represents a further complication, due to its recommendation of blended teaching. Since the deadline for organising all of the courses is August 15, DR would after the UN meeting suggest in a mail to the teachers that they send him this information before July.

The UN discussed the matter and what could be done. A student asked if the blended teaching and principles could be a problem for the ICS students since many of them were foreigners. DR would look into it. Furthermore, a VIP suggested having seminars on campus to make the organisation as simple as possible. SV pointed out that he plans to blend between virtual and physical attendance with two sub-groups that take turns being physically or virtually present in the sessions of his course. It was pointed out that the planning of the supplementary subject (*tilvalg*) Strategic communication in organisations and the CLM was difficult to organise because of the fact that the number of students was still unknown.

## 7. Newsletter from Arts Studies

See document *UN-Engl-7*.

The UN did not discuss this point but will be given an orientation about the content of the June newsletter from Arts Studier here:

At all three schools (*institutter*), counsellors have held sessions with both Bachelor's and Master's degree students, who are more than 30 ECTS credits behind. At IKK, the BA count 147 students and the MA count 128 students. These numbers do not include students who only lack the Master's thesis.

AU wants to increase collaboration with the business community (*erhvervslivet*) in order to improve the transition of AU graduates to the labour market. In order to achieve this goal, it is important that AU acquires knowledge about the students' collaboration with the organisations and companies during their studies. Therefore, all students who have registered for a project/internship or Master's thesis will be asked to fill out a short web-based form containing information about whether they have entered into a collaboration with an external company or organisation (public or private), and if so, which company or organisation they have cooperated with. The information about the business collaboration will be made available to the faculties. However, information about the specific company will not be published. The report, which is prepared on the basis of the data collection, will be available through Power-BI.

In June, UVAEKA will ask for elective subjects (*valgfag*) and subjects with alternating topics (*fag med skiftende emne*) for spring 2021 from the study programmes that still report each semester. The deadline for the descriptions obtained through a template about the courses is September, 14. The UN should approve these courses at the UN meeting in August.

## 8. Questions for the end-of-term teaching evaluations, autumn 2020

SV informed the UN that the two AU-questions will remain unchanged:

1. *I rate the overall outcome of the course as*  
[Very great outcome - Significant outcome - Some outcome - Limited outcome - No outcome]
2. *Digital activities have been used effectively in connection with teaching (for example, Kahoot, mentimeter, blogs, video, discussion forums, wiki, podcasts, learning paths)*  
[strongly agree - mostly agree - neither agree nor disagree - mostly disagree - strongly disagree]

Furthermore, the SN questions will also remain unchanged, as can be seen in document UN-Engl-8. The UN therefore had the option of not changing their questions either:

*AR-DPU-SN 009*

*How many hours have you typically spent preparing for this course/module including meetings with study group and assignments?*

*< 5 hours/> 5 hours/> 10 hours/> 15 hours/> 20 hours/not relevant*

*ST-50*

*There was a suitable amount and level of homework, assignments, etc.*

*Strongly agree/Agree/Neither agree/disagree/Disagree/Strongly disagree*

In the current semester, the UN made teachers enter the following question themselves for courses taught on BA SLK English, KA SLK English and BA IVK English:

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*How do you rate the academic level of the course?  
Far too high / Too high / Suitable / Too low / Far too low  
Hvordan vurderer du kursets faglige niveau?  
Alt for højt / For højt / Passende / For lavt / Alt for lavt og i stedet for*

For courses taught on the CLM and ICS, the UN instead included the following question from the question bank:

*AR-IKK-VF-001  
Hvordan vurderer du kursets faglige niveau ift. dit eget niveau?  
How do you rate the academic level of the course in relation to your own level?  
Alt for højt/For højt/Passende/For lavt/Alt for lavt/ikke relevant  
Far too high/Too high/Suitable/Too low/Far too low/not relevant*

SV had discussed this question with the chair of UN German/Romance, and he expected that both respective UNs would be willing to re-apply this solution for the joint courses in the coming semester. Mejse Voss (MV) oriented that UN German/Romance had decided to use the same UN questions as in spring 2020 which included the question *AR-IKK-VF-001*.

*Decision:*

UN decided to keep question *AR-DPU-SN 009* and *ST-50* and furthermore, to keep the question ‘*How do you rate the academic level of the course?*’ at BA English, KA English and BA IVK English, and the question *AR-IKK-VF-001* at CLM and ICS.

## **9. Deadlines for the assessment of exams**

This topic was postponed until the UN meeting in August 2020.

## **10. Items from the Agenda of the School of Communication and Culture Board of Studies (*IKK Studienævn*)**

See documents in the folder *Board of Studies*.

Potential points to be discussed in UN:

Item §7. *Opsamling på uddannelsesnævnenes drøftelse af erfaringer med omlagt undervisning og planlægning af E20.*

It was pointed out that area coordinators and others were welcome to send a mail to SN-representative Ushma Chauhan Jacobsen (UCJ) about corona-relevant parts of their end-of-term evaluation discussions, which had been done by the coordinators. The evaluations show that students were not necessary pleased with the digital teaching and semester but that they appreciated the teachers’ effort to make the teaching as good as possible. Some had even evaluated the learning outcome as having increased as a result of the switch to online teaching. It was clear that the online lectures were viewed as positive but this was

not the case with the seminar teaching. UCJ would prepare a general summary on behalf of the UN to present at the SN meeting in June.

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Item §5. *Handleplaner fra årlig status*

UCJ was asked to address *Hvilke punkter fra en afdelings handleplaner kan være interessante for andre afdelinger? Hvert repræsentationsområde fremlægger kort max 3 punkter fra deres handleplaner (2 min pr UN)* at the SN meeting in June and oriented that she will make a short presentation on behalf of the English Department.

Item §6. *Indstilling af uddannelser til dialogmøde med prodekanen for uddannelse. Do the UN want to suggest any of the degrees here?*

This item was not discussed by the UN.

Item §9. *Evaluering af projektorienteret forløb.*

This item was discussed by the UN under point 11 in the agenda.

**11. Evaluations of project placement (*projektorienteret forløb*)**

See documents in the folder *Projektorienteret forloeb bilag*.

The UN should discuss and comment on the evaluations of project placement (*projektorienteret forløb*) for autumn 2019 from students and project hosts, paying special attention to the three parts of the project placement and their interconnections: (1. supervision and/or teaching, 2. how things went with the project host and 3. the form of the exam) and to the general cohesion of the entire semester. The documentation was confidential.

The UN evaluated the report as in general being positive. It was decided that UCJ would prepare a general summary on behalf of the UN to present at the SN meeting in June.

**12. Any other business**