



Program Board Meeting - English

Date: 25 November 2020, 12:15-14

Join Zoom Meeting

Meeting URL: <https://uib.zoom.us/j/67808306266?pwd=SFBhSUFjb3RLclR5eGYxSWsyWjRKQT09>

Meeting ID: 678 0830 6266

Password: A^0yX^2j

Agenda:

28/20 Approval of agenda

29/20 Approval of minutes from last meeting - 17 June 2020 (Attachment 1)

30/20 Information items

1. Assessment forms and obligatory activities, spring 2021
2. Teaching next semester
3. Redesign
Are people free for a teacher's meeting 9 Dec, 12:15 (preferably an on-site one)
4. KFK-update

31/20 Digital study trip to York in week 9 and 10? (Attachment 2)

We usually send around 35 students to The Norwegian Study Centre in York every spring semester, in weeks 9 and 10. The NSC has decided that all short courses are run digitally until Easter.

The program board should discuss if we still want to send students to York, if so, how many? We have asked for clarification on payment from Arve Kjell.

32/20 Course revision - ENG347 (Attachment 3)

This course has previously been offered as part of the linguistic courses in the master program. The course was deleted from the program after the spring semester 2017 and was replaced with [LING311](#) – offered by the Department of Linguistic, Literary and Aesthetic Studies (LLE).

ENG347 will be included in the master program from fall 2021 and follow the same pattern as the existing courses, that is with a general course description to allow for content to vary depending on course instructor. When ENG347 was last offered, the assessment form was a supervised term paper of 6000 words, this is suggested reduced to 4000 words to align with other courses with similar assessment forms (ENG332, ENG341, ENG337). The suggestion also includes keeping LING311 as an elective course in the spring semester, and that it can replace either ENG345, ENG347 or ENG349.

The necessary changes will be made to the study plan in MAHF-ENG.

Suggested decision

The program board approves the suggested changes to ENG347. A revised course description will be sent to the faculty before the fall 2021 deadline. LING311 continues as an elective course.



33/20 Course revision ENG223L/ENG221L (Attachment 4)

It was decided in the program board meeting 22 January that we change the numbers of credits we give for ENG221 (History of English) and ENG223L (Modern Linguistics) in the teacher training program. From a 'relevance for work life' perspective, it would make more sense to offer Modern English Linguistics (ENG223) as a 10 ECTS course and History of English (ENG221) as a 5 ECTS course.

As a result, we remove ENG223L from the teacher training program and the course will no longer be offered. Instead, we create and add ENG221L – a five credit version of already existing ENG221. See *attachment 4* for a course description for ENG221L. If passed, ENG221L will be offered for the first time in the spring semester 2022. Please note that this needs to pass in UUI as well.

The necessary changes will be made to the study plan in MAHF-LÆFR.

Suggested decision

The program board approves the suggested changes to the teacher training program: to remove ENG223L and add ENG221L. The course description will be forwarded to UUI.

34/20 Course reports, spring 2020 (Attachment 5)

The following courses from the spring semester 2020 have been evaluated:

ENG114
ENG125
ENG221/261
ENG224/264
ENG335
ENG340
ENG345
ENG349

The course reports (written by the course instructor) should be discussed in the meeting. After the meeting, the student adviser will upload the reports to *Studiekvalitetsbasen*.

Please note that these reports are the basis for the program evaluation we submit to the department. The program evaluation serves as the basis for the department's negotiations with the faculty/UiB about resources, staff etc. All course instructors must write a course report from the fall semester. We will look at these course reports (and any remaining reports from spring 2020) in the first program board meeting in 2021. The program coordinator will draft up a program evaluation for 2020 based on all course reports.

35/20 Other business

20.11.20/HSM



Attachment 1 - Minutes - Program Board Meeting – English

Program Board Meeting - English

Date: 17 June 2020, 12:15-14

Zoom Meeting

Present: Dagmar Haumann (coordinator), Randi Koppen (coordinator), Sigrid Ørevik (coordinator), Erik Tønning, Zeljka Svrljuga, Kevin McCafferty, Hild Elisabeth Hoff, André Storto, Lene Johannessen, Craig Grocott, Aud Solbjørg Skulstad, Laura Saetveit Miles, Jerzy Nykiel, Nahum Welang, Jalaludeen Ibrahim, Raees Calafato, Joseph Tabbi, Tormod Lilleårstein (student representative), Clara Debus (student representative), Anja Eriksen (student representative) and Hanne Svanholm Misje (secretary)

18/20 Approval of agenda

Approved, no comments.

19/20 Approval of minutes from last meeting - 15 April 2020

Approved, no comments.

20/20 Information items

1. The redesign-project applied for funding (insentivmidler) to hire two research assistants to help create a digital learning platform for courses in linguistics (in Mitt UiB). We received approx. 180 000 kr and will start this project in August.

2. Start of term in week 33: Orientation meetings for new students (BAHF-ENG – ENG100) will be held on campus. The same goes for the orientation meeting for 300-level. The orientation meeting for 100-level will most likely have to be on Zoom.

3. Meeting dates, fall 2020:

02.09. lærermøte med lunsj – welcome new colleagues

07.10. styremøte

04.11. lærermøte

25.11. styremøte

Please note that we will need to schedule meetings/workshop for the redesign-project, these will be in addition to these meeting (alternatively, instead of teacher meetings). For now, please save the 23 September 12-16.

21/20 Assessment forms, fall 2020

There will be no physical school exams in the fall semester 2020, as a measure to prevent the spread of the coronavirus.

For re-sit exams, we use the same assessment form as spring 2020. Please see overview below:

ENG114	Skriftlig skoleeksamen	Gjentakseksamen	Som våren 2020 - skriftlig eksamen hjemme
ENG115	Skriftlig skoleeksamen	Gjentakseksamen	Som våren 2020 - skriftlig eksamen hjemme
ENG221	Skriftlig skoleeksamen	Gjentakseksamen	Som våren 2020 - skriftlig eksamen hjemme



ENG222	Skriftlig skoleeksamen	Gjentakseksamen	Som våren 2020 - skriftlig eksamen hjemme
ENG223	Skriftlig skoleeksamen	Gjentakseksamen	Som våren 2020 - skriftlig eksamen hjemme
ENG224	Skriftlig skoleeksamen	Gjentakseksamen	Som våren 2020 - skriftlig eksamen hjemme
ENG261	Muntlig eksamen	Gjentakseksamen	Som våren 2020 - digital muntlig eksamen
ENG262	Muntlig eksamen	Gjentakseksamen	Som våren 2020 - digital muntlig eksamen
ENG263	Muntlig eksamen	Gjentakseksamen	Som våren 2020 - digital muntlig eksamen
ENG264	Muntlig eksamen	Gjentakseksamen	Som våren 2020 - digital muntlig eksamen
ENG335	Muntlig eksamen	Gjentakseksamen	Som våren 2020 - digital muntlig eksamen
ENG345	Skriftlig skoleeksamen	Gjentakseksamen	Skriftlig eksamen hjemme, med 1 time tillegg i tid
ENG349	Muntlig eksamen	Gjentakseksamen	Som våren 2020 - digital muntlig eksamen

Decision

The program board has decided to keep the assessment forms from the spring semester 2020 for all re-sit exams in the fall semester 2020.

For the ordinary, end-of-term exams, please see overview below for the assessment forms for the fall semester.

ENG107	Skriftlig skoleeksamen	Ordinær eksamen	3- hour written examination from home + 30 minutes technical time
ENG118	Skriftlig skoleeksamen	Ordinær eksamen	3- hour written examination from home + 30 minutes technical time
ENG119	Skriftlig skoleeksamen	Ordinær eksamen	3- hour written examination from home + 30 minutes technical time
ENG122	Skriftlig skoleeksamen	Ordinær eksamen	5- hour written examination from home + 1 hour technical time
ENG331	Muntlig eksamen	Ordinær eksamen	The oral exam can be digital.
ENG333	Skriftlig skoleeksamen	Ordinær eksamen	4- hour written examination from home + 1 hour technical time
ENG339	Skriftlig skoleeksamen	Ordinær eksamen	4- hour written examination from home + 1 hour technical time
ENG339L	Skriftlig skoleeksamen	Ordinær eksamen	3- hour written examination from home + 30 minutes technical time
ENG350	Muntlig eksamen	Ordinær eksamen	The oral can be digital
ENGDI101	Skriftlig skoleeksamen	Ordinær eksamen	4- hour written examination from home + 1 hour technical time
ENGDI111	Muntlig eksamen	Ordinær eksamen	The oral can be digital

Please note that all exams lasting 4 hours or more will have 1 hour technical time. All exams lasting 3 hours or less will have 30 minutes technical time. It will be clearly stated in the course description that the extra time is technical time.

For the written examinations at home, we will have to post clearer guidelines and instructions concerning plagiarism. This should be posted on Mitt UiB and in the exam questions in Inspira.

21/20 Obligatory activities, fall 2020

Obligatory attendance in ENG122, ENGDI101 and ENGDI111 will not apply in the fall semester 2020. ENG122 will substitute obligatory attendance with:



UNIVERSITY OF BERGEN

Department of Foreign Languages

På grunn av koronasituasjonen fell kravet om obligatorisk frammøte på seminara bort hausten 2020. Vi oppmodar likevel studentane til å følgje undervisninga i størst mogleg grad. I staden må studentane møte følgjande arbeidskrav:

Obligatoriske krav knytt til seminara i ENG122:

1. Opptil to munnlege presentasjonar på seminar
2. Opptil to kommentarar på medstudentar sine presentasjonar i seminar

Obligatoriske krav knytt til Writer's Workshop i ENG122:

Levere inn opptil tre arbeid i løpet av semesteret og halde minst eitt munnleg innlegg.

