5-årig programevaluering for bachelorprogrammet i filosofi

Krav til studietilbudet i UiBs system for kvalitetssikring av utdanningene

Applicant and student numbers have been stable over the past 5 years. In this period, the programme has had 40 study places and an average of 56 applicants with the bachelor's degree in philosophy as their first choice. Of these, around 50 new students start the programme each year. While the programme easily fills its study places, the challenge is to reduce attrition. Various strategies are currently under discussion. One proposal involves raising admissions standards in the hopes of admitting academically stronger and more motivated students. Other proposed strategies will be aimed at improving various aspects of the programme and learning environment. More details are provided below in the sections on *Gjennomføring, frafall og kandidatproduksjon* and *Vurdering av læringsmiljø*.

For more detailed data, see appendix, Figure 1: *Søker- og studenttall BAHF-FILO 2017 - 2021*

There is a relatively big discrepancy in BAHF-FILO between credits completed by students on the programme and the attrition rate. On the one hand, the number of students in the programme, the number of credits they complete, and the indicator "Beståtte studiepoeng per student" have all increased markedly in the period from 2017-2020. On the other hand, the attrition rate remains fairly high, with a noticeable trend of students dropping out of the programme in their third semester. Before 2017, the attrition rate was higher among students in their first semester than it has been since then. One of the measures that was implemented at that time was to move FIL124 - *Introduskjon til praktisk filosofi* to the first semester alongside Exphil and Exfac. Previously, there were no philosophy (fagstudie) courses offered to students

in the first semester. The thinking behind the change was that having a required philosophy course at the beginning of their studies would help foster a sense of community among students on the programme, which would contribute positively to retention.

Other measures aimed at reducing attrition that have been implemented in the past five years include the redesign of some core courses at the 100-level, and streamlining of the portfolio of 200-level courses on offer. The programme was given a more coherent structure and a clearer progression of courses. Additionally, the bachelor's thesis course (FIL251) was redesigned so as to better support students, notably by incorporating seminars in which students receive guidance on developing their thesis project.

Another way we tried to support student retention was through our local mentor programme, in which bachelor's students were mentored by academic staff. This programme was discontinued when the faculty introduced its own mentoring programme. The philosophy mentor programme was established on the hypothesis that students are more likely to complete the programme if they have good mentoring throughout their studies. The programme was not in effect for long enough to properly assess its impact. We are hopeful that the faculty's mentor programme will have a positive effect on completion rates. This is something we will continue to monitor, both through data collection as well as feedback from students.

For more detailed data, see appendix, Figure 2*: Fullføring og fråfall BAHF-FILO 2017 - 2019*

Vurdering av læringsmiljø
➢ Veiledning: Gi en vurdering av det faglige og sosiale læringsmiljøet på programmet, og beskriv tiltak og eventuelle tilbakemeldinger på eller undersøkelser om læringsmiljø som er gjennomført i perioden. Eksempler på læringsmiljøtiltak: egne lesesaler, filmklubb, sosiale tiltak osv. Mulige kilder: SHOT, Studiebarometeret e.l.

The philosophy department offers a supportive learning environment for both bachelor's students, including an active student association (fagutvalg) and social activities. The student association involves both bachelor's and master's students, and receives financial support from the department to organize various social activities such as film nights. During the pandemic, there were, naturally, significant constraints on social activities in the department, but these will resume as restrictions are lifted.

Bachelor's student respondents to Studiebarometret gave the programme a middling score for the parameter 'sosial og faglig miljø', which suggests that further efforts need to be devoted to improving this area. One reason bachelor's students might be dissatisfied is due to lack of shared spaces for study and socializing. The master's students have access to a shared study space in the department, but it is not large enough to accommodate bachelor's students as well. As a partial solution, the programme committee will explore the possibility of offering study space to bachelor's students in the process of writing their bachelor's thesis. The lack of shared social space is difficult to address given the physical constraints of the building in which the department is located. The department is, however, looking into using some small areas around the building to create spaces for casual interactions. This promises to contribute to the social environment of the department as a whole, benefiting students and staff alike.

