

Minutes MSc PC – 20 April 2021

Online meeting via Zoom 10:00–12:00 hours

Present	Absent
MS: Maciej Szymanowski (Chair, MM)	CK: Cynthia Kong (SCM)
AL: Annelie van der Leelie (Minutes)	MH: Magnus van Haaren (MI)
FW: Frank Wijen (SM)	SZ: Solomon Zori (AFM)
GB: Guido Berens (GBS)	AS: Ad Scheepers (PM)
JA: Jens Angele (SM)	AB: Anne Burmeister (HRM)
MM: Marlies Mons (MM)	
PC: Philipp Cornelius (BIM)	
FM: Florian Madertoner (FI)	
MAM: Mersad Arab Maghsoodi (MScBA MIM)	
RB: Rajae Bolghiran (MScBA BAM)	
KK: Korcan Kavusan (MscBA MIM)	
GH: Gabi Helfert (PM)	
YL: Yu Liu (SE)	
TL: Tim van der Linden (AFM)	
TH: Ties Hitzert (SE)	
SC: Seleyna Celik (FI)	
BS: Benjamin Schubert (SCM)	
CH: Claudia Heese (OCC)	
JM: Juan Madiedo (MI)	
SM: Susana Mendes (HRM)	
SK: Sofia Klingelhofer (GBS)	
MW Mike de Witte (BIM)	
ASE: Anastasia Sergeeva (OCC)	
JN: Jurriaan Nijholt (MScBA P-MIM)	
MB: Marietje Bosma (MScBA P-MIM)	

1. Opening and announcements

The chair welcomes everybody present.

Announcement:

GH: On 19 April, the new Dean of Education Michel Lander officially started at RSM. He studied at our school and then worked as Academic Director at HEC Paris. In addition, he was also Academic Coordinator in the CEMS consortium.

The MSc PC has decided to invite Michel Lander to a MSc PC meeting to get to know each other.

2. Approval of minutes from MSc PC meeting 23 March 2021 – see attachment

The minutes were approved.

3. Discussing plans of PC subcommittees

An overview of what the subcommittees have done until now:

- 1) The Online Education Best Practices subcommittee has developed a short quick win's do's and don'ts list on the main topics of the PACs reports. In this list, the topics have been categorised according to the concepts of the PAC reports such as student interaction, assessments and Canvas. The next step is to adapt the document to a user-friendly language and reduce the list to two pages. When the document is final, the output should be distributed to teachers by, for example, the Dean of Education, Academic Directors or the MSc PC communication channel.
- 2) The impact subcommittee looked at a) The guidelines for learning analytics and last year's advice letter on this topic was sent to the Dean of Education, b) The educational material, hereby focusing on two aspects. Firstly, the repository for educational material which is still under development. Secondly, the library has increased the availability of online study books for students through an additional fund and c) The summary of the TER. The subcommittee will update this document based on the feedback from the EB. At the beginning of next academic year, the summary TER document should be distributed to the academic staff and new students thus that they are informed about the important information in the TER.
- 3) The HOKA subcommittee: During the last meeting with the HOKA Working Group the subcommittee was updated on the Research Methods educational platform and the Alternative assessment of teaching quality initiative. In order to give the MSc PC a good view of the HOKA initiatives, the subcommittee would like to share with the PC the relevant documents or give a short presentation on the topics that are important for the MSc PC.
- 4) Firstly, The Online Education Social Practice subcommittee had a meeting with STAR which revealed that students are no longer interested in online social interaction. Therefore, the subcommittee in collaboration with STAR is investigating how to re-engage students in (online) social interaction activities. MS suggested that the subcommittee should focus on (offline) social interaction activities, for example, games and outdoor activities such as hikes, for the next academic year. Secondly, the subcommittee is working on an onboarding training manual for next year's MSc PC student members.
- 5) The Thesis Trajectory subcommittee is working on a report on the information collected on best practises for thesis trajectory. In doing so, the committee has focused on the processes that have changed as a result of the pandemic. For example, changing deadlines or the thesis buddy system where students can collaborate to stay motivated.

