

Board of Studies (BoS) – 10 meeting 2022

4 November 2022

Present: **Hanna Wirman** (faculty, SAT Games), **Dan Witzner Hansen** (faculty, SAT CS), **Signe Louise Yndigegn** (faculty, SAT DD), **Stine Gotved** (directly elected faculty), **Irina Papazu** (faculty, SAT Business)

Nynne G. Kristiansen (student, SAT CS), **Peter Bech Astrup** (student, SAT Games), **Magnus Borum Nordraak Green** (student, SAT DD), **Theodor Christian Kier** (directly elected student)

Ea Feldfos (assigned guest, SAP), **Marc Kellaway** (temp-secretary, SAP), **Christian Balslev van Randwijk** (guest, SAP)

Absent: **Khurram Murtaza Kahn** (student, SAT Business)

1. Approval of agenda

Nynne: I have two additional items I would like on the agenda: One regards the decision in a plagiarism case. We also tried to bring it up at SAT CS yesterday, but were told, that it was not the right place. The other item regards students not showing up for the exercises. For some reason we were not allowed to get this on the agenda.

Stine: We should take these under AOB by the end of the meeting.

After this, the agenda is approved.

2. Update on project: Changing the registration requirement to 22.5 ECTS

Ea gives a status on the registration requirement project.

Back in June management gave approval to the project, and a project team in SAP is looking into the details regarding the process and the consequences. Lene Rehder is project owner.

Currently the project is looking at the registration workflow. Students will still be registered for the mandatory study activities according to their start semester. HoSP will next week be asked to point to 7,5 ECTS of study activities for each semester that the student can be allowed to either deregister for (if a mandatory course) or not register for (if an elective, a specialisation course, or a project.) Deregistration will happen in the course change period the first two week of the semester.

Scope has also been adjusted slightly. Students on 1st and 2nd semester bachelor programmes still need to study 30 ECTS, but the HoSP will be asked for their opinion on whether this also should be the case for the 1st semester of the MSc programmes, or the students here should be allowed to choose to study 22,5 ECTS.

Stine: Do the students still need to take the deregistered courses later on?

Ea: Yes, mandatory courses remain mandatory.

Nynne: Speaking as part of the student council I would say that 99% of the students were expecting something else: To be allowed to deregister in April or May. A lot of students will be disappointed in the

way this is implemented. Maybe we should make clear in the communication, that this was what we agreed on in this room: That the students should be able to deregister when they wanted.

Ea: No, this is not what has been decided.

Stine: That is correct, but I know this was expected from the working group.

Ea: This has already been discussed earlier and has been mentioned as out-of-scope in both of the appendixes that BoS has seen in September and also in the one for this meeting. The project is about the registration requirement, not about changing the course and exam registrations.

Dan: What would the consequences be if we allowed later deregistration.

Ea: Basically, our whole exam planning would implode. We wouldn't be able to find external examiners. Examiners wouldn't know who would show up for the exam. We wouldn't be able to schedule the exams properly.

Dan: That depend on what deadline is decided.

Nynne: I think the expectation was after the easter break.

Stine: How would this work?

Ea: It would be a huge change for the exam planning as well as for the courses. Hanna – I also remember you mentioned something about group work.

Peter: It would cause a lot of havoc for the group work.

Ea: But this is not what we are doing right now. Right now, we are looking into how to accommodate lowering the registration requirement to 22,5 ECTS.

Stine: It might be good to communicate that we will be looking into this later.

Nynne: If the period for deregistration is fixed for now, what are the changes of me being stressed already in the beginning of February? How can I know this early if I will be stressed later on?

Ea: Right now, we need to distinguish between *as is* and *to be*. We do not know what will happen when we implement this. We will need help from you with that.

Signe: I try to represent Thomas as well here. 4 weeks is what was suggested. Who are we trying to protect here – students doing well or students in a stressful situation? I will argue for the students in stressful situation. Still, it will only be 7,5 ECTS – not all courses.

Ea: My suggestion would be to start up and see what happens in the spring semester before looking into further actions.

Peter: I think my concern would be people jumping from their group work. It would be spiderwebbing out and stressing other students, who would then suddenly be in smaller groups.

Stine: The course manager would know from the outset that the course would have this risk.

Dan: Will it be possible for the HoSP to point to two different courses, or is it fixed that it can be only one course?

Stine: Still, you will have courses who will not have this challenge.

Ea: We will also still have the students who have failed the course previously and is on their third attempt.

Dan: It is also important that the course managers should be able to plan their exams.

Ea: My suggestion would be to see what happens in the spring semester first.

Stine: This is just the first iteration.

Ea: It is a work in progress. But how do you think we can help the students to face the challenge of this new responsibility?

Nynne: One idea would be to explain the flow in detail, perhaps make a flowchart, show different scenarios. The communication should be less ITU-Student-based. It should also be in ReadIT multiple times. SAP could be available for information and counselling in Analogue. Go where the students are because they do not always read their emails.

Stine: Team up with the student council.

Signe: Scenarios are a good idea.

Nynne: It would be much easier with a flowchart.

Ea: What does faculty need to know? Or at least the course managers?

Dan: Most courses would run as usual, but we would need to have a valid exam plan when getting to the exams.

Signe: The communication to the course manager should be already when planning which course should be open for deregistration. We have an issue already with a 22,5 ECTS course..

Stine: The course managers will experience a higher degree of uncertainty. A combination of students who deregister as well as students who deregistered last time and need to take the course now.

Ea: The project expects the number of deregistrations to be high for the spring semester 2023, but to even out over time.

