



UNIVERSITETET I BERGEN

Institutt for fremmedspråk (IF)

Agenda for the programme board meeting Chinese programme

Dato: 07.09.22

Tid: kl 14.15-16.00

Sted: seminar room 301, HF building

13/22 Approval of notification of meeting and today's agenda

14/22 Approval of minutes from the programme board's last meeting (appendix 1)

15/22 Courses taught in the spring semester: student feedback and ways to improve (appendices 2-5)

16/22 Format of student evaluations – how can we conduct them to increase respondent rates? (Discussion)

17/22 Statement from the programme board on ekstern fagfellerapport by Xinzheng Wan (Discussion) (appendix 6)

18/22 EAS251 - change of course description: add “±10 %” and “excluding references, appendix, etc.”

<https://www.uib.no/en/course/EAS251>

<https://www.uib.no/emne/EAS251>

19/22 Possibility of swapping the instructional semesters of KIN101 and KIN100?

20/22 Status for exchange studies to China, Taiwan or other places (Discussion)

21/22 Helen will take over as programme coordinator (Orientation/reminder)



Minutes from the programme board meeting for the bachelor's programme in Chinese

Date: 09.02.2022

Time: 12:30-14:15

Place: Seminar room 216, HF building

Agenda

1/22 Approval of notification of meeting and today's agenda

Approved

2/22 Approval of minutes from the programme board's last meeting (appendix 1)

Approved

3/22 Student feedback and teacher self-evaluation of autumn semester courses

KIN100, KIN103 and KIN104 and possible ways to improve (appendices 2, 3, 4, 5)

KIN100

In general, students were not satisfied. It has not been easy to find a clear-cut reason for the dissatisfaction. However, the academic results mismatch with the dissatisfaction - in general, the results have been good grade-wise.

Measures discussed:

- Re-assigning teaching resources, with Huiwen Zhang as the main instructor for this course.
- The teachers will discuss further the selected topics and make necessary adjustments
- Adding lectures about Chinese language in the syllabus.
- Checking with the library about the copyright issues of uploading all reading materials to Mitt UiB for students to download.

The student advisor comments that there has been a general dissatisfaction with online teaching during the pandemic (Studiebarometeret).

The syllabus list should be more structured – students find it hard to get a view of what the syllabus is. The student representative suggests a compendium.

Julia suggests putting copies of the articles and chapters on Mitt UiB.

Feedback:

- Lack of interaction during online lectures and seminars.
- Overwhelming amount of information in each topic.
- Too many slides in each lecture (50-70 slides) (Example: the lecture on the political system).

The teachers need to convey the essentials and prepare the sessions well, not change the way the lectures are conceptualized. We need to work well with the literature.

KIN103

General student satisfaction is high – no further comments.

KIN104

Five students failed – a higher number than previous years.

According to the course description they need to learn the writing of the characters. We need to communicate that studying Chinese is hard rather than lowering the standards. Feedback from the student representative: Too many exam tasks, too little time.

4/22 Proposed change in course code EAS251

Change the course code back to KIN251 and make necessary adjustments in the course description.

Approved

We discussed this in last year's programme board meeting. We agree with the Japanese programme that we will terminate this collaboration (EAS250 and EAS251). Japanese will also change their course code and description. Course structures: Continue to offer students open lectures and seminars on research methodology. Six lectures and ten seminars. We want the students to start preparing their theses sooner. We will submit this proposed change to the faculty.

5/22 Proposed change for KIN101

Obligatory homework changes to 5 written homeworks. Students must pass at least 4. In the final assessment: 6 oral recordings rather than 12 oral recordings. Add one seminar called "pronunciation clinic" each week to offer guidance to students.

Approved

In the future we will invite master's students to help in the pronunciation clinic. The master students can apply for the position as teaching assistants.

6/22 Proposed change for KIN102

Obligatory homework changes from 6 to 5. Students must pass at least 4.

