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## **Master General assembly 15. November 2012**

Leading the meeting: Vania Cuellar (HTM)

Secretary: Heidi Kleven

### **Topic 1. Student workplace** - presented by Jarle Alexander Møller (FTR2)

#### The current location

Jarle has sent out a questionnaire about workspaces and computer use and allocation that everybody should answer.

Centrally, NTNU has decided that 1st and 2nd year student should have a certain percent of coverage. 1st year students have 60%, 2nd year students has a 85% coverage.

#### What does the master students want?

- Do you want a common room w/computers or reading rooms with computers?
- Do you use computers at all, or only for printing?
- Any special needs for international students (might not own their own computers)?
- One computer in a reading room replaces a reading space. So do you want many reading spaces or many computers?
- Do you want us to place a printer outside the room, and have a computer there for printing if you are not using you own machine?
- Do neuroscience and molecular medicine want to join and have a combined computer lab?

#### Feedback on computers:

- 1.exercise: studying in 1902 building, all is good the way it is in that building. They have enough computers as it is, but do not want to remove any computers so they have to go to another building to print papers.

- Molecular medicine: computers are mainly used for printing, and they want a separate space for reading and computers so they do not disturb each other.

- Sports science: happy with the way it is now, want to be excluded from any changes.

Molecular medicine want the computers removed from the reading spaces, but have computers and printers in the building in a separate room.

Neuroscience also wants a computer room where they can work on essays and other things, and they do not mind joining with molecular medicine.

#### Other comments on workspaces:

Molecular medicine, 1902 building:

- The door is too noisy, it bangs.
- Most of the light do not work (at least 50%)

Comment: should be a note on have to contact the janitor, and also a website that makes it easy to fix this.

Neuroscience 2nd year:

- can there be a check of computers to make sure that they work probably.
- the computers we have now are not good/fast enough.

Statistic lecture

- Not enough computers to actually work with the task that are obligatory, so people have to fix computers them self.

- Even Holt Rustad (FTR1) - presenting himself and encouraging molecular medicine and neuro-students to speak up so everything can be fixed within weeks instead of having this going for a long time.

## **Topic 2. Reorganization of the Student Council**

### Current structure

726 medical students

371 master students, 6 program

- 3 master programs are MSc, international
- 1 master program is full time norwegian
- 2 master programs are part time norwegian

In total,  $\frac{1}{3}$  of the master students is international.

Completely different structure on the medical studies and master studies.

Everybody do not speak norwegian and everybody is not comfortable with english.

In the current structure, about 70% medicine related topics and 30% master related topics.

#### Proposed new structure

Want two student council, one for medicine and one for master. Medicine in Norwegian and master in English. One representative from each group goes to the student council leader group which will be bilingual. FTR1/2 have to be able to speak Norwegian.

#### Why it's important for master students

It is inclusive, and everybody will be represented and be able to represent their own studies.

#### Response:

- Very good for the English speaking students.

- What about the secretary?

Comment: will be delegated to a faculty employee, but the fun stuff will be kept, e.g. welfare fund allocation, Internet page, etc.

- Even: he is working with the statutes (vedtekter).

-When is this coming?

Comment: Gradually, will try to have it in by January. Will have the option to step down if there is a big change in the role you already are elected for.

Clarification: All positions are open, but for some you have to be able to speak Norwegian.

### **Topic 3. Changes in the grading of the Master thesis**

#### The current practice

Almost everybody gets an A or a B in their master thesis.

40% of NTNU students gets an A.

B is the "default" grade.

There were no well-defined boundaries between the grades.

Will be changed by spring 2014 and examiners will be encouraged to use the whole grading scale (A-F).

#### New evaluation forms from spring 2014

A standardized evaluation form.

Limit how many points you can get for each part of your thesis, e.g. you can not do a bad introduction and still get a B because the methods section was good.

With the new form your supervisor will have a say in grading your thesis, e.g. the method part of your thesis, and other parts together with the examiner.

The result and discussion will count the most.

It will be tougher to get a good grade, but also more precise grading.

This is for the whole of the NTNU, not only DMF.

Makes it easier for the examiner as well, and the examiner must have good 'reasons' or arguments for grading you the way he does.

#### Comments and feedback:

- What is the percentage for A and B?

A: 90-100

B: 80-89

C: 60-79

D: 50-59

E: 40-49

F: 0-39

- Very positive.

