

UNIVERSITY OF BERGEN  
Department of Foreign Languages  
Program Board Meeting – English  
Date: 07 February 2024, 12:15-14:00  
Room: 216, HF building

## **Agenda**

### **01/24 Approval of agenda**

### **02/24 Approval of minutes from meeting 21.11.2023**

### **03/24 – Information items**

#### **-Department guidelines for program boards – membership and voting practice.**

«Programstyret på eit fag består av alle fast tilsette i minst femti prosent stilling, og av studentrepresentantar. Studentrepresentantane vert utpeikte av instituttleiariar, eventuelt kan denne oppgåva delegerast til fagkoordinator, og for eitt år om gongen, og studentane skal utgjera minst 20 prosent av styret.

Alle mellombels tilsette på faget (timelærarar, stipendiatar, sendelektorar, etc.) har møterett, men ikkje røysterett. Det same gjeld for fast tilsette i lågare stillingsprosent enn femti.

Programstyret for engelsk ved instituttet er sett saman slik (per september 2023):

15 fast vitenskapleg tilsette og 4 studentar.

-New *programsensor* for English (linguistics and literature): Professor Merete Brendeford Andersen, UiT (new contract attached)

-Status so far: teaching and student numbers (attachment 4)

-*Åpen Dag* 12 February

- New regulations for mid-term (new) exams (ENG122/125/110/120) - Eleni

-New announcement deadline for teaching and exams (schedule and reading list): 1 July - Eleni

### **04/24 Items for Discussion**

- Self-assessments** for autumn 2023 (attachment 1)
- One-year assessment report for BA and MA (will be sent later)
- Three-year assessment report ENG331/332/333 and ENG339/341/343 (attachment 1)
- Reports from program-sensors: Literature (4 years), Linguistics (4 years), One-year assessment report for BA, MA, English Didactics in *Lektorprogrammet* 5LU, and VID-MAUENG” (attachment 2, VID-MAUENG will be sent later)
- Brainstorming session for MA students to present supervisors’ areas of interest and discuss potential topics for theses. Repeat of last year’s afternoon session (held on 6 March in Ad Fontes)?

## 05/24 Items for Approval

- ENG100: report and proposed changes from committee (Astrid and Matthias) (attached)
- ENG110 and ENG120: proposed changes

ENG110 Sounds and structures
<p><i>Current text:</i></p> <p><b>Compulsory Assignments and Attendance</b></p> <p>In order to take the exam, students are required to complete and to pass ten compulsory assignments, five in each module. These can be written tasks, multiple choice tasks or group presentations.</p> <p>Details about the assignments, submission procedures and deadlines will be advertised on Mitt UiB.</p> <p>Compulsory assignments are valid for the teaching semester and the following two semesters.</p>
<p><i>New text:</i></p> <p><b>Compulsory Assignments and Attendance</b></p> <p>Attendance is obligatory. Students must attend at least 75% of the total number of lectures and practice sessions to qualify to sit for the exam.</p> <p>In order to take the exam, students are also required to complete and to pass ten compulsory assignments, five in each module. These can be written tasks, multiple choice tasks or group presentations.</p>

Details about the assignments, submission procedures and deadlines will be advertised on Mitt UiB.

Compulsory attendance and assignments are valid for the teaching semester and the following two semesters.

*Remove the following points under Learning outcomes:*

- employ collaborative skills – the ability to engage in critical and constructive discussion as part of a team
- demonstrate oral communication skills – the ability to communicate effectively and efficiently in spoken English, to explain their ideas to others and to present a longer argument with confidence

### **ENG120 System and variation**

*Current text:*

#### **Compulsory Assignments and Attendance**

In order to take the exam, students are required to complete and to pass four compulsory assignments, two in each module. These can be written tasks, multiple choice tasks or group presentations.

Details about the assignments, submission procedures and deadlines will be advertised on Mitt UiB. All compulsory assignments must be completed in the same semester.

Compulsory assignments are valid for the teaching semester and the following two semesters.

*New text:*

#### **Compulsory Assignments and Attendance**

Attendance is obligatory. Students must attend at least 75% of the lectures to qualify to sit for the exam.

In order to take the exam, students are also required to complete and to pass four compulsory assignments, two in each module. These can be written tasks, multiple choice tasks or group presentations.

Details about the assignments, submission procedures and deadlines will be advertised on Mitt UiB. All compulsory assignments must be completed in the same semester.

Compulsory attendance and assignments are valid for the teaching semester and the following two semesters.



# MINUTES

## ENGLISH PROGRAM BOARD MEETING 21 NOVEMBER 2023

### Present

Bente Hannisdal (coordinator linguistics), Astrid Haas, Hild E. Hoff, Randi Koppen (main coordinator), Jerzy Nykiel, Mona Hosseini, Perry McPartland, Henriette Rørlien, Christine Fagg (student representative), Ronja Roti Johannesen (student representative)

### Agenda

#### 20/23 Approval of agenda

No comments.

#### 21/23 Approval of minutes from meeting 13 September 2023, including circulation item that occurred after 13 September.

#### 22/23 Information items

- Course portfolio project.  
Brief orientation about the objectives of this Faculty initiative. A meeting between English staff and Martin Paulsen will take place on Wed. 13 December (Randi).
- Program sensors – remaining reports and deadlines; digital meetings with students and staff Monday 27 November 10:00; new sensors from January 2024  
Our two external program sensors will be submitting their final reports early next term. Digital meetings are scheduled for 27 November. Eleni will find student representatives for the meeting. It is hoped that several members of staff (for each discipline) will attend. New sensors should be in place early next term. Bente and Randi will invite proposals from academic staff.
- ENG100 revision project – status report (Astrid)  
Astrid presented an update on the committee's suggested revisions to the "emnebeskrivelse". The committee will make their recommendations to the board sometime next term in the form of a brief report.

#### 23/23 Items for approval

As the programme board is quorate only if at least half of the official members of the board (permanent staff and 3 student representatives) are present, the items below were circulated to all staff and student representatives and approved by email.

##### A. New "Lektorprogram" – Model D

Suggestion made in the meeting: the assessment form for courses taken in the 8<sup>th</sup> term should be changed from term papers to home exams to avoid conflicts with the courses in Didactics and Pedagogy (which have term papers as their form of assessment).

Approved by email 28 November 2023

B. Revised *Emneplan* for ENG225L, ENG227L, ENG266L, ENG265L, ENG267L, ENG268L, ENG122L (from 15 to 10 credits)

Suggestions made in the meeting: 1. The syllabus for the 10-credit courses will be a reduced version of the “regular” courses but (in line with current practice) this will not have to be specified in the “emnebeskrivelse.” 2. The number of hours of instruction should be reduced from “up to 24” to “up to 20”. 3. The number of hours for school exams must be reduced for 10-credit courses. 4. The number of words specified for home exams and term papers must also be reduced. 5. The information about Previous Knowledge must be revised to accurately reflect the options available in the new program. Revised “emnebeskrivelse” for each new L-course will be distributed to all board members for approval.

Revised “emnebeskrivelse” for each 10-credit course approved by email 28 November 2023.

C. Proposed change to “Emnebeskrivelse” – ENG332/337/341/347

Current text:

**“Compulsory Assignments and Attendance**

Students are required to attend supervision and to meet deadlines set by the teacher of the course.

Compulsory assignments are valid for one semester following the semester of instruction.”

Revised text – suggestion:

**“Compulsory Assignments and Attendance**

Students must submit a 500-word draft of their term paper, attend supervision, follow guidelines, and meet deadlines set by the Department and the course instructor. The draft of the term paper must be submitted within the deadline set by the instructor and must be approved by the instructor. Drafts which are not approved may be revised and resubmitted *once*. Students have the right to supervision in working with the term paper. Supervision can be given individually or in groups. Supervision is obligatory and must be completed at least 2 times.\* Students whose resubmitted drafts are not approved or who fail to meet any of the above requirements may not submit their term paper for assessment.

Compulsory assignments are valid for one semester following the semester of instruction.

\*The following alternative suggestion made by Dagmar was discussed in the meeting:

“Supervision is obligatory. If supervision is discontinuous and takes place over more than one session, students must attend all sessions.”

Comments made in the meeting: The alternative suggestion should be adopted in the following form: “Supervision is obligatory. If supervision takes place over more than one session, students must attend all sessions.”

The following text was approved by email 28 November 2023:

### **“Compulsory Assignments and Attendance**

Students must submit a 500-word draft of their term paper, attend supervision, follow guidelines, and meet deadlines set by the Department and the course instructor. The draft of the term paper must be submitted within the deadline set by the instructor and must be approved by the instructor. Drafts which are not approved may be revised and resubmitted *once*. Students have the right to supervision in working with the term paper. Supervision is obligatory. If supervision takes place over more than one session, students must attend all sessions. Supervision can be given individually or in groups. Students whose resubmitted drafts are not approved or who fail to meet any of the above requirements may not submit their term paper for assessment.

