



Agenda Program board Meeting- English

Date: September 22nd 2021 12:15-14.00

Zoom: <https://uib.zoom.us/j/65717507889?pwd=c1BBL2tCcWsrVDRHc3drZEU5QzNsQT09>

15/21 Approval of agenda

16/21 Approval of minutes from last meeting May 26th (Attachment 1)

17/21 Information items

1. Semester start. Student numbers and summary.
2. Status on evaluations

18/21 Lektor program meeting on MA-level (discussion and decision)

Last semester we met with lektorstudents who pointed out that an information meeting on what happens in semester 3 and 4 in the master program would be very beneficial. The program board should discuss and decide on a program meeting for the masterstudents that fits with the teacher training program.

19/21 Three-year evaluations (discussion)

See attachments to email. The 300-level taught in spring semester have been evaluated and will be discussed.

20/21 Annual self-assessment (discussion) attachment 2

The following courses have sent their self-assessments for spring 2021: ENG114, ENG115, ENG125, ENG337+ENG337L, ENG340, ENG221, ENG261, ENG223+ENG223L, ENGDI301 and DIDAENG2.

21/21 Redesign (discussion)

What's status and what are we doing going forward?

22/21 Course changes autumn 2022 (discussion)

Changes for courses next year (autumn 2022). Decisions must be made before December of this year for courses in autumn 2022.

23/21 Other issues



Attachment 1: Minutes from last meeting

Minutes program board meeting – English

Date: May 26th 2021 12:15-14.00 Zoom

07/21 Approval of agenda

Approved

08/21 Approval of minutes from last meeting- 3 March 2021

Approved

09/21 Information items

1. Update on Redesign

The linguists received incentive funds to hire two research assistants this spring to work on digital learning tools for 100-level linguistic courses. Kari Johnsen Skjelvik and Yulia Hathaway presented some of their work for the program board: There's been developed digital learning material for the 100-levels in form of quizzes and in active participation in the seminars we've implemented team-based learning approaches. There's also been testing sessions with students- testing out digital learning material. The feedback from the students are that the quizzes were popular and they enjoyed that the content had variety. The redesign project have created portals and blueprint courses as a framework for future courses. These are organized as modules- making editing easy and giving an overview of everything.

The digital learning material/modules can free up time and it's lowering the threshold for students to participate. Possibilities for the future include implementing more digital tools and involve master students in developing and implementing the learning modules.

2. course evaluation

300-level for spring 2021 have a three year course evaluation coming up. These shall be sent to Sigrid on mail before September 1st and discussed in the first program board meeting in the fall.

3. Suggested dates for meetings, fall:

8 September – program board meeting

6 October – teacher's meeting

17 November – program board meeting

8 December – teacher meeting/program board meeting

10/21 KFK (kompetanse for Kvalitet) Discussion

The program board discussed the format of our KFK-offer in English.

11/21 Proposed changes to MAHF-ENG: ENG340 and ENG350



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Discussion- changes proposed: removing ENG340 as obligatory. A decision must be made before December 15th and were discussed already now.

ENG350: small change of wording approved:

Ordinære rettleiingstimar skal normalt nyttast dei to første semestera. Dersom ein student bruker meir enn to semester på å ferdigstille masteroppgåva si, blir rettleiinga redusert.

Studentar i sitt femte eller sjette semester på masteroppgåva har rett på ei gjennomlesing av heile masteroppgåva dersom den blir levert til rettleiar innan tre veker før aktuell innleveringsfrist

12/21 Possible course revision, ENGD1201

New Theme: approved

13/21 Possible course revision, 200-level (decision)

Postponed- this must be developed further.

14/21 Other business

Change of exam form in ENG100. Suggestion: school exam + obligatory assignment without marking.

Note to the minutes 13/21:

After the program board meeting May 26th the following changes/decisions were also made and voted on:

Forslag til endringar i emneplanen for ENG261, ENG262, ENG263 og ENG264. Forslaget gjeldt alle fire kodane:

Obligatorisk undervisningsaktivitet

Studentane skal levere eit utkast på semesteroppgåva på minimum 500 ord. Det blir gjeve rettleiing (individuelt og/eller i gruppe). Studentane har rett og plikt til rettleiing i arbeidet med semesteroppgåva. Det er obligatorisk og få rettleiing to gonger. Studentane pliktar å halde dei fristane for innleveringar og rettleiing som blir sette av faglæraren. Studentar som ikkje følgjer desse retningslinjene, misser retten til å ta eksamen i emnet.

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

Vurderingsformer

Eksamen er ei rettleidd oppgåve på 4500 ord (+/- 10%), litteraturliste og vedlegg ikkje medrekna, over eit gitt tema som studentane vel i samråd med faglærar. Tema for oppgåvene blir gitt ved oppstart av undervisningssemesteret. Ved eksamen i påfølgjande semester leverer studenten, som har oppfylt krava om rettleiing i undervisningssemesteret, den omarbeidde oppgåva utan vidare rettleiing.

11 voted pro, one voted contra among student representatives and permanent staff.



Attachment 2

3-year Cycle Course Evaluation

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 joint seminar for ENG350 students at the 5-year *lektor* education and ENG650. All members of staff in English didactics usually attend the seminars.

