

Meeting: 22-04-2020 15.15-17.00

Online meeting – Blackboard Collaborate

Uddannelsesnævnsmøde Engelsk

Participants:

UN members:

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

Observers:

Louise Bjerregaard, Daniel Probst Bordignon (studievejledning) Ann Carroll-Bøgh, Frederik Gaardhøj Christiansen, Trine Susanne Johansen, Dominic Rainsford, Mejse Voss, Katherina Vowles-Sørensen

Referat

Uddannelsesnævn Engelsk

Dato: 15. juni 2020

Ref: Louise Bjerregaard

Side 1/7

1. Approval of the agenda

The agenda was approved.

2. Approval of the minutes

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

The UN decided to change the text under 4. *Brief orientation about the various student organisations* in the minutes from the March meeting. The change concerned the sentence “collaboration with the other lines of the IVK” which should be corrected to “collaboration with the other IVK and CLM languages (i.e. French, German and Spanish)”.

Furthermore, a VIP member would send a mail to Louise Bjerregaard (LB) with an alternative sentence to the last part of 5. *Study groups and social problems in IVK English, 2nd semester* in the minutes.

In the minutes from the March meeting, it says that “LB will follow-up in the UN when SNUK have [Lars Kiel Bertelsen’s] answer” regarding the special B-line and approval hereby under 7. *Status of revision of academic regulations for implementation on 01.09.2021*. LB will attach the answer to the minutes.

3. Newsletter from Arts Studies

See document *UN-Engl-3*.

LB informed the UN about the most recent newsletter from Arts Studier, and explained that the teaching portal (*underviserportalen*) has been updated with information about the Corona situation for teaching staff, and that the page will regularly be updated with new information. The new 2020 academic regulations (*studieordning*) are visible on the study portal (*studieportal*) and begin September 1, 2020. All courses associated with the new academic regulations are also visible in the course catalogue (*kursuskatalog*). The general

rules in sections 2.1 and 3 will be updated with the latest version of the general rules before the academic regulations starts. These rules are updated every year in August, on the basis of changes in the ministerial orders and the rules laid down by the university.

Furthermore, changes to courses and electives for the autumn 2020 are visible in the course catalogue. Changes in autumn courses will come into force and can be seen in the academic regulations September 1, 2020, which is also when changes to spring courses will be visible. LB told the UN that in the winter exam 2020/2021, Bachelor's projects must be submitted for the ordinary exam no later than January 6, 2021, with the deadline for assessment being January 29, 2021. The first deadline for re-examination (*2. forsøg*) will be February 17, 2021 with assessment deadline March 8, 2021, and the next deadline for re-examination will be in January/February 2022 (and not in Summer 2021 as previously). The specific dates for the exams in January/February 2022 are not ready yet but they will be decided by UVAEKA in corporation with the director of studies (*studieleder*). Link to the new rules about re-examination: <https://studerende.au.dk/studier/fag-portaler/arts/eksamen/omproeve-re-eksamen>

4. Documentation in connection with the introduction to the work of the UN (and the SN)

See document *UN-Engl-4a* and *-4b*.

UN was informed that SNUK has revised the introduction to the work of SN (*studienævn*) with the intension of making it (more) useful for the UN also. The UN can use document 4a as guidelines for viewing the PowerPoint in document 4b.

5. Emergency academic regulations to make alternative exams possible to replace exams affected by the corona virus emergency

See document *UN-Engl-5a, -5b, -5c, ...*

UN-chairman Sten Vikner (SV) oriented the UN about the emergency academic regulations (*nødstudieordning*) that UN was expected to approve no later than April 24, 2020. The following courses was discussed by UN:

English IVK:

- Politics and Culture for Business (IVK BA 2nd semester): The teachers suggest a *synkron virtuel mundtlig eksamen med synopsis*. Emergency academic regulations were not necessary for this course. This suggestion was approved.
- Forskningsemne/Beyond Info. + Forskningsemne/Interaction (both IVK BA 4th semester): The teachers suggest a *synkron virtuel mundtlig eksamen med synopsis*. The normal exam do not involve a synopsis, the normal exam involves 30 minutes preparation time which will be replaced by a synopsis. Therefore emergency academic regulations were necessary for this course. It was pointed out that the two exams have chosen different numbers of pages for the synopsis (3-4 and 4-5 pages). UN decided to keep the emergency academic regulations for the two courses different if it is allowed by SNUK. If SNUK say they should have the same numbers of pages, then the compromise would be 3-5 pages.