Another way we plan to improve the social and learning environment for students is by adding more extra-curricular activities. In 2021/2022, funding has been granted to a recent graduate to organize a series of panel discussions and debates involving members of the department as well as colleagues from other departments and universities. These events are being held at USF Verftet and have so far been very well-attended by students and staff. And in the upcoming spring semester (2022), there will be an informal seminar series held at the department on Obscure Philosophers. In these seminars, students will be acquainted with the work of philosophers not typically covered in the standard curriculum. This will be an occasion to talk about philosophy over a cup of coffee and also to socialize with each other and staff members.

Krav til studietilbudet i Studietilsynsforskriften

System for kvalitetssikring

Kvalitetssikring

Rapporten skal inneholde forslag til forbedringer der det er behov for det.
- ➢ Hvordan har de årlige egenvurderinger, emneevalueringer, programevalueringer og evalueringer fra ekstern fagfelle blitt fulgt opp og hvilke tiltak har blitt iverksatt?
- ➢ Forslag: Hvilke forhold påvirker kvaliteten på programmet (ressurser, infrastruktur osv.) og hva bør endres for å heve kvaliteten? Er det behov for å heve kvaliteten i programmet? I så fall, hvilke tiltak bør gjennomføres?

Since 2019, the bachelor's programme in philosophy has been subject to annual evaluation by the programme director, and individual courses are evaluated by the course coordinators. Individual courses have also been subject to student evaluations at irregular intervals. As of 2021 individual courses will be subject to student evaluations in every semester they are taught.

At the end of each semester, course coordinators for each of the courses offered that semester complete evaluation forms in which they are prompted to provide a general evaluation of the course and comment on results from student evaluations of the course. They are also asked to identify aspects of the course that could be improved and to propose changes in light of this. The course evaluation forms are read by the members of the programmes committee. The programmes committee then assesses whether any changes are called for that require approval at the faculty level, and submits any such changes for the faculty's consideration. Recent examples of this are changes to compulsory activities, such as attendance requirements or small assignments, and changes to assessment methods.

A challenge we have encountered is that there is often little time between the submission of individual course evaluation forms and the deadline for submitting proposed changes for approval by the faculty board. Because of this, there have been some cases in which changes requested by course coordinators were not submitted to the faculty on time for implementation the next time the course was offered. In order to avoid this happening in the future, we plan to ensure that the course evaluation forms are sent out and collected as close as possible to the end of teaching each semester so as to allow adequate time to process requests for changes.

As of 2021, courses are subject to student evaluation in every semester they are taught. They were previously subject to student evaluations once every three years. Course coordinators receive student evaluations for each of their courses, and the teaching committee receives student evaluations for all of the courses on offer each semester. Course coordinators are asked to include reflection on student evaluations in their course evaluations (see above), and to propose changes to their courses in response to this feedback. The teaching committee also notes any significant issues that arise in student evaluations and can propose changes to courses as a result.

Student evaluations of individual courses reflect a high level of satisfaction. It is, however, notable that there is a relatively low response rate. We take student feedback seriously, and we

are working on how to increase the response rate on course evaluations in order to improve the quality of feedback. Notably, we will be participating in a pilot project (EvaluationKIT) involving software solutions intended to facilitate the implementation and management of course evaluations and increase response rates.

The bachelor's programme is currently undergoing external evaluation. Elisabeth Schellekens Dammann from Uppsala University has been contracted to serve as external peer evaluator from 2020-2023. Her initial reports were expected in 2021, but because of the pandemic, the process has been delayed. She is now scheduled to visit the department in the spring of 2022, and will submit her initial reports later that year 2022.

Resources have a significant impact on the quality of our bachelor's programme. Two key contributors to the quality of the bachelor's programme are the range of courses on offer and the support given to students in individual courses. Limited teaching resources mean that these two things often need to be balanced against each other. In order to make the most efficient use of our teaching resources while maintaining a wide selection of elective courses, we have recently started offering some courses once every two years rather than every year. Still, in order to maintain the current range of courses, we have had to reduce the number of lectures and seminars on all of our bachelor's-level courses from 12 to 10, and substantially reduce individual supervision in 200-level courses. While we believe these solutions are the best for our students in light of the resources available, it is notable that we now offer fewer hours of instruction per credit than other philosophy programmes in Norway. This does not mean that students can earn credits more easily than their peers at other institutions, but rather that doing so involves more independent study. In order to support this, we are working on increasing asynchronous support for students, including expanded use of digital tools; but this too requires resources.