Approved

7/22 Proposed change for KIN103

Obligatory homework changes to 5 written and 5 oral homework. Students must pass at least 4 pieces of written and 4 pieces of oral homework.

Approved

8/22 Proposed change for KIN104

Obligatory homework changes from 6 to 5. Students must pass at least 4.

Approved

9/22 Online Chinese courses KIN623 and KIN624

Resume or not?

According to the student advisor, the online courses have been discontinued.

10/22 Credit transfer for exchange study at Taiwanese universities

Follow the plan for the other Chinese exchange programmes.

The courses start at different times. We can accommodate this.

The courses must be complementary, more advanced.

Free credit: higher than 201

Guowen and Julia will check this after the meeting.

11/22 MA programme

Discuss a plan for finalizing the wording of teaching outcomes, and recruitment.

The faculty needs us to revise the teaching outcome. Deadline: 15 February.

12/22 Other

KIN201 - Student feedback from the beginning of the spring term

Some students can handle the workload and level, but most find it too hard.

Students are very happy with the teachers.

Most people don't like the new books – find them too hard.

Guowen says: The texts are harder at 200 level.

The board encourages the student representative to collect some more feedback from the student group. The teachers will follow-up in course setting.

MA applications and reference letters – do they propose a conflict of interest?

Reference letters only matter if two students have the same grade mark and we need another basis for comparison.

Division seminar classes KIN101

The class is currently too big. The programme board discussed whether we should split the seminar part into two groups. There's usually not more than 15 in each group – splitting the group in two will improve the quality of teaching.

This will add more teaching hours, which we do not have the resources.

Guowen will ask Arve-Kjell and Kevin if we have the resources.

Current workload

The workload is full, and we need to increase our human resource situation.

Comments?

Send Marit by 1 March 2022.

Egenvurdering på emnenivå

Institutt for fremmedspråk

Fra [systembeskrivelsen](#):

«Emneansvarlige leverer en kort årlig egenvurdering av emnet til programstyret. Egenvurderingen skal kort beskrive undervisningsopplegget for emnet, hva som fungerte eller ikke fungerte i undervisningen og hva som gjøres for å følge dette opp, samt eventuelle andre forhold av betydning for kvaliteten på emnet.»

Fylles ut av emneansvarlig

Emne	Kin101
År	Vår 2022
Emneansvarlig	Guowen Shang
Samlet vurdering av gjennomføringen av emnet	<p>The Kin101 course was instructed by Shouhui Zhao and Guowen Shang, using <i>Integrated Chinese</i> (4th edition) as instructional material. The course lasted for six weeks from the beginning of the Spring semester in 2022. The teaching in the first two weeks was conducted online due to the pandemic control measures, and it returned to classroom teaching in the last four weeks. In the transitional period, a hybrid mode (classroom teaching plus simultaneous online streaming) was taken. Generally speaking, classroom teaching was more effective and productive; in online and hybrid teaching the students were easily distracted, and the teachers also took a lot of time to deal with the technical problems.</p> <p>Every week we gave 3 lectures and 2 seminars. Altogether 5 chapters of the textbook were covered in the courses. The students were given obligatory written homework and oral homework, and both the textbook and workbook as well as webapp were extensively</p>

	<p>used. In addition to the written feedback, the teachers also provided individual-based oral feedback to the students aiming to help them master the Chinese pronunciation. The teaching and learning went on smoothly, though the workload for correcting and marking the students' submissions (6 written homework and 12 recordings for each candidate) was heavy.</p> <p>The course drew a large number of students across the faculties to register, and 41 students took the final assessment. The final results are as follows:</p> <p>A=13, B=14, C=14, D/E/F=0.</p> <p>The exam was conducted in the form of speaking portfolio, and the final result was the formative achievement based on both five oral practice as weekly homework and the final submission, with an emphasis on the progress individual students made based on the teachers feedback (corrections and instructions).</p>
<p>Er emnet student-evaluert? Hva kom i så fall fram der?</p>	<p>An online student feedback form was distributed to the whole class and altogether 14 students filled up the form. The results show that 86% of the participating students were happy or quite happy with the course as a whole. They felt that the textbook was suitable, and the teaching methods were generally fine. From the comments given by students, we know that students wanted more time on speaking and tone practicing. Students also suggested that more time be spent on each chapter before moving to the new one.</p> <p>We teachers noticed that in this class, quite many students learn Chinese language from zero. Chinese pronunciation (especially tones) and character writing</p>