Dei obligatoriske arbeidskrava blir organisert i seminarundervisning og på Writer's Workshop.

Godkjenninga av obligatoriske arbeidskrav er gyldig i undervisningssemesteret og det påfølgjande semesteret.

Decision

The program board has decided to disregard obligatory attendance in the fall semester 2020. The course descriptions for ENG122, ENGDI101 and ENGDI111 will be updated.

22/20 Changes to KVIK223

The course description in KVIK223 is changed to align with the suggested changes made in KVIK203 (LLE's course). The form of assessment is changed from a home-exam to a supervised term paper of 4000 words +/- 10%.

Decision

The program board in English approves the suggested changes to KVIK223. A revised course description will be sent to the faculty before the Spring 2021 deadline.

23/20 Project Presentation, ENG350

Students writing their MA in literature have their project presentation in June. Linguistics (and didactics) have their presentations early August/September. While it is an advantage to have this done before the summer holiday, it also puts perhaps an unnecessary strain on both faculty and students. The program board decided to have the same deadlines and procedures connected to ENG350 across the three disciplines. This does not necessarily mean any changes in course description, but it could still do with a "clean up."

Please see *Endringsrapport, ENG350* for the suggested changes and comment back to Hanne by 1 August if you want anything changed.

24/20 Requirements – external examiner

Changes to HF-guidelines concerning the use of external examiners: it now possible to use only one examiner (internal or external) for assessment forms where the student can appeal their grade. (School exams, home exams, papers, portfolio – not oral, MA, etc.).

There are different needs for the different disciplines and courses (based on level, assessment form, content, etc.). It was noted that an external is extremely useful for new course instructors (new to



UiB, new to Norway, PhDs). It might not be wise to make a general rule, but rather let the decision be up to each discipline.

We leave it as open as possible, and the program coordinators are in charge of arranging exam-meetings within the disciplines where they decide on the use of examiners for the upcoming exam period. This should be left up to the disciplines and not single course instructors.

25/20 Other business

The English section is getting three 20% positions over the next two years and possible candidates/solutions was discussed in the meeting. A 20% position consists of 170 hours of teaching per term, and the person needs at least 50% employment outside UiB. Two positions will go to literature and one to didactics.

This is a short-term solution to a long-term problem, and the program board should discuss possible long-term solutions (and how to get them) in a fall meeting.

Comments? Send Hanne by 1 August

26.06.20/HSM



Online Short Courses Spring 2021



Introduction

The Covid-19 crisis currently prevents global travel making internationalisation difficult, but no less desirable. For more than 25 years, the Norwegian Study Centre (NSC) has successfully provided courses for students from Norwegian Universities and Colleges and practising teachers of English through a mix of high quality teaching from UK-based University of York lecturers, and social and cultural enhancement activities. The crisis may mean that students are unable to travel to York, but it does not mean that they need to miss out on our rich course offerings and a vivid engagement with British culture through our programme.

We will bring York, and contemporary Britain, to them with specialised online short courses which will allow students to be immersed in the languages, literatures and cultures of the UK, all whilst safely remaining in Norway.

This unique opportunity is only available to groups with existing bookings whilst travel restrictions remain in place, which we expect to be at least until Easter 2021. We remain committed to a safe return to in-York teaching as soon as possible (we miss you), but in the meantime will continue to offer interactive online courses (the next best thing).

One major advantage is that online courses can be made available to whole classes, which allows more students than ever to access the NSC experience. Courses can also often be scheduled to fit around existing classes or work (see more details below).

Recent feedback examples:

It was such an amazing and unforgettable experience in my entire life. I loved it and I wish in my future to come and study one semester at York University. (BA)

The lecturers were really into their subjects. They taught interesting, fun and useful things. I will use a lot of information and learnt lots about culture and language for the classroom and beyond. The engagement almost popped out through the laptop screen. Thank you. (GLU1-7)

The teachers' enthusiasm, knowledge and creativity was very inspirational. They provided many materials or ideas that I can use when teaching. My eyes were opened to things that I haven't tried before, or forgotten, like poetry. I REALLY want more. (KFK5-10)

If you are still undecided about whether or not an online course would work for your students, or would just like to hear about the experiences of others, please watch this short video from a recent group leader:

https://drive.google.com/file/d/1ha8qHpb0R7BS0_4vAF0EsW79qgrGTpy4/view?usp=sharing

Alternatively, do contact us to discuss possibilities: nsc@york.ac.uk

What's included in an online programme?

All programmes will include:

High quality teaching from the NSC teaching team. Over the last three years we have a 96% plus approval rating for teaching students and teachers from Norwegian HE institutions in our York-based courses (based on over 2000 student feedback responses). Our first online courses in Autumn 2020, had a 94.5% approval rating for teaching and 91% for the overall design and delivery of the course including satisfaction with what students felt they had learned.

Asynchronous (flipped classroom) and **live teaching** sessions, fully integrated tasks and activities, and some optional **cultural and social enhancement activities**.

Teaching in English Linguistics and language, British Cultural Studies, English Literature and, for teachers and teacher trainees, Didactics/ Pedagogy based around “set menus” detailed below.

A **dedicated Google Site** containing a wealth of information for students to explore for up to two weeks after the course ends. These sites are easy to navigate and made live a week prior to the course start for students to access advance asynchronous materials and discover more about virtual York.

A live Welcome session and end with a live Farewell session. All students who complete the course will receive an electronic certificate of participation.

Attendance monitoring for all live teaching sessions.

Accessible, straightforward technical solutions, with **live technical support** available from our administration for any issues arising.

Teaching is not shared with other institutions, meaning live sessions can respond directly to your group(s) and their needs within the module subject area.

We expect and actively encourage student participation throughout the programme which will involve listening, interacting and communicating in English.

Contacting the NSC

To help make things easier, from July 2020 all short course administration will be conducted via a central email address: nsc@york.ac.uk. This inbox will be accessed by the Director (Kjetil Myskja), the Director of Studies (Beck Sinar) and the Short Course Administrator (Michelle Rowland) and hence all bookings, enquiries, lists and other information should please be sent to this email.

Costs and Cancellations

The total cost for each programme is NOK 15,000 for a 1-week course, and NOK 25,000 for a 2-week course, payable by the institution. (Students will thus not be charged any individual fees.) The fees have been calibrated to reflect the approximate cost of sending one pastoral leader to York, an expense institutions would incur in any case.

This fee covers a single programme for up to 45 students. These students can be a mix of student types e.g. GLU 1-7 and GLU 5-10. Institutions who have more than 45 students, or who would like to book separate programmes for different groups, can book a second programme in the same weeks for the reduced fee of NOK 10,000 for a 1-week course, and NOK 15,000 for a 2-week course. All fees are invoiced directly to the institution and are payable within 28 days of the start of the course.

In the case of group cancellations, the costs are: 4-2 week prior to the start of the course 25% of the course fee; and cancellation within two weeks of the start of the course incurs 50% of the fee.

Optional Costs

Several groups in Autumn requested access to the Google sites beyond the two weeks included in the fee above. We can prolong access and right to use the site until the end of the semester in which the relevant *Online Short Course* ran on the following conditions:

- The fee for continued use will be NOK 5000.
- Access is limited to the student group for which the short course was booked.
- NSC staff retain copyright for these materials.
- The site will be maintained to ensure that links remain active and material remains in place, but not beyond this: new material will not be added.

There is of course no obligation or pressure on a group to avail themselves of this option: all groups will retain the material for two weeks after their course ends without any extra payment.

If you would like to take up this option, even if your two weeks has expired, please send an email to nsc@york.ac.uk so that we can ensure the site is live and that we can issue an invoice for payment.

Your role as Leader

Our Director of Studies, Dr Beck Sinar, will contact you around 8 weeks before your booking to ask you to fill in a short google form, known as the wishlist, where you will be able to outline your requests:

- 1) which set menu you would like for your students,
- 2) any optional extras you would like included in your programme, and
- 3) any restrictions to timings of live sessions due to other courses students are taking at the same time.

If you already know, we are always happy to have early wishes, please use this link to access the form: <https://forms.gle/MwWxqYVLCzcqaL8M7>

We will build your programme on the basis of this form and kindly request that these forms are sent as early as possible and not later than 6 weeks prior to the start of the course (except for courses in weeks 2, 3, and 4 which may be sent at the latest up to 4 weeks prior to the course start). We will agree the timings of sessions and overall programme with you not later than 2 weeks prior to the course start.

You will also be able to indicate on the form whether or not you would like to join any of the live teaching sessions (and any optional social sessions). You are welcome to attend but are not obliged to do so. We do however ask you to be present in the short Welcome session at the start of the course and the Farewell session at the end of the course. Following the welcome session, you should contact any students who have not attended (we can provide a list).

You will be responsible for recruiting students, unless you have chosen to make this a compulsory course for a whole class. We will provide you with materials to help promote this “online study trip” via our website and in correspondence with you when arranging your programme. We suggest that you plan to hold meetings with interested students between 5 and 8 weeks prior to the start of the course. Students who sign up should be made aware that we expect them to attend all live sessions and will be monitoring attendance. They can report absence to us on nsc@york.ac.uk.

A minimum of **4 weeks before the start of the course**, you should provide the NSC with details of the students who have signed up for the programme. This list should include the student names, in alphabetical order by surname, and their email addresses, in a table something like the following:

Surname	First Name(s)	Email Address
Rowland	Michelle	michelle.rowland@york.ac.uk
Sinar	Beck	beck.sinar@york.ac.uk

Once complete you should email this list to Michelle on nsc@york.ac.uk and inform her of any subsequent changes to this list. The NSC will use this information to monitor attendance during the course and to create electronic diplomas for the students. The list of names will be securely stored until the end of the course and securely destroyed two weeks after the course is complete.