Stine: This is a fantastic chance to have smaller groups in the classes!

Hanna: Can it be both elective and mandatory courses?

Ea: You will need to point out *one* study activity.

Hanna: This could potentially influence how many are taking a specific elective, if only one of the electives are possible to deregister.

Ea: If the study activity is an elective, we are not talking about a specific elective. Then the students will just be able to choose *not* to register for an elective (any elective) instead.

Dan: The plan was mentioned at CS SAT yesterday. I can report that the HoSPs here are happy.

Stine: Looks like SAP are the only ones not happy.

Ea: In SAP we need to take care of all students, so we need to ensure that we do not do something now, that will cause issues for some students later on. We also need to be able to handle all of this administratively.

Stine: I think we have nothing more for this ongoing project for now. I think it is interesting trying to fit these different interests together to something that work. Thank you to Ea for the status.

3. AOB (Any Other Business)

a) Discussion on a plagiarism case

Ea: If this regards an ongoing case involving students, we cannot discuss this here. In the decision will be a guide on how to file a complaint – the students should follow that.

Nynne: I understand, but would like to ask: If the students end up having to retake the exam, would they then be meant to take the exam again with the same examiner and censor? Or can they appeal to have a different examiner?

Ea: We can't have discussions like this on individual cases. Otherwise, we would not be treating the students equally. We can talk about the procedure, but not individual cases.

Nynne: I think in general the ITU are the only university who do not have something like an *ombudsman* for the students. So right now, it this is me and Viktor doing this.

Ea: Complaints on a decision are sent to the ministry, so they are already not handled by SAP.

Stine: So basically, a student-*ombudsman*?

Nynne: We are looking into this case, and we can see that the ITU is not really helping the students.

Ea: Cases like this are always decided by the course manager and the HoSP, not SAP. SAP just make sure that the legal rules are followed.

Dan: As HoSP we can only look at what has been written. Is SAP neutral in this case?

Ea: Yes, SAP is neutral, but have to align with previous cases as well as the guidelines from the ministry.

Dan: I know some teachers at the CS department will look into making a document to make clear for the students what is plagiarism and what is not.

Stine: You just need to be sure to write your paper yourself.

Dan: But can be complicated when doing things in groups.

Hanna: Can the students not approach the ITU legal team.

Nynne: No, there were referred to the student council.

Dan: Legal are not allowed to help in these cases, as these are students and not employees.

Stine: To conclude: To whom should the student council go with this suggestion for an *ombudsman*? The Dean of Education would be a place to start.

b) Students not participating in the excercises

Nynne: I don't really have the numbers but have talked with Dan and asked around. In general, it seems students are not showing up for the exercise classes, which I think is not a good thing. I have also talked to

students from BDDIT and GBI, who say that they gain more knowledge from their student jobs than from the exercises. I would like to talk about why you think this is happening.

Irina: All of the HoSP have met with Pernille and have already discussed this in relation to the ongoing TA-project. There is something about maybe the TAs become too responsible for the exercise classes, which might make the students feel that the quality is not high enough.

Nynne: Yes, this is just something I have talked about with Dan. On average for the course that I TA on extremely few students show up. We fear that this stress among the students, that we are trying to fix, starts here with the students not showing up.

Dan: Before this semester I had a course with 50 students, and until the first mandatory activity I saw only 9. Then it becomes a waste of resources. Or perhaps the level is too low, and we are not challenging the students to their level?

Signe: At least on KDDIT we have a lot of teaching scheduled, and the students also have study relevant jobs, so this is not solely due to the quality of the exercises, but also priorities. Perhaps this has something to do with ITU in general having a lot of hours scheduled for the students.

Theodor: Are we only talking about students in the classroom or everyone showing up for the exercises?

Nynne: No – I am talking about all people asking for help, also those just showing up.

Stine: At the exams, are the students failing?

Theodor: I often experience that students help each other first before asking a TA, and often sit in other places than the room allocated for the exercises. It seems like there is a culture of this.

Ea: Are the exercises part of the course evaluation?

Dan: We did have it many years back, but it was removed because the TAs did not want to be evaluated by their peers.

Stine: Still there is an open text field in the evaluation. I get feedback on the exercises here.

Magnus: I have also heard this from one of my friends who is a TA in Digital Data Analysis and would like to ask around more on this. I have also experienced this myself. It seems like the exercises do not inspire the students to stay, unlike the lectures, which in general are inspiring. Maybe we should do a survey or ask SAT to look into it.

Irina: The courses are very different, so can be different from course to course. I think the fundamental issue comes from the ITU structure of two hours of lectures followed by two hours of exercises. It does simply not work at all.

Nynne: I also TA in another course – *Grundlæggende Programmering* on SWU - where we are doing things differently. Everything is in Aud. 1, and we are mixing lectures and exercises. It seems to work much better with this structure. Perhaps more courses could do like this?

Stine: There might be some physical restraints.

Hanna: I am doing two courses also like this, and I am never letting the TAs be there alone. To me it is a surprise that TAs are left alone with students.

Signe: It is different with bigger classes. I am teaching two 15 ECTS where we also are splitting this up in different ways. It works much better.

Dan: In beginning of SWU we had a structure of 3 x 3 hours. I think it is horrible we are not doing this anymore. It seems to me that there now is a culture of coming to class just to sit passively and wait for the answer, and not having solved things beforehand. If you have been reflecting beforehand, you can ask questions and be more active.

Stine: This is an important discussion, but I am not sure where we are heading? From the perspective of a teacher: The students are grown up. They can make their own decisions. We should not pamper the students too much. Let's continue at a later point with a discussion of what can be done.