Minutes from TB Study Board meeting

Date:	31-08-2023	Time:	12.30 – 15.00
Place:	AAL: RDB14 4.307 / KBH: ACM15 2.1.024 / Online via Teams		
Minute taker:	Study board secretary Janni Rise Frellsen		

Name	Role	Attendance
Study Board Members		
Maj-Britt Quitzau (MBQ)	Study Board Chair	Present
Lars Botin (LB)	Programme coordinator TAN CPH	Present
Maurizio Teli (MT)	Programme coordinator TAN AAL	Present
Andrés F. Valderrama Pineda (AVP)	Programme coordinator SD	Present online
Signe Pedersen (SP)/Søsser Brodersen (SB)	Programme coordinator BD	Absent (mandate to Mathilde)
Mette Simonsen Abildgaard (MSA)	Rep. Department of Culture and Learning (CPH)	Present online
Maja E. Hultberg Rasmussen (MHR)	Student rep. TAN AAL	Present
Mathilde Eie Nielsen (MEN)	Student rep. BD/SD	Present
Martin Lunding Bentgtsen (MLB)	Student rep. TAN AAL	Present
Sophie Skotte Worm (SSW)	Student rep. BD/SD	Absent
Agnete Lund Freudendal-Pedersen (AFP)	Student rep. TAN CPH	Present online
Sebastian Husted Petersen (SHP)	Student rep. TAN CPH	Absent
Observers		
Janni Rise Frellsen (JRF)	Study board secretary	Present
Mariann Dam Lerkenfelt	Study secretary and study board minute taker	Absent
Hannibal Holm Johansen (HHJ)	Observer (student study councilor BD/SD)	Present
Nicco Olaybal Graulund-Jørgensen (NOGJ)	Observer (student study councilor TAN CPH)	Present
Kristina Contaoi Nielsen (KCN)	Observer (student study councilor TAN AAL)	Present
Astrid Oberborbeck Andersen (AOA)	Rep. Department of Culture and Learning (AAL)	Absent
Guests		
Giajenthiran (Kalle) Velmurugan (GV)	PBL representant	Present online

Abbreviations:	TB-SN: Study Board for Techno-Anthropology and Sustainable Design
	BD: Bachelor in Sustainable Design (Bæredygtigt Design)
	SD: Master in Sustainable Design
	TAN: Bachelor & Master in Techno-Anthropology (Teknoantropologi)
	BDx/SDx/TANx: Semester within the named study programme (e.g., BD2 is the second semester of the bachelor of Sustainable Design)
	AAL: Aalborg campus
	CPH: Copenhagen campus
	PK: Programme Coordinator (responsible for teaching programme)

<mark style="background-color: yellow">Follow-up for Mariann, Janni and Maj-Britt</mark>
<mark style="background-color: lime">Follow-up for others</mark>
Headings marked with **bold** are quality items, and main conclusions in the summaries.

AGENDA

1. Approval of agenda and meeting minutes from last meeting
2. Information from Study Board Chair, Secretary and others
   a. *Goodbye to Marc*
   b. *Welcome to Nicco as new student study councilor for TAN CPH*
   c. *News from Program Coordinators*
   d. *News from Student Study Councilors*
   e. *News from Student representatives*
3. Follow-up status
4. TB-SN teacher funds
5. Generative AI – study board thoughts and guidelines
6. Guidelines for special exam conditions
7. Improve student awareness about the study activity model
8. Well-being initiatives for autumn 2023 (group formation & follow-up)
9. Evaluation of PBL principles (including well-being and group formation)
10. New basic package for IT systems
11. Any other business

MINUTES

1. Approval of agenda and meeting minutes from last meeting

Timeframe:	12.30 – 12.35 **Responsible:** MBQ/JRF
Presentation:	*Approval of the agenda and statement of the board's decision-making competence with regards to attendance and mandates for this meeting. Approval of the minutes from the last meeting.*
Appendix	Minutes from TB-SN meeting from June 2023 (appendix 1)
Quality assurance:	Legal formality
Conclusion:	The study board was competent to make decisions, as enough members were present or represented by mandates. The minutes from the June meeting and the meeting agenda were approved. HHJ wished to add an item to the agenda about the requirements for student study councilors in relation to saving mail correspondence with students. If time allows it, we will address this item at the meeting, but if not, ==JRF will look into it and return with an answer.==

