



UNIVERSITY OF BERGEN

Department of Foreign Languages

Program Board meeting
11 September 2024, 12:15-14:00
Seminar Room M, Sydneshaugen skole

Agenda

13/24 Approval of agenda

14/24 Approval of minutes (program board meeting 4 June 2024) (attachment 1)

15/24 Information items

1. Student registration numbers (attachment 2)
2. Course evaluation: self-assessment reports and 3-year reports (attachment 3)
3. New requirement: two examiners for all exams in courses of 15 credit points
4. York spring 2025: information meeting for students this semester
5. Literature has decided to discontinue participation in the Fulbright program
6. KVIK223 (Literature, Culture and Gender) is a 10 credits course that runs every three years. One of the 200-level literature courses is offered. But now that these courses are 15 credits, we have to offer a reduced version in spring 2025.

16/24 Items for discussion

1. Should we admit MA students from outside the EU/EEA?
Since these students now pay tuition fees, there is a certain incentive to admit them to our programme. However, this will require more resources, and most of the applicants are unqualified or end up withdrawing their application.
2. Resit exams vs. midterm exams (attachment 4)
Resit exams, which were supposed to be only for students with valid absence, must be offered also to students who fail or withdraw from the exam. The HF faculty proposes that all courses with the assessment forms school exam, home exam and oral exam have a midterm exam, open for all students.
3. Specialisation at 200 level: should we allow students who followed the old BA model (with linguistics and literature at 200 level), to complete their grade if they have all 30 credits in one discipline?

17/24 Items for approval

1. New names of the literature courses at 200 level:
Current names:
ENG226(L) English literature and culture I
ENG266(L) Term paper in English literature and culture I

ENG228(L) English literature and culture II
ENG268(L) Term paper in English literature and culture II

New names:

ENG226(L) English (American) literature and culture I
ENG266(L) Term paper in English (American) literature and culture I
ENG228(L) English (British or colonial/postcolonial) literature and culture II
ENG268(L) Term paper in English (British or colonial/postcolonial) literature and culture II

2. Changes in the course description for ENG350

Current text:

Required previous knowledge

Bachelor degree with specialization in English, or the equivalent.

New text:

Required previous knowledge

Bachelor degree with specialization in English, or the equivalent.

All 60 credits of coursework have to be completed before submitting the master's thesis. For students at the Master's programme in English (not the Lektor programme) at least 30 credits of the coursework must be in the same discipline as the master's thesis.

3. Changes in the course description for ENGMAU641 and ENGMAU642

Current text:

Obligatorisk undervisningsaktivitet

ENGMAU641:

Frammøte til samlingane er obligatorisk.

Eit munnleg innlegg, vurdert til godkjent/ikkje godkjent.

ENGMAU642:

Frammøte til samlingane er obligatorisk.

New text:

Obligatorisk undervisningsaktivitet

Frammøte til samlingane er obligatorisk.

I tillegg må studentane levere utkast til alle mappeelementa (eitt munnleg innlegg og to skriftlege oppgåver).

4. Changes in the course description for ENGMAU644

Current text:

Krav til forkunnskapar

Opptak til Erfaringsbasert master i undervisning med fordjuping i engelsk

New text:

Krav til forkunnskapar

Studentane må ha avlagt eksamen i litteraturemnet og språkemnet som blir tilbode på studiet, samt emna Engelsk fagdidaktikk, og Vitskapeleg metode og erfaringsdeling.



Minutes - Program Board Meeting – English

Date: 4 June 2024, 12:15-14:00

Room: 216, HF building

Present: Randi Koppen (main coordinator, coordinator literature), Astrid Haas, Christine Fagg (student representative), Livia (student representative), Aud Solbjørg Skulstad, Sigrid Ørevik (coordinator didactics), Lene Johannessen, Elin Huckerby, Bente Hannisdal (coordinator linguistics), Ana Terrazas-Calero, Kimberly Skjelde, Kristian Rusten, Eleni Solstad (secretary)

07/24 Approval of agenda

Approved, no comments.

08/24 Approval of minutes from meeting 07.02.2024

Approved, no comments.

