

Meeting: OLC meeting regarding complaints from the student body
Date: Wednesday 9 October 2019
Location: Room 2.14B, Wijnhaven, Leiden University Campus The Hague
Chair: Marat Markert
Secretary: Eveline Vos
In attendance: Hannah de Mulder
Irene Hadiprayitno
Looi van Kessel
Madhav Warawdekar
Alessandra Barrow

Meeting to discuss with Sarita Koendjiharie and Maria Gabriela Palacio Ludena changes to PRINS

PRINS

- Sarita and Maria Gabriela (coordinators of PRINS course) have presented their ideas and plans for how to improve the course. The main changes are an additional workshop (lecture) in the first week (focusing on case study methods) and an additional tutorial meeting towards the end of the course; moving the deadlines for the individual reports/final reports so they don't coincide with the deadline for thesis submission. Furthermore, Sarita and Maria Gabriela have been thinking about replacing the self-reflection report with an essay. After their presentation, the OLC discussed their plans and agreed to respond to them with some suggestions/points for consideration.

- Suggestions from the OLC:

Workload: Increasing the number of ECs (from 5 EC to 10EC) was meant to properly account for the work that goes into the PRINS project. For several years now, the argument has been that 5ECs do not properly reflect the work that goes into the final report, the individual self-reflection reports, as well as preparation for the pitches and final presentations to the client organizations. However, there is still a concern that the workload will increase with the new plans for PRINS. For example, one suggestion by the PRINS coordinators was to replace the self-reflection report with an individual essay for each student. This would increase the workload for both students and coaches. Is this really necessary?

Competitiveness: The OLC also welcomes the plans by the coordinators of PRINS to de-emphasize the competitive elements in this course. In light of this, the OLC suggests to consider steps to reduce the competitive element in the course by making some components pass/fail, e.g. the final report, or the individual reports. Likewise, during the presentations to clients, rather than asking clients to nominate/identify a "winner", one could also consider to ask clients to state which reports are immediately useful for the organizations and why. This might also address the issue of variation across instructors, by taking away the competitive element ("my team won").

Course Evaluations

We discussed the remaining course evaluations. Some language courses (Hindi and Persian and Spanish) don't train students in listening exercises and some don't even have listening exercises as part of the

language exams. We considered this problematic, because the levels students attain in the language courses at the end (e.g. A2 or B1/B2) also entail that students are certified to have attained a certain level of passive understanding (listening/understanding), but if this is not tested in exams (or practiced in language classes), how can one actually know? Suggestion was to contact the language coordinators and instructors to point this out and, where necessary, make adjustments so as to include sufficient listening exercises and make listening/understanding exercises part of the examinations.

We discussed a number of courses where course evaluations showed problems. We agreed to reach out to the instructors to ask for their input.