

Board Meeting – 6th of May 2020

Agenda:

1. Welcome.....15.00-15.02
2. Formalities.....15.02-15.05
3. Orientations.....15.05-15.15
4. Master's reform – dogmas and design principles (DI + DE).....15.15-16.15
5. Break.....16.15-16.25
6. Election of coordinators (DE).....16.25-16.40
7. Ungdommens Folkemøde (DE).....16.40-16.50
8. A.O.B.16.50-17.00

1. Welcome

Calvin officially opens the meeting.

Mathilde will join us later, she is in another meeting.

2. Formalities

Calvin is elected conductor.

Maria is elected minute taker.

3. Orientations

- Tutoring and study start. The chairpersonship have weekly meetings with the study and career guidance and the administration. The collaboration is going well. We are working on a digital universe for the new students, so they can get to know RUC and its IT system before they start.
- Dialog with DSF how to support international students during corona regarding SU and living conditions. We are trying to gather information from international students, so we can aid them in the way they need.
- PK. SR RUC will still host the fall PK. CBS will take the one next spring.
- SEC – planning on hosting a volunteer event the 27th of June, but we will have to see after Mette F.'s speech the 10th of May.
- The election group have had a meeting. They discussed election coordinators, which will be presented later.

4. Master's reform – dogmas and design principles from UniPol

Dogmer for det samlede kandidatudbud på RUC

Af Studenterrepræsentanter fra Studenterrådet ved RUC

- a. Uddannelserne er funderet i RUC's pædagogiske model, problemorienteret projektlæring.
- b. Uddannelsesudbuddet er samlet set økonomisk bæredygtigt.

- c. Uddannelserne er kritisk relevante for forskning og samfund.
- d. Uddannelserne har en tydelig relation til og er baseret på forskningsmiljøer.
- e. Uddannelserne er tværfaglige inden for og/eller på tværs af hovedområder.
- f. Uddannelserne uddanner med et globalt perspektiv.
- g. Engelsksprogede, internationale uddannelser er en integreret og meningsfuld del af det samlede uddannelsesudbud.

Design Principper

Problemorientering og akademisk bidrag

Uddannelsen er tværvidenskabelig og problemorienteret. Uddannelsens nødvendighed defineres ud fra et behov i enten forskning eller samfund. Den undersøgelsesbaserede læringstilgang gør de studerende i stand til selvstændigt at udvælge, kvalificere og undersøge en relevant problemstilling med en kritisk videnskabelig tilgang. Problemorientering kan være anvendelsesorienteret i en samfundsmæssig kontekst, og/eller knyttet til videnskabelige problemstillinger. Uddannelsen skal funderes i det eksemplariske princip, dvs. at det skal belyse grundlæggende videnskabelige problemstillinger samtidigt med, at det er vedkommende og meningsfuldt for uddannelsens deltagere og aftagere.

I praksis betyder dette princip, at uddannelsen er problemorienteret. Tværfaglighed og sammentænkning af fagligheder er den bærende tilgang for uddannelsen i forhold til at styrke problemorienteringen.

Projektarbejde

En bærende del af uddannelsen organiseres som projektarbejde i grupper ud fra en pædagogisk forståelse af, at denne arbejdsform giver det største læringsudbytte samt udvikler de studerendes kompetencer til et moderne akademisk arbejdsmarked nu og i fremtiden. Gennem fagligt understøttede processer lærer den studerende at tage ansvar og have en kritisk tilgang til egen læring.

I praksis betyder det, at studerende gennem faglig, metodisk og projektunderstøttende vejledning fra en faglig vejleder lærer at løse virkelige problemer. Uddannelsen rummer mindst 50% projektarbejde med mulighed for at differentiere ift. vægtning, placering og format.

Meningsfulde uddannelsesforløb

Uddannelsen er bygget op med de studerende i fokus. Uddannelsens obligatoriske aktiviteter er sammenhængende og meningsfulde med tydelig progression. Kurserne giver de studerende akademisk ballast og klæder dem fagligt og metodisk på til at lave projektarbejde.

Uddannelsens aktiviteter understøtter tværfaglighed i både kurser og projektarbejde, således at studerende får mulighed for at kultivere deres tværfaglige profil.