Compulsory assignments are valid for one semester following the semester of instruction.

#### **D. Proposed changes to “Emnebeskrivelse” – ENG110 and ENG120**

##### **ENG110**

*Current text:*

### **Compulsory Assignments and Attendance**

In order to take the exam, students are required to complete and to pass the following compulsory assignments:

- two presentations of group work (one per module)
- four multiple choice tasks (two per module)
- four written tasks, each 400 words max. (two per module)

Details about the assignments, the presentations and submission procedure, as well as the deadlines for the assignments will be advertised on MittUiB.

Compulsory assignments are valid for the teaching semester and the following two semesters.

*Revised text – suggestion:*

## **Compulsory Assignments and Attendance**

In order to take the exam, students are required to complete and to pass ten compulsory assignments, five in each module. These can be written tasks, multiple choice tasks or group presentations.

Details about the assignments, submission procedures and deadlines will be advertised on MittUiB.

Compulsory assignments are valid for the teaching semester and the following two semesters.

Approved by email 28 November 2023

ENG120

*Current text:*

## **Compulsory Assignments and Attendance**

In order to take the exam, students are required to complete and to pass the following compulsory assignments:

- one short presentation (individually or in groups)
- one written task, 500 words max.
- two multiple choice tasks (one per module)

Which module will have which assignment may vary from year to year.

Details about the assignments, the presentation and submission procedure, as well as the deadline for the assignments will be advertised on MittUiB. All compulsory assignments must be completed in the same semester.

Compulsory assignments are valid for the teaching semester and the following two semesters.

*Revised text – suggestion:*

## **Compulsory Assignments and Attendance**

In order to take the exam, students are required to complete and to pass four compulsory assignments, two in each module. These can be written tasks, multiple choice tasks or group presentations.

Details about the assignments, submission procedures and deadlines will be advertised on MittUiB. All compulsory assignments must be completed in the same semester.

Compulsory assignments are valid for the teaching semester and the following two semesters.



Approved by email 28 November 2023

**24/23 Any other business**

*No other business*

### 3-årig evaluering ENG331/332/333

Evalueringsrapporten gir en gjennomgang av erfaringer med undervisning og eksamen i de aktuelle emnene, utfordringer, samt gjennomførte og planlagte tiltak. Rapporten er basert på egenvurderinger fra emne-ansvarlige, studentevalueringer og tallmateriale (strykprosent og gjennomsnittskarakter).

Det tilbys tre emner i engelskspråklig litteratur hvert høstsemester, hvert på 10 studiepoeng, med tittelen *Selected Topic in English Literature and/or Culture*, I–III. Vi har over tid diskutert ulike opplegg for å sikre en klarere distinksjon mellom de ulike masteremnene, samt en tydeligere progresjon fra første til andre semester av masterstudiet. Dette ble også etterlyst i den nyeste sensorrapporten for litteratur. Vi vil arbeide videre med dette for å lage en «byggekloss-modell» der hvert emne har en definert funksjon med hensyn til å gi studentene en helhetlig kunnskapsbase som vil forberede dem bedre for arbeidet med masteroppgaven.

Faglærerne sier seg i hovedsak fornøyd med gjennomføringen av de ulike emnene.

Undervisningen for alle masteremnene gis som seminarer på til sammen 16 timer. ENG332 er spesielt tilpasset semesterplanen for lektorstudentene, og har derfor hatt all undervisning i løpet av de fire første ukene. Ulempene med den korte gjennomføringstiden har vært at studentene har vanskelig for å holde tritt med lesingen som kreves, med den konsekvens at seminarene gjennomføres som forelesninger i stor grad. Opplegget skal gi studentene god tid til arbeid med semesteroppgaven, men i realiteten har studentene hatt store problemer med å utføre dette arbeidet i praksisperioden. Et annet tilbakevendende problem har vært at lektorstudentene kun har erfaring med litteraturstudier fra 100-nivå (ikke på 200-nivå). Som en konsekvens har de mindre trening enn andre studenter i analyse av litterære tekster, og særlig i bruk av teoretiske og kritiske tekster. Vi regner med at alle disse utfordringene vil bli løst med den nye strukturen i lektorstudiet.

Ingen av de tre emnene har obligatoriske arbeidskrav eller obligatorisk tilstedeværelse. Det ville være en stor fordel om en hadde slike krav, blant annet for å gi studentene mer trening i skrive- og presentasjonsteknikk. Så langt har ikke ressursituasjonen tillatt dette. Flere obligatoriske krav ville også tvunget fram mer studentaktiv læring. En gjennomgående utfordring gjelder manglende motivasjon og engasjement blant en del studenter også på masternivå. Langt fra alle studentene deltar på hvert seminar. En kunne videre ønske at flere

studenter deltok aktivt i gruppearbeid og diskusjoner. Endelig ser det ut til at en del studenter avlegger færre studiepoeng enn de normerte 30 per semester. Vi arbeider kontinuerlig for å forbedre situasjonen på disse områdene. I første omgang vil vi se spesifikt på gjennomføringstallene for hele masterstudiet.

Eksamensformene for de tre emnene er varierte: ENG331 har en 7-dagers hjemmeksamen etterfulgt av muntlig, ENG332 har veiledet semesteroppgave, mens ENG331 har en 4-timers skoleeksamen. I tilbakemeldinger fra studentene hører vi at mange synes skoleeksamen fungerer dårlig som vurderingsform. Det er forståelig, men samtidig er det et poeng at studentene skal ha trening i å skrive korte tekster under et visst tidspress, i tillegg til lengre tekster over tid.

Alle emner blir evaluert av studentene. Dessverre er svarprosenten for lav til at vi kan si noe sikkert om studentenes erfaringer. Imidlertid blir hvert emne midtveisevaluert og undervisningsopplegget justert ved behov.

De gode gjennomføringstallene tyder på at målene for læringsutbytte er oppnådd. I perioden var strykprosenten 0% mens gjennomsnittskarakteren var B.

31. januar 2024

Randi Koppen, fagkoordinator for engelsk

### **3-year evaluation of ENG339/339L (Selected topic in English linguistics I) 2021-2023**

This is a specialised course in a topic from English linguistics. The content of the course varies from year to year. ENG339 is a 10 credit points course offered to students with a BA in English, and ENG339L is 5 credit points course offered to students in the teacher training programme.

The main learning outcomes are that students “have detailed insight into the theoretical and methodological approaches within the field covered by the course and are familiar with current research in this field”, and that they “can apply their knowledge and skills in teaching, for the dissemination of research and other information purposes”.

ENG339/339L is taught as an intensive course, with two sessions per week, so that the teaching does not overlap with the L students’ teaching practice. ENG339L is taught over three weeks, and ENG339 normally over four weeks. In 2021 the classes were held online, in Zoom. The topics in the three years were Language attitudes (2021), Grammaticalization, lexicalization, degrammaticalization (2022) and Multilingualism in individuals, society, and education (2023).

The assessment form is a four-hour school exam for ENG339 and a three-hour school exam for ENG339L. A school exam does not allow for long in-depth discussions, but lets students practice writing independently and efficiently. Three students took the ENG339 exam in 2021, six in 2022, and five in 2023. In ENG339L, 14 took the exam in 2021, 15 in 2022, and 13 in 2023. For both course codes the average grade was C for all years, with the exception of 2023, when the average grade for 339L was B. Across the three years, only two students did not pass the exam.

In all three years, the course focused on active learning, student participation, discussions in class, and practical exercises. This worked well in 2022 and 2023, but was more challenging in 2021 when the course was digital.

The course did not have a student evaluation in 2021 and 2022. The main reason for this was that the course was over before the end of September, and the online evaluation form which is normally distributed once a course is over, was not sent to the students. The evaluation in 2023 was generally very positive. The majority of the students found the course relevant and interesting, and they particularly liked the class discussions. Some students felt that the course was a bit rushed due to its intensive nature.

ENG339/339L is a course that generally works well in terms of content and teaching activities. The main challenge these three years has been the intensive mode of the course, with two sessions per week. With the new redesigned teacher training programme, it will no longer be necessary to have a separate course for L students or to adapt the teaching to their practice period.

### **3-year evaluation of ENG341 Selected Topic in English Linguistics II (2021–2023)**

Course instructors: Dania Bonness (2021), Carolina Amador-Moreno (2022), Dagmar Haumann (2023)

Report by Dagmar Haumann

ENG341 is a 10 ECTS Master's course in English linguistics. The content of the course varies from year to year: Irish English in Context in 2021, Corpus Linguistics and Sociolinguistics in 2022, and Child language acquisition in 2023.