Until the start of the course, you will be responsible for passing on any pre-course information from the NSC that needs to be circulated to your students, using your local Virtual Learning Environment and/or student emails. The most important of which will be a link to the programme hub (the google site) which will go live one week prior to the start of the course.

Students should use the week prior to the course start to ensure they are able to access the site and familiarise themselves with the core tools we will be using: namely Zoom (including polls, screen sharing and breakout groups), and Padlets and Goggledocs for collaborative working. Students will also be able to begin work

on any advance materials required to maximise live-teaching time. We will provide you with details to share with the students on when and how to access the site, ways to use the core tools and how and when they can access our technical support.

Based on student contact details provided by the institutions, the NSC will take attendance for all courses through electronic sign-in. Diplomas will record courses attended as well as those offered but not attended. Attendance records can also be made available to the Norwegian institutions where requested by the leader on the wishlist or via nsc@york.ac.uk.

The Programme

Our programmes are as diverse as our staff and the students that we teach. On average a full week's programme will comprise around **2-3 hours live teaching per day, or around 12-15 hours per week**, with teaching mostly between the hours of 1000 and 1500 Norwegian time. Advance asynchronous materials which are essential preparation for the live sessions take on average a further 5-6 hours, with a further 5 or more hours' worth of optional activities. We appreciate that this does not work for all groups and we always try to be flexible:

- **Reduced teaching**

In Autumn a number of KFK groups had lighter live teaching schedules with teaching across just two days, and several GLU and BA/year course groups, opted for less live-teaching so sessions could be scheduled in usual teaching slots throughout the week. Reduced teaching may include opting for one or two modules or taking single session options or making greater or lesser use of asynchronous materials.

- **Teaching at specific times**

We can try to fit live-teaching around specific requirements i.e. teaching to finish by 1500 daily, no teaching before 1300 etc.

- **Integrating Modules into Norwegian Programmes**

Our modules are designed to complement a range of different programmes in Norway. Some groups further integrate the short course into their programmes by making participation part of the assessment or including aspects of the York experience in exams or term papers. From January 2021 we are offering the opportunity for students to do small group presentations via Zoom on York or various aspects of language and culture related to York. Short written feedback can be provided on these presentations which can also be graded pass/fail in York (for details see Beck's module Menu A).

We are also always willing to consider advance requests for teaching of particular texts or themes from your curriculum i.e. Shakespeare's *Romeo and Juliet*, the poetry of Benjamin Zephaniah, Language and Gender, etc. as part of our modules or in place of them. To discuss these options further please contact us with as much notice as possible on nsc@york.ac.uk.

Modules

The NSC's online provision for short courses comprises three set menus for you to choose from. Menu A is aimed exclusively at teachers and teacher trainees, with Menu B and C suitable for all student types.

Our focus has been on developing selected quality offerings for this brand-new digital course. All set menus have a degree of choice - limited due to the fact that the type of teaching and materials supplied for each menu have been carefully calibrated and cannot be easily mixed and/or swapped.

In addition to the set menus, there are a number of optional extra lectures which can be added to programmes. Normally there is sufficient space for 2 or 3 of these options. Details can be found at the end of the set menus.

All programmes also include additional enhancement activities which includes materials on Education and York and a live pub-style quiz. Details of these follow the optional extra lectures.

MENU A: Suitable for KFK and GLU students

Beck's Module: Language, History and Culture in York

*York is a city where the **streets** are called **gates**
The **gates** are called **bars**
And **bars** are called **pubs***

The sights and sounds of today's York are also the historic and modern story of Britain and British English. In the classroom: students will explore words and texts of, from and about the city to discover more about the socio-cultural history of the English language from the Anglo-Saxons to the present day. This may include: the names of streets, places, shops and pubs; dialect words and phrases; fictional and non-fictional writing about York such as ghost stories, the *Polychronicon* of John of Trevisa and/or Charlotte Bronte's *Jane Eyre*.

Optional Extra: Outside the classroom: students can explore these topics for themselves, producing a short small-group presentation about York and British Culture, or various related sociolinguistic topics. These will be presented at the end of the course, where students will be encouraged to use Zoom creatively to engage their audience. Group written feedback will be provided for these presentations, which can form part of a pass/fail assessment if you wish. Please indicate on the wishlist if you would like to explore this option further.

If you would prefer Beck's Menu B or C rather than this module, please request this via the wishlist.

Gweno's Module: Teaching Poetry

This module explores opportunities poetry can offer for student enjoyment, classroom speaking tasks and language acquisition. Some available online poetry resources will be explored, including the Children's Poetry Archive

<https://childrens.poetryarchive.org/>. A range of poetry will be introduced, including some humorous verse. This module can be targeted towards any ONE of the following: Grades 1-7; Grades 4-8; Grades 5-10; Grades 8-13. Please indicate which Grades you require for your group on the wishlist.

This module can be offered by Gweno in Menus B and C for KFK/GLU groups choosing those menus.

Lalita's Module: Language and Culture

The Fagfornyelsen 2020 states clearly that cultural understanding is a major element in teaching English, in keeping with its key theme of citizenship and democracy. This module will introduce teachers to some key concepts in intercultural awareness as part of developing the knowledge, skills and attitudes needed to achieve the long term goal of intercultural competence.

In this module, students will learn about (i) the relationship between language and culture, and between language and identity, (ii) what it means to have intercultural understanding (iii) different tasks and activities that can develop pupils' knowledge and understanding of their own culture (iv) activities and tasks that will help pupils to develop an attitude of openness and sensitivity in engaging with people from different cultures. This module will suit teachers/teacher trainees at all levels.

Meg's Module: Critical literacy and children's literature

The purpose of this module is to introduce students to a practice of active, questioning engagement with literary texts in order to develop a set of analytical skills that can be applied throughout life as well as in the classroom. It's about allowing literature to help us (pupils, students and teachers) learn to THINK. We will be using literary texts to enhance our abilities to recognise how meaning gets made and to broaden our cultural and intercultural understandings. For the most part, we will be looking at texts by writers of colour, featuring heroes of colour. There are three possible versions of this module, depending on the type of text to be used:

- a) thinking with picture books (not necessarily only for the young!)
- b) thinking with fiction for young readers
- c) thinking with fiction for Teens/Young Adults

Please indicate on the wishlist which version of the module you would like for your group(s).

Terry's Module: Contemporary Education Policy

Here we survey the English education system. Starting with the evolution of the current fragmentary system, the overall system is sketched. We then consider several contemporary debates within and about the system – such as the point of education, the role of testing in English education, and the use of teacher performance indicators. Alongside these elements, the English education system is

put into the broader context of a deeply unequal society with high levels of child poverty.

MENU B: Suitable for all students

Beck's Module: Harry Potter and the goblet of language and identity

There are many different Englishes used in Britain today as language use varies based on a number of factors, including social factors such as age, gender, 'Race' and socio-economic background. In this module, the books and films of the Harry Potter series are used to explore variation in current British Englishes and how this relates to identity. Knowledge of or love for the books and/or films of the Harry Potter series is not a prerequisite, but nor will it cause harm.

This module can be swapped for Beck's module in Menu A.

Gweno's module: Enjoying Poetry

This module explores opportunities poetry can offer for student enjoyment, understanding and language development. A range of poetry by award-winning poets will be introduced and some available online poetry resources will be explored, including the Poetry Archive <https://poetryarchive.org/>. This module is suitable for all student types and does not have a theoretical didactics focus.

For GLU/KFK groups requiring classroom application, this module can be swapped for Gweno's module in Menu A.

Lalita's Module: Blooming Englishes

In this module we will look very briefly at Kachru's highly influential 3 circle model of English in the 1980s which gave rise to the field of World Englishes. Then we will trace the rise of English as a lingua franca in the last 20 years and its relationship to the different varieties of English across the world. With this background knowledge, we can start looking at the impact of Global Englishes for teaching English in Norway. We will look at ways in which the teacher can bring about awareness about English as a Global lingua franca. We will look at texts from different varieties of English, e.g. poetry, short stories, newspaper articles, advertisements to identify the vocabulary, grammar, and discourse features of these varieties and to understand the function of English in these contexts.

For GLU/KFK groups this module can be swapped for Lalita's module in Menu A.

Meg's Module: Critical literacy/'race'/power

The purpose of this module is to introduce students to a practice of active, questioning engagement with literary texts in order to develop a set of analytical skills that can be applied throughout life as well as in the classroom. It's about allowing literature to help us (pupils, students and teachers) learn to THINK. We will be using exciting contemporary literature by non-canonical writers to enhance our abilities to recognise how meaning gets made, to question power dynamics in the formation of discourses and to relate 'fictional' texts meaningfully to social issues and to our own lives. There are two possible versions of this module:

- a) thinking with contemporary British writers of colour
- b) thinking with Indigenous writers

Please indicate on the wishlist which version of the module you would like for your group(s).

Terry's Module: Power and Persuasion

This module explores the use of discourse by the powerful, and concerns both how individuals manipulate others and, more broadly, the ways in which discourse has been warped so as to manipulate others. The focus then is on the political use of language, how lies are crafted, and how discourse can impact on the perception of reality.

MENU C: Suitable for all students

Beck's Module: Britain's worst accent?

It is impossible for an Englishman to open his mouth without making some other Englishman hate or despise him.

