To the members of the Board of Studies for Social Data Science and attendees at the meeting. The minutes are available on the homepage.

NOTES

Forum	Workshop Social Data Science Board of Studies
Meeting held	24 August 2021, 14:00-17:15
Place	24 August 2021, 14:00-17:15
Notes taker	Tea Malthesen

Present

Members: Søren Kyllingsbæk, Nikolaj Arpe Harmon, Jeppe Hostrup Foldberg Hansen, Marilena Hohmann, and Alfredo D. Rodriguez III, Alysha K. Chamadia, Jonathan Salka, Anders Blok, and Gregogy Eady.

Attendees: Andreas Bjerre-Nielsen (Head of Studies), Lise Stenbæk (Learning Consultant), Friedolin Merhout (teacher).

Absent: Samantha Dawn Breslin

Agenda

1) Introduction and agenda

Søren introduced and presented the agenda.

2) Presentation by Lise Stenbæk from The Educational Advisors at SAMF

Lise made a summary of the presentation at the last study board meeting. All the courses were reviewed to make an overview of what types of feedback have been used at the courses until now.

Basecamp
- The students learn to become self-regulated learners.

- There could be more communication about why and how to do the group work.
- Maybe peer review could be used more.

Elementary
- There were 2-3 hours of teacher group feedback/supervision and written feedback on the final assignments.

Social Data Analysis
- The feedback was given too close to the hand-in.

ASDSI
- The students handed in assignments twice a week, the TA's worked through every assignment and returned them.
- A better solution might be to have the solution right away after the hand in and then go through the solution in the class.
- Better to have one hand-in per week instead of two.

ASDSII
- There were given feedback by the TA's and the solutions were posted. The student didn't hand in anything. It was very different from the other courses.
- There could be some general feedback after the exam: How was this exam in general, where did it go wrong where did it go right.
- One student did not get an answer to an emailed question to a teacher.

Data Governance
- There were written group feedback, oral feedback, and written teacher feedback on the essay drafts. The students liked this.
- The students would have liked to get feedback on the exams. There was a discussion about the purpose of this feedback: a good feeling, closure, or efficient feedback that can be used further on.
- The Board and the teachers should communicate why they have chosen this type of feedback.
- Be more public about what a good assignment is and make assignments from previous years available, good and bad ones.

Digital methods
- There were two times oral feedback from TA's on projects submissions, teacher-students dialogue based on midterm evaluations, Q&A, and oral exam with feedback.
- The learning outcomes can be hard to understand for the students.

- The teacher could show the students other projects in the beginning.

3) **What forms of feedback should we use at the different SDS courses?**
   This was discussed in groups

4) **Presentation and discussion in plenum of what forms of feedback we should use at the different SDS courses**

Elementary
- More communication about the learning outcome from peer feedback
- The instructors could be linked to the groups earlier, then the group would have an appointed person they could allways go to. It should be the same instructor who gave the grade.
- More coordination between the teachers.
- The instructors should give the solutions and the TA's could go through the solutions next time.

ASDS1
- The feedback should be given earlier.

ASDS2
- The same model as ASDS1 could be used in ASDS2 with some mandatory assignments.
- There was a discussion on making the exam more closed-ended.
- The integration did not work so well.

DM, SDA, and Data Governance
- More communication about the intended outcome. Talk about the expectations at the beginning of the courses.
- More feed up.
- the continuous feedback will maybe move some of the focus from the exam.

5) **How do we best prioritize the time and financial resources of the SDS education on feedback and other activities, such as teaching in class, exercises, assignments, and exams?**
Andreas told that we may change the way the teacher resources are allocated, but we don't have more teacher resources.
The students would appreciate feedback after the exams. Feedback after the exams seems more important to the students in the open-ended exams.

It was suggested to remove a lecture at some of the courses and use the time for feedback instead.
It was suggested to select some courses where the students learn to work independently, other courses where the students learn to work in groups, so the students don't focus on learning everything in every course.

Andreas and Søren will look into the options and talk to the course coordinators about how the feedback can be given even better at SDS.