- Is this the international approach to grading? (Referring to the grading list above)

Comment: Really depends, in UK 70% is an A.

#### Clarification:

- The application for phd will be changed from an average of B to an average of C.

- You will get a description and more information on this later.

### **Topic 4. Practical Teaching (Lab work)**

#### Issues with practical teaching

The master students want more lab work.

There are too few subjects that offers lab work, and they are based on a lottery to get in.

Many students have none or little experience.

#### Response from professor and others on requesting more practical teaching

Talked to the institute representatives and the program board leader.

- There are many labs in the campus, but not enough funding to run them.

- If you do not have any lab experience you could take a bachelor level course, but you will not get credit for it, and it cannot be one of your elective courses.

- Many of the lab courses are in Norwegian.

- The supervisor will train the student.

#### Comments:

- Some supervisors will not take in students without lab experience.

- Should NTNU take that many master students without lab experience?

Comment: This is because they need people to keep the program open, and a lot of the programs are so broad that they can do it.

- Exercise and Sport: changed this year because people do not have the same background, could we have a 'summer camp' or something like that?

Comment: Tried to remark about that last year, but nothing has changed so far. And how would hold these lectures and pay for them?

- Molecular medicine: a lot of people do not have the right background. At the last faculty meeting there was talk about having second year students teaching first year students during the first week, as an example.

Comment: A faculty problem and a problem at NTNU centrally. Need to bring it up as an argument that we might lose international applicants.

- One solution: to have a basic lab course for all the master programs, just the basic lab work.

- BI3013: a disaster cannot be called a lab course. Might it be a funder problem?

- Lost MOL3008, which was a good starter lab. Could we get more spaces, because it was a really good course.

- We have money, but they will not release it. If a solution we suggest can make money, then they might be interested. It is a priority problem.

- Lab issue is not so much for the sport exercise. You will get a good thesis anyway, not a big worry for sport exercise.

- Even though you learn what you need to from your supervisor, it might be that you will never need it later, but need a more general basis.

- Might be a solution that students that are applying should get a specific overview of what you should know if applying for that specific master.

- Should also look outside the medical faculty for lab courses. Science department f.eks. Carlziss, maintenance of technical equipment.

- Need to clarify what the different master courses need of lab experience. Not everyone need the same kind of experience.

- A problem with lecture contents. Should be more lablectures. Out of 20 classes, 5-6 should be lab related, preferably in the lab.

- Should write to the faculty, where we argue why we need lab work/courses and how these will be good for the faculty.

- Even are going to a meeting 27. november 2012 to talk to the faculty leadership, if we could make him up to date on the problems, he could speak the master students case.
- The supervisors would be glad not to have to train every master student.
- How many students need more lab training? The more numbers, the better. Is anything adequate? How many spaces do you need? How many students actually want to take a lab course? Need a number and need to know if anyone are going?
- Many for molecular science and neuroscience.
- Making a group who should make a documents to Even and the faculty: Vania, Simon, Brian and ...

### **Topic 5. Allocation of book-locker's money**

Separation of book-locker's money between medicine students and master students

Each year, the student council secretariat gather the money paid for the book-lockers and at the general assembly it is then voted on which student organization should get money.

But in the previous year it has only be medical student organizations who got the money.

This year we want to separate the money, this is because we are too few master students to ever be able to get any money for the master student organizations if everything is allocated in one pot.

Everyone agrees with this and want our own money in our own organizations.

### **Topic 6. Open forum**

- KLH3100: Introduction to Medical Statistics: should improve the language.

- Introduction to SPSS: need to be obligatory and possible for everybody to have a computer for the introduction.

- Leader of the institute is the one that is responsible - talk to him/her.

- Some lectures do not know what they are speaking about, and want to end the class early.

Comment: Could the phd students be checked before they held their lectures, because the lectures are not good. And it's bad manners to start the lecture by saying they do not know the subject and do not want to teach.

There are some good phd-students as well.

Comment: The class representatives are the ones to tell the program board that the lectures are bad or the teachers are not doing their job.

- Lot of complaints about the English level, both written and oral, from international students, both from students and professors. TOELF test or IKS(?) or another test.

Not many complaints but a few.

Comment: NTNU has a low expectancy with regard to language. This should be check towards other universities.

**Topic 7. Questions and comments on the meeting**

- Great cakes! :D Thumbs up.
- Thanks for the cake.
- Very interesting.
- Need more focus on the sport science master program, they are sort of neglected.