2. Information from Study Board Chair, Secretary and others

Timeframe:	12.35 – 12.45 **Responsible:** MBQ/JRF
Presentation:	a. *Goodbye to Marc* b. *Welcome to Nicco as new study student councilor for TAN CPH* c. *News from Program Coordinators* d. *News from Student Study Councilors* e. *News from Student representatives*
Appendix	-
Quality assurance:	-

a. Marc Dean Mejnert has resigned as student study councillor for TAN CPH from August 1, 2023. We wish to thank Mark for all his work and commitment in relation to his role as student study councillor, which we deeply appreciate.

b. Nicco Olaybal Graulund-Jørgensen will commence as new student study councillor for TAN CPH from September 1, 2023. He has already started up unofficially and has participated in the introductory course. We look very much forward to welcoming Nicco and look forward to our cooperation.
There was a short presentation round so that Nicco was properly introduced to everybody.

c. Wednesday August 30, 2023, BD and SD celebrated 10 years jubilee with a festive event.
Same date there was a revision workshop for TAN where a couple of smaller adjustments of the new bachelor's and master's curricula were proposed. The adjusted curricula will be at the agenda at the study board meeting in October in order for the study board to comment and approve.

d. KCN has made a really nice Instagram account for TAN AAL in order to showcase the study programme and make posts about the study life at TAN. Hopefully, the account can contribute to creating awareness about TAN and to boosting the future intake. Kristina is responsible for posting on the account, but the plan is to also have student take overs from TAN students at different semesters.

3. Follow-up status

Timeframe:	12.45 – 12.50	**Responsible:**	MBQ/JRF
Presentation:	*Status on the most important items on the action list in order to ensure that we follow up on items from former TB-SN meetings. The list helps to ensure that all actions from the meetings are executed. At each meeting, the main deliverables and updates are outlined in the appendix. Study board members are asked to review the list and point out if there are remarks about lacking items or concerns about the lack of follow-up. The action list is inserted at the end of minutes from each TB-SN meeting.* Highlights to mention: program coordinators should find new members for the recruitment panels. We will follow up on new Moodle layout for first semester and visualization of progressions with help of Ida (student helper) – PK & SK will be involved.		
Appendix	Appendix 3 - Updated action list.		
Quality assurance:	Follow-up and execution of decisions and items		

The programme coordinators still need to find new members for the BD/SD and TAN external panels, as there is a requirement of 6 external members on each panel.

We have hired PLAN student helper Ida to help us implement the new grid layout for the Moodle course rooms. We will have a meeting with her in September to introduce her to the task. We will contact the semester coordinators reg. implementation at the different semesters in order to decide on which semesters to implement the new grid layout. We should carefully consider whether it is advisable to change the layout of the 1st semester Moodle rooms so shortly after the new students have started and been introduced to one Moodle layout. It was agreed to not change the current semesters but look towards preparing the layout for the 2nd semesters.

4.	TB-SN teacher funds		
Timeframe:	12.50 – 13.10	**Responsible:**	MBQ
Presentation:	*Applications for TB-SN teacher funds for autumn 2023 are discussed and prioritized. This includes a continuous dialogue about how to balance recurrent activities and new initiatives. The distribution is approved by TB-SN and response to applicants sent out afterwards.*		
Appendix	Appendix 4 – Overview of funds applications.		
Quality assurance:	Quality area 2		
Discussion:	We have received 9 applications from VIP for the Autumn 2023 study board teacher's funds. During Spring 2023 we only used 27.000 DKK., so we have 54.000 DKK. for the Autumn but 25% of this amount must be reserved for student applications. TAN applications: almost all applicants will receive the amount that they have applied for. The application for guest lectures across TAN semesters and campus from LB could qualify as an application for study environment activities. Thus, LB is encouraged to send his application to Head of Studies. MBQ will look into whether we can possibly spend money from the study board 'Various' pool to fund the TAN7 application for a company visit and pizza eating. BD/SD applications: Applicants have applied for a much larger amount than available, so we will have to prioritize and decide how to divide the funds between the applicants. Thus, MBQ contacted the applicants prior to the TB-SN meeting that have applied for funds for more than one type of expenses reg. which expenses to prioritize. BD1 and BD3 wished to prioritize materials, whereas BD5 wished to prioritize an excursion. The study board ended up granting the full amount applied for to BD1, materials (but not transportation) for BD3 and a reduced amount for both transportation and materials for BD5. The SD1 trip to Danfoss is very expensive, so it does not make sense to reduce the amount of funding for this trip, as it will not be possible to realise it based on a smaller amount of funds. Therefore, we must unfotunately reject this application. There was a discussion about the issue with BD/SD being dependent on the purchase of materials for mock-ups/prototypes, which results in the