	<p>are the most difficult parts for Chinese beginners. Thus it is understandable that some beginners were struggling during the learning of this intensive introductory course.</p>
<p>Var det noe som ikke fungerte godt nok? Er det behov for å foreta justeringer eller sette inn tiltak for å forbedre emnet? Hvilke?</p>	<p>The students clearly wanted more time on each chapter and on Chinese speaking practices. One possible measure to remedy is to use 6 sessions for each chapter, meaning that one seminar session is added to each chapter. In addition, we have proposed to add two Chinese-language seminars in KIN100 (Autumn semester) to help the students build up a very basic foundation for Chinese speaking and writing beforehand. This may reduce the students' stress to some extent in the intensive KIN101 course.</p> <p>The speaking portfolio assessment we have been administered is a bit complicated. The students need to record the weekly oral tasks for two times to show the progress in their Chinese learning. In reality, however, most students do all the second-round recordings after the course is finished. This makes the learning progress rather unnoticeable if we compare each recording in the final submissions. Some students do not understand why the same task must be recorded and submitted two times.</p> <p>Therefore, we have proposed to reduce the final submissions for assessment from 12 recording to 6 recordings, and each task is recorded only once.</p>

	<p>Since there are 5 units covered in the course, we have also proposed to change the obligatory homework from 6 to 5.</p> <p>We have proposed to simplify the individual-based feedback from next year on. Hopefully student assistant can be involved in the process.</p>
Andre kommentarer eller innspill	<p>This set of textbook is relatively new to the instructors. Hopefully with more experience accumulated, the teaching can be more effective and engaging.</p>

Annual self-assessment – course level

Department of Foreign Languages

Fra [systembeskrivelsen](#):

«The person with course responsibility submits a brief annual self-assessment of the course to the programme board. The self-assessment should briefly describe the teaching plan for the course, what worked or did not work in the teaching situation and what is being done to follow this up, as well as any other circumstances of significance to the quality of the course. »

Filled out by course instructor

Course code	Kin102
Year	Autumn, 2022
Course instructor	Shouhui Zhao, Guowen Shang
General evaluation of the course – how did the course go?	<p>32 registered the course and 23 of them took the final written exam.</p> <p>The result is as following: A-5 students, B-4 students, C-3 students, D-1 students, E-3 students and F-7 students.</p>
Did the course have a student evaluation? If so, what did it say?	<p>The course evaluation form was distributed to 26 students, only five replied it. But it is good that all participating students took it very seriously. The response is positive in general. The following description can help one get a rough picture based on this five students response.</p> <p>For quantitative part, regarding the question of “Generelt sett, hvor fornøyd er du med KIN102?” 1 students responded with ‘Svært fornøyd’, 2 of them answered ‘Ganske fornøyd’ and 2 choose ‘verken eller’). Out of total 18 questions, the following five questions got some negative response:</p> <p>“Hvor fornøyd er du med din egen innsats på kurset?”(one student choose ‘ganske misfornøyd’); “Hvor fornøyd er du med forelesningene/seminarene på emnet?”(one student choose ‘ganske misfornøyd’); “Hvor fornøyd er du med klasseaktivitetene på emnet?” two student choose ‘ganske misfornøyd’ and one choose ‘svært misfornøyd’); “Hvor fornøyd er du med å ha obligatoriske oppgaver?” (one student choose ‘ganske misfornøyd’); “Hvor fornøyd er du med læringsplattformen</p>

