

# Board of Studies (BoS) – 8. meeting 2024

25 October 2024

Present: **Hanna Wirman** (faculty, SAT Games), **Michele Coscia** (faculty, SAT CS), **Louise Harder Fischer** (faculty, SAT Business), **Ea Feldfos** (SAP), **Christian Balslev van Randwijk** (secretary to BoS, SAP)

Guests:

Absent: **Magnus Borum Green** (student, SAT DD), **Emil Ulrik Gregersen** (student, SAT BIT), **Lena Winther Jensen** (student, SAT CS), **Alexander Senderovitz** (directly elected student), **Laurens Boer** (faculty, SAT DD), **Tiago Fernandes** (student, SAT Games),

## Agenda

### 1. Approval of agenda

### 2. Information: Delayed grades

After each exam period, BoS receives an overview of grades delayed.

*App 1: Grades Delayed*

### 3. Discussion: Students with special needs

### 4. AOB (Any Other Business)

## Minutes

### **Ad 1**

The agenda was accepted.

### **Ad 2**

Ea introduced the overview of delayed grades for ordinary written exams in summer '24. She explained that many of the delays are due to the somewhat low-tech approach at ITU at present. The implementation of Wiseflow is expected to significantly improve these numbers. It will probably be 2-3 semesters after Wiseflow is implemented before significant changes become apparent.

The average delay was about the same as last summer; on average approximately one day more of delay than last summer.

As usual the calendar periods also play a part in delays (summer research time, Christmas vacations).

Hanna asked if Ea knows if the heads of departments reach out and take these delays seriously? Ea answered that, yes, they do take it seriously.

Louise asked what consequences there are for students for whom the grades are delayed? Ea answered that one part is stress, another is that students with delayed grades have less time to prepare for a potential re-exam.

Hanna asked if students are aware of the deadlines for receiving grades? Because she has experienced students enquiring about grades before the deadline. Ea answered that they should know about the dates and be able to find them in LearnIT.

Hanna asked if there was any need to find other ways to look at these delays, other than Wiseflow? This was difficult to answer with no students attending the meeting.

Michele stated that Wiseflow will help with some technical issues, but one source of delays is also that examiners have many things to grade, which maybe Wiseflow will not help with immediately.

Louise asked if it would be possible to prioritize some of the courses that are mostly delays, in regard to implementing Wiseflow? Ea will look into this.

At the meeting in November, Ea will bring along a project manager working with digital exams to introduce the project and its status.

### **Ad 3**

Hanna introduced the topic. And asked what the consequences for other students are, in regard to other students having special needs. Also, many teachers don't know which students have special needs, and thus are not able to help or prepare for interactions with them properly. Is anyone addressing the points of the other students, those who don't have special needs?

Louise commented that it is a very valid point, since students who don't themselves have special needs may be affected by other students with possibly serious issues. But she was not aware personally of issues with this. She did mention that some groups had split up due to some students having students with serious issues.

Ea mentioned that Learning Support have had discussions with teachers about handling these issues, for instance in relation to group work.

Hanna mentioned that it is probably quite common that teachers sit in these difficult situations, for instance with group work, without knowing the stakes, or seriousness of the issues at hand. This could result in things going in a wrong direction or exacerbating the issues.

Michele stated that if you don't know if a student has special needs, then you probably wouldn't contact SPS early on, and thus maybe you don't really have a chance of understanding the extent of the problem.

Ea stated that right now, practice is that students decide for themselves if they want to share any special needs with teachers.

Ea shared the cases and examples that can be found on the Intranet here:

<https://intranet.itu.dk/Teaching-and-Examination/Student-Diversity/Case-examples-of-students-with-disabilities> Hanna stated that these seemed to be very helpful.

It was decided to revisit this in relation to the discussion of the study environment action plan in December.

#### **Ad 4**

Christian mentioned course evaluation opening up two weeks earlier than usual.

Louise mentioned that it is important to stress that students are constructive in comments, and do not write degrading comments or overt personal attacks. She mentioned an example of one teacher getting many deeply offending comments in a midway evaluation.

It was discussed if ITU could work on a code of conduct for course evaluations.

BoS will discuss this again next semester, when BoS discusses Course Evaluations.