



# OLC 2<sup>nd</sup> Meeting Minutes

## Call to order

The 2<sup>nd</sup> meeting of OLC was held [online](#), 13:00-15:00 on [10 Mar 2022](#).

## Attendees

Attendees included (A-Z):

- 1) Ana Oleart Rabanal
- 2) Hannah De Mulder
- 3) Ivan Anderegg
- 4) Looi van Kessel
- 5) Marat Markert
- 6) Ole Zips
- 7) Sirius He

## 1. How to do the Evaluation for the 2<sup>nd</sup> semester?

- Brief review of the course evaluation of the 1<sup>st</sup> semester of 2021-2022 study year:
  - o Some course had low numbers of responses in the 1<sup>st</sup> semester, but some courses, such as Sociolinguistics with 227 responses, Cultural Studies with 106 responses, which has a sufficient response rate.
- Course evaluation of the 2<sup>nd</sup> semester: on paper or hybrid?
  - o Programme Board:
    - Support the idea that the course evaluation should go back to the paper format, because the experience of online evaluation is so mixed.
    - Question of timing: It is hard to get all students together to do the evaluation.
    - Two moments:
      - In the last tutorial, but students cannot evaluate the exam
      - During the final exams if the exams are in person
- When shall the course evaluation be done? During the last tutorial or the final exam?
  - o Filling out the evaluation does not take much time; some students perhaps would not mind doing the evaluation with the exam. But, if the exams are in person, doing the

evaluation possibly conflicts with the exam. Thus, the last tutorial could be a better choice.

- Suggestion: Do the evaluation during the last tutorial, and send an email or an announcement on Brightspace to ask if there are further comments that students want to make on this subject about the exam.
- Tutors are advised to give students 5 minutes to fill in the evaluation.
- Students are vocal about exams, problems with the exams do tend to be voiced, even if they cannot be mentioned on the evaluation form.
- Doing the evaluation on paper would be better in situations when students have problems with their phones or other devices.
- Mid-term evaluations are online during the tutorial, and the response rates are high.
- The problems of an evaluation on paper:
  - The instructors will have to pick them up from the administration.
  - Some courses have more than one instructor, and the division of the class makes the paper evaluation difficult to process.
  - Some students' handwriting is not very recognizable.
  - The OLC may encourage students who have problems with the exam to give feedback to the OLC with a general call
  - If the paper evaluation will be collected by instructors, there might be some students concerned about their privacy issues, for example, they would not like their instructors to see their complaints about the course.
- If the exam goes wrong, the Programme Board would hear it anyway.
- Summary:
  - When? The last tutorial is generally preferred. It has a bigger turn out in comparison to the last lecture. Also, it is less stressful to do the evaluation at that point than doing it during the final exam.
  - Online or Paper? Online would be the best option. It is not likely that many students will have problems with their phones in filling in the evaluation. Generally, online evaluation is preferred in terms of privacy, handwriting, etc.

## 2. Problematic evaluations

- Academic Reading and Writing
  - Main points for improvement:
    - Many students feel that what the course is about does not match the skills that they require at the end of the course, many of them report that they do not find the course interesting.
    - Many complaints about the two-semester course time length. Some information in the first semester is repetitive, students are confused about what they will do in the second semester.

- Many students do not think there is a clear assignment instruction for the final assignment. (This issue has been mentioned for two years)
    - Many students feel stressed that this course is necessary to pass to receive the BSA.
    - The information and the organisation on Brightspace are confusing.
  - However, there are still a number of students that think this course is a helpful course to take at the beginning of the 1<sup>st</sup> semester, especially for those who have never done Academic Reading and Writing at high school.
  - OLC members will arrange a meeting with Gina to talk about the issues that are mentioned above.
  - There were 46 responses for this course, but, given the total number of students who were taking this course, it did not have a sufficient number of responses.
  - Compared to last year, the points of improvement are similar.
- BSA (binding study advice): Academic Reading and Writing
  - Some students have to stop studying International Studies because of failing Academic Reading and Writing. It is a frustrating experience for them, especially for those who have passed all the other courses of the semester.
  - The OLC agrees with the value of this course and believes that the course should be a requirement to graduate. Nevertheless, the OLC thinks that not being able to continue studying International Studies because of failing one course in the first semester of the first year gives students lots of unnecessary stress.
  - In this way, it is a little bit of a lack of consideration of students' personal circumstances to just expect everyone to pass this course in the first semester, especially when this year the Academic Reading and Writing was made a year long course.
  - The OLC suggests giving student more time and a leeway in passing this course, for instance, having the opportunity to retake it in the second semester.
  - An OLC member will schedule a meeting with the course coordinator of Academic Reading and Writing to talk about the issues.
  - An example from LUC: at LUC, they do offer a second semester redo of the course.
  - General summaries: The OLC agrees that removing this course from the BSA is not the solution, but that it would be better to give students an extra resit. Even though there is a 10-day resubmission option when students fail the assignment, if there was a structural problem with the way that students have learned how to read and write in an academic way, 10 days would not be sufficient to fix that. Thus, the OLC thinks that a second semester option would be a solution.
- Thesis & TS East Asia B, S1
  - There were only two responses for this course, but both of them made negative comments about the way it was taught.

- Research Methods: Arts, Society and State
  - o Content was felt to deviate from expectations and there were issues with the clarity of the organization of the course.
  - o Two OLC members will get in touch the instructor and ask their perspective about the issue mentioned above.
  - o Students feel disappointed about the course, possibly because of the online teaching environment.
  
- Research Methods (General)
  - o It is a Research Methods course, not a content-based course. Many students expected too much on the content by how the course is named, and this type of comments from students that are discovered in 1/3 Research Methods courses. E.g., Research Methods: Wars and Strategic Studies, the course is more focus on research methods, instead of the content of wars and strategies.
  
- Positive Comments on International Studies Minor
  - o The course taught by Elisa Da Vià received many positive comments.
  
- Europe: Economics
  - o Some students find the workload too heavy.
  - o The exam questions were divided by surname which makes the exams unfair. The student Some students may be assigned some more difficult questions. For example, those students with second name initials A-L were assigned question 1, 3, 5; and those with initials M-Z were assigned question 2, 4, 6.

### 3. Issues with PRINS

- Following student OLC members' discussions with students, the workload of PRINS is too heavy for most of the students.
- Some students have never done any courses related to consultancy before International Studies, but they are expected to submit a literature review within one month
- The construction of the course on Brightspace is too complicated, not straight forward enough.
- Regarding Practicing International Studies, some students believe that there is not enough contact with the organizations.
- Use the walk-in session to collect more opinions about PRINS from students.

### 4. Additional Issues

- Online Exams
  - o Many students would like to do online exams, especially the second-year students who have never experienced physical exams at university.
- Complaints about Dutch class
  - o Students from the Dutch class complained that students with different backgrounds were treated differently.
  - o The OLC put this issue on the meeting minutes as a record.

Sirius HE

Secretary

14 May, 2022

Date of approval