09/24 Information items

- i. Didactics – teaching resources. Update by Sigrid: Didactics section is understaffed.
19 June Faculty meeting; if Kimberly's position can be updated, that will strengthen the didactics section.
- ii. Student evaluations and self-evaluations. Eleni will send the student evaluations to the respective course leaders and the coordinators. She will also send the form for the self-assessment all course leaders have to write at the end of the semester. Some of the courses must have 3-year evaluation, mostly master's courses this semester; Eleni will send more information within the next days and needs the forms back preferably before the summer vacation.

10/24 Items for discussion

Summing up the spring term. Teaching and supervision. Take-aways and suggestions for improvement.

ENG110 significantly higher attendance rate; failure rate was only 25% (lower than last year).

Linguistics MA: engaged students, few students but the course worked really well.
Social linguistics BA: high attendance rate, though big issue with plagiarism and AI.

Didactics: It is desired that the students work more effectively earlier in the semester.

ENG350: Low attendance, we should make it clearer that the students can benefit from attending the seminars.

ENGDI301: Lower number of students than normally. The reasons for this have not been established, but there may be a need for more information about the fact that BA courses must be finished before MA to avoid a delay in the students' progress. Eleni will be in contact with Lektorsenteret about this issue."

ENGDI201: Results slightly lower, less work with the literature list – the course is not prioritized highly (5 ECTS). The teacher is interested in putting more focus on academic writing.

LIT:

ENG268: BA thesis, 13 students, 11 took the exam, they feel that they had little time to finish the thesis.

Desirable that they submit later and have the oral later.

Astrid showed the limits of ChatGPT in class, and maybe that contributed to no papers suspected of ChatGPT use.

This should be a common theme in the humanities generally; the faculty and our institute are already working on the matter (included UUI).

There are issues with not only ChatGPT but also traditional plagiarism; this looks like they don't know how to cite. A common seminar/refresher course would be good for everyone. Students struggle to structure, write academically, work on writing explicitly. Writing activities and the importance of the draft, so that they will get enough feedback.

Library course: not obligatory and last-minute notice.

The student representatives agree that academic writing information should be given from 100 level, especially in linguistics.

ENG336: Worked very well, demanding, intensive, but oral exam went well, topic interesting for students. Lower chance for plagiarism of any kind with the oral exam.

Literature courses easier for conversations during the oral exam, oral exams on linguistics are more practical. We should revisit the concept of the oral exam by discipline.

The reason of the change in the course description is that the draft of 500 words is too short; the teacher cannot give enough feedback if they only submit a draft of 500 words. Additionally, it should be clear for the students that the feedback is given only once.

i. ENG265/267 – changes to *studieplan*

Current text:

Compulsory assignments and attendance

Students shall hand in a draft of their term paper of minimum 500 words.

Forms of assessment

The exam is a supervised term paper of 6000 words ($\pm 10\%$), where the student, in a separate chapter of 1000 words ($\pm 10\%$) on theory, data and methods, presents their thoughts on the theoretical and methodological approach chosen in the term paper.

New text:

Compulsory assignments and attendance

Students shall hand in a draft of their term paper of 1000 words ($\pm 10\%$). Feedback will be given only once.

Forms of assessment

The exam is a supervised term paper of 6000 words ($\pm 10\%$).

Approved, no comments.

ii. ENG265L/267L – changes to *studieplan*

Current text:

Compulsory assignments and attendance

Students shall hand in a draft of their term paper of minimum 500 words.

Forms of assessment

The exam is a supervised term paper of 4500 words ($\pm 10\%$), where the student, in a separate chapter of 1000 words ($\pm 10\%$) on theory, data and methods, presents their thoughts on the theoretical and methodological approach chosen in the term paper.

New text:

Compulsory assignments and attendance

Students shall hand in a draft of their term paper of 1000 words ($\pm 10\%$). Feedback will be given only once.

Forms of assessment

The exam is a supervised term paper of 4500 words ($\pm 10\%$).

Approved, no comments.

iii. ENGMAU655 – changes to *emneplan*

Current text:

Krav til forkunnskaper

Studentane må ha avlagt eksamen i litteraturemnet og språkemnet som blir tilbode på studiet, samt emna Engelsk fagdidaktikk og Vitskapeleg metode og erfaringsdeling. I tillegg må prosjektskissa frå Profesjon, refleksjon og erfaring vere godkjent.

New text:

Krav til forkunnskapar

Studentane må ha avlagt eksamen i litteraturemnet og språkemnet som blir tilbode på studiet, samt emna Engelsk fagdidaktikk og Vitskapeleg metode og erfaringsdeling. I tillegg må prosjektskissa frå Profesjon, refleksjon og erfaring må vere godkjent før dei startar på ENGMAU655.

