

# Minutes MSc PC – 23 March 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)	MAM: Mersad Arab Maghsoodi (MScBA MIM)
FW: Frank Wijen (SM)	SZ: Solomon Zori (AFM)
GB: Guido Berens (GBS)	MM: Marlies Mons (MM)
JA: Jens Angele (SM)	
AB: Anne Burmeister (HRM)	
PC: Philipp Cornelius (BIM)	
FM: Florian Madertoner (FI)	
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)	
MH: Magnus van Haaren (MI)	
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)	<b>Guests</b>
AS: Ad Scheepers (PM)	AM: Annick Mol (Advisor Learning and Innovation)
JN: Jurriaan Nijholt (MScBA P-MIM)	TA: Thom van Amersfoort (Student of the MScGBS programme)
MB: Marietje Bosma (MScBA P-MIM)	FP: Filipe Andre de la Porte Viera de Castro (Student of the MScGBS programme)

## 1. Opening and announcements

The chair welcomes everybody present.

Announcement:

MS was informed by Karolina van der Werff that the PC members will soon receive the accreditation reports. The members are requested to review the documents about their own master programme. In addition, the student members will be asked to answer a couple of questions about their own master programme in writing before reviewing the reports.

## 2. Approval of minutes from MSc PC meeting 16 February 2021 – see attachment

The minutes were approved.

### 3. HOKA-initiative 'Assessments of Teaching Quality' – Annick Mol, Ad Scheepers

AM informs the committee about the HOKA-initiative 'Assessments of the Teaching Quality' project:

- 1) This project involves a project team, a core group (consisting of various people from RSM), a financial controller and an IMC consultant
- 2) The main goal is to balance out the student evaluations of teaching as the only source of assessing teaching quality. This is particularly relevant for HR decisions. Therefore, the project group wants to assess the teaching process through three tracks: Track 1: Regular classroom attendance by pedagogic experts; Track 2: Periodic observations by academic peers; and Track 3: Regular roundtables discussions with a variety of stakeholders
- 3) The project runs from October 2020 to January 2022. So far the following steps have been taken:
  - a) Elaboration and completion of plans for the three tracks, b) Risbo and HR have developed observations forms for Track 1 and 2, c) Test and evaluate Track 1 and 2, by teachers who looked at the content and LIT which looked at the didactic part of teaching, d) They started initialising system set-up for observation data and administrative process. Existing systems that can be used for this purpose will be examined, e) They explored the deployment educational experts. LIT is being considered but that is difficult as they have an advisory role, f) Track 3 is being initialised. In collaboration with Career Centre, the project team is defining Track 3, g) The financial controller is consulted regarding the financial part of this project and h) Preparing try-out phase 1
- 4) The next steps are: a) Preparation of the try-out phase of Track 1 and 2, starting in May, b) Revision of the observation forms, c) Development of the observation data system, c) Recruitment of participants, d) Determining the evaluation measures for the two try-outs, e) Initialising the system set-up administrative process, f) Initialising Track 3 and g) Discussing what, who will be needed when the project is implemented within RSM
- 5) AM asked which master programmes would like to be involved in the try-out of the project.

Comments of the committee:

- 1) FM is sceptical about having his lessons assessed by people from Risbo and LIT who don't teach themselves.
- 2) PC: The HOKA-initiative 'Assessments of the Teaching Quality' project can improve teaching. However, Risbo's possibilities for assessing practical teaching are very limited. Moreover, educational experts are more focused on theory than on teaching in practice. From the teacher's perspective the educational quality feedback from peer evaluation is more important. Therefore, forms should be used by experts and peers which makes learning objectives prominence and assess the didactics for relevance to the learning objectives.
- 3) MS: Content and didactics are both important in teaching because didactics mediate the learning objectives
- 4) MS: Collaboration with experts would be good; RSM can then create an overview of which didactics should be used by teachers who teach, which makes education more uniform.

### 4. Student well-being and mental health – Thom van Amersfoort, Filipe Andre de la Porte Viera de Castro

TA and FP inform the committee about student well-being and mental health.