(George Bernard Shaw)

Explore attitudes to different varieties of British English in this module, where we go in search of the variety which is considered to be "the worst". We will look at the social, historical and cultural underpinnings of current language attitudes which cause speakers of particular regions to be labelled "sexy" or "humorous", "ugly" or "drunk". We will also think about some of the consequences of such attitudes, including in and for the education system. *We'm also gunna luk at them dialects what aint fought of as bin bostin**

This module can be swapped for Beck's module in Menu A.

*'We are also going to look at those dialects which are not considered to be very good'.

Gweno's module: Enjoying Poetry

This module explores opportunities poetry can offer for student enjoyment, understanding and language development. A range of poetry by award-winning poets will be introduced and some available online poetry resources will be explored, including the Poetry Archive <https://poetryarchive.org/>. This module is suitable for all student types and does not have a theoretical didactics focus.

For GLU/KFK groups requiring classroom application, this module can be swapped for Gweno's module in Menu A.

Lalita's Module: Speaking

How do we talk to each other so smoothly and fluently with such few breakdowns? Interactions are highly successful because they have underlying patterns and rules that give us the tools which we can use to create and shape all our interactions.

In this module we will examine conversations to understand the underlying rules of spoken interactions and how we use these tools of conversation for actions we can undertake, the different meanings we can create, the kinds of relationships we can form and the kinds of identities that we can take up in any interaction. This will help us understand the machinery that works in any conversation to show how words are used for 'action', i.e. to show how we 'do' things with the words we speak. We will learn some basic conventions to transcribe conversations and then examine them for features such as 'turns', 'adjacency pairs' and 'hesitations'.

For GLU/KFK groups, this module can be swapped for Lalita's module in Menu A.

Meg's Module: Critical literacy and the 'Common People'

The purpose of this module is to introduce students to a practice of active, questioning engagement with literary texts in order to develop a set of analytical skills that can be applied throughout life as well as in the classroom. It's about allowing literature to help us (pupils, students and teachers) learn to THINK. We will be using literary texts by British working-class writers to enhance our abilities to recognise how meaning gets made, to question power dynamics in the formation of discourses, in the media, in education and publishing.

Terry's Module: Interesting Times

This module reflects on the period beginning with the 2007 Global Financial Crisis and runs through to the present day. Framing this period as similar to the 1930s and 1970s – as periods of profound social upheaval and change – this module covers the economic ruptures of the period and the consequent political paroxysms (Trump, Brexit, etc.). It connects these into the corona recession in order to offer a broad historical account of the present day.

Optional Extra Sessions (subject to staff availability)

Most programmes will have sufficient space for 2 or 3 of these optional extra sessions:

Gobblefunking in the Classroom (Beck)

Delve into Roald Dahl's imaginative language and vocabulary with this 60-minute workshop designed for those looking to combine language and laughter in the classroom. This session is suitable for GLU and KFK students (especially grades 4-9).

Harry Potter and the Chamber of Accents (Beck)

A 60-minute interactive session in which we critically explore together accents and attitudes in the Harry Potter film. This session cannot be taken alongside Menu B.

Language, Youth and Identity in Britain (Beck)

A 45-minute live session which explores the vocabulary of today's British youth as a means of thinking about language and identity in modern British cities. An optional 25-minute video looking at other language features is also provided.

Swearing (Beck)

A 45-minute live session on the history of British swearing, including a cross-cultural comparison between Norway, the UK and US. Extra optional materials are also provided.

Newspaper Headlines (Lalita)

A single hour long live session in which we will look at the headlines of British newspapers covering a single current event of the day to understand the role of language in framing the event. This session does not have a theoretical didactics focus and is most suitable for BA/MA students, GLU/KFK grades 5 and above.

The British Class System (Meg)

A single hour long lecture introduction to the class system in the UK.

'Race' and Education (Meg)

A single half-hour live session focussing on contemporary issues relating to BAME pupils in the English school system.

Brexit (Terry)

A single half-hour live lecture on where the hell we are with Brexit.

US Politics (Terry)

A single half-hour live lecture on the recent US presidential election.

OTHER TOPICS MAY BE AVAILABLE ON REQUEST

Enhancement Activities

In addition to the above menus, students on all programmes will have access to a number of optional enhancement activities. Mostly these will be in the form of web links and Padlets where students can **explore some of the sights and sounds of the UK**, specifically York, for themselves. This includes exploring some of York Minster's stained glass as well as the streets of York and some of its historical buildings.

On either the final Thursday evening or the final Friday afternoon of each programme there will usually be **a live pub quiz** for any interested students. This will be shared across all programmes and institutions taking courses in that week. Some of the questions will be based on the modules studied that week, others about York and others will be general knowledge based around the UK. This is optional and just for fun, but a great way to interact in English and learn more about the UK, and to end the course with a chance to learn whilst socialising.

Finally, we will include resources on the **Education system in the UK** for groups with GLU and KFK students (and by request for other groups). These materials will be "on demand", optional and aim to replace some aspects of the half day school visits that are often the highlight of our programmes for GLU and KfK students.

Our Teaching Team (alphabetical by surname)

Brief information about each of us follows, but you can find out more about us at <https://www.york.ac.uk/nsc/staff/> and/or follow us on Twitter @nsc_york or Facebook <https://www.facebook.com/groups/2256127419/?ref=bookmarks> to find out more about what we are currently doing.



Dr Terry Hathaway, BA & MA (Sheffield), PhD (Leeds). Doctoral thesis on corporate power in US environmental policy. Research and teaching interests include: politics, political economy, environmental politics, power, and discourse.

Dr Lalita Murty, PhD (Sheffield). Doctoral thesis involved evaluating an initiative set up in Sheffield to promote bilingualism in the education sector in the city. Postdoc research at the Max Planck Institute, Netherlands, on Spoken Word Recognition processes in Telugu and Japanese. Research interests in Global Englishes, specifically attitudes towards varieties of Englishes and their intelligibility and comprehensibility in Business English.



Dr Meg Roughley, BA & MA (UBC), DPhil (York). Doctoral thesis on poststructuralist critical theory. Research and teaching interests include: critical theory, post 17th-C literatures in English, British children's literature, post-colonialism and British race relations.

Dr Beck Sinar, BA, MA, DPhil (York). Doctoral thesis on the history of English reflexive pronouns. Research and teaching interests include: teaching and learning vocabulary, modern and historical sociolinguistics, linguistic variation and change, accentism, and dialect representation in literature, TV and film.



Prof Gweno Williams, BA, MA (York), PGCE (Wales), National Teaching Fellow (2002). Research and teaching interests include: Shakespeare, Early Modern Women's Writing, particularly Margaret Cavendish, Duchess of Newcastle, literature for young readers in the English classroom, theatre through performance, English curricula in Norway and Scandinavia.

Endringsrapport for emne ENG347

Stadiuminfo:	Utkast (S1)
Sist endret:	17.11.2020 Hanne Svanholm Misje (hmi095)
Opprettet i EpN:	Nei

	Gammel verdi (S0, Importert fra FS)	Ny verdi (S1, Utkast)
Generelt		
Emnekodeforslag	ENG347	ENG347
Studienivå	Høyere grads nivå (500)	Høyere grads nivå (500)
Administrativt sted	184.11.20.00 Institutt for fremmedspråk	184.11.20.00 Institutt for fremmedspråk
Studieansvarlig sted	184.11.20.00 Institutt for fremmedspråk	184.11.20.00 Institutt for fremmedspråk
Vekting	10.0	10.0
Vektingstype	Studiepoeng	Studiepoeng
Navn - bokmål	Masteremne i engelsk lingvistikk V	Masteremne i engelsk lingvistikk V
Navn - nynorsk	Masteremne i engelsk lingvistikk V	Masteremne i engelsk lingvistikk V
Navn - engelsk	Selected Topic in English Linguistics V	Selected Topic in English Linguistics V
Første undervisningstermin	2016 VÅR	2016 VÅR
Siste undervisningstermin	Ikke valgt	Ikke valgt
Første eksamenstermin	2016 VÅR	2016 VÅR
Siste eksamenstermin	Ikke valgt	Ikke valgt
Studierettkrav	Ja	Ja

Rapportering

Fag sortering	ENGELSK Engelsk	ENGELSK Engelsk
Studieprogram rapportering	MAHF-ENG Masterprogram i engelsk	MAHF-ENG Masterprogram i engelsk
Tilknyttede studieprogram	MAHF-ENG Masterprogram i engelsk	MAHF-ENG Masterprogram i engelsk

Undervisning

Undervisningsspråk	Engelsk	Engelsk
Enkeltemneopptak	Nei	Nei
Etteranmelding	Direktepåmelding via StudentWeb	Direktepåmelding via StudentWeb
Påmelding	Direktepåmelding via StudentWeb	Direktepåmelding via StudentWeb
Fjernundstatus	Nei	Nei
Fagpersonweb - tilgang	-	-
Plagiatansvarlig	-	-

StudentWeb

Merknad Studentweb	-	-
Merknad Studentweb - nynorsk	-	-
Merknad Studentweb - engelsk	-	-

Emneinfo

Studiepoeng, omfang:

Engelsk:

10

Nynorsk:

10

Studienivå (studiesyklus):

Engelsk:

Master

Nynorsk:

Master

Undervisningsspråk:

Engelsk:

English

Nynorsk:

Engelsk

Undervisningssemester:

Engelsk:

Spring

Nynorsk:

Vår

Undervisningssted:

Engelsk:

-

Nynorsk:

-

Mål og innhold:

Engelsk:

ENG347 is a specialized course in a topic from English linguistics. The content of the course will vary from semester to semester. The course can for example include topics from applied linguistics, theoretical linguistics, historical linguistics, or a combination of these disciplines.