4. Discussion about RSM thesis process: current issues and future development

GH informed the committee about the thesis process working group:

- 1) A working group has been established to explore the possibilities of proving an alternative to the traditional thesis
- 2) The reasons for this are that: a) According to some students the academic thesis isn't perceived as useful, as most students don't pursue an academic career, b) Some students don't see a connection between the traditional thesis and their curriculum, or future career, c) The workload of the thesis compared to the credits is perceived as too high, d) RSM wants to increase the engagement with society and e) The workload for faculty in relation to the number of thesis projects and coaching is too high
- 3) The working group consists of a thesis coordinator, a MSc PC member, two Academic Directors, a Learning and Innovation consultant, the Executive Director, a Programme Manager, the Executive Director of the EB, Information Management and the former interim Dean of Education
- 4) Steps so far: The working group discussed the goals, expectations, and the division of roles within the project
- 5) The next steps are a) A benchmarking analysis, b) Collect input information from faculty, students and alumni and c) A collaboration with Academic Affairs to collect information about the legally requirements in terms of a final piece

Comments of the committee:

- 1) FW: An alternative final piece of work should still reflect that there is a difference between an academic degree and a higher education degree
- 2) FW: The learning goals of the traditional thesis are useful for all students later in life or careers even if students don't realise this while writing a thesis
- 3) JN: RSM should be careful that the academic final pieces and the HBO master thesis aren't the same
- 4) ASE: Students can make the traditional thesis relevant by choosing a topic that suits them. For example, a case study which could be taken to an abstract level. In addition, compared to other forms of education, the ability to raise practical details to an abstract level is a very important meta-skill for a university master's degree
- 5) MS: A final piece could also consist of two components, for instance, the learning process and a demonstration of the competence

GH updated the committee on the TOP development:

The project at the EUR to create a new thesis management system has been postponed and it is unclear which direction it will take. Therefore, IMC is researching, among others, whether Canvas with a few adjustments can be used as an alternative for the TOP programme.

MS informed the committee about thesis developments:

- 1) There is a HOKA project which creates a resource for learning material tool related to the thesis
- 2) It is a five-year project
- 3) Steps so far: The project group has a) Analysed which skills and competences are necessary for the thesis, b) Researched the goal of the thesis, c) Created a list of principles that the learning materials must comply with in order to be used, d) Analysed learning platforms such as learning apps and they have identified how the didactic principles, (for instance, motivation prior knowledge activation) can be delivered, e) Analysed Canvas for how it facilitates, for example, learning apps e) Created a didactic blueprint where they want to structure all information about the learning materials and g) discussed with the departments how they want to use the learning material tool. It could be used in courses, as a course or by coaches as a module
- 4) The project group develops this tool in collaboration with experts from RSM and EUR
- 5) In September 2021, the project group wants to launch the following three domains of the project: academic writing, research ethics and project management

Comments of the committee:

MM: It would be a good idea to use the resource learning materials because students are bothered by the difference in access to knowledge but this new tool creates a platform where students can access to the same resources

FW wonders why it wasn't allowed in the past it to have a co-reader from the same master programme for a thesis, whereas it is allowed nowadays.

Comments of the committee:

- 1) GH: Since 2013, the TER state that it is permitted that coach and co-reader can come from the same academic department. However, the EB recommends a co-reader from another academic department, but some programmes require such specific knowledge that this knowledge isn't available outside of the own department
- 2) FW recognises the efficiency gain of co-readers from the same master programme. However, according to FW the diversity of views on a thesis shouldn't be lost
- 3) JN: A co-reader from a different master programme could contribute to the quality of the thesis but he doubts whether it contributes to the quality of students' learning experience

5. Closing remarks

There were no closing remarks.

6. Action points

What	When	Who
AL will invite the new Dean of Education Michel Lander to a MSc PC meeting	May	Annelie van der Leelie
The first version of the final output of the subcommittees should be completed	May	All subcommittees

Next Meetings:

25-May-21, 10:00h,

22-Jun-21, 10.00h