funds reserved for these study programmes typically end up being spent on materials, leaving no money for excursions. ==It was decided that MBQ will address this issue with Head of Studies and have a discussion about whether the distribution of funds for the study boards should perhaps be changed based on this fact.==

MT mentioned that he would very much like to arrange a trip for the future TAN10 students in order for them to visit each other and socialize. ==It was decided that we by December will look into whether there will end up being leftovers from the Autumn 2023 funds that can be spent on this activity.==

==JRF will inform the VIP applicants about the acceptance/rejection of their applications and the amount of funds that they have been granted.==

Conclusion:	Almost all TAN applications were granted the full amount applied for. We will look into the possibility of funding the TAN7 application for a company visit and pizza eating with money from the study board 'Various' pool. The BD1 application was granted the full amount applied for, whereas BD3 was granted funds for materials but not transportation and BD5 was granted a reduced amount for both materials and transportation. The SD1 trip to Danfoss for which SD1 applied for funds, is very expensive. Thus, the study board was only able to grant a smaller amount, which would not be sufficient for realizing the trip, so it was instead decided to reject the application. LB was encouraged to send the TAN7 application to Head of Studies to see if she will fund the guest lectures as study environment activities. MBQ will talk to Head of Studies a different way to distribute funds for materials for BD/SD.

Generative AI – study board thoughts and guidelines

Timeframe:	13.10 – 13.30 **Responsible:** MBQ
Presentation:	*AAU has introduced some general rules and guidelines regarding handling of Generative AI. At DRU meetings, we have also discussed how to optimize the general student competences regarding digitalization and proper scientific conduct. Generative AI is an example of a new digital tool that students and teachers are faced with. All semester coordinators have been asked in the semester descriptions to ensure that projects and courses outline allowed supporting tools, and some general options for Generative AI have been given. TB-SN should have a general discussion about how we should position ourselves in this regard as well as how we can develop our students' digital competences.*
Appendix	Appendix 5 – general introduction, permitted aid options & inputs from DSUR
Quality assurance:	Quality area 2
	The use of generative AI is an important topic, and we need to have a dialogue about how generative AI should be used by our students. A line about 'permitted aids' has been to the descriptions of the exams in the semester descriptions so that students are informed about which aids they are allowed to use, if the use of generative AI is allowed, and if so how.

At a DRU meeting it was discussed how to address general competence development in relation to digitalization. MSA thinks it is important to encourage the students to explore new issues and objects, such as generative AI, and use it as a cooperative partner. However, it is of course important to be aware of what it is allowed to copy/paste.

HHJ mentioned that he thinks that most students are open to explore, but that it must be remembered, that generative AI is a tool. He also emphasized that it is very important to have rules in relation to the use of generative AI at the exams.

AVP mentioned that at SD they include generative AI in their courses, by having the students ask questions and be critical in relation to the response. As an example, generative AI actually responds inaccurately when asked about what sustainable transition is. AVP also mentions that he uses generative AI for searching literature, which it does well.

MT said that generative AI is really effective if you write a text and ask it to rewrite it more formally and academically, which can actually be a problem in relation to the examiners having to evaluate the students' ability to write and express themselves academically. However, he is inspired by the way that AVP mentioned that it is used on SD – by asking questions, and then being critical towards the answers.

MT also mentioned that he encourages students to try out image based AI which is quite impressive. If you do interviews, please note that they have told it in confidentiality, so we cannot give it to third party.

