

To members of the Study Board of Sociology and attendants to the Study Board meetings



MINUTES

MARCH 2022

Forum Study Board of Sociology

EDUCATIONAL SERVICES

Meeting date 23rd of March, 9:00-11:00

Place Room 16.2.55

Minute taker Sofie Linthoe Haastrup

www.socialsciences.ku.dk

Present

Jakob Johan Demant, Merlin Schaeffer, Mengni Chen, Sanja Jensenius, William Andreas Ransfort

Guests

Jens Roesdahl Lange (exemptions and credit transfer secretary) and Sofie Trappaud Scholl (guidance counsellor), Tea Malthesen (former programme coordinator, Sociology), Tine Skou Sørensen (Teaching- and Exam coordinator, Sociology)

Absent

Sofus Vogel Bang, Marie Petrine Nørgaard

0) Staff news

Tine Skou Sørensen has gotten a new job starting May 1st.
Round of presentations.

1) Approval of agenda and Meeting Minutes/Jakob (9:00, 5 min.)

Annex 1.1 Meeting minutes February 22 2022
Approved.

2) Presentation from Jens on exemptions (9:05-9:25, 20 min.)

Annex 2.1: Hyrdebrev

Annex 2.2: Tjekliste til hyrdebrev

Annex 2.3: Vejledende retningslinjer for sagsbehandling vedr. studerende med funktionsnedsættelse

Jens presents the Ministry's guidelines for how to process exemptions regarding students with reduced functional capacities. A new regulation states that if a student has chronic reduced functional capacities, they must only apply for an exemption once and it will be valid for their entire education. This has already been the practice at KU.

Jens presents the delegationsskrivelse: A document that clarifies the administration's mandate in making decisions regarding exemptions. The delegationsskrivelse is similar across the faculty.

The delegationsskrivelse is approved.

3) The Study Board's work with feedback: Preliminary presentation on feedback /Lise (9:25-9:55, 30 min.)

Lise presents an introduction to different types of feedback (see slides).

Discussion in the study board about which types of feedback are wanted and how we can work with/improve feedback at Sociology:

Peer feedback

Jakob notes that students usually do not evaluate peer feedback well. Some teachers have a good experience with the use of peer feedback, when they design specific and detailed questions for the students to answer. Usually, not the full class participate. Lise suggests that the students are included in making the criteria for giving and receiving peer feedback. She notes that students think they spend a lot of time on peer feedback, but they also learn a lot from it.

Portfolio

With portfolio the teachers argue that feedback works best when there is a progression between assignments – otherwise many don't make use of their feedback. Portfolio could be a more text based detailed feedback system.

Final exam feedback

Very resource intensive compared to the outcome. A lot of students request more final feedback than just a grade. Final feedback also a recognition, which many students request more of. The students suggest that e.g., a lecture after the exam with common feedback could be one way to do it.

The teachers agree that it's not okay to refuse student driven feedback. It is their perception that when they use time to give individual feedback after an exam, fewer students show up, and mostly those who got a good result.

The students think it should be communicated more clearly that teachers are not getting paid to give final feedback. Many students are unaware of this. A better communication about the use of office hours could be helpful if students want more final feedback. Students should be encouraged to read their paper and the assignment criteria, often this is helpful. The criteria need to be more visible.

Moving forward

The chair decides to structure a discussion on this topic at the next Study Board meeting. The topics for this discussion:

1. Working with formative feedback, including a better use of portfolio
2. Improving peer feedback
3. More use of office hours/academic tutoring – recognition, feedback on exams
4. Working with final feedback

4) Discussion of “årsplan” /Jakob (9:55-10:10, 15 min.)

Annex 4.1: Forslag til årsplan

The årsplan is run through. The chair notes that if anything else turns up later, it can be added to the agenda.

Proposals from the vice-chair regarding more feedback and an evaluation of the second year of the BA has been added to the årsplan.

The students note that the fagråd thinks it's important to evaluate the new BA-programme curriculum.

The study board decides to add an evaluation of the new BA programme to the årsplan of in the autumn.

The students request that the Study Board has a look at the forretningsorden in terms of the students' influence on electives. The Study Board notes that we need a discussion on how to improve this process and how to make sure that the discussion is reflected in the course program.

The study board decides to add working with the forretningsorden in August to the årsplan.

5) Discussion of the course evaluations and decision about follow up actions (1.+3. year of BA + KA) /Jakob (10:10-10:40, 30 min.)