Nynorsk:

ENG347 er eit spesialisert studium i eit tema frå engelsk lingvistikk. Innhaldet i emnet vil variere frå semester til semester. Tilbodet kan til dømes vere kurs med tema frå anvendt lingvistikk, teoretisk lingvistikk, historisk lingvistikk, eller kombinasjonar av desse.

Læringsutbytte:

Engelsk:

On completion of the course the student should have the following learning outcomes defined in terms of knowledge, skills and general competence:

Knowledge

The student should:

- have detailed insight into the theoretical and methodological approaches for the topic that has been covered and have knowledge about the state of current research in this field.

Skills

The student:

- can apply his or her knowledge and skills in teaching, dissemination of research or for informative purposes.
- has developed his or her ability to express academic ideas in written and spoken English

General competence

The student:

- is capable of developing his or her own competence and specializing in an independent manner.

Nynorsk:

Ved fullført emne:

Kunnskapar

Studenten

- har god innsikt i teoretiske og metodiske innfallsvinklar for det feltet som er blitt gjennomgått og kjennskap til nyare forskning innanfor dette feltet

Ferdigheiter

Studenten

- er i stand til å anvende sine kunnskaper og ferdigheter i undervisning, formidling og/eller informasjon
- har vidareutvikla evna til å uttrykke akademiske idéar på skriftlig og munnleg engelsk

Generell kompetanse

Studenten

- er i stand til å halde fram med eiga kompetanseutvikling og spesialisering på ein sjølvstendig måte

Krav til forkunnskaper:

Engelsk:

Bachelor degree with a specialization in English, or equivalent.

Nynorsk:

Bachelorgrad med spesialisering i engelsk eller tilsvarande.

Anbefalte forkunnskaper:

Engelsk:

None

Nynorsk:

Ingen

Studiepoengsreduksjon:

Engelsk:

-

Nynorsk:

-

Krav til studierett:

Engelsk:

The course is open to students in the master's programme in English and the master's programme in Foreign Language Teacher Education at the University of Bergen

Nynorsk:

Emnet er ope for studentar på masterprogrammet i engelsk og lektorutdanninga med master i framandspråk.

Arbeids- og undervisningsformer:

Engelsk:

Seminars: up to 16 hours.

In the case that less than five students register for a course, the organized teaching may be adapted to fit the number of students. If this occurs, students will be informed at the start of the semester, and before the registration deadline 1. February/1. September.

Nynorsk:

Seminar: opp til 16 timar

Om det melder seg færre enn fem studentar til eit emne, kan undervisningstilbodet bli tilpassa studenttalet. Studentane vil i så fall bli informerte om det alternative undervisningsopplegget ved semesterstart, og før semesterregistreringsfristen 1. februar/1. september.

Obligatorisk undervisningsaktivitet:

Engelsk:

Students must attend supervision and uphold the deadlines that are specified by the course instructor. Compulsory **Assignments** **assignments** are valid in the teaching semester and in the following semester.

Nynorsk:

Studentane pliktar å møte til rettleiing og elles halde dei fristane som er sette av faglærar.

Obligatoriske arbeidskrav er gyldige i undervisningssemesteret og det påfølgande semesteret.

Vurderingsformer:

Engelsk:

The exam in the course is a supervised term paper of around 6000 4000 words (not including the bibliography etc.) Students must attend supervision and uphold the deadlines that are specified by the course instructor. Students who do not comply with these guidelines, lose the right to take the exam in the course.

In the re-take exam, the student, who has completed the compulsory supervision in the teaching semester, hands in the term paper without further supervision.

Nynorsk:

Eksamen i emnet er ei rettleidd semesteroppgåve på om lag 6000 4000 ord (eksklusive litteraturliste osv.). Studentane pliktar å møte til rettleiing og elles halde dei fristane som er sette av faglærar. Studentar som ikkje følgjer desse retningslinene, misser retten til å ta eksamen i emnet.

Ved eksamen i påfølgjande semester leverer studenten, som har oppfylt krava om rettleiing i undervisningssemesteret, ei omarbeidd semesteroppgåve utan vidare rettleiing.

Hjelpemiddel til eksamen:

Engelsk:

NoneNot relevant.

Nynorsk:

IngenIkkje relevant.

Karakterskala:

Engelsk:

The exam is marked in the grade scale A-F, where F is a fail.

Nynorsk:

Ved sensur nyttar ein karakterskalaen A-F, der F er stryk.

Vurderingssemester:

Engelsk:

The exam in ENG347 is given each semester.

Nynorsk:

Det blir arrangert eksamen i ENG347 kvart semester.

Litteraturliste:*Engelsk:*

The reading list is comprised of up to 750 pages of linguistic texts. In addition to the reading list, the students are encouraged to use recommended further reading and guidebooks.

The reading list will be available by 1 December for the Spring semester.

Nynorsk:

Pensum i emnet er sett saman av opptil 750 sider lingvistisk faglitteratur. I tillegg til pensum lyt studentane gjere bruk av tilrådd hjelpelitteratur og handbøker.

Litteraturlista vil vere klar innan 01.12. for vårsemesteret.

Emneevaluering:*Engelsk:*

The teaching is evaluated in accordance with the quality control system of the University of Bergen.

Nynorsk:

Undervisninga blir evaluert i tråd med UiB sitt kvalitetssikringssystem.

Programansvarlig:*Engelsk:*

The Program Board is responsible for the academic content and structure of the study program, and for the quality of all the subjects therein.

Nynorsk:

Programstyret har ansvaret for fagleg innhald og oppbygging av studiet, og for kvaliteten på studieprogrammet og alle emna der.

Emneansvarlig:*Engelsk:*

The Programme Board for English

Nynorsk:

Programstyret for engelsk

Administrativt ansvarlig:

Engelsk:

The Department of Foreign Languages at the Faculty of Humanities has the administrative responsibility for the course and the study programme.

Nynorsk:

Det humanistiske fakultet ved Institutt for framandspråk har det administrative ansvaret for emnet og studieprogrammet.

Kontaktinformasjon:

Engelsk:

studierettleiar@if.uib.no

eksamen.if@uib.no

Nynorsk:

studierettleiar@if.uib.no

eksamen.if@uib.no

Endringsrapport for emne ENG221L

Stadiuminfo:	Utkast (S1)
Sist endret:	17.11.2020 Hanne Svanholm Misje (hmi095)
Opprettet i EpN:	Ja

	Gammel verdi (S1, Utkast)	Ny verdi (S1, Utkast)
Generelt		
Emnekodeforslag	ENG221L	ENG221L
Studienivå	Videregående emner, nivå II (200)	Videregående emner, nivå II (200)
Administrativt sted	184.11.20.00 Institutt for fremmedspråk	184.11.20.00 Institutt for fremmedspråk
Studieansvarlig sted	184.11.20.00 Institutt for fremmedspråk	184.11.20.00 Institutt for fremmedspråk
Vekting	5.0	5.0
Vektingstype	Studiepoeng	Studiepoeng
Navn - bokmål	Engelsk lingvistikk: språkhistorie	Engelsk lingvistikk: språkhistorie
Navn - nynorsk	Engelsk lingvistikk: språkhistorie	Engelsk lingvistikk: språkhistorie
Navn - engelsk	English Linguistics: History of English	English Linguistics: History of English
Første undervisningstermin	2022 VÅR	2022 VÅR
Siste undervisningstermin	Ikke valgt	Ikke valgt
Første eksamenstermin	2022 VÅR	2022 VÅR
Siste eksamenstermin	Ikke valgt	Ikke valgt
Studierettkrav	Nei	Nei

Rapportering

Fag sortering	ENGELSK Engelsk	ENGELSK Engelsk
Studieprogram rapportering	BAHF-ENG Bachelorprogram i engelsk	BAHF-ENG Bachelorprogram i engelsk
Tilknyttede studieprogram	BAHF-ENG Bachelorprogram i engelsk	BAHF-ENG Bachelorprogram i engelsk
	INTL-HF Internasjonale studenter - Det humanistiske fakultet	INTL-HF Internasjonale studenter - Det humanistiske fakultet
	INTL-SV Internasjonale studenter - Det samfunnsvitenskapelige fakultet	INTL-SV Internasjonale studenter - Det samfunnsvitenskapelige fakultet
	INTL-KMD Internasjonale studenter - Fakultet for kunst, musikk og design	INTL-KMD Internasjonale studenter - Fakultet for kunst, musikk og design
	INTL-JUS Internasjonale studenter - Det juridiske fakultet	INTL-JUS Internasjonale studenter - Det juridiske fakultet
	INTL-MN Internasjonale studenter - Det matematisk-naturvitenskapelige	INTL-MN Internasjonale studenter - Det matematisk-naturvitenskapelige

fakultet	fakultet
INTL-PSYK Internasjonale studenter - Det psykologiske fakultet	INTL-PSYK Internasjonale studenter - Det psykologiske fakultet
MAHF-LÆFR Lektorutdanning med master i fremmedspråk (engelsk, fransk, spansk eller tysk)	MAHF-LÆFR Lektorutdanning med master i fremmedspråk (engelsk, fransk, spansk eller tysk)
INTL-MED Internasjonale studenter - Det medisinske fakultet	INTL-MED Internasjonale studenter - Det medisinske fakultet
BAHF-KJØNN Bachelorprogram i kjønnsstudier	BAHF-KJØNN Bachelorprogram i kjønnsstudier

Undervisning

Undervisningsspråk	Engelsk	Engelsk
Enkeltemneopptak	Nei	Nei
Etteranmelding	Direktepåmelding via StudentWeb	Direktepåmelding via StudentWeb
Påmelding	Direktepåmelding via StudentWeb	Direktepåmelding via StudentWeb
Fjernundstatus	Nei	Nei
Fagpersonweb - tilgang	-	-
Plagiatansvarlig	-	-

StudentWeb

Merknad Studentweb	-	-
Merknad Studentweb - nynorsk	-	-
Merknad Studentweb - engelsk	-	-

Emneinfo

Studiepoeng, omfang:

Engelsk:

5

Nynorsk:

5

Studienivå (studiesyklus):

Engelsk:

Bachelor

Nynorsk:

Bachelor

Undervisningsspråk:

Engelsk:

English

Nynorsk:

Engelsk

Undervisningssemester:

Engelsk:

Spring

Nynorsk:

Vår

Undervisningssted:

Engelsk:

Bergen

Nynorsk:

Bergen

Mål og innhold:

Engelsk:

The course provides an introduction to central aspects of the historical development of English. The course may either examine several of the stages in this development, or focus on one specific period. Moreover, the course may cover both language-internal and language-external aspects, and examine features of word and sentence structure, pronunciation, vocabulary and spelling.