Approved, no comments.

12/24 Any Other Business

Literature: Fulbright arrangement; it is an unpredicted, unproductive arrangement, a lot of work for the contact person. We should consider abolishing this arrangement.

Literature will try to have a meeting before the summer holidays to discuss the matter.



FS520.002 : Oppmeldingstall for sted

Sted: 184.11.20.0 Institutt for fremmedspråk

Termin: 2024 - HØST

Emnekode	Vurd.stat.	Vurd.ordn.	Vurd.form	Emnenavn	Antall meldt	Dato	
ENGDI111 0	2024 HØS ORD	M	M	M	Fagdidaktikk i engelsk for integrer	15	11.12.2024-20.1
ENGDI201 0	2024 HØS ORD	O	O	O	Fagdidaktikk i engelsk for integrer	2	Frist innlevering:
ENGMAU642 0	2024 HØS ORD	L	L	L	Engelskspråklig litteratur	8	Frist innlevering:
ENGMAU643 0	2024 HØS ORD	O	SEM	C	Engelsk fagdidaktikk (i Erfaringba	9	Frist innlevering:
ENGMAU644 0	2024 HØS ORD	O	O	O	Profesjon, refleksjon og erfarings	6	Frist innlevering:
ENGMAU650 0	2024 NOV ORD	MAOM	MAOM	Erfaringsbasert masteroppgave i	2		
ENGMAU655 0	2024 NOV ORD	MAOM	MAOM	Erfaringsbasert masteroppgave i	1		

Semester 1 moderne standard							
DIDAENG1 0	2024 HØS ORD	DO	L	L	Engelskdidaktikk 1	3	Frist innlevering:
DIDAENG2 0	2024 HØS ORD	M	M	M	Engelskdidaktikk 2	1	07.10.2024-11.1
DIDAFRAN1 0	2024 HØS ORD	H	H	H	Franskdidaktikk 1	1	Uttak: 12.12.202
DIDASPA1 0	2024 HØS ORD	L	L	L	Spanskdidaktikk 1	1	Uttak: 09.12.202
DIDATYS1 0	2024 HØS ORD	DO	L	L	Tyskdidaktikk 1	2	Frist innlevering:
ENG100 0	2024 HØS ORD	S1	S	S	Intr. Juksjon til engelskstudiet	64	16.12.2024 4t
ENG110 0	2024 HØS NY-OPPI	SKRIFTLIG	S	S	Lyder og strukturer	7	16.09.2024 5t
ENG120 0	2024 HØS ORD	SKRIFTLIG	S	S	System og variasjon	66	19.12.2024 5t
ENG120L 0	2024 HØS ORD	SKRIFTLIG	S	S	Aspekter ved det engelske språks	65	19.12.2024 2t
ENG122 0	2024 HØS ORD	S2	S	S	Amerikansk litteratur og kultur	107	20.12.2024 5t
ENG225 0	2024 HØS ORD	SKRIFTLIG	S	S	Engelsk lingvistik: språkhistorie	2	23.10.2024 4t
ENG226 0	2024 HØS ORD	SKRIFTLIG	S	S	Engelskspråklig litteratur og kultu	1	21.10.2024 4t
ENG227 0	2024 HØS ORD	SKRIFTLIG	S	S	Engelsk lingvistik: moderne lingv	4	21.10.2024 4t
ENG268 0	2024 HØS NY	OM	OM		Semesteroppgave i engelskspråk	3	
ENG331 0	2024 HØS ORD	HM	HM		Masteremne i engelskspråklig litte	15	
ENG332 0	2024 HØS ORD	O	O	O	Masteremne i engelskspråklig litte	31	Frist innlevering:
ENG333 0	2024 HØS ORD	S	S	S	Masteremne i engelskspråklig litte	12	12.11.2024 4t
ENG335 0	2024 HØS ORD	HM	HM		Masteremne i engelskspråklig litte	3	
ENG339 0	2024 HØS ORD	S	S	S	Masteremne i engelsk lingvistik I	6	11.10.2024 4t
ENG339L 0	2024 HØS ORD	S	S	S	Masteremne i engelsk lingvistik I	20	11.10.2024 3t
ENG341 0	2024 HØS ORD	O	O	O	Masteremne i engelsk lingvistik I	26	Frist innlevering:
ENG343 0	2024 HØS ORD	H1	H	H	Masteremne i engelsk lingvistik I	6	Uttak: 02.12.202
ENG347 0	2024 HØS ORD	O	O	O	Masteremne i engelsk lingvistik I	1	Frist innlevering:
ENG350 0	2024 NOV ORD	MAO	MAOM		Engelsk mastergradsoppgave	8	
ENG350 0	2024 SEP ORD	MAO	MAOM		Engelsk mastergradsoppgave	2	
ENGDI101 0	2024 HØS ORD	S	S	S	Fagdidaktikk i engelsk i lektorutde	54	04.12.2024 4t