- 1) The GBS master programme has established a team that has conducted research into student well-being and mental health during the COVID-19 period
- 2) The five main results of this topic are: a) Students aren't followed up by the mental health questionnaire sent out by the university, b) Students don't know whom they can talk to about their issues, c) Students lose their attention and motivation during long Zoom lectures because two three-hour lectures in one day with a five-minutes break each is too much for students, d) Students can't focus on their studies at home and e) Students are anxious about the effects of the pandemic on their grades and future careers
- 3) There are university initiatives such as the *Are you okay out there?* Programme, but for students dealing with mental health issues, these initiatives are difficult to access because they require too many actions. Therefore, the team suggests the following solutions a) The university's student well-being mental health questionnaire should include a brief and short reference to the mental health services, b) The university should offer more mental health services to students, c) The university should communicate more clearly to students how they can access the mental health services. For example, through PowerPoint presentations, Canvas pages or teachers, d) To improve students'

attention span during Zoom lectures, more breaks should be included and more variety should be provided during the lectures, for example, by using podcasts or clips and e) Reserving a study spot in the university library should be improved thus that students can study more easily on campus.

4) Students ask for more extra-curricular activities. For instance, events organised by teachers, students, or professional capacity games such as an escape room

Comments of the committee:

1) JN assumed that students studied the lectures in their own time via video clips and that the Zoom sessions were used for interactive teaching. Teachers who don't work with Zoom in this way don't use the full potential of the programme

2) MS: On short term the PACs can give better advice than the MSc PC on the suggestions for Student well-being and mental health within the programmes

3) In MB's opinion the university has communicated the information about student well-being and mental health to students very well

4) GH: From September 2020, the university has been offering a lot in the field of student well-being and mental health. However, it remains the responsibility of the students whether they want to make use of this or not

5) FM: The concerted efforts and mentioned initiatives should help to improve the situation of students. However, the main problem is that all contact is digital while students need human interaction. Thus, teachers would do better to call their students instead of emailing them

6) MS suggests the team to research what kind of problems there are (physical, mental or social) and categorise them, so that long-term solutions can be devised

7) MS: It is difficult for the teachers who are trying to help the students remotely with the student well-being and mental health because they don't receive any feedback and therefore don't know what the students think of it.

## 5. Discussing plans of PC subcommittees

An overview of what the subcommittees have done until now:

1) The Impact subcommittee has looked into a) The educational material topic and it would like to ask GH to bring the educational resource repository to the attention of teachers so that they can pass it on to students and use the material themselves, b) The guidelines for learning analytics and it wonders if the letter is already sent to the interim Dean of Education, c) The summary of the TER and according to the EB there are errors in the document, but Carla Dirks would correct them. In addition, the document should also be updated for next year. Perhaps this could be done by a student assistant

2) For the Student Representation subcommittee it is important a) To follow the PC training, which is given at the beginning of the academic year, because it creates a understanding about what it means to be a PC student member, b) To establish an uniform recruitment process for new student members because in the current process there are differences between masters, c) To establish a network of old and new student members. Therefore, the subcommittee proposes a mandatory onboarding meeting where old and new MSc student members can exchange the achievements, goals and issues, and d) To introduce a professor award to appreciate the efforts of teachers in the master programmes.

3) .The Online Education Best Practises subcommittee has investigated the PAC reports. The main topics in these reports are students, exams, lectures, courses, assignments, feedback, questionnaires and thesis. In addition, the subcommittee researched why teachers don't implement certain teaching activities online. The reasons are a) There is no budget, b) They didn't know how and c) They weren't aware that students would consider it as an improvement. Therefore, the subcommittee has developed a short quick-win do's and don'ts list on the main topics of the PACs reports.

4) There is no update on the HOKA subcommittee.

5) There is no update on the Online Educational Social Interaction subcommittee.

## 6. Closing remarks

There were no closing remarks.

## 7. Action points

What	When	Who
Provide written feedback about each programme for NVAO mid-term report	April	Student members of each programme for their programme

### Next Meetings:

20-Apr-21, 10.00h

25-May-21, 10:00h,

22-Jun-21, 10.00h