CLM:

- Int. Market Comm./Oral proficiency (CLM 2nd semester): The teachers suggest a *synkron virtuel mundtlig eksamen med synopsis*. This suggestion was approved by UN with the plan B: If the 30 minutes preparation time will not work then the preparation time should be 24 hours instead. If this will be the case then emergency academic regulations would be necessary, otherwise with the original suggestion emergency academic regulations would not be necessary for this course.

English SLK:

- Literature in English 2/Oral proficiency (SLK BA 2nd semester) + Literature in English 2/Oral proficiency (SLK BATV 2nd semester): The teachers suggest an *asynkron virtuel mundtlig eksamen*. The normal exam is an oral examination, 30 minutes, with 30 minutes preparation time. The suggested exam will be an individual oral presentation. The student is given a question in the Digital exam system on the basis of which the product is prepared. The students have four hours for the production of the video presentation. UN asked about the length of the presentation. It was pointed out that it should be a 10-12 minutes presentation which should be made clear in the emergency academic regulation. UN approved the suggestion but the concern towards whether the Digital exam system had the capacity to the many video uploads from the students at the deadline of the exam.
- Advanced research topics (with adv. oral prof. for B-line)/Speech perception (SLK KA 2nd semester) + Advanced research topics (with adv. oral prof. for B-line)/Beyond Brexit (SLK KA 2nd semester) + Advanced research topics (with adv. oral prof. for B-line)/Risking Trust (SLK KA 2nd semester): The teachers suggest for two of them a *synkron virtuel mundtlig eksamen* and for one of them an *asynkron virtuel mundtlig eksamen*. UN discussed that the reexamination/Oral proficiency may be difficult to test in the asynchronous exam. If there is to be an oral proficiency in the reexamination, it will be a synchronous virtual oral instead of asynchronous (*en synkron virtuel mundtlig omprøve i stedet for asynkron virtuel mundtlig*). UN would like to keep the proposed solutions from the teachers, if possible. The suggestions, even though they are different, was approved by UN but with the notice that the re-examination in the asynchronous exam will be a synchronous (plan A) with plan B being to have 24 hours of preparation instead of 30 minutes.

ICS:

- Transcultural communication (ICS KA 2nd semester): This course does not require an emergency academic regulation, as the exam can take place in the same way as the suggested *synkron virtuel mundtlig eksamen med synopsis*. This suggestion was approved by UN.

Strategic communication in organisations:

- Sustainability and environmental communication (BATV Strategic communication in organisations 2nd semester): The teachers suggest an *asynkron virtuel mundtlig eksamen*. The normal exam is an oral examination, 30 minutes, with 30

minutes preparation time. The suggested exam will be an individual oral presentation. The student is given a question in the Digital exam system which the product is prepared on the basis of. In the emergency academic regulation, there is a clear elaboration of exam content made which have been made together with SNUK due to the fact the exam are a group exam. The students have 7 days in total to hand in the product. The suggestion was approved by the UN.

UN asked when the students can expect their grades for all the *asynkrone virtuelle mundtlige eksaminer*, and if they will be treated as normal examinations in the Digital exam system (*regler for bedømmelse af skriftlige prøver*) where the teachers have a specific set of days to assessment the product. This will be followed up upon by SNUK.

Head of department Dominic Rainsford (DR) has received specific questions towards the synopsis in *Forskningssemne* at IVK BA. DR will send LB the mail.

Decision:

UN approved the suggested changes and emergency academic regulations for courses whose exams are affected by the corona virus, with a few corrections to the emergency academic regulations.