3-year evaluation of ENG347 (Selected topic in English linguistics V) 2023-2024

(The course did not run in 2022)

Course instructors: Dagmar Haumann, Matthias Eitelmann

ENG347 is a 10 credits 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 English morphology (2023) and English word-formation across the ages (2024).

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 supervised term paper of around 4000 words. Five students took the exam in 2023, and three in 2024. For both years, the average grade was B. In 2023 one student did not pass the exam.

The course had both a midterm and an end of term evaluation in 2023, and an end of term evaluation in 2024. In both years, the student feedback was very positive. In 2023 one student remarked that a school exam would have been more suitable for the course.

Overall, the ENG347 course has worked well in most aspects. One challenge in 2023 was low student activity level. As a way to increase course engagement, we could consider introducing obligatory activities.

3-year evaluation of ENG349 (Selected topic in English linguistics VI) 2022-2024

Course instructors: Dagmar Haumann, Nadine Kolb, Ana Terrazas-Calero

ENG349 is a 10 credits course on a specialised topic from English linguistics. The content of the course varies from year to year. The topics in the last three years were English morphology (2022), Multilingualism (2023) and Corpus Stylistics (2024).

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 7-day home exam followed by an oral exam. Three students took the exam in 2022, five in 2023 and three in 2024. The average exam grade was B in 2022 and 2024, and C in 2023.

All versions of the course had an end of term evaluation, and in all three years the students were generally very satisfied with the course. They liked the topics, found the syllabus relevant, and were happy with the course instructors and teaching activities. In 2024 some commented that they would have liked to have more classes or spread the classes over more weeks.

ENG349 is a course that works well in most aspects. The take-home exam format poses an increasing challenge with the emergence of AI, and we are considering changing the assessment form to an oral exam only.

3-year Cycle Course Evaluation 2021-2024

ENG350 – Work in Progress (WiP) Didactics

1. General Description of the Course

The ENG350 – WiP Didactics course is composed of six to eight 90-minute seminars each semester. This is a seminar for ENG350 students at the 5-year *lektor* education. For a few years, including the academic year 2021/2022, the seminar was joint between ENG350 and ENGMAU650. As of 2022/2023, however, we returned to a separate two-day chapter seminar for the ENGMAU650 group. The main reason for this was that the ENGMAU students work as teachers on a daily basis and mostly live outside of Bergen, and normally only the presenters would turn up for the joint WiP seminars.

In the first year of this period, all members of staff in English didactics usually attended the seminars; in the latest two years, however, we reduced the attendance to two (the seminar leader plus one) to save teaching resources. Sessions without student presentations, which focused on specific parts of the thesis (e.g., introduction, results and discussion) were held by only one faculty member.

Large parts of the seminars consist of discussing MA project designs, chapter drafts and any problems during the MA writing process that the students want to raise. In addition, short lectures have been given concerning the initial writing stage, abstracts (summaries), how to create research gaps rhetorically, methods, how to register projects in RETTE and prepare

research, etc. The students have been invited to suggest more topics that they would like more short lectures on. In the spring of 2023, the students due to submit their MA thesis in May were given a library course focusing on editing and finalising the thesis, which they found useful.

In the spring of 2022, most of the WiP seminars were conducted on Zoom. This was partly due to some students or lecturers catching Covid, and partly because some of the students worked part-time and had problems getting to campus in time. Unfortunately, the digital seminars became less student active, and we returned to physical attendance in the following years.

2. Obligatory tasks and attendance

Attendance is not obligatory, but there are three obligatory tasks for ENG350 students:

1. A presentation of the MA project design
2. A draft of a chapter of the MA thesis
3. Giving oral feedback of a fellow student's chapter draft.