The main learning outcomes are that the student “has detailed insight into the theoretical and methodological approaches within the field covered by the course and be familiar with current research in this field”, “can apply his or her knowledge and skills in teaching, for the dissemination of research and other information purposes” and “is highly skilled in expressing academic ideas in written and spoken English”. In terms of general competence, the student, on completion of the course, “is capable of developing his or her own competence and specializing in an independent manner”.

The teaching of ENG341 consists of 16 hours of lectures over 8 weeks. In 2021 and 2023, all lectures were delivered onsite, whereas in 2022, most lectures were delivered remotely due to the lecturer not being based in Bergen.

The assessment form of the course is a supervised term paper. Thus, the students' attendance of supervision meetings is an obligatory activity. Supervision meetings can be held in groups or individually, and they are usually based on a draft of the term paper. The number of students who took the exam varied quite a bit: eight students in 2021, four students in 2022 and 15 students in 2023. The relatively high number of students in 2023 may have to do with the “perceived” relevance of the course content for Lektorstuderenter (but see below). The average grade was C in 2021 and 2022, and B in 2023.

In 2021, the course was offered by a part timer, which is why there is no course report available (the compilation of reports should be included in the contract). According to the reports for 2022 and 2023, the course worked well for active and interested students. A recurring challenge for the course, which is recommended for Lektorstuderenter, is the scheduling and execution of supervision. We expect this problem to disappear with the implementation of the redesigned Lektorprogrammet. Another challenge for the course (as for any course) is the students' engagement as well as the perceived usefulness of the content for their respective study programs and, ultimately, their future lives.

Since only a fraction of the students participated in the end-of-term evaluation, it is impossible to say whether the students' concerns or requests are representative. Note that the 2022 student evaluation was not available to the instructor when filing her report, and, in 2023, only three

students filled in the evaluation form: they request access to previously submitted term papers on the topic, which would violate information privacy; also, there are no previously submitted term papers on topics that are offered for the first time (as was the case in 2021–2023). The students also say that the topic, Child language acquisition, was generally not relevant for MA students, and it was not relevant for Lektorstudenten because their students are 13-19 years of age, i.e. outside the child age range.

### **3-year evaluation of ENG343 (Selected topic in English linguistics III) 2022-2023**

(No course report is available for 2021)

ENG343 is a 10 credit points course on a specialised topic from English linguistics. The content of the course varies from year to year. The topics in the last two years were Language acquisition (2022) and Language attitudes (2023).

The main learning outcomes are that students “have detailed insight into the theoretical and methodological approaches within the field covered by the course and are familiar with current research in this field”, and that they “can apply their knowledge and skills in teaching, for the dissemination of research and other information purposes”.

The teaching consists of 16 hours of seminars over 8 weeks. The assessment form is a seven-days take-home exam, which allows the students to provide in-depth discussions and analyses. 21 students took the exam in 2022, and six in 2023. The reason for the discrepancy in student numbers is that no teacher training students took the course in 2023. For both years, the average exam grade was C. In 2022, three students did not pass the exam.

In 2022 the course was taught online, and few students attended. It was difficult to activate the students and have discussions. One reason for the low attendance was that the seminars partly overlapped with the L students’ teaching practice period. In 2023 attendance was good (five students attended regularly), classroom discussions worked relatively well, and four of the students gave article presentations.

The course had both a midterm and an end of term evaluation. In both years, the students were generally very satisfied with the course. They liked the topic, found the syllabus relevant, and were happy with the level of difficulty and progression.

ENG343 is a course that works well in most aspects. The main challenge in 2022 was the low attendance and student activity. This was due partly to the fact that the course was digital, and partly to the overlap with the teaching practice. With the new redesigned teacher training programme, the latter challenge will no longer be relevant. As a way to activate more students and increase course engagement, we could consider introducing obligatory assignments that students must pass before they can take the exam.

## **EKSTERN FAGFELLERAPPORT FOR LEKTORUTDANNINGENE VED HF, UiB 2023**

### **Navn:**

Jonas Bakken, faglig leder av Lektorprogrammet og professor i norskdidaktikk, Institutt for lærerutdanning og skoleforskning, Universitetet i Oslo (UiO)

### **Ekstern fagfelle ved:**

Det humanistiske fakultet (HF) ved Universitetet i Bergen (UiB)

### **Studieprogram:**

Lektorutdanning med master i nordisk

Lektorutdanning med master i framandspråk (engelsk, fransk, spansk eller tysk)

Lektorutdanning med master i historie eller religionsvitenskap

### **Oppnevnt for perioden:**

1. juli 2021 – 30. juni 2024

### **Rapporten gjelder for perioden:**

1. januar 2023 – 31. desember 2023

### **Fokus i rapporten**

Etter avtale med Lektorutdanningsutvalet ved HF (LUHF) tar årets rapport for seg *motivasjonen til lektorstudenter ved valg av utdanningsprogram, og videre ved valg av fag innenfor lektorutdanningen*. Følgende problemstillinger var ønsket belyst:

- Hvilke tanker har/hadde studentene om yrkesmuligheter?
- Hva var avgjørende for deres fagvalg, har dette endret seg etter å ha gått en stund på utdanningen?
- Hva fikk dem til å velge en lektorutdanning og ikke en grunnskolelærerutdanning?
- Hvordan har motivasjonen endret seg i møte med utdanningen? Sto utdanningen til forventningene?
- Har omdømmet til studieprogrammet noe å si for motivasjonen og valget?
- Var mulighetene for et utenlandsopphold viktig når de skulle velge en utdanning?
- Hvordan opplever de ansatte studentenes motivasjon for studiet, er deres ferdigheter på riktig nivå?
- Hva vet de ansatte om studentenes forutsetninger fra vgs.? I hvilken grad er dette førende for måten de underviser på?



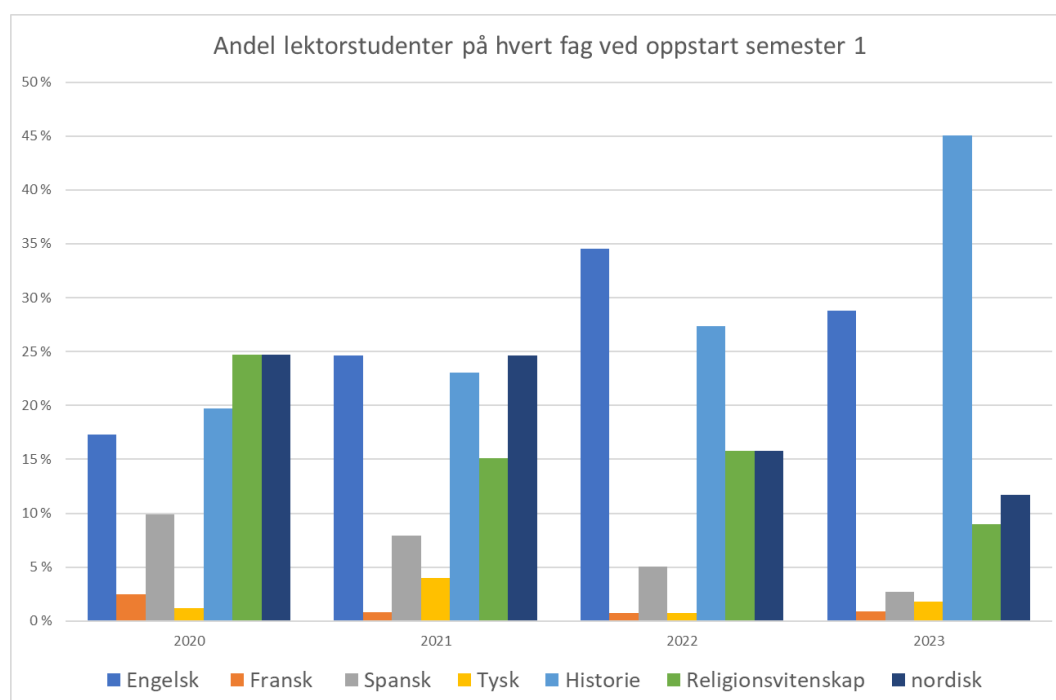
- Hva var eventuelt negativt for motivasjonen, noe de savnet når de skulle velge studiet?
- Hvordan fungerer veiledningen studentene får i forbindelse med fagvalg? I hvilken grad er jobbutsikter tatt i betraktning i veiledning om fagvalg?

Rapporten er skrevet på bakgrunn av fokusgruppeintervjuer med studenter, faglærere, studieadministrasjon og ledere fra de ulike programmene.

