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| Minutes | |  |
| Forum | NBI Teaching Workshop |  |
| Meeting held | 05.02.2021 |  |
| Place | Zoom |  |

Agenda

**1) Welcome -** Stefania Xella

Some attention points with regards to teaching: changed access requirements and

an increasing focus on recruitment.

**2) Expectations and stress among students -** Johann Bock Severin, UU

See also Johann’s PowerPoint presentation ‘*Stress and**expectation in Physics –*

*what are the problems and what can we do about it*´

The [results of the study environment questionnaire](https://kunet.ku.dk/om-ku/temaer/studiemilj%C3%B8unders%C3%B8gelser/resultater-fra-unders%C3%B8gelsen/SCIENCErapporter/SCIENCE%20Studiemilj%C3%B8unders%C3%B8gelse%202019%20Fakultetsrapport.pdf) (2019) shows a high degree of stress among students. Johann talks on the importance of aligning expectations.

Discussion points:

**- Placement of exams:** exam questions early in the course might create some check and give students a minimum to focus on (Johann). BUT: this might narrow down the content and put too much focus on the exam (Jørgen).

Suggestion (Anasua): instead of relying on a single oral or written exam, allow grades to include activities, homework problems etc. to increase engagement throughout the course and to give students a sense of control and less stress up to the exam.

**- Set up of (oral) exams:** some foreign student feel it as an interrogation, are not used to oral. It is important to allow preparation time. Suggestion (JP): let students choose a topic themselves for their oral exam.

**- Set up of courses:** smaller courses allow for reducing the stress of compressing too much in one go (Oleg)

**- Expectation management:** career success and grades are not necessarily connected, just as there is no /should not be a single focus on striving for a career in academia. What is a good student, what is it we educate for? Good to include this in the Master programme changes (Christine) studiestart /kick start (Stefania).

- **Stress:** 60% stress during MSc. Correlation with lock-down: might have made it worse (Johann). Possibility for support from KU on how to tackle stress (?)

**3)  Curriculum / study plan changes for physics M.sc. -** Christine Schøtt

Hvidberg – See also her Powerpoint ‘*MSc revision**teachingworkshop*’

The *Kandidat Studieordning (start 2022)* is to be revised. Discussion points:

- **Student colloquia** (Christine): suggestion received positively.

**- Size of courses:** suggestion (Bo): small courses every other year (economics)

BUT probably not welcomed by students (Christine).

Suggestion (JP): Realizing smaller courses as self-study /PUK courses do not

have to costs so much more in teaching resources (JP)

- **Current courses:** need revisiting, not elimination. Merging in some cases

positive (Steen and Johan). Meaning is not to propose more obligatory M.Sc

courses (Christine).

**4) Recruitment of (B.Sc.) students and continuing education for**

**Gymnasium teachers -** Jørgen Beck Hansen

**S**ee also Jørgen’s Powerpoint ´*Recruitment of students’*

Feedback for discussion groups:

- Catch in early stage (folkeskolen)

- Make visible idols (Merkel, Danish colleagues…)

- Lower expectations

- Focus on career possibilities

**5) Proposal for investigation of drop out from B.Sc. education -** Kim Leffman

See also his Powerpoint ‘*Investigation on passing on B.sc.**courses’*

Questions and suggestion on what to include in this investigation:

- Particular courses where students stumble most often (Jens)

- The passing rate of each course over the years (JP)

- Numbers on (gymnasium) grades and level at the start of the B.Sc.

Time path of investigation: not yet known.