The course description specifies the following:

Students are expected to participate actively in their discipline's work-in-progress seminars by presenting their own work and by taking part in discussions about others' presentations. It is especially important that students take part in these seminars the two semesters they spend writing their Master's thesis, but it is also advantageous that they participate in their first and second semester.

In practice, students in their first and second semesters have not attended. Students at ENG350 are expected to attend on a regular basis in their two final terms.

3. Learning Outcomes

No specific learning outcomes are specified for the WiP didactics course, but many of the same learning outcomes that are specified for the MA will apply:

Knowledge

The graduate

- will have further developed the knowledge s/he has gained previously via specialised courses in English linguistics and/or English literature or/and culture and/or didactics.
- will have gained broad knowledge of the field in general and detailed knowledge of a limited subfield.
- will have gained basic knowledge of central problems and methodologies in the selected discipline.

Skills

The graduate

- is able to work independently and in the long term on solving problems based on his/her knowledge of the discipline.
- is able to engage with and critically assess theories, methods and interpretations within the discipline.
- is capable of acquiring and applying knowledge of new subfields within the discipline.
- is capable of carrying out a limited supervised research project in accordance with the relevant research-ethical norms.
- is familiar with the norms of academic writing.
- is capable of using the ICT tools which are necessary in order to carry out independent work within the discipline.

General competence

The graduate

- is capable of continuing to develop his/her competence and specialisation in an independent manner.
- can express problems, analyses and conclusions within the student's selected discipline in English.
- is familiar with relevant communicative genres.
- can contribute to discourse in the public arena in areas relevant to the discipline.

Except for the obligatory tasks, the learning outcome is only tested in the MA thesis.

4. Student evaluation

A student evaluation of ENG350, covering both WiP and MA supervision, and jointly distributed to students in all three disciplines, was conducted for the academic year 2021/2022. Parts of the feedback were not possible to connect to any specific one of the three disciplines; nonetheless, the student evaluation gave the general impression that the students appreciated the opportunity to discuss aspects of their thesis with lecturers and co-students. One student noted that WiP Didactics seminars should be more student active, which may be

a consequence of the temporary digital format (see above). Generally, students reported attending between 38% and 68% of the seminars (all disciplines).

As for students' comments to supervision (all three disciplines), it was important for them that supervisors' feedback was clear and concrete, relating to specific content and not too general in nature.

Other than this student evaluation of 21/22, the ENG350 WiP didactics course has not been evaluated in this three-year period. We suggest conducting an annual student evaluation of ENG350 for each discipline which covers both the WiP seminars and the format, organisation, supervision and learning outcome of the MA thesis itself.

5. General comments

In this period an afternoon seminar for MA students in their second semester has been offered, where the students can discuss ideas for MA projects with potential supervisors within Linguistics, Literature and Didactics. The seminar has been organised prior to the deadline for submission of the project description. According to general feedback from the students, this seminar has been useful and helped them in their process of deciding on a realistic and relevant research focus.

Faculty leading and participating in the WiP seminars have experienced a high level of engagement among students when it comes to discussing and commenting on each other's work. On the other hand, uneven and at times very low student attendance has been a problem. Many students take on a substantial amount of paid work to finance their studies, which is not always compatible with being present in the seminars. Also, in some cases, students choose to live elsewhere and come to Bergen only for the obligatory presentations and the exam. The English Didactics section therefore needs to discuss whether the WiP seminars should be given in hybrid format, i.e., basically run as physical seminars on campus, which gives the best conditions for active discussions, but additionally opened for online participation for students who are not able to attend the seminars in person.

Annual self-assessment – course level

Department of Foreign Languages

Fra [systembeskrivelsen](#):

«The person with course responsibility submits a brief annual self-assessment of the course to the programme board. The self-assessment should briefly describe the teaching plan for the course, what worked or did not work in the teaching situation and what is being done to follow this up, as well as any other circumstances of significance to the quality of the course. »

