



# Studenter Samfundet

## Aalborg Universitet

Meeting in Student Society (student society) Student Forum (student forum)  
The 4th Of February , time **17.00 - 20.30** , Old Square 12, Room 407

### Calendar :

#### Detailed agenda

[1. Formalia \[17: 00-17: 15\] \(ODB\)](#)

[3. New ... \[17: 15-17: 40\] \(O\)](#)

[from the Political spokesperson](#)

[from the Academic Council's network](#)

[from National Committee](#)

[from Representatives](#)

[from Ad-hoc Committees](#)

[4. Election of representative of the board member \(LF\) of the Danish Union of Students \(DSF\) \[17: 40-18: 00\] \(ODB\)](#)

[5. Edu for All Campaign \[18: 00-18: 10\] \(OD\)](#)

[6. Our opinion on the grading scale \[18: 10-18: 40\] \(ODB\)](#)

[7. "Closed" libraries and places to study \[18: 40-19: 00\] \(ODB\)](#)

[Any Other Business / AOB](#)

[Meeting evaluation](#)

O = Orientation , D = Debate, B = Deci sion (Danish: Decision).

## Detailed agenda

### 1. Formalia [17: 00-17: 15] ( ODB )

- Choosing of moderator and referent
  - Moderator: Emil Njor
  - Referee: Cecilie Pallisgaard



# StudenterSamfundet

## Aalborg Universitet

- Introduction of present people
  - Jacob Sabber
  - Cecilie Pallisgaard
  - Pelle Andersen
  - Lene Werner
  - Jacob Thomsen
  - Emil Njor
- Approval of agenda
  - approved
- Approval of summary
  - summary can be found here:  
[https://docs.google.com/document/d/1J\\_u05HaimxDycDt2n1MDXdAMt5CIyBj497zcqLIkdrM/edit](https://docs.google.com/document/d/1J_u05HaimxDycDt2n1MDXdAMt5CIyBj497zcqLIkdrM/edit)
  - approved

### 3. New ... [17: 15-17: 40] (O)

#### from the Political spokesperson

- 1.08 rule removed.
- Chinese course sponsored by Chinese Ministry.  
The Student Union has immediately commented on it.
- Tomorrow (05.01) DUF dialogue meeting.

#### from the Academic Council's network

- Intro meeting for the elected members of the academic council, which dealt with what you are doing there and what the students' work is.
- Bootcamp, suffered from all academic advice. They want some network to run. They want the board to convene something.

#### from National Committee

- There's not much going on. There are some who would like to join, but Sabber has not been called for anything.
- The budget is slightly lower than last year.



## from Representatives

- There are new people coming into DSF now here to sit there the coming year. Created budget for the coming year.
- In DSF's board, they have shared knowledge about what is happening at the various educational institutions about unwanted sexual behavior. Sabber has taken some things home, and intends to post some recommendations in the chain.
- Several universities are starting to make green student movements to a greater extent.
- The new DSF business committee began in Friday (01.01)

## from Ad-hoc Committees

### 4. Election of representative of the board member (LF) of the Danish Union of Students (DSF) [17: 40-18: 00] (ODB)

Motivator: Jakob Sabber Nielsen

Description: DSF consists of a number of different bodies. In some of these bodies, member organizations, such as the Student Society, are referred to as a representative post. One of these bodies is the board, or the so-called Landsforum (LF). In this board there is a representative of each member organization, three ordinary members and five members of the Executive Committee. As a representative, it is expected that you participate in the monthly meeting here, to report to and collect positions from the Student Forum and the board of Student Union. Furthermore, the representative leads StudenterSamfundet's National Committee, which is an open committee whose permanent members are the representatives of the Student Society, in the various DSF bodies.

Position: That is a representative is chosen for Landsforum, and possibly, an alternate.

Jakob Sabber is elected LF representative.

Cecilie Pallisgaard and Jacob Thomsen are both interested in attending meetings.

### 5. Edu for All Campaign [18: 00-18: 10] (OD)

Motivator: Emil Njor

At the last meeting we started a group that would coordinate our efforts to roll back the cutdowns on international study places. The group working in Copenhagen alongside DSF have come up with the Edu for All Campaign, which people are more than welcome to take part in if they desire.



## 6. Our opinion on the grading scale [18: 10-18: 40] (ODB)

Motivator: Emil Njor

Recently there have been quite a lot of debate nationally about the grading scale used in Denmark. Most critique is about the inflation in the number of 10's and 12's given to students, and about the "zero-fault culture" that it promotes. Some parties suggest reverting back to the old 13s scale, while others suggest more feedback to the problem. We will discuss our opinion about the scale.

Pelle: Feedback on performance is alpha omega. The problem with the current one is also that you can push the numbers all because there is such a large jump between eg. 7 and 10.

Jacob: characters can never stand alone, but may well be a supplement. We have created a competition culture because we also define people as "twelve girls". The 13th century scale can also be a problem because 13 also represents the perfect presentation.

It is better with a soft scale where you can achieve the best without being the best. More formative feedback.

Lene: feedback before character. Realistically, it is easiest to measure with grades. 13s are not introduced again because it creates an extra elite, and then people break. The twelfth scale has some uneven leaps, which is also difficult.

