

# Board of Studies (BoS) – 4 October 2021, 12:15-13:30

Present: Stine Gotved (chair, directly elected faculty), Martin Pichlmair (faculty, SAT Games), Patrick Bahr (faculty, SAT CS), Signe Louise Yndigegn (faculty, SAT DD), Baki Cakici (faculty, SAT Buss)

Annamaya Halskov-Jensen (student, SAT Games), Thomas Flodgaard Kaufmanas (student, SAT DD)

Pernille Rydén (assigned guest, Dean of Education), Lene Rehder (assigned guest, SAP), Dorthe Stadsgaard (secretary, SAP)

Ea Feldfos (SAP, guest for item 4)

Absent: Alexander Lytton (student, SAT Business), Mads Christiansen (student, SAT Business), Theodor Christian Kier (student, SAT CS)

*Not enough students were present for BoS to make decisions. However, no item on the agenda required a decision.*

## Minutes

### 1. Approval of agenda

*Ea Feldfos from SAP asked to change item 4 on the agenda from decision to discussion by. With this change, the agenda was approved.*

### 2. Approval of minutes from meeting 22 September 2021

*The minutes were approved.*

### 3. Information: Games – changes to Tech Track

*Dorthe: This is actually an information point and not a decision. I apologise for not making this clear beforehand. Changes to a study programme that do not affect the curriculum document or have consequences for other study programmes, can be decided by SAT.*

*Martin: SAT Games decided to put it on the agenda anyhow as it can be nice for BoS to be informed. Martin visualized the changes on the whiteboard.*

*Stine: You mention that the staffing situation a year from now is a bit uncertain. When will we know more/will it become certain?*

*Martin: I do not know.*

*Baki: How did you manage to set up the course Advanced Topics? It is a more easily changed course without it being an elective course. It looks like an interesting solution to a recurrent issue with electives since they may not run. It can be difficult to ask faculty to put a lot of hours into developing an elective course, because if it does not run the time spent developing it is kind of wasted and the teacher must be reassigned to other teaching tasks (or supervision). This creates uncertainty among faculty and may cause them to be unwilling to develop new elective courses. On my study programme our solution right now is to run our specialisation courses as electives (for students on other specialisations).*

*Martin: Creating Advanced Topics originated from practicalities. Since we are unsure about the future faculty situation, we need a flexible course. And I will always be able to fill out the frame with something relevant which is coherent with the rest of the study programme.*

#### **4. Discussion: Addition to Appendix to Curriculum, chapter 5: take-home and online exams + Guidelines for online invigilation**

*Guest: Ea Feldfos from SAP*

*The item was changed from decision to discussion and there was no appendix.*

*Ea: I brought a power-point presentation instead of a case and a decision-paper. A lot of questions rose during September, and it became clear we are in a new situation. I propose we discuss online exams for a semester or so before we make decisions. There are still several questions that must find an answer – and we must reach the answers within the ITU- community. We are still transitioning from a crisis to a new normal and I would like to discuss online exams thoroughly before deciding. E.g., should students have complete flexibility to choose an online exam if it suits them? Who should decide if a student should be allowed to choose an online exam? Are online exams an exam variation or an exam form in its own right? From an administrative point of view, online exams are easy to run, and we would have fewer planning issues (we do not need as many rooms etc.).*

*Baki: What is the difference between an online take-home and a take-home exam?*

*Ea: An online take-home exam includes answering exam questions and last up to about 6 hours. A take-home exam is often more project-like stretching across 24 hours or more.*

*Stine: Also, all students sit the exam at the same time answering the same questions.*

*Ea: To sum up, I think we need to get a little wiser before moving to a decision. I would like to have a decision for implementation in Autumn 2022.*

*Thomas: As a student I think it an issue if we make all students sit exams at home. Will there be flexibility?*

*Lene: It is BoS' decision.*

*Baki: The take-home exams we have seem to work. This is a bit different, although I am not entirely sure what the difference is.*

*Patrick: Why do we need to wait? Why not go ahead and make online exams a possibility that can be chosen by course managers? These exam forms work, and we have course managers who want to use them for the spring exams in Spring 2022.*

*Ea: We could add a box in the course planning process where the course manager could tick if the exam can be online as well.*

*Pernille: This is the time for experimenting and learning from our experiences. If we want to be truly student-centered, we need to consider how we accommodate different needs. Two things we need to discuss: 1. The comparability between students on-site and online? 2. Vigilance; are we sure we get the same product? Right now, we should experiment.*

*Annamaya: What is the argument for onsite written exams in the first place?*

*Baki: E.g., programming is very easy to copy, cheating is very easy.*

*Pernille: Wifi is another issue. If you sit the exam at home, you are responsible for the technical equipment and ensuring it works properly. It is a problem asking students to be responsible for critical infrastructure.*

*Thomas: I agree that it is good to experiment. We need to gather data on the impact on students.*

*Pernille: It must be both qualitative input (such as 'How was your learning experience doing exams this way?') and statistics.*

*Baki: I worry that financial speculation could become an issue – pressure to choose the most cost-effective exam form.*

*Ea: We will probably use online invigilators for many of the online take-homes. For a Summer University-exam in August we had flexibility and let the students choose. 22 of 25 students choose an online take-home over the exam on premises. I was one of the online invigilators at this exam and it seems the students were aware of the proctoring at first but quickly forgot it. We did some informal interviews after, and students had an overall positive experience with doing the exam online with invigilation.*

*Martin: As ITU grows we will probably see more online exams. I am happy that ITU does not use detection software. We should commit to using humane solutions.*

*Stine: To sum up: Ea suggests we do not implement until Autumn 2022. But we could experiment before.*

*Ea: Experiments can use an X-form.*

*Lene: We need to know what Department of CS says.*

*Stine: Nobody is against experimenting.*

*Patrick: Department of CS is done experimenting. We have already experimented and are ready to use online exams.*

*Conclusion:*

- *A deadline for implementation was not decided as ITU needs time to explore how online exams should be integrated into the catalogue of exam forms.*
- *Ea, Patrick, Marco and Björn discuss if any CS-exams in spring 2022 could be conducted as an online take-home exam.*
- *Ea sends information to all SAT for discussion and participate in meetings*
- *SAP adds to the information on X-forms that changing to an online exam format means using an X-form.*

## **5. AOB (any other business)**

- a. *Thomas: It sounds like the Student Council is getting all the support they want. It is very positive.*
- b. *Dorthe: Elections for SAT and BoS are coming up. There was a news item in ReadIT today. It would be great if BoS and SAT's student members could help promote elections. And stress the importance of elected student representatives having substitutes.*