	<p>Mitt UiB? ” (one student choose ‘ganske misfornøyd’). Unfortunately no one specified their views under the respective questions.</p> <p>For qualitative comments, as they are pretty succinct, hence are copied as followings for a perusal:</p> <p>Hva syns du var det mest positive med KIN102? Det er bra at professorene ikke går altfor langt innenfor vanskelighetsgrad, siden jeg ofte opplever at de fleste studentene innenfor kinesisk sliter litt med uttalelsen, og det er selvfølgelig tillatt. Bra det, at de ikke er så strenge med det. Derfor synes jeg det er bra at forelesningene har en eksponensiell trend i graden :D Og hva syns du kan forbedres? Mer engasjerende aktiviteter innenfor KIN102, altfor mye teknisk undervisning; nye ord og nye ord. Det trengs litt mer for at forelesningene ikke skal bli så dønn kjedelige. Jeg har erfaring med språket, men det er fristende for mange av studentene å ikke bidra så mye/gi opp.</p>
<p>Were there any aspects of the course that did not work satisfactorily? Would you say that there is a need to make adjustments or take measures, and if so, which ones?</p>	<p>The course was taught by two teachers with each responsible for 2.5 lessons of the total five lessons. The assessments took the form of a final on-campus written exam plus an oral presentation in form of dialogue in pairs as qualifying test.</p> <p>While most of the students have successfully completed the requirements of the coursework with satisfying marks, and the mark range largely evenly stretched, the only unsatisfactory part we were surprised to know was there were alarmingly 7 students failed the written exam, which was obviously higher than average in comparison with previous same course. This showed that we should pay more attention to those less advanced students in the future. We conducted a close examination into the details of the answered question papers and it showed that, for these 7 failed students, whereas they had low marks for all question, an obvious common pattern is that they all particularly performance poor for producing output or Chinese character handwriting as reflected in Task Five for translation from English to Chinese and Task Nine for essay writing. For former, two did do this task at all, one got 1 mark out of total 16 marks, and three got 5, 5 and 6 mark; for composition writing, three did not do at all and two got 4 marks out of total 15 marks.</p>

	One resolution could be taken in order to avoid this would be, while we should emphasize more on output, measures should be taken to motivate the students who find Chinese character difficult. Homework requires handwriting should also be increased as their study enters a more advanced level.
Other comments and suggestions	No.

(Prepared by Shouhui ZHAO)

Egenvurdering på emnenivå

Institutt for fremmedspråk

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Fylles ut av emneansvarlig

Emne	KIN201
År	VÅR 22
Emneansvarlig	Huiwen Helen Zhang, Jens Karlsson
Samlet vurdering av gjennomføringen av emnet	<p>Generally speaking, I concur with the results of the student evaluation, with the reservation that I only taught seminars. As far as the seminars are concerned, I don't think the workbook exercises were too hard in general, these sessions went well for the most part. My colleague did a great job preparing the students for the seminars, but perhaps the course material proved a bit too challenging for a bit too many of the course participants. (Jens Karlsson)</p> <p>I min siste egenvurdering var nøkkelordet «eksepsjonelle utfordringer»: «Å undervise i KIN201 våren 2021 var en eksepsjonell utfordring: Nye miljøer—både fysiske og pedagogiske, nye studenter—både språkkunnskaper, forventninger og tankemåter, alle covid-relaterte begrensninger, i tillegg til lærebok og administrative retningslinjer som var nye for meg. Men hardt arbeid lønte seg. Etter hvert som semesteret skred frem, førte min ekte entusiasme og mange initiativer angående kommunikasjon og interaksjon med studenter til at kurset ble mer og mer gjensidig engasjerende».</p> <p>I denne sammenhengen er jeg glad og stolt over å kunne si at KIN201 våren 2022 på alle måter er enda bedre. Jeg er spesielt takknemlig mot Jens for et utrolig produktivt samarbeid som gjorde kurset ikke bare innholdsrikt, men også attraktivt for studentene. (Helen Zhang)</p>