NOGJ mentioned the possibility of including questions to the students about their experience with generative AI in the semester evaluations.

MBQ suggested planning an event/workshop where we can discuss the use of generative AI, so that we can align the way we use it in teaching and exams. The student representatives were not sure that students would be interested in attending such an event, so maybe it should only be for VIP. Anders Kristian Munk should be included as he is quite knowledgeable.

Also, it could be relevant if the semester coordinators could talk to the students about generative AI at the study start, present some guidelines, and encourage the students to ask if they have any doubts. It is important that we make sure to teach the students about the use of it.

Furthermore, we must make sure that all information from Head of Studies and the study board about generative AI are aligned to avoid any doubts.

Conclusion:	We must make sure that our students are properly informed about the allowed use of generative AI in relation to their studies. There is agreement in TB-SN that we generally encourage them to explore and try

out the different ways of using it, but also to be aware of the rules, the limitations and pit falls.

We must make sure that all information about generative AI is aligned internally in order to avoid confusion doubts.

==MBQ will follow up in terms of how we can arrange a workshop where we internally can discuss the use of AI.==

6. Guidelines for special exam conditions

Timeframe:	13.30 – 13.40	**Responsible:**	JR/MBQ

Presentation:	*PL-SN (the other study board at PLAN) has developed some guidelines for special exam conditions that might be of inspiration for TB-SN. These guidelines are discussed by TB-SN and it is decided whether we would like to apply these actively in our guidance of students.*
Appendix	Appendix 6 – guidelines from PL-SN
Quality assurance:	Quality area 2
Conclusion:	The item was postponed to a future meeting due to lack of time.

7. Improve student awareness about the study activity model

Timeframe:	13.40 – 13.50	**Responsible:**	MBQ

Presentation:	*TB-SN needs to ensure that students are aware of the study activity model. Feedback has shown that the students do not recognize the model later on. It is suggested that we always include the study activity model in the introduction of each semester to underline and outline the model. The best procedure to do this is shortly discussed and agreed.*
Appendix	Appendix 7 – example of the study activity model in a semester description and in welcome slides.
Quality assurance:	Quality area 1 & 2
Conclusion:	The item was postponed to a future meeting due to lack of time.

8. Well-being initiatives for autumn 2023 (group formation & follow-up)

Timeframe:	14.00-14.20	**Responsible:**	MBQ/PK

Presentation:	*In the last couple of meetings, TB-SN has discussed well-being and what initiatives to launch. An important focus area is group formation. As the new semester starts soon, we have a good opportunity to initiate initiatives and ensure awareness about this issue now. How can TB-SN support further emphasis on how semester coordinators address group formation (and other well-being issues) and how do we ensure follow-up during the semester. Should we collect experiences about how semester coordinators do and gain insight into what works well or should we prepare some kind of information meeting to discuss the importance of this topic. Could student study councilors be supportive through seminars or the like with the students? Concrete ideas are discussed that we can potentially deploy already this semester to launch initiatives.*
Appendix	Appendix 8
Quality assurance:	Quality area 2 & 3

Discussion:	Wellbeing is a very important item in the action plan for the TB-SN study programmes, and we have already had a nice discussion about group formation at a previous study board meeting where Kalle from the PBL-group participated and showed a mapping of the different types of group formation models and the pros and cons of each of them. At today's meeting we would like to get more specific as to which initiatives we can apply for improving the wellbeing of our students.

Maj-Britt summed up the experienced challenges related to group formation where the semester coordinators have experienced exclusion of some students, as the students are very strategic when choosing members for their project groups. Many students are very ambitious and have high expectations in relation to getting a good grade, leaving them unwilling to form groups with students perceived as weaker academically and socially.

MBQ emphasized that students are training to be professionals – and as a professional you do not get to choose your own colleagues, which is a good argument for forming groups administratively instead of letting the students choose themselves. At SD1 they have a rule that all project groups must consist of a mix of BD/AAU bachelor and external bachelors.

