

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



26 APRIL 2022

MINUTES

Forum Study Board of Sociology

Meeting held April 26 2022

Place Room 33.1.18

Minute taker Sofie Linthoe Haastrup

Present

Jakob Johan Demant, Mengni Chen, Lasse Suonperä Liebst, Sanja Jensenius, Marie Petrine Nørgaard Kampmark.

Guests

Jens Roesdahl Lange (Exemptions and Credit Transfer secretary), Sofie Trappaud Scholl (Guidance counsellor), Tine Skou Sørensen (Teaching and Exam coordinator).

Absent

Merlin Schaeffer, William Andreas Ransfort, Sofus Vogel Bang.

Agenda

1) Approval of agenda /Jakob (5 min. 9:00-9:05)

Approved.

2) CLOSED POINT: Exemptions /Jens (30 min. 9:05-9:35).

3) Discussion about feedback (45 min. 9:35-10:20)

From last Study Board meeting:

Focus of attention – moving forward:

1. Working with formative feedback

- Better use of portfolio assignments/natural progression between assignments

To improve the work with portfolio assignments, the Study Board has decided to add questions to the course evaluation survey in all courses at the BA-level using portfolio.

The questions are formulated based on input from the board members:

- The question should not address the teacher, but the process facilitated in the course.
- The students don't always recognize feedback as feedback. It's important to give examples of different types of feedback.

The Study Board has decided to use the following questions.

Note: Course coordinators are welcome to reformulate the questions to match the course.

Questions:

Hvor mange porteføljeopgaver afleverede du?

[76 - 100 percent / 51 - 75 percent / 26 - 50 percent / 0 - 25 percent]

Har du deltaget aktivt i at give og modtaget feedback?

[Slet ikke, I mindre grad, I nogen grad, I høj grad, I meget høj grad]

I hvor høj grad oplever du, at arbejdet med porteføljen har understøttet din læring i dette kursus?

[Slet ikke, I mindre grad, I nogen grad, I høj grad, I meget høj grad]

Har du modtaget nogen underviserunderstøttet feedback på dine porteføljeopgaver i løbet af kurset? Fx på holdniveau (fx via 'flagged' peergrade opgaver, med eksempler på gode eller mindre gode besvarelser, via mini-konferencer) eller på individuelt niveau (fx gennem en formel eller uformel samtale) eller tekstbaseret (fx som kommentarer på din aflevering i Absalon)

[Slet ikke, I mindre grad, I nogen grad, I høj grad, I meget høj grad]

Har kursusaktiviteterne understøttet dit arbejde med porteføljeopgaverne?

[Slet ikke, I mindre grad, I nogen grad, I høj grad, I meget høj grad]

Har du kommentarer til arbejdet med porteføljen i dette kursus? / Do you have any comments about working with the portfolio in this course?

[kommentarfelt]

2. Improving peer feedback

- Didactic seminar for teachers

- Specific and detailed questions for giving feedback. The course aim should be used for giving feedback.
 - Including students in making the criteria for giving and receiving peer feedback. Give students the confidence that they can give good feedback.
3. Final feedback/Office hours/Academic tutoring
- Communication about the use of office hours and resources for final feedback

In the beginning of each course, the course aim should be communicated, how the course facilitates (peer)feedback, and what office hours can be used for.

- The students don't always recognize feedback as feedback. Therefore, it is important to communicate, which types of feedback are used in the course.
- In the beginning of each course, a PowerPoint slide (or similar) should be shown with a list of examples on, what office hours can be used for, e.g., final feedback, when a concept is hard to grasp etc.
- Similarly, a list of examples should be provided for academic tutoring. More use of academic tutoring can help implement office hours.

4) **Course evaluations for Academic Internships, bachelor's, and master's theses /Jakob (10 min. 10:20-10:30)**

Annex 4.1: Specialeevaluering

Annex 4.2: Bachelorevaluering

Annex 4.3: POF evaluering

- *Vejlederen var kompetent*: The question shouldn't address the teacher. The question will be changed to: *Vejledningen var kompetent*.
- *Specialeadministrationen gav mig den vejledning jeg havde brug for*: The question will be removed as it is not relevant.
- *All questions regarding lockdown*: The questions will be removed as they are not relevant.
- *Hvis du har yderligere kommentarer til dit online-specialeforsvar, er du velkommen til at skrive dem her*: The question will be changed to: *Hvis du har yderligere kommentarer til dit specialeforsvar, er du velkommen til at skrive dem her*.

5) **Discussion of Uddannelsesredegørelse (Program Rapport) (15 min. 10:30-10:45)**

Annex 5.1: Uddannelsesredegørelse

Jakob introduces the format and target of the program rapport.

Two key issues for sociology:

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1. The drop-out rate in the first year is at 21,4 %. The accepted dropout rate for the first year is at 15 %.

What we know:

A part of the drop-out comes from people who want to study psychology. Some have a hard time addressing sociology and they're missing a sense of purpose. Others have a hard time with statistics.

Strategy:

- Expanding quota 2 admissions. The drop-out rate is lower among students accepted through quota 2.
- A longer introductory program including a focus on study groups.
- Two new courses in the first semester that addresses the role of sociology in society.
- Highlighting the overlaps between microsociology and social psychology, for students to identify the strengths of sociology in relation to issues that are often perceived to be defined within psychology.

Focus of attention:

- Going from STATA to R: The transition should be evaluated. Some students face difficulties with STATA, and R is more advanced.
Put on the agenda in August: Discussion of the transition from STATA to R, which level do we have, and what should we have? What should we train people for? Invite Fiedolin for august meeting for a teacher perspective.
Do we need a better selection e.g., on the webpage?
- Extra TA's? E.g., "Stat-ambulancen" or in Nyere statistiske analysestrategier. Put on agenda in May.

2. Study progression on the MSc is at 44,6 ECTS pr year. The accepted progression is 50 ECTS pr year.

Strategy:

A more structured program MSc program. However, we will still see delays. Students are expected to have a job, and study full-time. Summer courses can make a difference.

Employability has improved, and its no longer a point of concern. Sociology is at the average level for the social sciences. The employability rate is likely to improve even further with the new MSc program and a growing number of candidates on the labor market.

6) Discussion of a transition to online compendiums (5 min. 10:45-10:50)

The Dean wants to switch to online compendiums. Right now, only a few courses at sociology use paper compendiums, since the institute does not have the administrative resources to help VIPs in making paper compendiums.

The students do not support this transition. Having a paper compendium is better for studying and taking notes.

If we must digitalize, we can suggest alternative options for the students to use instead.

7) Briefing: Summer exam plan (COVID-19) (5 min. 10:50-10:55)

In February, the Study Board approved online exams as an alternative form of examination in the following courses:

- Metodologi og undersøgelsesdesign
- Sociologiske teoriudviklinger
- Videnskab og Samfund: God videnskabelig praksis i det 21. århundrede
- Specialeforsvar
- Re-examination in other courses with oral defense

The Study Board must evaluate the summer exam plan and decide if the summer exam plan should be carried out.

Based on the current coronavirus status the chair recommends that the alternative summer exam plan will not be carried out.

Approved.

8) Any other business /Jakob (5 min. 10:55-11:00)

Jakob asks the study board to consider if there is a study environment (e.g., a social group at campus) or a teacher that could be nominated for the university's yearly prize.

Best regards,
Sofie Linthoe Haastrup