

Meeting: 17th April 2024 at 11.00-13.00

Place: 1481-366

UN-meeting, LICs

Minutes

Present:

UN members: Jakob Steensig (UN-chair), Ethan Weed (SN-representative), Alexandra Kratschmer, Nina Vad Thomsen (stud. rep.), Victoria Engberg Lowe (stud. rep.)

UN LICs

Observers:

Mikkel Wallentin, Andreas Højlund, Cordula Vesper, Anders Højen, Roberta Rocca, Marc Malmdorf Andersen, Riccardo Fusaroli, Cordula Vesper, Christian Stensbo (student guidance), Joshua Skewes (Head of Department), Sabrina Bækkelund Hansen (department coordinator) and Camilla Mark Thygesen (SNUK minute taker)

Side 1/4

Absent:

UN members: Anne Christine Vig Jensen (stud. rep.)

MINUTES

1. Approval of agenda and follow up on the minutes from last meeting (decision)

The agenda was approved and there was no follow-up on the minutes from the last meeting.

2. Briefings (orientation)

2.1 News from the Board of Studies

There was no news except for item 3 on the agenda for today's meeting.

2.2 News from the Institute Forum (IF):

Anders Højen informed about issues from the latest meeting:

- The collaboration with UVAEKA is going well at the departments.
- Discussion of worktime sheets and VIP-o´matic.
- More common areas in Nobel were requested.

2.3 News from the student guidance

The representative from the student guidance informed:

- The evaluation of the mentor programme has been made and it was very positive. The concrete suggestions for improvements will be sent to Head of Department Joshua Skewes and Sabrina Bækkelund Larsen.

2.4 News from Student forum/fagrådet

Head of Department informed, that some new cognitive science students attended the meeting, and they expressed a satisfaction with the degree programme including the methods courses.

2.5 News from the study administration

The UN was informed that the newsletter from Arts Studier is available at:

<https://medarbejdere.au.dk/fakulteter/arts/til-undervisere-paa-arts/nyhedsbrev-fra-arts-studier/>

3. Inclusion of students with special needs in the teaching (discussion)

At the coming SN meeting, the SN representatives will share experiences from their departments regarding how to include students with special needs in their teaching. The UN is asked to discuss what situations (if any) they have found particularly challenging in terms of including students with ADHD, Autism Spectrum Disorder, Dyslexia, or other diagnoses. Oral exams? Presentations? Class participation? Something else? The SN is also interested in hearing students' perspectives. Where have you felt at a loss for what to do?

Comments from the UN:

Teachers experience that some students with certain diagnoses tend to be insecure and ask the teachers a lot of questions and for extra help. This can be a time-consuming thing to handle for the teachers. Teachers want to help the students, but it was discussed how much they are obliged to do extra for this group of students. Teachers should help students as much as they can but they are not obliged to spend a great amount of extra time. If this is the case, teachers should talk to the Head of Department.

It was suggested to try to find ways to help the students along the course e.g. by giving them extra structure or weekly asking sessions. This might minimize the number of questions.

It is especially the case when it comes to group work, that these students can have difficulties.

There are formal rules about how these students can get help with the exams, but there are no formal rules about how to deal with it in the classroom, and that is also why it is discussed in the SN. Teachers can always guide the students to contact the student guidance to get more help.

It was mentioned that there seems to be a dilemma between the pressure from the university wanting students to pass their exams, and then the number of students who might need extra time to finish their studies. It was explained that it is possible for students to get extended time for their studies and extra exam tries. They have to apply for this and they must have the right documentation. Exactly what kind of exemption they can get, depends on their specific needs. SU is not handled at the university and students must apply for an extension of that elsewhere.

Head of Department explained that teachers should help students finding ways of managing their studies also if it means postponing an exam or course. The system has room for this.

The student representatives present at the meetings, had not experienced any of these issues firsthand.

4. Process towards new guidelines for the use of GAI (Generative Artificial Intelligence) from autumn 2024 and onwards (orientation and discussion)

The Committee on Education at Aarhus University (UU; Uddannelsesudvalg) has decided to change the guidelines for GAI (Generative Artificial Intelligence), such as Chat-GPT, in force from the autumn semester 2024, so that the use of GAI as a general rule is allowed for all examinations.

Since the general rule is that GAI is permitted from autumn 2024 and onwards, the examinations in which GAI must be exceptionally prohibited should quickly be identified, as this must be explicitly stated in the academic regulations.

Head of Department presented the issue and explained that there will be a meeting with the teachers to discuss if the usage of GAI should be prohibited in any courses. The UN will see the result of this in May.

The UN discussed that the issue with using GAI for exams cannot be fixed now, but only in the long term, where the academic regulations can be changed to fit the new requirements.

There is a process at the AU-level regarding guidelines for the usage of GAI. It will be considered plagiarism if the usage of GAI is not stated/declared. But it was asked how it can be avoided, that teachers will have to read assignments mainly written by an AI.

5. Degree programme evaluation for Cognitive Science – orientation about the process and input to a list of external experts (discussion)

The Head of Department informed the UN about the process for the degree programme evaluation of Cognitive Science. The Head of Department has written a draft of the report primarily stating that things are going great. Some staff members have already given their input to the report but everybody one else is welcome to provide input.

The UN was asked to give input to the external experts. Head of Department explained that they have asked for the opportunity to find two employer experts and no academic expert, since this could be difficult to find one within the country. The UN suggested to bring in someone from Arla.

6. Issues for upcoming meetings

6.1 Issues for upcoming UN meetings

6.2 Issues for upcoming meetings suggested for the Board of Studies

7. AOB (Any other business)

The following was brought up under AOB:

- The fixed questions for the teaching evaluations are not visible in Brightspace. Sabrina Bækkelund Larsen will look into this.

- Student guidance receives some questions about students who are confused about the closing of Cognitive Semiotics. Student guidance should send students to Peer Bundgaard as coordinator of the programme.
- Some students experience that when they are working on projects for their Master's Thesis, in case parts of their project might be published before handing in. Students should not copy paste from already published works without quoting it. It was mentioned that it is up to the teacher/supervisor to determine whether or not it is plagiarism case by case. This is not checked by the administration.