In addition to the theoretical literature, the course will normally include the study of primary texts from an earlier stages of English.

Nynorsk:

Emnet gir ei innføring i viktige aspekt ved den historiske utviklinga av engelsk. Kurset kan ta opp fleire av stadia i denne utviklinga eller konsentrere seg om ein periode. Dessuten kan kurset omfatte språkeksterne såvel som språkinterne tilhøve, og ta for seg trekk ved ord- og setningsstruktur, uttale, vokabular og staving.

Normalt vil det òg omfatte studium av primærtekstar frå tidlegare stadium av språket i tillegg til teoretisk litteratur.

Læringsutbytte:*Engelsk:*

On completion of the course the student should have the following learning outcomes defined in terms of knowledge, skills and general competence:

Knowledge

The student

- has an extended understanding of the English language from a historical perspective
- has insight into the principles of language change in general and an understanding of changes in English in particular

Skills

The student

- is able to discuss and analyse English in light of historical developments

General competence

Students

- have developed a critical and independent approach to central linguistic questions
- are able to express themselves in correct academic English

Nynorsk:

Etter fullført emne har studenten følgjande læringsutbytte definert i kunnskapar, ferdigheiter og generell kompetanse:

Kunnskapar

Studenten:

- har utvida kunnskap om engelsk språk i eit historisk perspektiv
- har innsikt i prinsippa for språkending generelt og kunnskap om endring i engelsk spesielt

Ferdigheiter

Studenten

- kan greie ut om og analysere engelsk språk i lys av historisk utvikling

Generell kompetanse

Studenten

- har øvd opp ei kritisk og sjølvstendig haldning til språkvitskaplege problemstillingar

- kan uttrykke seg korrekt på akademisk engelsk

Krav til forkunnskaper:

Engelsk:

While there is no formal requirement, the course reading and instruction presuppose that students have in-depth knowledge of English grammar and phonetics, equivalent to good exam results in ENG114, ENG115 and ENG107.

Nynorsk:

Det er ingen formelle krav til forkunnskaper, men pensumet og undervisninga har likevel som føresetnad at studentane har solide kunnskaper i engelsk grammatikk og fonetikk, som svarar til gode resultat frå emna ENG114, ENG115 og ENG107.

Anbefalte forkunnskaper:

Engelsk:

It is highly recommended that students have completed EXFAC00SK Basic Linguistics, ENG114, ENG115, and ENG107, with a good result, or have equivalent knowledge (cf. Required Previous Knowledge).

For students with a background other than the Norwegian school system, a level of competence in English corresponding to C1 in the Common European Framework of Reference for Languages is recommended.

Nynorsk:

Ein rår til at studentane har fullført førstesemesterstudiet og ENG114, ENG115, ENG107, ENG122, ENG125 eller tilsvarande.

Særskilt vil ein på det sterkaste rå til at studentane har fullført EXFAC00SK Språkkunnskap, ENG100, ENG114, ENG115 og ENG107 med godt resultat, eller har tilsvarande kunnskaper (jf. Krav til forkunnskaper). For studentar med annan bakgrunn er det tilrådd med eit engelsknivå tilsvarande C1 eller høgere i samsvar med the Common European Framework of Reference for Languages.

Studiepoengsreduksjon:

Engelsk:

Due to course overlap, a student cannot receive credits for ENG221L in combination with ENG221 (5 ECTS) ENG201 (5 ECTS) ENG211/251 (5 ECTS) and ENG261 (10 ECTS).

Nynorsk:

På grunn av fagleg overlapp blir studiepoenguttellinga for ENG221L redusert 5 studiepoeng om det blir kombinert med ENG221, ENG201, ENG211 og ENG251. Ein kan ikkje få uttelling for både ENG221 og ENG261.

Krav til studierett:*Engelsk:*

The course is open to students on the teacher training program.

Nynorsk:

Emnet er ope for studentar med opptak til lektorutdanninga i framandspråk ved UiB.

Arbeids- og undervisningsformer:*Engelsk:*

Seminars: up to 24 hours (normally 2 hours per week for 12 weeks).

In the case that fewer than five students register for a course, the organized teaching may be adapted to fit the number of students. If this occurs, students will be informed at the start of the semester, and before the registration deadline 1. February/1. September.

Students are expected to be actively present in. This expectation is also the basis for the preparation towards the exam.

Nynorsk:

Seminar: opp til 24 timar (normalt 2 timar i veka i 12 veker).

Om det melder seg færre enn fem studentar til eit emne, kan undervisningstilbodet bli tilpassa studentalet. Studentane vil i så fall bli informerte om det alternative undervisningsopplegget ved semesterstart, og før semesterregistreringsfristen 1. februar/1. september.

Det er venta at studentane er til stades og tek aktivt del i undervisninga. Dette ligg også til grunn for førebuing til eksamen.

Obligatorisk undervisningsaktivitet:*Engelsk:*

There are no compulsory assignments, but the students will be given a written task, and it is recommended that students complete this task.

Nynorsk:

Det er ingen obligatoriske krav, men det blir gitt ei skriftleg oppgåve og ein vil rå til at studentane gjer oppgåva.

Vurderingsformer:

Engelsk:

The assessment is a three hour school exam.

Nynorsk:

Eksamen er ein skriftleg tre timars skoleeksamen.

Hjelpemiddel til eksamen:

Engelsk:

None.

Nynorsk:

Ingen hjelpemidler er tilatne ved skuleeksamen.

Karakterskala:

Engelsk:

The exam is marked on the grade scale A-F, where F is a fail.

Nynorsk:

Det blir nytta gradert karakterskala frå A til F, der F er stryk.

Vurderingssemester:

Engelsk:

An exam in ENG221L is offered each semester - the regular exam at the end of the spring semester and the re-take exam in the middle of the fall semester.

Nynorsk:

Det blir arrangert eksamen i ENG221L kvart semester. Ordinær eksamen på slutten av undervisningssemesteret og utsatt eksamen midt i det følgjande semesteret.

Litteraturliste:

Engelsk:

The reading list is comprised of general topics in the history of English, as well as primary texts. The reading list will be available by 1 December for the Spring Semester.

Nynorsk:

Pensum omfattar ei framstilling av grunnleggande emne i engelsk språkhistorie og primærtekstar. Litteraturlista vil vere klar innan 01.12. for vårsemesteret.

Emneevaluering:

Engelsk:

The teaching is evaluated in accordance with the quality control system of the University of Bergen.

Nynorsk:

Undervisninga blir evaluert i tråd med UiB sitt kvalitetssikringssystem.

Programansvarlig:

Engelsk:

The Programme Board is responsible for the academic content and structure of the study programme, and for the quality of all the subjects therein.

Nynorsk:

Programstyret har ansvaret for fagleg innhald og oppbygging av studiet, og for kvaliteten på studieprogrammet og alle emna der.

Emneansvarlig:

Engelsk:

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Nynorsk:

Programstyret for engelsk.

Administrativt ansvarlig:

Engelsk:

The Department of Foreign Languages at the Faculty of Humanities has the administrative responsibility for the course and the study programme.

Nynorsk:

Det humanistiske fakultet ved Institutt for framandspråk har det administrative ansvaret for emnet og studieprogrammet.