Filled out by course instructor

Course code	Engdi201
Year	2024
Course instructor	Mari Lund Eide
General evaluation of the course – how did the course go?	The course went well. Students discussed eagerly throughout the semester and gave good presentations. However, compared to previous years, the exam results were somewhat weaker.
Did the course have a student evaluation? If so, what did it say?	Students were overall very satisfied with the course. They use words such as “useful” and “interesting” to describe the lectures and they like that the teaching is case-based, which helps them discussing theory in light of classroom praxis. They are satisfied with how the course has been organized on Mittuib (using modules) and that the obligatory activity was a group-based presentation.
Were there any aspects of the course that did not work satisfactorily? Would you say that there is a need to make adjustments or take measures, and if so, which ones?	When it comes to the assessment form many state that they would like a chance to submit a draft and get feedback instead of producing an unsupervised term paper. Some would like an oral exam instead of a written exam, others would like a more practical exam rather than an academic paper.
Other comments and suggestions	The students seem to enjoy being part of a small group where they get to know each other well through dialogue-based learning. This spring the course instructor also organized extra seminars focusing on integration between theory and praxis as well as between discipline subject knowledge and didactics. For this, two teaching assistants were hired, this was a positive experience for the students.

Evaluering av ENG336, vår 2023 og 2024 (emnet gikk ikke i 2022).

ENG336 er et emne i engelskspråklig litteratur og kultur og tilbys i vårsemesteret. Kurset fokuserer på tema, periode eller genre og går over 8 uker med ukentlige seminarer på 2 x 45 min. Der er to obligatoriske skriftlige innleveringer på 500-1000 ord, med muntlig eksamensform på ca 40 min der studenten kan prøves i hele pensum i påhør av ekstern sensor. Siden undertegnede kun har undervist ENG336 en av de to gangene det har blitt tilbudt vil denne evalueringen være noe begrenset. Det kan midlertid slås fast at de to semestrene kurset har gått har vært vellykkede både med tanke på studenters tilbakemelding såvel som karakterresultater. Siden den muntlige eksamensformen ikke levner rom for hjelpemidler kan det også så langt synes som om studentenes innsats i forberedelsene til seminar og eksamen skjerpes. Her skal man også ta med at dagens studenter er mer vant til

den muntlige presentasjonsformen enn de var tidligere, noe som kanskje også bidrar til at kurset oppleves som så langt vellykket.

Bergen, 21 august 2024

Lene Johannessen

3-year evaluation of ENG341 Selected Topic in English Linguistics II (2022–2024)

Course instructors: Kevin McCafferty (2022), Kristian Rusten (2023), Dagmar Haumann (2024)

ENG345 is a 10 ECTS Master's course in English linguistics. The content of the course varies from year to year: Sociolinguistics in Great Britain and Ireland (2022), Old English (2023), English Morphology (2024).

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 ENG345 consists of 16 hours of lectures over 8 weeks. All lectures were delivered onsite.

The assessment form of the course is a four-hour school exam. The number of students who took the final exam was low across the board: four students in 2022, five students in 2023 and two students in 2024. The average grade was B in 2022, D in 2023 and C in 2024.

There was no student evaluation conducted in 2022. The evaluations of the course in 2023 and 2024 were very positive; however, the number of student responses was extremely low—one in 2023 and two in 2024.

Recurring issues in the self-assessment concern the total number of hours of our MA courses (too little time to really get into the subject) as well as the problems posed by the structure of the teacher training program (students not being able to attend our courses due to their teaching obligations). The latter will hopefully be solved with the implementation of the revised Lektorprogrammet; the former needs be addressed also in connection with resources.



Institutt for filosofi og førstesemesterstudium
Institutt for lingvistiske, litterære og estetiske studium
Senter for vitenskapsteori
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Institutt for arkeologi, historie, kultur- og religionsvitenskap
Senter for kvinne- og kjønnsforskning

Referanse

2024/456-HAMI

Dato

04.07.2024

Til programstyra ved HF: notat om kontinuasjonseksamen

Universitetsstyret vedtok i juni 2023 ny studieforskrift ved UiB, som gjeld frå januar 2024. UiB si forskrift er utgangspunkt for fakultetet sine utfyllande reglar til gradsstudium og ei administrativ arbeidsgruppe ved HF er i gang med arbeidet med revisjon av HF sine utfyllande reglar. Målet er at reviderte utfyllande reglar ved HF skal leggjast fram for fakultetsstyret på møte 22. oktober 2024.