After the meeting, LB sent the UNs decision to SNUK and underlined the corrections and questions that UN pointed out at the meeting.

SV oriented the UN that the director of studies (*studieleder*) at IKK has approved the special B-line for MA students in English SLK, who are returning from a Master's supplementary subject with a programme extension (*kandidatvalg med rammeudvidelse*). This new special B-line will start September 1, 2020 and SNUK will make sure that the B-line can be seen in the academic regulations. This means that the course "Translation" will be offered for the students under this B-line for the first time in the autumn semester in 2021.

6. Briefing about meeting between head of dept. and director of studies earlier the same day

See documents *UN-Engl-6a* and *-6b*.

DR oriented UN that the meeting with the director of studies at IKK had been postponed. When the meeting will take place, they will talk about possibilities in the budgets (*uddannelsesbudgetter*) in the English department. This discussion will specifically involve the number of electives at SLK English, autumn 2021 and the *specialeforberedende forløb* at English SLK, where the number of parallel hold were supposed to be reduced from three (for nine of the sessions) to two (for all 13 sessions). There will be held a meeting with VIP prior to DR's meeting with the director of studies about the *specialeforberedende forløb* to gather the arguments from the department. It was highlighted by a student that changes to the exam rules of this course would also be very welcome.

7. Preparation of the approval of plans for introduction week, autumn 2020

SV pointed out that UN next meeting in May should approve plans for the introduction week in autumn 2020. SV oriented the student representatives that they should get in touch with head tutors in order to invite them to the meeting and in order to make sure

that both programmes and *rus-pjecer* are sent to him no later than Monday 11.05.2020. It was pointed out that Charlotte Christensen from VEST will join the meeting to talk about study group workshops, which was a suggestion from *studievejledningen*.

8. Annual status (årlig status) concerning the five full degrees of the dept.

See the documents in the special folder called *Annual status*.

SV oriented the UN about the diminished scope of the annual status due to the corona situation and that UN only have to 1) look at action plans from 2019 and bring finished actions to the field "Status på afsluttede handlinger fra det seneste kvalitetsår" in the new action plans for 2020 and bring unfinished actions into the new action plans as well, 2) look at the red indicators in the indicator cards (reasons for them being red, to find actions for solving them), and 3) based on this make action plans for 2020.

Revised official text concerning annual status:

Årlig status er en del af det løbende og uddannelsesnære kvalitetssikringsarbejde på Arts og er nærmere beskrevet i [uddannelseskvalitetsprocesser på Arts](#). Formålet med årlig status er at UN, SN og instituttet, på baggrund af et systematisk eftersyn af uddannelserne i deres helhed, prioriterer de indsatsområder afdelingen vil arbejde med fremadrettet for at forbedre uddannelsens kvalitet jf. AUs kvalitetspolitik.

På grund af den meget særlige situation vedr. corona vil prodekan for uddannelse i år give uddannelsesnævnene mulighed for at gøre årlig status mindre omfattende. Det betyder at UN denne gang kan begrænse drøftelsen til at være en justering af sidste års handleplan samt forholde sig til røde indikatorer i de nye indikatorkort.

UN's opgave:

1) at gøre status på sidste års handleplaner og tidligere prioriterede udviklingstiltag. De handlinger der er afsluttede, føres ind i det første felt "Status på afsluttede handlinger fra det seneste kvalitetsår". UN beslutter på den baggrund om der er afledte handlinger der skal videreføres. De afledte handlinger føres ind i handleplanen for 2020.

- relevant materiale ved behandling af punktet: godkendte handleplaner fra 2019, Handleplanskabelon 2020. Som noget nyt er der indsat et felt til status på afsluttede handlinger fra det seneste kvalitetsår.

2) at udarbejde handleplaner for hver uddannelse. Handleplanen kan i år være en justering af sidste års handleplan. Hvis uddannelsen har en eller flere røde indikatorer i det nye indikatorkort, skal UN drøfte hvilke årsager der kan ligge til grund for dette og identificere mulige handlinger hvormed udfordringerne kan imødegås.