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Egenvurdering på emne- og programnivå

Emne/program	ENG114
År	2020
Emneansvarlig/ Programstyreleder (fagkoordinator)	Jerzy Nykiel
Samlet vurdering av gjennomføringen av emnet/programmet	<p>ENG114 is a 10 credit course composed of 12 lectures and 11 seminar sessions. The lectures were taught by Jerzy Nykiel and the first 6 seminars were taught by Jalaludin Ibrahim. After the transition to online teaching the seminars were taught by Jerzy Nykiel. There was one seminar group. There were also 12 grammar HelpDesk sessions led by MA student assistant Kaja Haugen. The course aims to give the students insight into the basic structures of the English language, especially in terms of syntax, semantics and morphology. It also equips the students with precise linguistic vocabulary as a working tool.</p> <p>The number of registered students was 174. The lectures were attended regularly by ca. 50-60 students while the seminars had smaller attendance. Seminar tasks were posted to Mitt UiB ca. 5-6 days before each seminar session. PowerPoint materials were uploaded on Mitt UiB before class. A number of students attended the Grammar HelpDesk sessions where the students obtained instant feedback on their work on the seminar tasks and other grammar tasks. Beginning with mid-March, the lectures were recorded via Kaltura and the video files were made available to the students on MittUiB. At the same time, with the transition to online teaching, seminars were taught via online video meetings (Microsoft Teams). For the HelpDesk sessions Kaja Haugen also met the students online (Microsoft Teams). Additionally, there were a few online tasks (multiple choice tasks) posted on MittUiB which were available to students throughout the semester.</p>

	<p>There were ten non-obligatory papers in the course of the semester. All the students received detailed video feedback on their performance on the paper in that every student was sent a link to a personalized video file in which MA student assistants Alexander Petersen and Kaja Haugen talk the student through the paper.</p> <p>138 students took a 5-hour take-home exam. The results were as follows:</p> <p>A - 12 = 8.7%</p> <p>B - 19 = 13.8%</p> <p>C - 32 = 23.2%</p> <p>D - 16 = 11.6%</p> <p>E - 21 = 15.2%</p> <p>F - 38 = 27.5%</p>
<p>Emne: Er emnet student-evaluert?</p> <p>Hva kom i så fall fram der?</p>	<p>Two student evaluations were carried out. Evaluation sheets halfway through the semester were returned by 58 students while an online evaluation at the end of the semester had 28 respondents. Generally the students are satisfied with the course, including the HelpDesk sessions and the video-feedback on the non-obligatory assignments.</p>
<p>Var det noe som ikke fungerte godt nok?</p> <p>Er det behov for å foreta justeringer eller sette inn tiltak for å forbedre emnet/programmet?</p> <p>Hvilke?</p>	<p>Some students argued in the evaluation that with the transition to online teaching there was no opportunity to ask the instructor questions related to the lectures as these were videos posted to MittUiB. In a future run of the course I'd like to set up online office hours via Zoom where students can ask questions.</p>
<p>Andre kommentarer eller innspill</p>	

Emne/program	ENG125 Britisk litteratur og kultur
År	2020 VÅR
Emneansvarlig/ Programstyreleder (fagkoordinator)	Randi Koppen (emneansvar)
Samlet vurdering av gjennomføringen av emnet/programmet	<p>Emnet var planlagt uten store endringer fra våren 2019, bortsett fra en liten reduksjon i pensum samt en annen sammensetning av staben. Seminarene ble ledet av en ph.d. kandidat og en postdoktor – begge svært godt kvalifiserte. Disse bidro også med forelesninger. Pga bemanningsproblemer skulle tre forelesninger holdes av innleid personale. To forelesninger måtte utsettes pga sykdom, noe som førte til endringer i rekkefølgen av forelesningene. Dette var uheldig, men uunngåelig. Informasjon til studentene ble gitt. Til sammen var fem personer involvert i forelesningene. Oppmøtet ved forelesningene var som vanlig: under 50% av de registrerte studentene. PPT-presentasjoner legges ut på MittUiB til hver forelesning. Studentene har også tilgang til noen innspilte forelesninger via MittUiB. Deltakelse ved seminarene er obligatorisk. Seminarene skal gi studentene trening i oppgaveløsning. I tillegg har de tilbud om en regelmessig «Writing Workshop» som holdes av en meget godt kvalifisert lærer (Fulbright teaching assistant). Cirka 25 studenter deltok regelmessig på workshop'en, dvs en liten andel av de registrerte studentene (ca 170).</p> <p>Nedstengingen av universitetet som en følge av COVID-19 hadde store konsekvenser for gjennomføringen av emnet. Forelesningene ble lagt ut som audio-filer i MittUiB (PPT-presentasjoner med innspilte kommentarer). Seminarene ble lagt om til skriftlige kommentarutvekslinger via Diskusjoner i MittUiB. Hver uke fikk studentene en ny oppgave/problemstilling knyttet til temaet for ukens seminar. Alle studentene fikk i oppgave å skrive løsningsforslag samt å kommentere på andre studenters forslag. Det var svært høy deltakelse blant studentene i denne aktiviteten, som viste seg å fungere meget godt. Det må imidlertid nevnes at denne formen for undervisning var arbeidskrevende, og at de ansvarlige for seminarene og de digitale forelesningene i løpet av kort tid la ned et stort arbeid i omlegging og gjennomføring av undervisningen.</p>

	<p>Eksamen ble gjennomført som vanlig (hjemmeeksamen). De obligatoriske arbeidskravene (deltakelse ved 9 av 11 seminarer) falt bort pga pandemien. Dette resulterte i en økning i innleverte oppgaver. Jeg har per nå ikke oversikt over gjennomføringstallene, men som sensor for rundt 40% av besvarelsene har jeg ikke inntrykk av at karakternivået er lavere enn vanlig.</p>
<p>Emne: Er emnet student-evaluert? Hva kom i så fall fram der?</p> <p>Program: Funn i eventuelle programsensorrapporter sist år.</p>	<p>Emnet ble evaluert som vanlig, med tilleggsspørsmål knyttet til omleggingen av undervisningen til digitale løsninger. 29 studenter svarte på spørsmålene som gjaldt ENG125. Vi må dermed ta forbehold om at undersøkelsen ikke gir sikre svar. Vi ser likevel evalueringen som nyttig. Studentene er i hovedsak fornøyd med informasjon, pensum og undervisningsopplegg. Flere viser til at de lærer mye av seminarene. De etterlyser imidlertid bedre opplæring i akademisk skriving samt anledning til å levere inn en oppgave i løpet av semesteret. Dette er aktiviteter vi håper å legge til rette for gjennom Redesignprosjektet. Studentgruppen var delt i synet på digitalisering av undervisningen. Cirka halvparten mente at de lærte mer gjennom å måtte delta i skriftlige diskusjoner. Den andre halvdel kommenterte at det var vanskeligere å lære og å motivere seg selv på egen hånd. Flere digitale møter (zoom/Teams) ble etterlyst.</p>
<p>Var det noe som ikke fungerte godt nok?</p> <p>Er det behov for å foreta justeringer eller sette inn tiltak for å forbedre emnet/programmet? Hvilke?</p>	<p>Emnet ble gjennomført på en god måte, forholdene tatt i betraktning.</p> <p>Fagmiljøet arbeider forøvrig med omlegging av emnet som en del av redesign av bachelorprogrammet.</p>
<p>Andre kommentarer eller innspill</p>	

Emne/program	ENG221/261
År	2020
Emneansvarlig/ Programstyreleder (fagkoordinator)	Jerzy Nykiel
Samlet vurdering av gjennomføringen av emnet/programmet	<p>ENG221/261 is a course composed of 12 sessions. . Beginning with mid-March, the talks were recorded via Kaltura and the video files were made available to the students on MittUiB.</p> <p>The number of registered students was 73 (both ENG221 and 261). The sessions were attended regularly by ca. 30-35 students. PowerPoint materials were uploaded on Mitt UiB before class. The ENG261 students were offered two supervision sessions and 7 students participated. One of the sessions took place online via Skype. For the ENG221 students there were several online tasks posted on MittUiB via Discussions which were available to students throughout the semester. There was also one non-obligatory assignment for the ENG221 students. All the students received detailed written feedback on their performance on the paper.</p> <p>55 students took the ENG221 5-hour take-home exam while 6 students took the ENG261 exam (semester paper).</p>
<p>Emne: Er emnet student-evaluert? Hva kom i så fall fram der?</p> <p>Program: Funn i eventuelle programsensorrapporter sist år.</p>	<p>An online evaluation at the end of the semester had 17 respondents. Generally the students are very satisfied with the course.</p>

<p>Var det noe som ikke fungerte godt nok?</p> <p>Er det behov for å foreta justeringer eller sette inn tiltak for å forbedre emnet/programmet? Hvilke?</p>	<p>The choice of the classroom (Sydnesplassen 12-13, Undervisningsrom 208/209) was a little unfortunate as, with quite a few students attending weekly, the shape of the classroom makes it difficult for the students sitting at the back to see the PPT presentation.</p> <p>It was also challenging to get more students to interact with activities and tasks set up via Discussions on MittUiB.</p>
<p>Andre kommentarer eller innspill</p>	

Emne/program	ENG224/264
År	Undergraduate Students
Emneansvarlig/ Programstyreleder (fagkoordinator)	Sara Spurgeon
Samlet vurdering av gjennomføringen av emnet/programmet	<p>In this class, students developed critical thinking, reading, and writing skills through close examination and analysis of a variety of texts both fiction and non-fiction, including novels, a memoir, short stories, essays, and films, as well as a wide variety of scholarly and theoretical texts engaging with the topics of literary theory, social justice theory, and ecocritical theory. The course gives a critical and theoretical introduction to literature in English, or to a topic in cultural studies. The course focuses on a historical period or genre in English literature, or on a literary, cultural or interdisciplinary topic. The course aims to provide the student with extended knowledge of the literature and/or culture in English-speaking countries, and to train students to have a critical and independent understanding of main questions that are connected with the study of literature and/or culture. The course also aims to give students a strong command of written and spoken English.</p> <p>On completion of the course the student should have the following learning outcomes defined in terms of knowledge, skills and general competence:</p> <p>The student:</p> <ul style="list-style-type: none"> - has gained further knowledge on the aspects that are characteristic of the literature and/or culture that the course focuses on - has a critical and independent understanding of main questions that are tied to the study of literature and/or culture generally <p>The student:</p> <ul style="list-style-type: none"> - is capable of reflecting on the theoretical questions that the course raises <p>The student:</p> <ul style="list-style-type: none"> - can express themselves in correct academic English