## Bakgrunn

Bakgrunn for valg av tema til årets rapport er at lektorutdanningene ved UiB – i likhet med lærerutdanninger i hele landet – opplever synkende søkertall. Parallelt med dette har det skjedd en dreining i studentenes fagvalg. Historie har hatt en sterk vekst og hadde høsten 2023 hele 45 % av førstesemesterstudentene ved lektorutdanningene ved HF. Engelsk gikk noe tilbake i 2023, men ligger likevel klart over tallet fra 2020. Nordisk og religionsvitenskap går klart ned, mens fremmedspråkene fransk, spansk og tysk har svært få nye studenter.

LUHF er bekymret for at lektorutdanningene i for liten grad utdanner de lærere skolen har behov for, og ønsker å vite mer om studentenes motivasjon og hva som eventuelt kan gjøres for at studentene tar mer veloverveide valg når de søker lektorutdanning ved UiB.



## Resultater fra NOKUTs evaluering

Noen av spørsmålene LUHF stiller, kan belyses av den nasjonale evalueringen av lektorutdanningene som NOKUT gjennomførte 2019–2022. Som et ledd i evalueringen gjennomførte NOKUT spørreundersøkelser blant landets lektorstudenter der de blant annet stilte spørsmål om motivasjon for studievalg. Her kom det fram at interesse for studiefagene og karrieremuligheter i skolen var de viktigste årsakene til at de valgte lektorutdanning.

Dette harmonerer godt med hvordan lektorutdanningene er bygd opp: De er profesjonsutdanninger som kvalifiserer for undervisning i skolen, samtidig som de gir mulighet for faglig fordypning. Nettopp mulighetene for fordypning i vitenskapsfagene er det som særlig skiller lektorutdanningen fra andre lærerutdanninger. Studentenes inntrykk av studieprogrammets faglige kvalitet hadde også en viss betydning for valget av utdanning, og det samme hadde den geografiske plasseringen av utdanningen. Muligheten til å studere pedagogikk og fagdidaktikk var det som i minst grad hadde betydning for at studentene

valgte nettopp lektorutdanning. NOKUTs sammenligning mellom institusjoner viser at UiB ikke skiller seg markant ut fra de andre lektorutdanningene.

NOKUTs undersøkelse indikerer altså at lektorstudenter ved UiB først og fremst har søkt seg til denne utdanningen fordi de ønsker både en fordypning i studiefag de er interesserte i, og gode muligheter for jobb i skolen. Med dagens søkertall og fagvalg kan imidlertid disse to faktorene gå på bekostning av hverandre: Svært mange studenter velger historie, som er et lite skolefag, og som dermed gir mindre jobbmuligheter enn store skolefag som norsk, engelsk og andre fremmedspråk.

### **Studentenes motivasjon for studievalg**

I intervjuene med studentene var det en gjennomgående tendens at studentene hadde søkt seg til en lærerutdanning blant annet fordi det ga dem gode jobbmuligheter. Flere studenter oppfattet det å utdanne seg til en profesjon som et trygt studievalg framfor å ta en rent akademisk grad som ikke hadde noen opplagte karriereveier i etterkant. At de hadde valgt en lektorutdanning framfor en grunnskolelærerutdanning, begrunnet de fleste med at de ønsket å være lærere på videregående skole. Enkelte studenter antok også at det faglige nivået på utdanningen ville være høyere på en lektorutdanning enn på en grunnskolelærerutdanning, og at det var mer prestisje å studere på et tradisjonelt universitet framfor en profesjonsrettet høyskole.

At de valgte å ta lektorutdanning ved nettopp UiB, hadde for nesten samtlige studenter sammenheng med byen Bergen. De oppfattet Bergen som en fin by å bo i, og de hadde hørt at det var et godt studentmiljø i byen. De fleste som ble intervjuet, kom fram andre steder av landet, og de hadde ønsket å studere i en by et godt stykke unna hjemstedet. Oslo ble oppfattet som for stort og vanskelig å finne seg til rette i, så valget hadde først og fremst stått mellom Bergen og Trondheim. Enkelte hadde også studert ved UiB tidligere og ønsket å komme tilbake. Ingen av de som ble intervjuet, oppga at de hadde noe bestemt inntrykk av lektorutdanningen ved UiB før de søkte, verken positivt eller negativt.

Studentene oppga at det er positivt med muligheter for utveksling, men dette hadde ikke hatt noen større betydning for valget av utdanning. Blant de studentene som var intervjuet, var det få som hadde vært på utveksling. Flere hadde fått utvekslingsoppholdet avlyst på grunn av pandemien, og noen hadde opplevd så lite støtte fra UiB da de skulle søke om utveksling, at de hadde gitt opp planene om å reise ut.

Samlet sett ga intervjuene inntrykk av at studentene valgte lektorutdanning ved UiB først og fremst fordi de ville ha en trygg karriere i videregående skole, og fordi de ville studere i Bergen. Interesse for studiefagene hadde også en viss betydning.

### **Studentenes motivasjon for fagvalg**

Muligheten til å fordype seg faglig var viktig for mange av studentene da de valgte lektorutdanning, men dette ser ut til å ha vært underordnet ønsket om å utdanne seg til en

profesjon. Det var også forskjell mellom studiefagene. Studenter i religionsvitenskap og historie hadde valgt disse fagene fordi de hadde en faglig interesse, og fordi de hadde likt disse fagene som elever på videregående. Det var særlig mulighetene til å ta opp og diskutere store spørsmål, som ble oppfattet som appellerende ved disse fagene. Studenter i fremmedspråk valgte også i stor grad fag ut fra interesse, samtidig som noen mente at språkkompetanse ville åpne opp dører for andre karrieremuligheter, blant annet i utlandet. Blant nordiskstudentene var det få som hadde noen spesiell interesse for norskfaget da de søkte på studiet. For mange var det et taktisk valg, fordi de antok at jobbmulighetene ville være bedre med norsk som undervisningsfag.

Studentenes motivasjon for fagene hadde endret seg noe i løpet av utdanningen. Studentene i religionsvitenskap var positive til fagutdanningen de tok, og de opplevde at den svarte til forventningene de hadde. Studentene i historie opplevde derimot at studiefaget ikke var det de hadde sett for seg. I innføringseminnene handlet det mye om å tilegne seg historiske fakta, og på grunn av det store antallet studenter på faget ble det lite tid til de dialogene og faglige diskusjonene de hadde forventet. Enkelte av studentene vurderte derfor å bytte til et annet fag. Det skal nevnes at det var få historiestudenter som møtte til intervju, og at det kun var førsteårsstudenter som møtte. Det er ikke utenkelig at oppfatningen av historiefaget er annerledes blant studenter lenger ut i studieløpet. Studentene i nordisk var positivt overrasket over fagutdanningen og opplevde en økende motivasjon og interesse for nordiskfaget og for å bli norsklærere. Studentene i fremmedspråk opplevde seg som alene og ønsket seg mer fellesskap mellom lektorstudentene på tvers av fag.

I intervjuene ga flere av studentene uttrykk for at det var positivt at UiB ga dem store muligheter til å velge og kombinere fag i lektorutdanningen. Dette ble sett som et fortrinn for UiB sammenlignet med universiteter med færre og mer låste fagkombinasjoner, slik som UiO. Samtidig ønsket studentene mer veiledning fra universitetet i hvilke fag det var strategisk å ta for å øke sjansene for å få jobb etter endt utdanning. At ulike fag ga ulike jobbmuligheter, var ikke studentene bevisste på da de søkte lektorutdanning og valgte fag. Flere valgte fag ut fra interesse, spesielt studentene i historie og religionsvitenskap. Studentene ønsket ikke at UiB skulle pålegge dem bestemte fagkombinasjoner, men de ville ha tydelige råd for eksempel på nettsidene, i informasjonsmøter og i veiledningssamtaler. De ønsket også oppdatert kunnskap om de reelle behovene for lærere i ulike fag i regionen. Flere hadde hørt at det var vanskelig for nyutdannede lærere å få jobb i Bergen by. Det kan derfor være hensiktsmessig at UiB gjør en kartlegging av hvilke fag og fagkombinasjon det er behov for i regionen, slik at studentene kan foreta godt informerte valg av fag.

### **Faglærernes oppfatninger av studentenes motivasjon og forutsetninger**

Faglærerne opplever at lektorstudentene jevnt over er godt motiverte for studiene. Ett unntak er en del studenter som har valgt nordisk som fag 1 av strategiske grunner. Disse

oppleves som noe mindre motiverte, og enkelte faglærere er bekymret for hvor gode norsklærere studenter blir når de har lav motivasjon og kun 60 studiepoeng i faget.