Studentinvolvering
➢ Veiledning: Hvordan involveres studentene i utvikling av programmet, og tilbakemeldinger på programmet?

There is a student representative on the teaching committee (utvalg for fagstudiet i filosofi) and three on the department council (instituttrådet). Student representatives are appointed by the student association. They regularly attend meetings and provide input on decisions regarding the bachelor's and master's programmes.

Another important source of student involvement in programme development comes from student evaluations on individual courses, as described above. Not only does this provide valuable feedback for course coordinators on the development of individual courses, but it allows the teaching committee to notice patterns across courses, and at the programme level.

Tilhørende forskrifter

➢ Veiledning (om relevant): Dersom utdanningen er underlagt rammeplaner, krav til å tildele titler (sivilingeniør osv.), RETHOS, sertifiseringskrav eller andre krav utover ordinære krav til bachelor- og mastergrader, må dette spesifiseres. Det må også gjøres en vurdering av om kravene er oppfylt.

This is not relevant for BAHF-FILO

Studieplan

➢ Veiledning: Oppdatert versjon av studieplan for programmet må legges ved. Gi en kort vurdering av om punktene omtalt i paragrafen er oppfulgt.

The study plan for BAHF-FILO can be found in Figure 4 of the appendix.

The bachelor's degree with a specialization in philosophy requires that students complete a total of 90 credits in philosophy courses, 10 credits in ex.phil, 10 credits in ex.fac, and 70 credits in elective courses, including courses offered by other departments. The programme is designed to be completed in three years of full-time study. In order to earn a Bachelor's in philosophy, students must complete required courses in history of philosophy, practical philosophy, theoretical philosophy, and logic (60 credits), write a Bachelor's thesis (10 credits), and complete at least two elective courses in philosophy (20 credits). The required courses are mainly taught in Norwegian, while some elective courses are offered in Norwegian and others in English.

Accurate information about the programme structure and requirements for the bachelor's and programme is easily accessible online through these links:

https://www.uib.no/studier/BAHF-FILO

These pages are easy to find starting from the UiB homepage or a popular search engine (e.g. Google).

Nivå på læringsutbyttet

Nasjonalt kvalifikasjonsrammeverk
> ➤ Veiledning: Vurder om læringsutbyttet er i samsvar med og på rett nivå i henhold til Nasjonalt kvalifikasjonsrammeverk (NKR). Nivåbeskrivelser for bachelor og master i NKR:

https://www.nokut.no/en/norwegian-education/the-norwegian-qualifications-framework-for-lifelong-learning/beskrivelser-av-laringsutbytte-for-nivaene-i-nkr/

The learning outcomes for BAHF-FILO can be found in found in Figure 4 of the appendix.

According to NKR, the learning outcomes for each programme should be divided into three categories: knowledge, skills, and general competences. The learning outcomes stated on the Bachelor's programme website include each of these categories, and reflect the broad content of the NKR guidelines, although some revisions are in order. Within the 'knowledge' category, we need to introduce a learning outcome related to the 'ability to update one's knowledge in the field'. The 'skills' category is currently populated by a number of outcomes that would be better placed within the 'general competences' category, for example, 'formidle avgrensa filosofiske problemstillingar både skriftleg og munnleg' and 'nytte sin kombinasjon av fag i spesialisering og frie studiepoeng i vidare utdanning eller yrkesplanar'. The 'skills' category should also be expanded to reflect the broad range of skills graduates of the programme should have. The 'general competences' category currently focuses on the careers and further studies students should be prepared for upon completion of the programme. This should be expanded to reflect a broader range of general competences students can expect to gain. Revisions to the programme learning outcomes will be undertaken in 2022.