The following members read and reflect upon the evaluations of this courses

Mengni and Sanja: BA 1. Year + Intro to R for Social Data Science + Danish Society – A sociological perspective

Merlin and Sofus: KA + How to theorize? + Kærlighedens sociologi

Jakob and Marie: Valgfagene minus How to theorize? Kærlighedens sociologi, Intro to R for Social Data Science, Danish Society – A sociological perspective

Annex 5.1: Krydstabel undervisningsevaluering

Annex 5.2: Course evaluations Autumn 2021

General

The Board runs through the course evaluations. One course is evaluated as an A-course and 23 courses are evaluated as B-courses. Many courses could have been evaluated as A-courses if the answering rate was higher, because the feedback given is good.

Generally, peer feedback is not well evaluated.

Overall, the answering rate for course evaluations is very low. Hopefully the new course evaluation will improve the response rate.

Course specific

Intro to R: Good evaluations. Some comments state that the course is a bit challenging with lots of preparation and difficult texts. Overall looks good.

ESM1: Good feedback. Some students request more flexibility in group work.

Sociologien i det danske samfund: Good evaluations. Some students comment that the course is too stressful, and there isn't enough time in lectures.

Societal problems: Fine overall evaluations. Some comments address a lack of structure in the course and that there isn't enough time for each topic. This is a general problem in theme courses. More structure in student presentations is requested.

The HoD has already been in contact with the relevant teachers, and they are aware that some changes will be needed for a second version of the courses.

Advanced knowledge: Student presentations are addressed as a problem because they are too long, and they are more fitting for TA-classes.

Advance Culture: More demanding than Advanced Welfare.
The HoS will address the differences across the three courses and establish a discussion among the teachers in order to address the smaller issues raised.

Sociology of love: Comments address a lack of active participation, that the teacher didn't address the readings, and there seemed to lack a common thread in the course.
The HoS should address this course with the professor.

How to Theorize: Comments address the lack of a common thread.
The HoS should address this course with the professor.

Organisering og mobilisering i den grønne omstilling: Comments address a too large focus on social movements.

Society and population: Really good course feedback, good use of Absalon. Oral defense was a bit unstructured.

Age of big data: Managed well. Too many articles, lack of introductory texts.

Mixed methods: good answer rate. Well evaluated.

6) Written briefing, possibility for questions and comments /Jakob
(10:40-10:55, 15 min.)

Additional questions Course Evaluation Survey

The chairperson and the vice-chairperson has decided to add questions to the faculty course evaluation. The questions aim to gather students' perspectives for our future work with the second year of the BA.

Annex 6.1: Faculty Course Evaluation Survey

Annex 6.2: Additional questions sociology

Members of the Board note that questions regarding whether it is a good or bad course, and if the working mode fits the course, still lacks from the course evaluation. The deadline for submitting additional questions has been exceeded, therefore the Study Board decides to continue this discussion in the autumn. The topic is added to the årsplan.

Interdisciplinary courses

Sociology students can in the year 22/23 take certain interdisciplinary courses at the faculty without applying for preapprovals. Likewise certain sociology courses will be open for students at the faculty.

Annex 6.3: Interdisciplinary courses list. (Note: Course descriptions are not yet updated to the latest versions).

Tine asks that the Study Board considers how to best inform the students about the interdisciplinary courses.

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Changes in the 2022 Programme curriculum for the master's degree

Smaller changes has been made in the 2022 Programme curriculum for the master's degree.

Annex 6.4: Overview of changes in the 2022 Programme curriculum for the master's degree programme in Sociology

Annex 6.5: Fagstudieordning Sociologi KA with track changes

Annex 6.6: Programme curriculum for the Master's degree programme in Sociology with track changes

No questions or comments.

Courses exempted from streaming

The chairperson and the vice-chairperson has decided that the following courses do not have to livestream their lectures and classes, which would otherwise be necessary until the 1st of April.

Annex 6.7: Overview courses exempted from streaming

No questions or comments.

Quota 2 admissions

The Study Board has wished to receive more information on the quota 2 admission. Based on a wish from the Study Board, the chairperson has decided to increase quota 2 admission from 10% to 20%.

Annex 6.8: Quota 2 admission

Annex 6.9: Rammen for optagelsesudvalgets arbejde BA 2022

No questions or comments.

7) Any other business /Jakob (5 min.)

Jakob informs that Sociology has received finances to offer more TA-classes. Therefore, selected courses in the BA will have TA-classes. Furthermore, a Fagcafé with a focus on methods will be open for master students.