Det er en gjennomgående tendens at faglærerne opplever at studentene har dårligere forutsetninger når de kommer fra videregående i dag, enn de hadde for noen få år siden. Spesielt opplever faglærerne i språkfagene, både norsk og fremmedspråk, at de nye studentene har lite kompetanse i grammatikk og til en viss grad også i litterær analyse. Mange faglærere har derfor senket nivået på undervisningen og bruker mye tid innledningsvis i studiet på å lære studentene grunnleggende grammatisk teori og vokabular. Faglærerne opplever også at studentene har dårligere lesekapasitet enn tidligere. De er vokst opp i en tekstkultur preget av korte tekstsnutter og rask kommunikasjon, og dette ligger langt fra universitetsfagenes kultur med langsom og nøyaktig lesing av lange tekster. Enkelte faglærere har derfor justert ned antallet sider pensum for å møte studentenes forutsetninger. Faglærere opplever også at studentene er mindre selvstendige enn tidligere, og at de trenger mer hjelp og oppfølging i studiehverdagen. Men til tross for at studentene har et svakere utgangspunkt enn tidligere, opplever faglærerne at de kommer seg godt gjennom studiet, blant annet på grunn av sin høye motivasjon.

Faglærere og studiekonsulenter ved faginstituttene oppgir at de i liten grad veileder studenter i fagvalg. Studenter kan få veiledning, men da må de aktivt oppsøke det. Studiekonsulentene oppgir at de primært anbefaler studentene å velge de fagene de brenner for, ikke velge strategisk.

Faglærerne ønsker ikke strengere føringer for fagvalg og fagkombinasjoner enn UiB har i dag, for eksempel gjennom å gjøre det obligatorisk å ta et språkfag. De mener at mange av historie- religionsstudentene ikke er filologisk anlagt, og at de må få mulighet til å velge andre fag enn nordisk eller fremmedspråk som sitt andre fag. Flere av faglærerne var imidlertid positive til at studentene i større grad enn i dag kan veiledes i fagvalg. Veiledning om hvilke fag som er strategisk å velge for å få jobb i skolen, bør gis av programadministrasjonen på fakultetet, ikke ved instituttene, for instituttene er tjent med å få flest mulig studenter til sine egne fag. Enkelte faglærere understreker samtidig at veiledningen i fagvalg ikke utelukkende burde fokusere på jobbmuligheter i skolen, men at faglig interesse bør være det viktigste. Lektorutdanningene kan kvalifisere for mange ulike jobber, og UiB bør ikke tilpasse seg skolemarkedet altfor mye. Derfor bør også fagmiljøene være involvert i veiledningen.

### **Oppsummering og anbefalinger**

Intervjuene med lektorstudentene ved UiB bekrefter i stor grad resultatene fra NOKUTs nasjonale evaluering av lektorutdanningene. Muligheter for en sikker jobb i skolen er en svært viktig motivasjon for å velge lektorutdanning. Å kunne fordype seg i et studiefag man er interessert i, har også betydning for valget. Intervjuene bidro samtidig til å nyansere NOKUTs resultater. I intervjuene kom det fram at Bergen som studieby hadde stor betydning for at studentene valgte å ta lektorutdanningen nettopp ved UiB. Utdanningens

omdømme hadde lite å si, ettersom studentene visste svært lite om lektorutdanningen ved UiB da de søkte. Mulighet for å dra på utveksling hadde liten betydning for valget av utdanning.

De fleste studentene hadde valgt fag ut fra egne faglige interesser. De ønsket ikke føringer eller begrensninger i fagvalg og fagkombinasjoner, men de etterspurte mer informasjon om og veiledning i hvilke fagvalg som er etterspurt i skolen. Informasjonen bør gjøres tilgjengelig i ulike kanaler, både på programmenes nettsider, i informasjonsmøter og i veiledningssamtaler. Flere av faglærerne var også positive til at studentene fikk bedre veiledning i fagvalg, men understreket av denne veiledningen burde gjøres på fakultetsnivå og ikke av det enkelte faginstitutt, da de er i en konkurransesituasjon om studentene. Enkelte faglærerne pekte også på en uheldig side ved at studenter veiledes til å ta fag ut fra strategiske hensyn framfor egen faglige interesse: Det kan resultere i mindre motiverte studenter, noe som igjen kan føre til svakere faglige resultater og mindre faglig kvalifiserte lærere.

#### Anbefalinger:

- Løft fram Bergen som studentby i markedsføring av lektorutdanningen.
- Gjennomfør en kartlegging av hvilke fag og fagkombinasjoner som skolene i Bergen og regionen for øvrig har behov for.
- Gi studentene informasjon om og veiledning i hvilke fagvalg som gir gode muligheter for jobb i skolen.

Oslo, 14.11.2023

Jonas Bakken

# Report from *programsensor* for English literature at the University of Bergen, December 2023

**Programsensor:** Erika Kvistad, associate professor of English, University of South-Eastern Norway

**Courses evaluated:** ENG222/ENG262, ENG224/ENG264

**Scope of evaluation:** Spring 2023

## 1. Introduction

This report is an evaluation of the BA courses ENG222/ENG262 and ENG224/ENG264, which make up the 200-level English literature offer at UiB. The report evaluates the versions of the courses that ran in spring 2023.

ENG222 and ENG262 are essentially the same course, which in spring 2023 ran as "Time's Witnesses: Life in the United States of Late Modernity". The two courses are taught together and have the same syllabus, but have different obligatory assignments and exam forms: ENG222 has a school exam, while ENG262 has a BA thesis with supervision and an obligatory draft submission. The same is the case for ENG224/ENG264, which in spring 2023 ran as "Queer Gothic". This means that English students specialising in literature take both "Queer Gothic" and "Time's Witnesses", and can choose which course to write their BA thesis in. Because of this structure, I will evaluate ENG222/ENG262 together and ENG224/ENG264 together, while also commenting on the structure itself.

In the spring semester, the teaching in ENG224/ENG264 was also shared with another course in women's and gender studies, KVIK203. Since this course is not officially part of the English programme, this report won't evaluate it. Since there is a certain amount of overlap between the structures and setup of ENG222/ENG262 and ENG224/ENG264, I have discussed one somewhat more briefly than the other in order to focus on the elements that differ between the two.

The evaluation is based on course descriptions, syllabus lists, examiner guides, exams, and three-year evaluations, as well as on my impressions from a meeting with staff and students in the programme in November 2023.

The evaluation discusses:

- Course content, course structure, teaching, forms of assessment.
- An overall assessment of the courses and their relation to each other.
- Recommendations for elements to keep or change.

Overall, my impression of the courses at this level is very positive, and the larger changes I would have wanted to implement are already in process. I appreciate the opportunity to evaluate these courses, and hope these comments will be helpful.

## 2.1: ENG224/ENG264: Queer Gothic

**Iteration:** Spring 2023

**Course structure and teaching:** This course has 12 seminars, of which two (early in the semester and at the end of the semester) are focused on essay-writing and "how to draw on historical context, theory, and criticism to strengthen one's argument". I think this way of framing the essay-writing sessions is good - it has a clear relevance to the learning aims of the course, and is explicitly aimed at both students writing term papers and those taking the exam. While the self-evaluation notes that it's difficult to aim pedagogical content at students taking two completely different kinds of assessment, it's clear that the lecturers are doing what they can to ameliorate this.

Student evaluations of the course are largely positive, and as the self-evaluation points out, the main issues indicated here are the relatively low course attendance and the very low amount of time students spend studying each week. Since the latter issue in particular is also reflected in ENG222/ENG262, this seems like a systematic problem rather than a problem for this course in particular, and the planned future changes to these courses seem likely to improve them.

The other notable point in the student evaluation are the comments on the use of group discussion, which some students express appreciation for, while others would have liked a stronger lecture element (with the implication that the lecturer would cover the material more effectively than the group discussion would). My impression is that the latter is a fairly common way for students to respond to group discussion, and that it has to do with a few different things: a) low student preparation, which obviously makes each student's contributions less rewarding, b) a lack of a clear sense among students of what the group discussions are meant to accomplish and how they relate to the course learning aims, and c) occasionally a genuine need for pedagogical changes like a higher proportion of lecture content or more clearly guided group work. My sense is that the pedagogical approach in this course is sound, but that points a) and b) might still reward attention, for instance by having meta-conversations with the students about the class's pedagogical setup and by giving them more guidance for their pre-class prep work. It's obviously hard for me to know how much of this is being done already - for instance, one of the students commented that "I appreciated being told beforehand what to look for specifically in the literature we were reading, it allowed me to more easily pick up the themes and examples, and actually prepare thoughts and opinions for class, rather than simply having read the text and not knowing if what I picked up was relevant or not. it made participating in class much easier." This suggests that quite a bit is already being done to help students plan their prep work, but it might be possible to go even further in the direction of a "flipped classroom" approach, getting students to do prep tasks related directly to the discussions that will take place in class.