Dette notatet blir sendt til alle programstyre ved HF, og føremålet er å foreslå ein praksis for handtering av kontinuasjonseksamen, eit nytt omgrep som UiB introduserer i den nye forskrifta, og undersøke om den føreslåtte praksisen kan møte behova til programstyra. Endeleg forslag til HF si handtering av kontinuasjonseksamen vil bli lagt fram for både studiestyret og fakultetsstyret.

Nytt omgrep ved UiB

Forskrift om studium ved UiB introduserer eit «nytt» omgrep, i alle fall ved UiB, nemleg kontinuasjonseksamen.

I § 5-6 Rettar ved gyldig fråvær, punkt (2) står det:

Studentar med gyldig fråvær frå førre vanlege eksamen i eit emne har rett til ny eksamen (kontinuasjonseksamen). Kontinuasjonseksamen skal haldast så tidleg som råd og har som føremål at studenten kan oppretthalde studieprogresjonen trass i sjukdom mv.

Vidare, i § 8-4 Kontinuasjonseksamen, punkt (1) står det:

(1) Når det blir haldt kontinuasjonseksamen for studentar med gyldig fråvær, jf. § 5-6 (2), kan alle studentar med avbrot eller ikkje bestått resultat frå førre vanlege eksamen melde seg opp. Fakultetet kan avgrense retten til å gjelde dei utan bestått resultat i emnet, og også gi andre studentar høve til å melde seg til kontinuasjonseksamen.

Dette vil seie at kontinuasjonseksamen ved UiB vil gjelde for studentar med gyldig fråvær, studentar med F og studentar som avbryt eksamen. I forskrifta er det kun krav om kontinuasjonseksamen *dersom* nokon har gyldig fråvær.

Dette er et UiB-internt notat som godkjennes elektronisk i ephorte

Noverande regel ved HF

Ved HF har vi ein utfyllande regel knytt til vurdering, som seier:

Som ein hovudregel har emna vurdering to gonger i året, i undervisningssemesteret og i semesteret etter. Eksamensdatoar skal vere tilgjengeleg i StudentWeb når oppmelding opnar for det aktuelle semesteret.

For å ta eksamen i eit undervisningsfritt semester må obligatoriske arbeidskrav vere godkjente og gyldige. I emneomtalen kan det verte fastsett at emne med vurderingsformene mappevurdering, rettleidd oppgåve, gruppevurdering, greidd på grunnlag av frammøte, og produksjonar ikkje har vurdering i dei undervisningsfrie semestera.

Denne regel betyr at det som hovudregel alltid blir arrangert midtsemestereksamen i undervisningsfritt semester. Dersom vi beheld denne regelen ved HF i framtida, så vil alle emne oppfylle kravet til kontinuasjonseksamen sidan eksamen blir arrangert tidleg nok i undervisningsfritt semester. Denne regelen har blitt utfordra frå fagmiljø ved HF i seinare tid. LLE er mellom anna inne i ein pilotperiode i regi av UiB Fram, der dei testar ut å ikkje ha midtsemestereksamen på emna sine, men kun tilby kontinuasjonseksamen der det er krav om det. Piloten ved LLE blei innført før man visste om endringane knytt til kontinuasjon i ny forskrift og piloten har blitt justert til å imøtekome forskriftsendringane.

Forskjellen på kontinuasjonseksamen og midtsemestereksamen

Kontinuasjonseksamen = blir arrangert dersom nokon har gyldig fråvær frå førre vanlege eksamen. Dersom det skjer, så kan studentar som stryk og studentar med avbroten eksamen melde seg.

Midtsemestereksamen = eksamen i undervisningsfritt semester, open for alle studentar som har gyldig eksamensrett (til dømes godkjente obligatoriske aktivitetar).

Tilråding frå eksamensnettverket ved HF

Eksamensnettverket ved HF består av alle eksamenskonsulentar på fakultet.

Eksamensnettverket har diskutert omgrepet kontinuasjonseksamen, og har kome fram til ei felles tilråding for HF som vi ber programstyra vurdere.

Eksamensnettverket meiner at kontinuasjonseksamen, slik det er definert i UiB si forskrift, er problematisk og vil slå ulikt (og gjerne urettferdig) ut for studentar. Slik regelen er, så blir det kun arrangert kontinuasjon dersom nokon er sjuk. Viss nokon er sjuk på eit emne, så kan studentar med F og avbrot melde seg. Dette vil seie at det i eit semester kan vere mogleg for ein F-student å ta om igjen eksamen (gitt at nokon er sjuk), medan studentar i neste semester ikkje får same tilbodet (gitt at nokon ikkje er sjuk). Av omsyn til likehandsaming av studentar, så er ikkje dette ein god regel.