Jacob: Everyone agrees that formative is best, but one cannot do it without numbers, because people also need a common definition of what one's performance is on, You need to know what you can do better. A non-comparable scale, something where you can position yourself and where there is formative feedback.

Emil: We believe that we can get a final book filled with formative feedback, with evaluations of what the gym and uni think about the individual student's presentation.

Pelle: there is a difference in what it means, one thing is feedback, one thing is indicative, and something in relation to the employer. A lot of formative feedback can be a problem compared to if an employer needs to hire people.

Jacob: An abolition cannot be used if you think internationally. There must be figures that can be compared with abroad.

Lene: purely formative would clearly be the best, and then have individual characters over the years and then a final character.

Jakob: The Ministry of Education has made a study about this with abroad. Instead of changing the grading scale, one should change how to use the scale. So instead of just giving a number, make a brief description of why the student has this particular character.

There is a difference between completing the union and completing the gym in relation to what you need afterwards.

Make more "open-door" principles so you can go up to the teacher yourself and ask for formative. So one can always but not be forced to get formative feedback. Maybe it with character - one can but should not have a number.

Pelle: if you use words, the words should be ranked.

Jacob: if you only have numbers, you take people on the basis of it, whereas if you record people on the basis of formative you get a wider spectrum of candidates, and you can more specifically choose people for specific tasks if it is formative feedback .

Jacob: The characters in the current scale have some descriptive words; 7 is the above mediocre character. For that, there is the consideration that the indicating feedback may be more indicative than the grade.

Pelle: It's sometimes good with an opinion, which one uses the most, the or the character?

Emma-Sofie: Would like to have more opinions, in a form of formative quality. On the other hand, very thorough and understandable formative feedback is needed.

Obel: It is important to be observant in what places formative feedback has great effect. Not every subject develops specifically, by completing a course that should never be re-visited or reworked, the same amount of resources for formative feedback is not necessarily so important. It is more important, for example, in high school where general knowledge and learning are important.

Emma-Sofie: There are still trends that can be evaluated on, overall things that can happen in any course. Introductions, formal writing and so on.

Jacob: if the formative evaluation is also relevant. If you get an evaluation for a course you should never have again, and so it says that you lack some skills, then you will never stop if you learn the things you lack. So the formative feedback should also take into account whether people learn, rather than what they achieve.

Jacob: teach you to go to the exam or learn to learn. It all becomes very exam-oriented. What do you want? Different students study for various reasons.



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## Aalborg Universitet

Peel: feedback is the most important thing for learning. AAU has automatic learning, but from one's fellow students, in the form of project work.

Christian: One of the factors one has talked about is the form. Must be a 7-step scale or it should take into account the progress of the progress. My attitude is that it is more important that we have a system that benefits us nationwide than a system that says "you have a fucking skill". A 13's will cause problems with the international because it would be an A, and 13 is on the old scale more difficult to achieve than oak. 12. It does matter how it looks to other countries.

Pelle: you need to be aware of who we favor, is it the ones who get the highest marks or those who get the next-highest grades?

Jacob: There are numbers thrown around. This also means that inflation in the 12s goes. What is the difference from the old scale to the new scale?

Lene: inflation is greatest in the universities.

Jacob: too many 12's for few 4's. It might be nice to have something that shows the exceptional performance that doesn't hurt us internationally. I think this might be in writing, with formative feedback that you did exceptionally well.

Pelle: It is very important that we have a scale that appears to be interval scale but we have an ordinal scale. People go more into what characters mean for their average than what they actually mean.

Jacob: people think more in "the best in the class for this, the worst get it here." Inflation does not mean that the scale is "wrong" it can also mean that students get better.

Jakob: I think it's healthier for people to be top-down scale than bottom-up scale. It more fully accepts students with top-down because it shows "we believe you can, you just have to confirm it".

Summary: We want to keep the scale we have, but it must be supplemented to a greater extent by formative feedback, preferably in writing.

## 7. "Closed" libraries and places to study [18: 40-19: 00] (ODB)

Motivator: Emil Njor

Last year a number of smaller libraries in the municipality of Aalborg was converted into spots where it is possible to order books and a small area to read newspapers. I have been contacted by

6

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## Aalborg Universitet

some students who used those libraries to study, which they unfortunately can't do anymore. We have been working with this earlier, where we were promised by a member of the city council that they could set up more places for students to study if it was required. Maybe we should get in touch with him?

Cecilie: It is a huge shame as we more "force" students to sit at home or find alternative places to do project work. The savings already already mean a lot for the study places.

Obel:

Emma-sofie: It is very important that we are not offered places that are not decent working environments. It is better with reading rooms.

Jacob: Are the study places closed?

Lene: Yes.

Christian: contact the Education Council. (Iben) It is probably the relevant forum for such problems.

### **Any Other Business / AOB**

Christian: updating from quality assurance and accreditation, it is a body led by pros and deans. It has something to do with when we need to be accredited (didn't get the rest). Now they talk more about quality assurance. Could it make sense that AAU got their own body talking about quality assurance. And now it's started that there must be an evaluation of the current system. Which focus points have come, and a quality assurance system must be made. There is not so much for students because they are not so much behind. Have made a strong request that the vice-chairman from the study board be invited.

### **Meeting evaluation**