**Assignments and assessment:** ENG264 is examined by a 4500-word term paper on a course-related topic of the student's choice. Students are required to submit a short research proposal (for approval and written feedback) and an essay draft, and to attend a supervision on the essay draft. I think this is a good process - expectations are laid out clearly, the task is scaffolded, and students get to receive support and feedback at several points. Considering that there are also two sessions devoted to essay argumentation and working with sources, I think the students are well supported in writing the term paper.

There are a couple of additions that could be considered: while the assignment includes a list of necessary qualities for the paper, as far as I can tell there's no set of differentiated grade descriptors. I think it could be a good idea to make descriptors for A, C and E grades available to students — I know grade descriptors can be a crude instrument for analytical essays, but considering that this essay marks a departure in complexity and length for these students, I think it could be useful for them to have a sense of what different levels of



achievement look like. It could also be worth considering building in a stronger element of peer support, encouraging students to read/discuss each other's work (but maybe this already happens in the essay seminars).

ENG224 is examined by a four-hour written exam where students write one essay, based on a choice of four essay prompts, with each prompt involving a comparison between two texts and a set of thematic questions to consider. There is a clear description of the required essay structure. In all, I think this is a good setup that covers a good spectrum of the course content, responds clearly to the course learning aims, and gives an appropriate amount of guidance for the exam format. One suggestion I would make is to consider including at least one single-text question as well as comparative ones: comparative analysis does have a lot of benefits, but my experience is that especially in such a short exam, it can sometimes encourage superficial, rushed or forced comparisons where a single-text essay might have gone into more depth. The issue of resting the whole course grade on the reading of one text could be ameliorated a bit by including a short-answer section that covers a wider span of course content.

**Content:** Unsurprisingly, I'm very partial to this as a course idea - the queer Gothic approach is a great way to connect the literature, culture and to some extent the scientific thought of a period, and to make students question preconceptions they may initially hold about this time in history. I like the relatively small selection of literary texts, allowing for more in-depth study of each, and the texts chosen have all kinds of interesting correspondences. The use of a companion volume on the Victorian Gothic is also a great idea at this level, helping to situate students in the period. The course seems appropriately scoped and aimed for this level.

## 2.2: ENG222/ENG262: Time's Witnesses: Life in the United States of Late Modernity

**Iteration:** Spring 2023

**Course structure and teaching:** This course has 12 seminars. Unlike ENG224/ENG264, ENG222/ENG262 doesn't have specific essay-writing and argumentation-building sessions, but of course elements of this might come up in the course of the regular teaching. Again, student feedback is positive here, although we're working with a smaller set of respondents to the evaluation. As in ENG224/ENG264, the low amount of student time spent on class prep is a clear issue. There are no critical comments on the use of group discussion in this evaluation - it's obviously hard to draw any strong conclusions from this, but it's just possible that the use of pre-defined groups, which one student comments on positively, had a positive effect on "structuring" the group work.

**Assignments and assessment:** ENG262 is examined by a research paper in the form of a conference proposal (pitched to a CFP on the same theme as the course) and presentation, which I think is a great idea. The hand-in and supervision setup is similar to the one in ENG264, and here too I think this is a good level of support to offer. Students are given a thorough and useful description of conference proposals as a form of scholarly communication, as well as of how conferences work in general, and I think linking the assignment to academic reality in this way gives students a better sense of how the "conversation" of scholarship actually works. I think it would be worth considering offering this format in both ENG262 and ENG264 on a trial basis, so that students writing on Queer Gothic could work in this way too - although it's shorter, I think this format would still keep most of the advantages of a term paper while adding other benefits.

While the conference proposal assignment is laid out very clearly, there is no description of the final presentation task itself, and no grade descriptors are given. It's definitely possible that this was just left out of the material I was given (although I did request it), but if a *sensorveiledning* for this actually doesn't exist, it should obviously be developed and made available to the students. Based on the information I do have, it's not clear to me what the requirements for the final submission are, or what the oral exam consists of - I'm assuming it's an oral presentation of the conference paper, but I could be wrong.

ENG222 is examined by a four-hour written exam where students write one essay, based on a choice of three essay prompts. There is another small communication wobble here - in the syllabus students are told to expect to write 1200-3000 words (which I think is too wide of a range - those are two very different levels of complexity), but the exam itself asks them to write 1000-1500 words. The latter is definitely more realistic for an exam of this length, and it's very possible that the latter is what was communicated to students after the writing of the syllabus and before the exam, but if not it's a discrepancy worth fixing. The prompts given all focus on single texts while pulling in cultural and critical material for comparison, which I like. The prompts are fairly detailed and lay out exactly what *kind* of argument is being asked for, which may make the exam a little less useful for summative/differentiative purposes but probably makes it quite a bit more useful for formative purposes - writing a text in this kind of clear, imposed analytical structure and learning how it "feels" from the inside is, I think, a valuable learning opportunity.

Compared to ENG224/ENG264, and based on the material I have available, this course has less explicit writing instruction and is less explicitly oriented to both thesis and exam students - again, this might just be happening in the classes themselves, but if not it could be worthwhile for the two courses to share ideas for how to include both student groups in the academic writing content.

**Content:** This is a course that has a nicely specific and argumentative point of departure, and broadens out to take in a range of different kinds of texts and media. As in ENG224/ENG264, the syllabus length allows for many texts to spread over more than one session, which I think is good. Based on the syllabus and the exam tasks, my immediate feeling was that the course is probably on the challenging side for this level, although not to the point of being inappropriately scoped - the student evaluations reassured me a bit on this, although there is one comment noting that the level of analysis may sometimes have been a little high for BA level.

### 3. Concluding comments

While the issue of dealing with two assessment formats for each course is obviously a tricky one, the material here, as well as my discussions with staff members and students, gave me the sense that a) there are good reasons to do it this way, including greater flexibility for students and a less overwhelming workload for one instructor, and b) the difficulty is mostly being managed well, although more coordination between the courses to share the writing instruction load and avoid overlap would probably be helpful.

The structural changes I would have suggested to the courses are ones that, according to the three-year evaluation, are already happening: courses are being expanded to 15 points, giving students the ability to fully specialise in their chosen discipline, and literature courses are introducing 80% attendance and two obligatory assignments. I think the ability to focus fully on two more in-depth courses rather than three is likely to be very helpful for students as they prepare to write their term paper. Introducing an attendance requirement, while it does add to the administrative burden, should contribute to an

upward spiral when it comes to student engagement, and I also think it's the right choice on a broader pedagogical level — what happens in class is an integral part of a course, even in cases where it's possible to pass an exam without class attendance. My own impression is also that as long as it's practiced with sufficient flexibility, empathy and understanding for individual students' situations, students often actually appreciate the nudge to prioritise class attendance, and it's more engaging to attend class when attendance in general is high. My previous report (2022) discusses my thoughts on obligatory assignments, which apply here too.

With this in mind, I have high hopes for future iterations of the 200 level, and these currently seem to me like well-planned, interesting, research-based, research-oriented, and engagingly taught courses.

# Report from *programsensor* for English literature at the University of Bergen, January 2024

**Programsensor:** Erika Kvistad, associate professor of English, University of South-Eastern Norway

**Scope of evaluation:** Overall evaluation of the courses in the English Literature programme, 2020-2023

## 1. Introduction

This is the final of four *programsensor* reports in the 2020-2023 evaluation cycle, and is a summarising evaluation of the English literature programme at UiB. My previous reports have discussed the MA-level courses (Report 1, autumn 2021), the 100-level courses (Report 2, autumn 2022), and the 200-level courses (Report 3, autumn 2023). The current report was originally also due in autumn 2023, but due to a delay in the arrival of evaluation material, we agreed on an extension to early 2024.

The reports are based on a range of written evidence (including grades, course descriptions, student evaluations, syllabus lists, examiner guides, exams, and three-year evaluations), as well as on two meetings with members of the faculty, the student body, and the administration in the English literature programme, one in person in 2021 and one on Zoom in 2023.

This report contains the following sections:

- **The courses.** To avoid too much repetition while still including what I find most important, I won't repeat my discussions of specific courses here, but will briefly note my overall impressions of the courses themselves in terms of cohesion, assessment forms, teaching, etc.
- **Overarching comments.** In Report 1, I included a set of overarching comments alongside the course evaluations, some of which apply to the MA level specifically (like the role of lektor students), and some of which apply to the programme as a whole (like the generic course titles). Here, I will sum up these comments briefly and refer to Report 1 for a fuller discussion. I will also include summaries of relevant points from other reports, as well as additional overarching comments reflecting my current understanding of the programme. The comments are arranged in no particular order. Specific recommendations for the future of the programme are bolded. Recommendations vary from strong to weak - hopefully the context makes it clear which is which.
- **Conclusion**, including a brief discussion of the external evaluation process itself.