<p>Er emnet student-evaluert? Hva kom i så fall fram der?</p>	<p>The course was conducted to the general satisfaction of those students who responded in the evaluation sheet. Basically, all aspects of the course seem to have gone well or very well, except for some negative views on the main course book, which was deemed too hard by many, not very interesting, and lacking in systematic presentation of grammatical structures. See “Svar KIN201 våren 2022” for details. (Jens Karlsson)</p> <p>Ja. Fra mitt synspunkt er de detaljerte kommentarene enda mer talende enn tall og prosenter. På side 5 leser vi for eksempel: «Foreleseren og seminarholderen er begge utruleg flinke og utfyller kvarandre godt i læringen, både på grunn av sine ulike måter å lære bort på, og ettersom den eine har kinesisk som morsmål, den andre eit skandinavisk språk. Dei spørsmålene den eine ikkje kunne svare på, kunne som regel den andre. I tillegg har det vore godt fagleg og praktisk samsvar mellom forelesingane og seminarane, og det er tydeleg at dei fagansvarlege har vore i god dialog både seg i mellom og med oss studentar. Dei har vore utruleg hjelpsame og aktivt lyttet til studentane frå semesterstart til slutt. Eg har ingenting å utsette for den fantastiske jobben dei har gjennomført for oss med dei midlene dei hadde råde.» (For mer se side 6 i «Svar KIN201 våren 2022»).</p> <p>At en student tok seg tid til å skrive slike kommentarer er det beste beviset på undervisningskvaliteten. (Helen Zhang)</p>
<p>Var det noe som ikke fungerte godt nok? Er det behov for å foreta justeringer eller sette inn tiltak for å forbedre emnet? Hvilke?</p>	<p>The drop-out rate was too high. I think we should (a) lessen the amount of coursework somewhat by focusing on fewer chapters in the coursebook, and/or change coursebook and/or add some other material; (b) underscore the 75% mandatory attendance, (c) produce more supporting material such as grammatical explanations, concordances for central vocabulary and grammar, etc. (Jens K)</p> <p>Switching to the next volume of Integrated Chinese is one alternative, but I really think it should be avoided unless necessary, because although Contemporary Chinese (used for KIN201 this semester) may come across as a bit boring and too challenging, it does contain fairly authentic texts with lots of useful grammar and vocabulary, and ought to function rather well as an intermediate stepping-stone towards truly authentic literary texts. (Jens K)</p> <p>Helt enig med Jens. Dessuten foreslo jeg at</p>

	<p>(1) vi prøver å gjennomføre en student-evaluasjon halvveis, så vi lærere kan tilpasse kurset om nødvendig;</p> <p>(2) vi gjennomfører den siste vurderingen under en forelesning, så flere studenter (enn 20%) kan svare. (Helen Zhang)</p>
<p>Andre kommentarer eller innspill</p>	<p>The transition from easier, more trivial texts, to (more) authentic, linguistically and culturally more challenging texts, is a persistent problem in the teaching of Chinese at Nordic (and presumably many other) universities. A really dedicated effort is required in order to manage that step, which is something we need to stress without presenting the challenge as too daunting. The highly motivated students managed the transition from KIN104 to KIN201 just fine, most of them acquiring A or B at the final exam, but several students dropped out of the course during the semester. (Jens Karlsson)</p> <p>Helt enig med Jens når det gjelder overgangen fra KIN104 til KIN201. Dessuten understreker jeg de ulike perspektiver vi skal vurdere og forbedre emnene ut fra:</p> <p>(1) kort- og langsiktige mål innen Kinastudier, særlig med tanke på det nye MA-programmet og overgangen fra KIN201 til MA og</p> <p>(2) faglig (og tverrfaglig) utvikling med utgangspunkt i Kinastudier, altså visjoner på institutt-(IF), fakultets-(HF) og universitets-(UiB) nivå, spesielt i lys av det viktigste spørsmålet: hvordan kan vi utvikle en profil av Kinastudier ved UiB som er bedre tilpasset</p> <ol style="list-style-type: none"> 2.1. ulike studentferdigheter og bakgrunner, 2.2. ulike studentmotivasjoner og forventninger, 2.3. balansen mellom språktrening og tverrfaglig tilnærming, 2.4. balansen mellom praktisk trening og teoretisk grunnlag, 2.4. interaksjon og integrasjon av forskning og utdanning, 2.5. kombinasjon av generelle krav og egenskapene som utmerker oss. (Helen Zhang)