Eksamensnettverket føreslår følgjande praksis for HF

Eksamensnettverket vil føreslå at det er vurderingsforma i eit emne som tilseier om det blir tilbudd kun kontinuasjonseksamen eller om det skal arrangerast midtsemestereksamen.

1) Emne med skuleeksamen, heimeeksamen og kun munnleg som vurderingsform

Som hovudregel skal desse emna ha midtsemestereksamen i undervisningsfritt semester (som er den noverande hovudregelen). Studentar med gyldig fråvær, og alle andre som ønskjer å ta emnet og oppfyller dei obligatoriske krava i emnet, kan melde seg.

På emne med store studenttal vil det som oftast vere studentar med gyldig fråvær som då har rett på kontinuasjonseksamen og fagmiljø vil måtte lage eksamensoppgåve uansett. På mindre emne er det ikkje nødvendigvis slik, men av omsyn til både likehandsaming og informasjon til studentar så vil eksamensnettverket tilrå midtsemestereksamen på alle skuleeksamenar og heimeeksamenar. Eksamensnettverket meiner at det ikkje burde vere størrelsen på eit emne som avgjer om det er mogleg å ta kontinuasjonseksamen.

2) Emne med semesteroppgåve, oppgåve, mappevurdering som vurderingsform

Som hovudregel blir det ikkje tilbydd midtsemestereksamen i desse emna. Kravet om kontinuasjonseksamen blir fylt ved at studentar med gyldig fråvær får utvida tid på innlevering – maks utsetjing er føreslått til tre veker.

Ved innleveringar, så er det mogleg å gje individuell tilrettelegging til studentar som er sjuke. I forskrifta er dette definert som godkjent kontinuasjonseksamen (jf. § 5-6 (3):

(3) Kontinuasjonseksamen kan innebere utsett leveringsfrist, ny eksamensdato og andre tiltak som sikrar føremålet.

Når alle studentar som er sjuke er ivaretatt, så er det ikkje nødvendig å setje opp eksamen i undervisningsfritt semester. Det som er positivt med den skisserte praksisen, er at studentar som er sjuke jobbar vidare på oppgåva/mappa i inneverande semester og blir forhåpentlegvis ferdige innanfor tematikken av emnet (der det er aktuelt). Når regelen kun gjeld for studentar som er sjuke, så vil vi ikkje kome i situasjonar der studentar med bestått resultat på ei oppgåve arbeider vidare med same oppgåva og leverer den inn på nytt. Ein praksis med eksamen i undervisningsfritt semester betyr ofte at studentar får fleire månader «utsett» frist, ved at dei ikkje leverer i inneverande semester men melder seg til midtsemestereksamen i staden for.

3) Emne med munnleg som del av/vurderingsform

Som hovudregel prøver eksamenskonsulent å få avvikla munnleg i inneverande semester for studentar med gyldig fråvær på munnleg. I tilfelle der det ikkje er mogleg, kan munnleg arrangerast i neste semester. Og for denne vurderingsforma er det snakk om individuell tilrettelegging for studentar med gyldig fråvær.

4) Emne med andre vurderingsformer

Det kan vere eksamensformer som ikkje passer inn i desse kategoriane, dei vil vi måtte sjå på individuelt i samråd med det aktuelle fagmiljøet (til dømes mappevurderingar med skuleeksamen som mappeelement).

Det er òg eit alternativ å behalde same praksis som i dag, der midtsemestereksamen er hovudregelen på alle emne ved HF.

Tilbakemelding frå programstyra

Det er eit sterkt ønske å ha så lik praksis som mogleg på HF knytt til avvikling av kontinuasjonseksamen/midtsemestereksamen. Med dette notatet ber vi om tilbakemeldingar/innspel frå programstyra ved HF på om den føreslåtte praksisen kan gjelde ved HF. Ta gjerne kontakt med studiesaker.hf@uib.no dersom det er spørsmål knytt til dette.

Vi ber om tilbakemeldingar på praksisen som eksamensnettverket føreslår frå programstyra innan **20. september 2024**. Tilbakemeldingane kan sendast inn samla per institutt eller fagvis.

Venleg helsing

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