## 2. The courses

As noted in previous reports, my overall impression of the courses in this programme is strongly positive: course content is consistently interesting, research-led, and well planned,

most courses are appropriately scoped and aimed for their level, many of the assignments and exams have excellent scaffolding and structure, and I get the impression that instructors are enthusiastic, thoughtful, caring, and innovative teachers who are continually working on developing their teaching.

The primary repeated issues I've seen in the course documentation seem to me to stem from the lack of required assignments, and this has already been changed (see Report 3). I also think the coming change to two 15-credit courses per semester will help students focus and cover the material in more depth. The other broad suggestion I'd make to instructors is to consider including pre-class preparation on a more regular basis - again, I think a lot of instructors are already doing this, and this isn't a strong recommendation since it's so teaching style-dependent, but I think it could potentially help with the specific issue of students feeling that their fellow students aren't adequately prepared for group work.

### 3. Overarching comments

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#### Evaluation and quality development work

My impression is that there is currently room for improvement in the programme's quality development processes, in that some evaluation that would be useful is not consistently done or, if done, is not consistently followed up on, and much of the evaluation that does get done doesn't seem useful to me. Specifically:

- The majority of course self-evaluations (by course instructors) that I received to use in my reports were three-year evaluations. I think these are rarely very useful in any context, and in a programme where the same course codes can be used for completely different courses taught by completely different people, evaluating one course code over three years seems like a waste of the instructors' time. I think the programme should just **stop doing three-year evaluations**.
- By contrast, I received few self-evaluations of a specific single iteration of a course. I'm not sure how to interpret this - in my 2023 meeting with staff I was told that each iteration of a course is supposed to be evaluated by the instructors/course convenor, so presumably they just weren't all passed on to me, or I've misunderstood something somewhere. I was also told that temporary staff like the Fulbright scholars often do not get hours to do course evaluation, and that for this reason evaluations for these courses are often just not carried out. Either way, in the 2023 meeting, I also got the impression that these reports are not consistently made available to the people teaching the next iteration of the course. I think end-of-semester course self-evaluations can be genuinely useful tools both for the instructors who write the evaluations, who get to reflect on what worked and what didn't this time around, and for the instructors teaching the next iteration of the course, who can make use of this knowledge. My recommendation is to **do end-of-semester evaluations consistently, giving all course convenors the necessary hours for this, and to file them somewhere where future instructors can find them and use them**.
- As indicated in Report 1, I've received slightly conflicting information on how far midway student evaluations, including student representative feedback, are used. Obviously I think **midway evaluations should be used in all courses** (I think it's much easier to get students to give specific feedback when they have a direct stake in the outcome), but my impression now is that this is mostly being done already.

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## Staff onboarding

An issue that wasn't really apparent in the written evidence, but that emerged from my meeting with staff members in 2023, was that the programme often has new instructors coming in to teach, whether these are visiting Fulbright scholars, Ph.D students/postdocs, or new permanent staff members. I got the impression that the process of onboarding new instructors would benefit from being more structured, clear and streamlined, and that this is something that staff members have already started to work on. I don't think this is at all a UiB-specific problem, but from my experience there is a truly vast hidden curriculum in all university teaching work (and it's so different from institution to institution!), and I think **everyone would benefit from requirements, routines and expectations being made more explicit**. In our section at USN we recently created a handbook for new staff members (also surprisingly useful for current staff members) - it might be worth doing something like that.

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## The role of L students

In Report 1, I discussed what seemed and still seems to me like the biggest practical issue with the programme as a whole, which is the role of lektor students. Very briefly, the issue is that while L-students are able to take courses in the English literature programme, they obviously have practice periods of several weeks in both semesters, and in the past it has not been possible to timetable the courses so that they don't clash with practice. This means that L-students have, in the past, been forced to miss the majority of the teaching in the courses they take. In Report 1, I discuss previous attempts to solve this, which for various reasons haven't worked ideally. The latest update I received on this in the 2023 meeting is that the lektor programme is currently being redesigned, and that it seems as if this will make it easier to avoid clashes between teaching and practice. I very much hope this is the case! This is an issue where, as I say in Report 1, I don't have much actionable advice, and I know everyone involved is doing their best to solve this problem. I do want to state, though, that I think it should be a clear priority **not to schedule classes so that students are required to attend the course while in practice**, even if it's after their school day is technically over.

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## Contact hours

In Report 1, I comment on the low number of contact hours in the MA-level courses relative to what's typical at other institutions. My impression is now that this is mainly an issue for the MA courses, and that the courses at other levels have more typical contact hours. I repeat my recommendation that it would be good for the MA courses to have **a higher number of contact hours** if this is at all possible, and that alternatively it could be helpful to **stretch the courses over a longer proportion of the semester**, perhaps with guided asynchronous work to fill in the intervals.

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## Course titles and communication to students

In Report 1, I comment on the programme's use of generic course titles and learning outcome descriptions. I still have the concerns I mention there, but I have the impression that faculty members are used to this setup and find it helpfully flexible, which of course benefits everyone. That said, I feel a little more concerned now than I did then about how this affects communication to students about the actual content of a course. Students I spoke to in the 2023 meeting commented that the course descriptions on the website don't give much information about the content of a given course (which makes sense, since they're intended to be generic), and since that's the only information they have access to before the Canvas room opens, they don't really know what the course will cover until they've signed up for it. They also noted that Canvas practices before the start of the semester vary, with some instructors putting up a lot of course content and information as soon as the room opens and others waiting until the start of the semester. I obviously think it's **a good idea for instructors to communicate early with students** in these circumstances, but it's also not ideal that the whole communication structure is so dependent on individual instructors - I find that a bit of redundancy in this kind of communication tends to be necessary. I would suggest trying to **find a way of communicating the actual course content for each course iteration on the university web pages**.

## 4. Conclusion

As is probably clear from the reports, my overall impression of the English literature programme at UiB is very positive. A lot of very high-level teaching is clearly taking place here, and I think students who attend the programme are receiving an excellent education. Staff members are clearly skilful, passionate, and committed to their teaching work, meaning that the issues I've raised throughout are largely practical ones. I'm happy to see that some issues I raised in earlier reports are already being dealt with, which I think primarily means that staff members are already actively engaged in assessing and solving issues within the programme as they arise.

Evaluating this programme as an outsider has been an enjoyable and educational process for me, and I'd like to thank the UiB administration staff, teaching staff, and students who shared their insights and experiences with me. The one thing I would mention about my role is that while everyone involved in the process has been helpful and easy to communicate with, it's often taken longer than planned to get access to all the material I needed for the reports. I think this is partly a workflow issue (I'm guessing the material is just not stored centrally anywhere, so it all needs to be chased up individually), and partly stems from the lack of a single centralised contact person who is consistently in charge of the external evaluation on UiB's end. None of this has been a huge issue for me in any way, but since the external evaluations are an ongoing process, I think it would be a good idea to create a clearer process here.

Thanks again for letting me evaluate this programme over the last years - I've enjoyed collaborating with UiB and hope my comments will turn out to be helpful!

Erika Kvistad

## **Proposed Revisions for ENG 100**

We have been tasked with suggesting revisions for ENG 100 to improve the functionality, use of resources, and outcomes of the course. In its present format, the course poses the following challenges:

### **Topic and Course Description:**

- ENG 100 is the only introductory course to both linguistics and literary studies and thus has to cover a range of topics from two disciplines within our field of study. The course also has to provide students with some introduction to academic writing in English. This poses a challenge, as only a significantly limited time is given for the teaching of each discipline as well as writing instruction.
- The current course description contains some inconsistencies between passages referring to linguistics and literary studies that weaken readers' understanding of the two disciplines pursuing shared course goals.

### **Forms of Instruction and Student Cohort:**

- The course currently consists of 4 lectures and 6 (as done in fall 2023) or eight (as listed in the course description) seminar sessions per discipline (two lectures and three seminar sessions in linguistics and the same amount in literature). While all students attend the lectures together, the cohort is divided into three seminars.
- ENG 100 is currently obligatory for B.A. students of English. In the future it is also to be obligatory for teacher-training students, thus increasing course participant numbers. As a result, the course will require four or five seminar groups and a correspondingly higher number of instructors' hours (for preparation, teaching, and assessment) in the future.