NOGJ mentioned that sometimes groups may stay static because it can be difficult for individuals to break out of a group unless they have really good arguments. Thus, he proposed that there should be different parameters for profiling and creating the groups than just the interest in a given project subject. The parameters could be different from semester to semester, maybe adding a rule that the parameters on a given semester cannot be the same as on the previous semester. MHR found this approach to be a good idea. KCN added that she liked the model of combining administrative group with the free choice (students get to choose one or two other students that they would like to work with, and the semester coordinator will then make the groups based on a combination of student wishes and other parameters).

Also, we see problems with group dynamics during the project work. As the project supervisors are often very focused on the academic work, they are not always aware of the social dynamics in the group. It appears that there are more social challenges in CPH than in AAL. Kalle mentioned that he is going to do some research on group conflicts and offered to have a talk with some of the student project groups, if they experience challenges with the social dynamics.

AVP mentioned that at SD1 they make sure to appoint a person to arrange social activities. At another study programme the semester coordinators always start out with creating a social committee at the given semesters. Maybe such a solution could be beneficial at the semesters experiencing social challenges. Maybe focus should mainly be on 3rd and 5th semesters, as activities are typically arranged at 1st and 7th semesters.
MT added that this year TAN MSc AAL will have a lot of external students, so they will definitely need some socializing – maybe through the TAF

student organisation. TAN7 is forming groups administratively, but at TAN8 there can be difficulties with the group formation process. Sometimes there can be implicit biases and people can exclude others without being aware of it.
Thus, the students must be made aware of this.

MBQ suggested that we send out an e-mail to semester coordinators about which issues to be aware of, and if we are aware of specific semesters experiencing difficulties, we could add some specific suggestions to the coordinators of these semesters. Also, we should continue discussing this subject and possibly establish a working group with students and VIP colleagues. Maybe we could also find and appoint a key person to support the social processes.

Also, the student study counselors get courses and tools reg. students' wellbeing through the central study counseling which is very positive.

Conclusion:	We had a good dialogue about the challenges with wellbeing of the students in relation to the group formation proces and the social dynamics during the project work. A lot of good suggestions for initiatives came up, and it was agreed that MBQ will send out e-mails to the current semester coordinators about which issues to be aware of, maybe adding some specific suggestions for initiatives. MBQ will assign a wellbeing working group with students and VIP colleagues, and maybe also find and appoint a key person to support the social processes.

9. Evaluation of PBL principles (including well-being and group formation)

Timeframe:	14.20 – 14.40	**Responsible:**	MBQ/PK

Presentation:	*The previous discussion is used as a leverage to more generally discuss how we can strengthen our insight into how students experience implementation of PBL principles in their educations. This concerns quality area 3. In the quality reporting, we are asked to assess: 'How is the assessment of the students' evaluation of problem-based learning in their study activities?'. This theme is especially relevant with regard to our action points regarding well-being, where group formation challenges were raised in previous meetings as an important focus area. The study management is introducing new qualitative forms of assessment in which we could anchor specific feedback regarding this focus area. How can TB-SN ensure that semester coordinators follow up on PBL principles and well-being in relation to semester evaluations? The point is especially discussed with starting point in the discussion about group formation initiatives.*
Appendix	Appendix 9 – general information about quality area 3.
Quality assurance:	Quality area 2 & 3
Discussion:	We have some uncertainty in relation to how the students evaluate the PBL-principles and would like to have a dialogue about this matter. We would like to add questions to our semester evaluations in order to produce more qualitative data. The current available data can sometimes be insufficient, as the quantitative evaluations do not leave

room for elaborations. MBQ added that students sometimes forget that they are actually doing PBL, as it becomes a part of their everyday life with project work.

Kalle advised us to look into whether the courses support the project, and if the students use the stuff that they learn in the course modules in their project work – if it supports the process.
The project-oriented work must be exemplarity and we need to be focused on whether the students are learning what they are supposed to (according to the learning goals), and whether they can use their learning elsewhere.