I praksis betyder det at der for uddannelsen er klare beskrivelser af, hvordan hvert enkelt semester bidrager til at indfri uddannelsens formål. Synergi mellem kursernes indhold og projekters faglige ramme tilstræbes og beskrives gennem formålsbeskrivelser for hvert enkelt semester.

Virkelighedsorientering

Uddannelsen forholder sig til, hvordan den bidrager til samfundet. Uddannelsen er en del af udviklingen af praksis og viden i både samfundet og forskningen.

I praksis betyder dette, at uddannelsen indeholder undervisningsaktiviteter, som indtænker samarbejde med forskere og eksterne parter. Aktiviteterne er tilrettelagt ud fra en intention om gensidigt udbytte for både studerende og samarbejdsparter. Aktiviteter kan være projektorienterede praktikforløb, inddragelse af eksterne eksperter, projektsamarbejde, case-baserede forløb med eksterne samarbejdspartnere mv.

Uddannelsens rammer

RUC's uddannelser udvikles inden for en overordnet struktur med mulighed for forskellige formater. Uddannelserne er sammenhængende med RUC's bacheloruddannelser og deres specialiseringer. Fællesregler og normeringer er en overordnet ramme for uddannelserne, som har plads til diversitet i forhold til uddannelsernes indhold, form og tilrettelæggelse. Uddannelserne er designet med det samlede uddannelsesudbud for øje, både med henblik på faglig, økonomisk og social bæredygtighed. Uddannelserne er struktureret på en sådan vis, at de sikrer fleksibilitet for tilrettelæggelse af den enkelte studerendes studieforløb.

Board discussion:

The dogmas are good, they fit our perception of what RUC is or should be.

It is clear that there has been put in a lot of work in this.

Pædagogisk model, problemorienteret projektlæring - is this the only way, we can profile RUC? It is a very narrow point and raises concerns. Lectures and internships could be argued not to fit into this model or way of learning. This point could be broadened.

The understanding of point a. may be different, as it can be argued that the point does not limit the study activities. It is more about stated that, if we have this model, the rest will automatically follow.

UniPol creates this paper as something that should stand alone and not in comparison with the dogmas and design principles from the university leadership.

Back to point a. - Stating this can be perceived as project work is the only activity we should do or at least 50%. We should be careful about mentioning different activities, the more explicit we make the list of activities, the more short or narrow we make the list. We need to be very critical of our wording and be careful about making it too narrow.

The educations have to be within this, not the activities – the education needs to be within/fit in RUC's pedagogical model. The proposal from UL lacks RUC's spirit.

The aim was to allow for more flexibility in project work.

Board decision:

The proposal for dogmas and design principles from UniPol has been approved and the board agrees that UniPol should continue to work on this.

We made a lot of noise about being unhappy with the dogmas and design principles from UL and the way they proposed them. Here referring to the lack of the proposal going through proper democratic channels.

We should send UniPol's proposal far out in the world, as we show that we have actively worked with this and are not just mad at UL just to be mad.

We could make posters similar to the former campaign, We could show the comparison between the two proposal. Comparing the two will more clearly show the differences. However, the comparison of the two could be dangerous, viewers are more inclined to choose between the two rather than opening a debate/discussion.

UniPol will continue their work and send it out to some VIP's and elected representatives.

5. Break

6. Election of coordinators

Sif and Mathilde will like to run for main coordinators.

They wish to continue executing an environmental friendly election campaign and focus on everybody feeling well doing the election week.

Sif and Mathilde are elected main coordinators.

7. Ungdommens Folkemøde - in beginning of september (physical)

Folkemøde is not an opportunity this year. But Ungdommens Folkemøde is still an opportunity.

The Sealand SR's are collaborating together on this and wish to share a booth at Ungdommens Folkemøde. The purpose is to inform people of what UNI SR's do and recruitment.

2-4 people from each SR is needed for managing the booth, plan and execute the event and activities in the booth.

Even if there are several events in DK, we would only participate in the event in Cph.

Sif, Mathilde, Lea, Lise and Maria would like to volunteer – we will therefore move on with working on the project.

8. A.O.B.

DSF summer camp – see the mail from Cecilie. It is a lot of fun.

If anybody hear of international students, who are struggling under corona, please inform Calvin, so he can take it up in DSF.

Mathilde formally closes the meeting.