Navn
> ➤ Veiledning (om relevant): Gi en kort redegjørelse for endringer i studieprogrammets navn i perioden og vurder om studiets navn er dekkende.

The name of the bachelor's programme has not changed over the past five years.

Læringsutbytte og infrastruktur

Innhold og oppbygging

The learning outcomes for individual courses are regularly assessed by course coordinators and the programmes committee to ensure that each course contributes to students' achievement of the programme learning outcomes. The programmes committee is also responsible to ensure that the structure of the bachelor's and master's programmes and the progression of courses enables students to achieve the programme learning outcomes.

In the first semester, bachelor's students in philosophy normally take Examen Philosophicum (EXPHIL), Examen Facultatum (EXFAC), and Introduksjon til Praktisk Filosofi (FIL124). EXPHIL provides students with an introduction to several core areas in philosophy, including topics in normative ethics, metaethics, aesthetics, and hermeneutics. Those who choose the 'seminar model' receive additional support for the development of skills in philosophical discussion, oral presentation, and academic writing. For EXFAC, students can choose to take a course in academic writing (EXFAC00AS) or a course in language and communication (EXFAC00SK). In Introduksjon til Praktisk Filosofi, students get an overview of core topics in practical philosophy with a focus on moral and political theory. While the course covers some of the same themes as EXPHIL, it introduces students to a broader range of literature, fosters a deeper understanding of the subject matter, and it puts a stronger emphasis on critical engagement with primary sources.

In the second semester, students normally take one elective course in philosophy, and three of the required courses in philosophy: Filosofihistoria fra antikken til opplysningstida (FIL120), two introductory logic courses, Introduksjon til formallogikk (FIL110), and Introduksjon til filosofisk logikk (FIL112). FIL120 is the first of two required introductory courses in the history of philosophy that together provide students with foundational knowledge of important moments, figures, and theories in the history of the discipline, which constitute the background and context for the more contemporary material covered in other courses. The logic courses provide students with an introduction to both formal and informal logic, which supports argumentation skills and critical thinking.

In the third semester, students normally take Filosofihistoria fra opplysningstida til 1900-talet (FIL121), Introduksjon til teoretisk filosofi (FIL125), and Filosofiske klassikarar (FIL129). FIL121 is the second of the two required introductory courses in the history of philosophy. FIL125 provides students with an overview of core topics in theoretical philosophy, including metaphysics and epistemology. In FIL129, students engage in close study of a single seminal text in the history of philosophy. In this course, students learn how to engage in close reading, analysis, and critique of a text and secondary literature.

In the fourth semester, students normally take two elective courses and write their bachelor's thesis (FIL252). The bachelor's thesis course consists of four seminars in which students are provided with guidance on selecting a topic, finding relevant literature, structuring their essay, and academic writing and referencing. The course coordinator assists students in finding a supervisor. Students receive up to 3 hours of individual supervision which consists of guidance in researching the topic and writing a draft, and receiving feedback on the written draft. The focus in this course is on fostering independence in researching a topic, developing original arguments, and planning and following through on a large project.

The final year of study (semesters 5 and 6) normally consists of elective courses. Some students choose to take further elective courses in philosophy in order to deepen their knowledge of and engagement with topics of interest to them. Others choose to broaden their knowledge by taking courses in other disciplines, or taking one or two semesters as an exchange student.

While this is the recommended programme structure, there is some flexibility to the order in which students complete the programme requirements.

Infrastruktur
➢ Veiledning: Har studiet tilstrekkelig tilgang til nødvendig og egnet infrastruktur? Med infrastruktur menes egnede lokaler, utstyr, bibliotektjenester, administrative og tekniske tjenester, tilstrekkelige og egnede IKT-ressurser, nettstøtte, egnet læringsplattform etc. som understøtter studentens læring og læringsmiljø og den faglig ansattes undervisning og forskning og/eller kunstneriske utviklingsarbeid og faglige utviklingsarbeid.