Based on Kalle's points, MBQ will make a proposition for a more qualitative evaluation. AVP suggested including a question about whether the student feels capable of facilitation and helping others to work with PBL. HHJ suggested also evaluating during the steering group meetings. We should add some illustrative bullet points to the template for evaluation of the PBL principles for the semester coordinators.

| **Conclusion:** | MBQ will make a proposition for a more qualitative evaluation of the PBL principles. |

10. New basic package for IT systems

| **Timeframe:** | 14.40 – 14.50 | **Responsible:** | MBQ/MRH |

| **Presentation:** | *PBL Digital has sent a suggestion for a new basic package for IT systems for teaching in hearing before a meeting in medio September. TB-SN will discuss the chosen systems within the package to provide comments for the basic package.* |

| **Appendix** | Appendix 10 – slides from PBL Digital |

| **Quality assurance:** | - |

| **Discussion:** | The students in TB-SN find it important to make sure that TECH has a license for Overleaf. They use this program to make better layout than what Word offers. It is especially applied by TAN students in AAL. Canvas is also software that is used by TAN students in relation to prototyping and graphic work.
MEN finds that there is a lack of graphic programs and she underlines that this is a very important element for BD/SD. She would really like for students to have the Adobe package.
Other programmes that are mentioned are Miro.com, since the writeboards offered through Padlet and MS365 are not as functional. A good visualization programme is also important.
The students mention several referencing programmes as alternatives to Refworks. It could be Covidence or Zotero. Mandalay could also be a good possibility. The integration of Refworks with Word and other software is not impressive and for that reason the students typically have other preferences.
MBQ does not find the current package to be impressive and visionary
MT suggests students to use programs that the university has an agreement with to get some security. |

Conclusion:	There was a good discussion of the basic software package. TB-SN agrees that we are not impressed and that there seems to be a lack of understanding the needed specializations and practices that students have. MBQ will develop a more elaborate response to the prodean and share this with MHR.

11. Any other business

Timeframe:	14.50 – 15.00 **Responsible:** All
Presentation:	*Participants at the TB-SN meeting are invited to share information and issues that are relevant for TB-SN. No formal decisions can be made under this item.*
Appendix	
Quality assurance:	-
Conclusion:	No other business.

Action list from TB-SN meetings 2023
Last updated 15-8-2023

<mark style="background-color:yellow">Urgent item</mark>
<mark style="background-color:lime">Important item</mark>
<mark style="background-color:silver">Less important item</mark>

Done

- MBQ has sent a thanks to Kristoffer (Chair of external examiners) for their input.
- All meetings with coordinators regarding red courses appointed in the semester evaluations have now been held.
- The meeting with TAN4 CPH has been pushed to September.
- CEM and JRF will specify the comment from MHR on item nr. 9 on the May TB-SN meeting minutes.
- JFR has informed the study secretaries and made the necessary administrative changes regarding Andrés as semester coordinator for SD3.
- CEM has corrected the links regarding harassment in Moodle.
- MHR has sent a small text about the choice of teacher of the year to Janni.
- Janni has passed the text about the TB-SN teacher of the year to the communication team.
- MBQ has asked Ursula to book a meeting with TAN5 CPH students to talk about some of the issues that they have raised. Lars also attends the meeting.
- TB-SN has during the latest meeting discussed well-being and is still discussing specific initiatives.
- A meeting with student helper Ida has been arranged to get some help for following up on the new Moodle layout as well as visualizing progression.
- JRF and MBQ deemed it unnecessary to talk with Jan Svendsen about the new Moodle layout because it only concerns project and course pages, and not the semester page.
- JRF has ensured that the two roles regarding teaching coordination discussed in the March 2023 minutes have been implemented in the coming semester descriptions.
- MBQ raised the issue of evaluation of our study programmes at our Department Seminar and got some great ideas and feedback to continue with.

Daily to-dos

- JRF will formulate some feedback about the discussion about the semester start to be sent to Jan Svendsen from the study board. They will look more into the planning process of the scheduling in order to make more room for the social events in the beginning of the 1st semester.
- MBQ will go through the red items in the action plan to ensure follow up.

Development areas (on-going)

- ==Well-being initiatives==
  - The focus group interview in CPH was again postponed – this time due to too little attendance of students. Maj-Britt will consider how to follow up.
  - MBQ will take a closer look at the project work guidelines at PLAN and follow up on the good dialogue from TB-SN meeting in May.
  - Maj-Britt should talk with Emilie about having the SD2 pilot project on semester group dialogues on TAN8 as well.
  - AFP will look into implementing and investigating the subjects of study environment, culture and well-being into the new study start for MSc.
  - MBQ will talk to the semester coordinators about the well-being challenges relating to group formation to ensure a focus on this topic.