### **Assignments and Attendance:**

- In ENG 100 students must currently submit 6 compulsory written assignments of c. 400 words (+/- 10%) on distinct topics from the lectures or seminars (3 texts in linguistics and 3 in literature). The short length of each assignment does not allow for a substantial discussion of any topic and thus provides limited learning outcomes (both in the disciplines and in academic writing) for students. At the same time, the assessment of three assignments per discipline is extremely time-consuming for the instructors.
- Currently, the course has no attendance requirements. This is a topic of debate among the instructors.

### **Form of Assessment:**

- The current assessment format is a portfolio consisting of revised versions of the 6 compulsory assignments of c. 400 words (3 texts in linguistics and 3 in literature). This causes the same challenges as the compulsory assignments. Moreover, the level of improvement of the portfolio texts has not been consistent across the two disciplines. This indicates that this assessment format may not provide the desired learning outcomes.
- Given the current advances in AI, especially LLMs like ChatGPT that can be, and are being, used by students to generate written texts not always identifiable as plagiarism or AI-generated, the current assessment format also contains the risk of growing numbers of students submitting AI-generated portfolio texts.



Based on written feedback from some of the course's past or present instructors as well as discussions during the English program board meetings on 13 September and 21 November 2023, we propose the following changes to ENG 100:

**Topic and Course Description:**

- The denomination of ENG 100 (i.e., its being a single introductory course to both linguistics and literary studies with an additional focus on academic writing) cannot be changed in the near future. We propose methods of blended learning (e.g., a flipped classroom for lectures) as a meaningful way of reducing the impact of time restrictions. Using such methods should be optional, though. We also propose that academic writing instruction and practice be integrated primarily in the seminar sessions, as is currently the case.
- We have suggested minor changes to the course description (see appendix below) to better align the passages referring to linguistics and literary studies and thus underline the shared course goals of the two disciplines. We presented these changes to the program board meeting on 21 November 2023, but no decision was taken.

**Forms of Instruction and Student Cohort:**

- As agreed in the program board meeting of 13 September 2023, the course shall consist of 4 lectures and 6-8 seminar sessions per discipline (2 lectures and 3-4 seminar sessions in linguistics and the same amount in literature) in the future. The hereby possible reduction of the seminar sessions from 8 to 6 saves staff hours that may be needed once the teacher training students join the course, and more seminar groups will be needed.

**Assignments and Attendance:**

- The program board meeting of 13 September 2023 has also agreed to changing the compulsory assignments to 2 written assignments of c. 1000 words (+/- 10%) on distinct topics from the lectures or seminars (1 text in linguistics and 1 in literature). The increased length of each assignment allows for both a more substantial discussion of the topics and a better application of principles of academic writing. The lower number of assignments simultaneously reduces the workload for the instructors.
- A written poll among the English staff members following the program board meeting of 13 September 2023 has turned out in favor of introducing attendance requirements. We propose an obligatory attendance of 80% of the ENG 100 seminar sessions. This means students must attend five out of the six seminar sessions.

**Form of Assessment:**

- As further agreed in the program board meeting of 13 September 2023, the assessment will be changed to a four-hour written school exam with tasks from both disciplines (two hours for linguistics and two hours for literature). Students must pass the exam in both disciplines in order to pass the entire course. This form of assessment avoids the problems of the portfolio and prevents cheating through plagiarism or illicit uses of AI.
- One of the tasks in each discipline is to be a reflection task where students are asked to present their thoughts on the relevance of the course content in the two disciplines in relation to their studies, society and/or professions. This new element of the assessment strengthens students' understanding of the significance of the course for their studies and careers. This may be particularly relevant for increasing teacher training students' awareness that they can apply what they learned in ENG100 in the school classroom.

## Appendix

### Suggestions for Changes of Course Descriptions for ENG100

(only sections with proposed changes reproduced here)

#### Objectives and Content

ENG100 consists of two parts, one in linguistics and one in literature.

Linguistics gives an introduction to and basic knowledge of linguistics as a discipline, emphasizing various topics in-relevant to the English language which the students will encounter in their further studies of English.

Literature gives an introduction to and basic knowledge of literary analyses and interpretation by focusing on different genres like short stories and poetry and gives the students a foundational terminology for use later in their studies.

The objective is for the students to practice essential skills in the form of oral and written academic discussions about problems and texts in English linguistics and literature.

#### Learning Outcomes

On completion of the course the following learning outcomes will be obtained, defined below as knowledge, skills, and general competency. These are achieved through the student's independent study of the course material, preparation for lectures and seminars, participation in oral discussions, and submission of obligatory written assignments.

#### Knowledge

The student

- has a basic understanding of linguistics as discipline, and some of the topics that pertain to, e.g., like for instance English grammar, phonetics, language variations and change, attitudes to language and history of language
- has a basic knowledge of the tools and techniques used in relation to linguistic data and sources
- has a basic understanding of a selection of fundamental concepts and/or methods in linguistics
- has a basic understanding that there are different approaches to the analysis of language
- has a basic understanding of the connection between language and culture
- has a basic understanding of a selection of fundamental concepts and/or methods in linguistics
- has a basic knowledge about literary analyses and interpretation of literature in relation to structures and devices fundamental to different literary genres
- has a basic knowledge of different textual patterns
- has a basic understanding that there are different approaches to literary analysis
- has a basic understanding of the connection between literature and culture
- has knowledge about basic literary terminology used in critical reading

## Skills

The student

- can describe and summarize a selection of fundamental concepts and/or methods in linguistics
- can ~~identify and~~ discuss different kinds of language data
- can identify structures in different kinds of texts, also on the word level
- can formulate a thesis statement relating to a literary text
- can recognize different genre characteristics in texts and discuss these with basis in a selection of central literary concepts

## General competences

The student

- has a fundamental understanding of linguistics as a discipline, and basic skills in the use of linguistic tools and techniques
- has a basic knowledge of literary analyses and interpretation of literature in relation to structures and devices that characterize different genres
- has a good foundation for further studies in English linguistics, literature and culture
- has basic knowledge of the use and search for sources, including search in the library databases and other electronic bases
- has knowledge of how to avoid plagiarism, and how to cite correctly and academically
- has basic skills in academic writing as a genre, and can produce a text that fulfills the linguistic and structural generic requirements appropriate to academic texts

## Recommended Previous Knowledge

One strongly recommends that ~~the~~ students, in addition to general study competency, have a specialization with good grades in English from high school.

## Access to the Course

The course is obligatory for students accepted to the Bachelor program in English

The course is open to students in the English one year programme and the Teacher Training program with an MA in foreign languages at UiB.

*This section needs to be modified if the course will become mandatory for students in the teacher training program, too.*

## Teaching and learning methods

~~The~~ teaching is organized as 2 lectures and 3 or 4 seminars in each of the disciplines, linguistics and literature. The lectures provide a general overview of different themes frameworks and topics in linguistics, and of literary concepts and genres in literature. The seminars involve students' active participation in discussions and group work and focus on more specific areas of the two disciplines~~are student active and have more specific areas of focus in the two disciplines.~~

Lectures and seminars: up to 24 hours in total

It is expected that the students are present and participate actively in lectures and seminars. This is also part of the preparation for the exam.

### **Compulsory Assignments and Attendance**

Seminar attendance is obligatory. Students must attend at least 80% of the seminars.

The students submit one text of 1000 words (+/- 10 %) in each discipline (1 in linguistics and 1 in literature). These texts ~~The students submit three short texts of 400 words (+/- 10 %) in each discipline (3 in literature and 3 in linguistics). Each of the three short texts~~ discuss different topics/questions provided in the seminars or lectures and must have separate a lists of references each.

~~Drafts are submitted in Mitt UiB.~~ All assignments must be approved for students to be able to sitsubmit the final exam.

Compulsory assignments are valid for one semester following the semester of instruction.

### **Forms of Assessment**

The assessment in the course is a 4-hour school exam with tasks from both disciplines, where students have 2 hours to complete the tasks in linguistics and 2 hours to complete the tasks in literature. One of the tasks in each discipline is a reflection task where students are asked to present their thoughts on the relevance of the course content in the two disciplines in relation to their studies, society and/or professions. The remaining tasks are related to the syllabus. The final exam must be passed in both disciplines in order for the student to get a passing grade.

~~portfolio consisting of the three revised short text in each discipline: three in linguistics and three in literature. The texts will amount to a total of 1200 words (+/- 10 %) in each discipline, excluding list of references and attachments, and are weighted the same. Both disciplines must be passed in order to get a passing grade.~~

### **Reading List**

The reading list is a selection of texts which provide an introduction to English linguistics and the writing of academic texts on topic in linguistics linguistic methods, and which give an introduction to literary analysis and interpretation.

The reading list is made available by 01.06.