<p>Emne: Er emnet student-evaluert? Hva kom i så fall fram der?</p> <p>Program: Funn i eventuelle programsensorrapporter sist år.</p>	<p>Students were evaluated on their writing for the school exam over the works of literature and film dealing with the topic of Literature, Social Justice, and Environment. For ENG224 the exam was a 5-hour exam students took at home.</p> <p>For ENG264 students were evaluated on a supervised term paper of 4500 words ($\pm 10\%$), excluding the bibliography and any attachments, on a topic the student chooses in agreement with the course instructor. In addition, there is an oral exam, in which the students are tested on the entire reading list as well as the term paper. When determining the final grade for the entire course, the grade of the term paper counts two-thirds, while the grade in the oral exam counts one-third. Both parts of the exam must receive a passing grade in order to get a passing grade in total.</p> <p>Some comments from the course evaluation include:</p> <ul style="list-style-type: none"> • Highly interesting course. I wish it had not been cut short by the shutdown. Digital learning did work very well, but I can say on a personal level that my own ability to write and engage academically was reduced due to stress/fear of the virus, especially in March. This is of course nobody's fault, and I am glad we could progress via zoom. • It was a wonderful course! • This was an excellent course, and also very right with regards to what has happened in the US these days. Highly spot on! Professor was the best I've experienced during several years as a student with UiB. So engaged, so very enlightened and helpful. You could feel she wanted all of her students to succeed, to understand and to become engaged. Brilliant professor and good syllabus. • Sara Spurgeon did a great job! I recieved helpful feedback on my paper. And I have learned a lot from her!
<p>Var det noe som ikke fungerte godt nok?</p> <p>Er det behov for å foreta justeringer eller sette inn tiltak for å forbedre emnet/programmet? Hvilke?</p>	<p>Comments on COVID19:</p> <ul style="list-style-type: none"> • I think, all in all, that UiB did a good job, but I found it harder to follow classes and the schedule and chose to read for the exam on my own as if there was no class at all. • I do not like it. I think it works fine, but it becomes more impersonal and also harder to ask questions because one is not face to face. • A good way to overcome the challenges of the pandemic. The pandemic itself, and the stress/fear unrelated to

	<p>digitization was however challenging, and I believe most students might suffer because of this in terms of general performance (This might not be relevant here) UiB and this course did everything right in setting the framework for good learning via zoom.</p> <ul style="list-style-type: none"> • I hate it so much I feel like I have not accomplished anything. • It works if done correctly, I haven't had any problems with learning for my other courses but I had many with this one because the professor didn't, in my opinion, use the tools correctly and enough • It is very positive when it is done in addition to "in-real-life" participation in a course, as when one has access to replayable video/sound files on lectures and links to supplementary reading, summaries etc. Full digitization is not necessarily a negative for all people, because participation can become easier for people who have difficulty being physically present in classes due to physical or mental health concerns. However, if the student is not well-networked when it comes to the social group making up the class, they will inevitably lose the peer-to-peer benefits of conventional classes unless the professors works actively to facilitate group discussion among peers in and outside of class. • The digitization has been interesting and it panned out good at least for me. • It is an excellent tool and should be used more frequently. And taped, so that the students who can not participate have access and can view it later. That would be awesome! • It is positive that you are able to study from home. Especially since I work outside the studies. • It was important for the situation we are up against, but once normal teaching is possible again, i hope we can mostly go back to physical teaching. <p>I think there are some good things and bad things. Good thing is it was easier to write down my notes during the zoom sessions, and since we could have all the material allowed it was very helpful and less stressful</p>
Andre kommentarer eller innspill	

Emne	ENG 335
År	Spring 2020
Emneansvarlig	Nahum Welang
Samlet vurdering av gjennomføringen av emnet	I greatly enjoyed the opportunity to create, develop and teach this course. The main theories we focused on were aesthetics of the everyday and new historicism/cultural studies. Using a plethora of literary texts and media (television and movies), we were able to explore how to use theoretical perspectives to “read” and analyze sources. The pedagogical method was discussion-driven and project-based. I invariably prepared discussion questions for the students, and they were also required to do short 5 minute presentations on specific texts and sources. The attendance was, for the most, fine. Only three to four students consistently skipped class. The class materials were completed in timely manner, and I dedicated a full class day to revision/preparation for the exam. The exam results were satisfactory – the students performed very well in the oral portion (the external examiner was impressed), but some significant improvements are still needed for their writing skills.
Er emnet student-evaluert? Hva kom i så fall fram der?	Yes and the results are positive. The students are satisfied with the structure and nature of the class, and they said the learning outcomes were achieved. They are, however, unsatisfied with the two digital classes we had after the covid-19 lockdown. UiB did not yet have access to the licensed version of Zoom, so I had to conduct both classes on Microsoft Teams. We had audio issues and ended up doing more typing than discussions. The typing was sometimes chaotic and it was often hard to keep track of what the students were saying. Luckily, we only had two classes using this format and one of the two classes was a revision session so no new materials were covered. I believe these digital sessions would have been better if we had access to the licensed version of Zoom. With that said, the comments are overwhelmingly positive, so I am satisfied with the course and the semester.
Var det noe som ikke fungerte godt nok? Er det behov for å foreta justeringer eller sette inn tiltak for å forbedre emnet? Hvilke?	I think everything worked well, for the most part. The students, however, still need a lot of practice with improving their academic writing. I could not offer a great deal of writing assistance because the course is setup as a series of lectures, and there is no time to discuss/practice academic writing. I was able to squeeze in some short sessions on developing thesis statements, paragraph/sentence structure etc. and I think they were grateful for these sessions (albeit brief) on academic writing.
Andre kommentarer eller innspill	Wonderful students. I look forward to working with them in the Autumn's Work in Progress (WiP).

Emne/program	ENG340
År	Spring 2020
Emneansvarlig/ Programstyreleder (fagkoordinator)	Lene Johannessen
Samlet vurdering av gjennomføringen av emnet/programmet	Undervisning foregår normalt over 8 uker med ukentlig 2-timers seminar. «Disse tider» gjorde at halvparten av kurset gikk over zoom, og det ble naturlig nok ikke samme kvalitet det ellers ville vært. Samtlige studenter besto forøvrig eksamen og oppmøte, og de aller fleste gjorde meget godt arbeid med portfolioen. Samtlige sendte også inn fullstendige prosjektskisser for MA oppgaven. Presentasjon av disse i plenum er utsatt til august 2020.
Emne: Er emnet student-evaluert? Hva kom i så fall fram der? Program: Funn i eventuelle programsensorrapporter sist år.	Ja, men kun en student har besvart.
Var det noe som ikke fungerte godt nok? Er det behov for å foreta justeringer eller sette inn tiltak for å forbedre emnet/programmet? Hvilke?	Jeg tror kurset kan skjerpes og fokusere mer på ren teori enn det gjør nå. Jeg synes ikke personlig at det er nødvendig å bruke mer en et seminar på formaliteter i akademisk skriving (bibl, siteringer etc). Resten av tiden bør dedikeres til teori og metode, samt fundamentale grep som argument og thesis statements.
Andre kommentarer eller innspill	

Emne/program	ENG345
År	2020
Emneansvarlig/ Programstyreleder (fagkoordinator)	Craig Grocott
Samlet vurdering av gjennomføringen av emnet/programmet	Undervisningen består av 10 forelesninger/seminarer på 2 timer hver og en skoleeksamen. Programmet fungerte bra, men oppmøte var ikke særlig bra. Bare to av de fire på kurset møtte til eksamen. De som møtte opp til forelesninger var veldig aktive og engasjerte.
Emne: Er emnet student- evaluert? Hva kom i så fall fram der? Program: Funn i eventuelle programsensorrapporter sist år.	Emnet er studentevaluert, men fikk bare et skjema tilbake. Han/hun var veldig fornøyd med kurset og hadde ingen negative poeng.
Var det noe som ikke fungerte godt nok? Er det behov for å foreta justeringer eller sette inn tiltak for å forbedre emnet/ programmet? Hvilke?	Kurset var intenst fordi alle forelesningene skjedde i løpet av bare fire uker, men det var ikke noe problem. Jeg synes dette kurset burde vært tilgjengelig for L-studenter og, fordi det handler om testing/vurdering av språk, spesielt i skoler. Studentene sa at de har venner som er L-studenter som hadde likt kurset veldig godt.
Andre kommentarer eller innspill	Ingen

Emne/program	ENG349
År	2020
Emneansvarlig/ Programstyreleder (fagkoordinator)	Dagmar Haumann
Samlet vurdering av gjennomføringen av emnet/programmet	Emnet ble undervist i blokk med 4 timer per uke i 4 uker. Hele undervisningsopplegget måtte endres til digitalt fordi undervisningen begynte etter <i>lockdown</i> . De første to forelesninger ble lagt ut i videoformat og den vanlige møtetiden ble brukt til spørsmål og diskusjon. Fra og med den tredje forelesningen gikk undervisning på Zoom. Det ble brukt mer tid til undervisning enn vanlig, både mht. til de enkle forelesningene og antall forelesninger. Studentene fikk i tillegg mulighet til analyse og diskusjon i MittUiB.
Emne: Er emnet student- evaluert? Hva kom i så fall fram der? Program: Funn i eventuelle programsensorrapporter sist år.	<p>Ja. Det var bare to studenter på emnet og hvorav én gjennomførte evalueringen helt og én bare påbegynte den.</p> <p>Studenten var stort sett tilfreds, men syntes at pensum var for mye. Samtidig opplyser hun/han at hun/han jobbet selvstendig med innholdet i to timer per uke. Når det gjelder digitalisering som konsekvens av COVID19, så sender hun/han et klart signal: «Though I enjoyed the lectures, it could get tiring sitting in front of the computer for so long. Wish we had the option to use the campus and I hope this is not the future of education.»</p> <p>Resultat 2 x B</p>
Andre kommentarer eller innspill	