- ==Attention to TAN closure==
  - Maj-Britt has contacted the TAN task force regarding how to follow up on discussing further support from Louise regarding the TAN CPH closure.
  - MBQ will talk to Mette A. (HUM) about the lower ratings on the HUM courses in the semester evaluations as this is a point of awareness in relation to the closing down of TAN education and the current difficult situation of colleagues from the SSH departments.

- ==Attention to small TAN AAL cohort (current TAN2)==
  - Maj-Britt has sent an e-mail to semester coordinators to follow up on the idea about having funds to make TAN2 and TAN3 groups from AAL collaborate with students in CPH. Maj-Britt has also talked to Jeppe about following up with TAN4.
  - Lars and Maurizio will follow up regarding marketing of the TAN education based on the good input from the TAN recruitment panel.
  - MBQ will follow up on the dialogue about tangible items and representation of our educations with the student study councillors, Emilie and Frederik.

- Moodle updates
  - ==Maj-Britt follow up regarding visualisation of progression for our studies with PK – this could be included in the Moodle semester rooms.== Need to check what this was about in the self-evaluation report and minutes from self-evaluation meeting in 2020.
  - The programme coordinators will look into and handle visualization of progressions in order to implement in semester rooms.
  - MBQ will inform the first semester coordinators and course coordinators about the new layout for Moodle to be implemented for first semesters (BD/TAN) - postponed to study start 2024.

- Recruitment panels
  - ==Program coordinators need to find new recruitment panel members.==
  - Follow up on how to address the heavy focus on salary in Danish Industry based on inputs from the TAN recruitment panel.
  - Contact to Dansk Erhverv for collaboration with the industry based on TAN recruitment panel.
  - Inputs from the TAN recruitment panel about collaboration with external actors.

- Improve information about study abroad
  - o Maj-Britt is working on setting up a Teams room for studies abroad, where students can find guidelines and inspiration from students that have been abroad.

- Improve formal guidelines and case handling
  - o Janni has raised the issue of formulations regarding requirements of a doctor's note in order to ensure that it is clear to ask the doctor to write that it is based on a physical examination.

- Improvement of study facilities
  - o Maj-Britt has followed up with Frederikke in relation to map out where kitchen facilities could be placed and what is needed.

- Improving the study description template
  - o Maj-Britt will follow up on discussing the application of the new template for all of our educations with Jan in the administration. Consider if we could develop a template in Teams so it is easier to do. This will be discussed at the next study management coordination meeting.

- Inventory for students
  - o When Mette has produced a list with an overview of digital tools, Maj-Britt should take this up at a DSUR meeting to coordinate across study boards.
  - o MBQ will talk with Mette (PA) about information to students about available software.

- Development of teaching and pedagogy
  - o Maj-Britt discusses follow up on pedagogical initiatives so it becomes more systematic. Also issue in terms of hours for that.
  - o Maj-Britt will look into ways of finding data about students' expectations of the study programme in the study start tests to see if this can help to elaborate the quantitative data from the evaluations. MBQ will make sure to have a talk with MDM about the study start test in order to inform the study board members later.
  - o MBQ and JRF will produce an action plan to remind the programme coordinators and semester coordinators about semesters with new curriculums and setup meetings for coordination/planning meeting about the given semesters.
  - o The programme coordinators should send input to MBQ about how to evaluate educational programmes in a more systematic way.
  - o MBQ will report back to the Head of study with a note that we need more hours to look in more detail into available material regarding programme evaluations (including study start tests with student expectations).
  - o MBQ will call in for a development workshop regarding examination formats with focus on pros and cons to develop some guidelines.

- Student study councilors
  - o MBQ will talk to Emilie about arranging a meeting/workshop with the student study councilors in AAL.
- Tutors
  - o MBQ will address the payment challenge with Jan in relation to paid tutors versus volunteering tutors.