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 on the initial writing stage, abstracts (summaries), and how to create research gaps rhetorically have been given. The students have been invited to suggest more topics that they would like short lectures on. A library course has also been offered. The students say, however, that this course is mostly repetition of a previous course.

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. Because most students enrolled in ENG650 work as full time teachers, this group of students do not attend



the seminars on a regular basis. Students at ENG350 do 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.



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

4. Student evaluation

The ENG350 WiP didactics course has not been evaluated every year, and there is room for improvement on this point. The course was evaluated in the spring of 2021, but only one student responded. This student wrote that he or she wanted more information about expectations in relation to an MA and how to get started writing. A short lecture on the initial stage of writing was given, but more time will be spent on this aspect in addition to expectations on the student and supervisor's part.



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Attachement 3

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3-year evaluation ENG350

Filled out by course instructor

Course code	ENG 350, Literature and Culture
Year	Spring 2021
Course instructor	Nahum Welang, Lene Johannessen
Structure and progression of the course	<p>ENG 350 has a component called the Work in Progress seminar. https://www.uib.no/en/course/ENG350 described as follows:</p> <p><i>“Work-in-progress seminar As part of the Master's thesis, students hold three approved presentations at the Department's work-in-progress seminars for Master students:</i></p> <ol style="list-style-type: none"><i>1. a project presentation</i><i>2. a draft of a chapter of the Master's thesis,</i><i>3. a discussion of another student's chapter draft.</i> <p><i>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.”</i></p> <p>The WiP seminar typically meets every week throughout each semester, depending a little on how many students there are in the different disciplines. In the fall semester the two first seminars are devoted to obligatory presentations of project description, with all faculty and students present for commenting. This functions as a kind of “vetting” session, where potential methodological and thematic snags can be corrected at an early point in the MA thesis process.</p> <p>For fall 2020 and spring 2021 the Literature and Culture seminars following the project descriptions were focused on</p>



	<p>on general issues connected to thesis writing, such as Developing Arguments, Healthy working habits and time management, Assessment Guidelines for MA theses, MA thesis structure, to mention some themes.</p> <p>Once these topics were completed, the seminar focuses on MA students' draft presentation and peer responses, with one or two presentations per seminar, depending on number of students. For each presentation there is also one faculty member who comments on assigned presentations. The chair of the WiP provides additional comments as needed.</p> <p>At least once a year, Flattun over at UBB provides the MA students in ENG350 with a specialized library course.</p>
Correspondence between learning outcome description and teaching, learning and assessment methods.	In WiP Literature and Culture there is consistent correspondence between learning outcome descriptions and the instruction. All students fulfill their obligatory assignments before they submit their MA thesis in May.
Did the course have a student evaluation? If so, what did it say?	<p>2020:</p> <p>The majority of students (9) attended seminars well beyond their own obligatory presentations; the majority find the feedback they get from faculty and peers very valuable and motivating to their own work. Some point out that feedback vary a bit too much from respondent to respondent, some would like more focus on writing skills.</p> <p>2021:</p> <p>Among the respondents (8) the score for satisfaction with the WiP is very high both for classroom and digital seminars. Among the possible improvements listed are mandatory commenting from peer students, a special seminar on the format of the MA thesis, more academic writing. Satisfaction with supervision is also for the most part very high.</p>
Possible improvements	<p>As per student evaluations, the idea of making commenting compulsory is sound, and we might want to go back to this practice. Similarly, a fixed schedule for the more general components might be helpful, as well as adding the formatting seminar. Here, specific lessons/exercises in the <i>first</i> seminars in the fall on constructing a concise argument is key; so too is emphasis on narration vs analysis.</p> <p>Re feedback:</p> <p>Faculty need to be mindful about their commenting: in the first semester of MA thesis writing comments must be geared to the level at which the students are, and in the second focused on helping them along, ie. not provide the kind of criticism that make students feel they have to begin all over again. The same way there are guidelines for commenting for</p>



	<p>students, there should be some for faculty, especially since we regularly have short-term hires who are not familiar with the WiP format.</p> <p>Faculty need to encourage their students to attend.</p>
Other comments and suggestions	<p>The WiP has existed for as long as I can remember and is a valued part of ENG350. As far as I know we are the only English program to run this every semester, and we will continue to do so despite the occasional grumbling from admin that it uses up resources. English has a consistently good progression rate, and the MA program's reputation elsewhere is in no small part due to the WiP. It would be very bad business, literally, to cut in this offer. I would in fact suggest that we consider <i>expanding</i> the commenting function by faculty: it used to be all faculty showed up, which did take up a lot of time, but how about two every time? The satisfaction and progression rate make the WiP a profitable practice, and should only be strengthened.</p> <p>As the report for ENG340 will show, we are currently also discussing extending ENG350 and the WiP to include a second semester component consisting in three obligatory seminars for <i>all</i> MA students (including L-students) where they focus on finding a topic, searching for secondary sources, reading sample thesis, and practicing thesis statement. This would level the playing field for "regular" and L-students somewhat, and create a better starting point for all once June comes. It would also mean having the project "vetting" seminars by mid-June rather than in August.</p>