Annual self-assessment – course level

Department of Foreign Languages

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Filled out by course instructor

Course code	EAS251
Year	2022
Course instructor	Julia Marinaccio
General evaluation of the course – how did the course go?	The collaboration with the Japanese program did not go entirely, there were several organizational and coordination issues. The cross-linking of students of two programs generated more work than benefits. Students perceive the lecture input as “useless”, from this I infer that they prefer a more seminar style course. I agree that students need structured exercises that connect to more conceptual aspects of academic research and writing with their practical operationalization.
Did the course have a student evaluation? If so, what did it say?	15 students participated in the survey. Students stated that the current schedule (start of methodological part in March/April) and the collaboration with the Japanese program are not beneficial to their needs. Some students think that the lecture part of the co-taught course, containing lecture+seminar, as “useless.” This indicates that an insufficient connection between the more theoretical and practical aspects the BA seminar. Some found the course not-well organized, especially technical issues with MittUiB. Dissemination of information through diverse channels (in class, on MittUiB, and via e-mails) notwithstanding, some students expressed the need to make critical information more accessible. Some students thought that some inputs did not reflect methodological needs of humanities. Some students felt overwhelmed others found the contents too basic. The latter is related to the fact that some of our students have already finished a BA program at a different department. Some students expressed their satisfaction with the collaboration with the librarians from Oslo but stated that this input need to come earlier in January or February.
Were there any aspects of the course that did not work satisfactorily? Would you say that there is a need to make adjustments or take measures, and if so, which ones?	Critical problems in the collaborative course scheme persisted. The concentration of the methodological part of the course in the second half of the semester is most problematic as students lack important guidance for their BA thesis research during the first part of the semester (this impression was shared by students in the evaluation). Moreover, the current organization of the course does not allow for an in-depth discussion of aspects like

	<p>conceptualization, research methods, ethnics in research, and academic writing. Students clearly perceived the hastiness and superficiality of our course program.</p> <p>Thus, the course must be restructured in a way that it accompanies students from the beginning of the semester to the submission of their theses in early June. In doing so, it will be easier to link the theoretical inputs with the practical exercises, which, in turn, will enhance students' understanding of the necessity to learn more about general aspects of academic research. Separating the course would also solve some major confusions among students.</p> <p>The work division between lecture and seminar and between Nathan and me as lecturer and the other teachers as supervisors created confusion. Student found it hard to remember who was responsible for what.</p> <p>The MittUiB course page needs reorganization. Important course information and guidelines, for example on how to write an abstract, need to be made more accessible. Also a general outline on the requirements of the BA and the evaluation criteria needs to be provided in a document that student can download from MittUiB.</p> <p>Nathan and I repeatedly emphasized that students had to consult with their supervisors on details regarding their specific BA thesis. Some students refrained from doing so. One student suggested in the evaluation that this might be due to the lack of understanding what a supervisor actually is. Clarifying the role and responsibilities of supervisors will be included in the course program next year.</p>
Other comments and suggestions	<p>Heterogeneity of students in class is always a challenge and there is no perfect way to solve the dilemma. Some students were overwhelmed by the novelty and the task they were supposed to accomplish, and others were bored by hearing fundamental issues about academic research. One possible solution would be to raise the level of contents but to offer additional tutoring each week provided by a student assistant. Since will start with the master next year, we could hire one MA student for this task.</p>