- relevant materiale ved behandling af punktet: datamateriale fra Power BI, bemandingsplaner, gældende studieordninger, handleplaner for seneste kvalitetsår, censorformandskabets årsrapport evt. undervisningsevalueringer for uddannelsesnævnet og uddannelsesnævnets øvrige viden.

DR decided that he will follow the steps presented and based on this, work out 2020 action plans that UN can comment on at the next meeting in May.

9. Concerning best practice in (corona-induced) online teaching

SV pointed out that UN had decided at the March meeting to discuss setting up of a task force concerning best practice use of digital tools in (corona-induced) online teaching. SV suggested that UN had an opportunity to encourage teachers to include questions concerning this matter in the end-of-term evaluation questionnaires. This recommendation should only cover subjects taught entirely within the English department, courses on degrees shared with German/Romance (CLM, ICS, and the BA supplementary subject (*tilvalg*) Strategic Communication) are not included.

SV suggested the following four questions to be recommended by the UN to all English Dept. teachers for use in the end-of-term teaching evaluations. SV oriented that UN already have decided to recommend question 1, so the question was whether UN also should recommend questions 2-4:

1

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

2

How have the teachers managed the transition to online teaching?

Very well | Well | Neither well nor badly | Badly | Very badly

Hvordan har underviserne klaret overgangen til online-undervisning?

Rigtig godt | Godt | Hverken godt eller dårligt | Dårligt | Rigtig dårligt

3

How has the transition to online teaching affected your learning?

Very positive effect | Positive effect | No effect | Negative effect |

Very negative effect

Hvordan har overgangen til online-undervisning påvirket din læring?

Meget positiv effekt | Positiv effekt | Ingen effekt | Negativ effekt |

Meget negativ effekt

4

How has the transition to online teaching affected your level of participation?

Very positive effect | Positive effect | No effect | Negative effect |

Very negative effect

Hvordan har overgangen til online-undervisning påvirket din undervisningsdeltagelse?

Meget positiv effekt | Positiv effekt | Ingen effekt | Negativ effekt |

Meget negativ effekt

UN asked if it was possible to add comments since it was pointed out that one course can have two different teachers and the online experience can be different from one teacher to the other. SV agreed that there should be a possibility for the students to comment on the

questions as well. In general, UN thought the questions were good but it was discussed whether three questions was too much. Therefore, UN strongly recommended that SV in the mail for the teachers should point out that the questions are suggestions and that the teachers should feel free to also consider adding one, two or all three of the questions to their evaluation questionnaires. Furthermore, it was pointed out that the questions are asked in a general way but they could be corrected towards the specific course. SV agreed that he would change the questions as suggested before sending the mail. Lastly, UN suggested that question 3 should be placed before question 2.

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

None of the following points was discussed by the UN:

Item §4. *Coronasituationen og IKK SN*

4.1 *Mulighed for opsamling og evaluering på nødundervisning i forhold til fremtidig inddragelse af digitale teknologier i undervisningen*

4.2 *Kigge fremad mod E20, herunder studiestart, ift. scenarier for hvordan undervisning vil kunne håndteres ifald der ikke åbnes fuldt op efter sommerperioden. Hvad ser vi af problemer og muligheder?*

Item §5. *Institut- og fakultetsstrategier (drøftelsespunkt og beslutningspunkt).*

Item §7. *Plan for tilrettelæggelse af undervisning og eksamen.*

11. Briefing on LinkedIn alumni groups for the various MA degrees at English and at German/Romance

See document *UN-Engl-11*.

This topic was postponed until the meeting in May 2020.

12. Any other business

A student asked if it was correct that there were only three different courses for the SLK Bachelor's project. It was confirmed that this was in fact true due to the department budget. DR pointed out that the department would have liked to have more courses for the SLK Bachelor's project, but due to budgetary constraints, this was not possible in the autumn of 2020. Teachers have been made aware of this resulting in bigger groups of students taking the courses – and in some students participating in a course which might not have been their preferred topic.