The philosophy department has a few teaching rooms that can be used for small lectures and seminars, but with the current room-booking system, we do not have priority in booking these

rooms. It would be a benefit to our students if philosophy courses were given priority in these rooms. If more philosophy courses were taught in these rooms, this would draw students to the department, where they would encounter other philosophy students and staff, thereby contributing positively to the social and learning environment. Such opportunities for informal interactions with fellow students and staff are important in fostering a sense of community among our students, especially in light of the aforementioned lack of dedicated study and social spaces for bachelor's students, and limited study space for master's students.

Although many of the teaching rooms available for our courses are adequate, some create obstacles for the application of valuable teaching methods. Many of our instructors try to employ interactive and group-based teaching methods. These methods are well-supported by research in pedagogy, and are especially important in teaching philosophy, due to its inherently discursive nature. Among the skills that we aim to foster in our programmes is the ability to discuss and debate philosophical views, and to work in groups to solve problems. Interaction in small groups is therefore an integral part of teaching in philosophy. The configuration of some teaching rooms is an obstacle to this, in particular when the chairs and tables cannot be easily moved around.

Many of our instructors use slides and other audio-visual supports in their teaching, but the equipment in some rooms is out of date and does not function properly. While we recognize the temporary nature of solutions brought in to accommodate restrictions under the pandemic, we would like to note that some arrangements were particularly sub-optimal, such as holding large lectures in cinemas where instructors were unable to make use of audio-visual equipment.

Our instructors are also increasingly making use of digital technologies such as Kahoot, Quizlet, and Padlet. Institutional subscriptions to these and other digital teaching tools would be beneficial.

Library resources are adequate. There are plenty of journals available online, and an increasing collection of digital books, providing students with a wide range of materials that are free and easy to access.

Undervisnings- og vurderingsformer

All of the 100-level required courses on the bachelor's programme in philosophy are taught over ten weeks and include one lecture and one seminar per week. In the lectures, instructors introduce, clarify, and contextualize course material. The seminar groups are smaller and are focused on analysis and discussion of assigned literature, and problem-solving. It is typical for students to be divided into small groups for guided discussion or to work on exercises.

The teaching of elective courses also takes place over ten weeks. It takes the form of a weekly lecture, seminar, or hybrid session (i.e. one involving both lecture segments and group work or discussion). It is up to the course coordinator to decide whether to adopt a formal attendance requirement.

As mentioned above, the number of teaching weeks on the bachelor's programme has been reduced from 12 to 10 as of 2021. Course coordinators have been trying out various solutions to ensure that students have sufficient support for independent learning in the weeks where they do not receive instruction, for example making additional material and learning supports available on mitt.uib. Students have also benefited from the support of teaching assistants over the past year. These teaching assistants were hired from among current master's students and recent graduates of our master's programme as part of a pandemic support scheme. It is not clear whether there will be resources available to continue to employ teaching assistants beyond the pandemic, but this is something we are keen to explore.

Another change to our programme in the past 5 years is that we have dropped the individual supervision component on 200-level courses. Students used to be required to submit a draft of their assignment and attend an individual supervision session to receive feedback. Providing individual feedback and supervision is very time-consuming, and has become unsustainable with the growing number of students on many of our courses. Instructors can choose to offer supervision as an option, but relatively few students take advantage of the opportunity without

the formal requirement to do so. Some instructors have been trying more resource-efficient solutions for ensuring that students get adequate feedback over the course of the semester, for example incorporating opportunities to give and receive peer feedback. There is strong evidence-based support for the value of both giving and receiving peer feedback, so this is something we will continue to explore.

All philosophy courses at the bachelor's-level are assessed on the basis of a single school exam, home exam, or written assignment administered towards the end of the semester, after all of the lectures and seminars are finished. There has been some discussion about incorporating more continuous forms of assessment into our courses. We recognize that assigning grades on the basis of a single exam or assignment has a number of shortcomings, but because continuous assessment generally requires more academic and administrative resources on account of involving more grading, it is challenging to implement. It is nevertheless something we will continue to discuss in an effort to find solutions that better serve the students. In the meantime, a partial solution employed on many of our courses involves requiring students to complete one or more smaller formative assignments in order to be eligible for final assessment. These assignments are not factored into students' final grades, and are assessed as complete or incomplete and therefore require less time to assess. They serve well as low-stakes opportunities for students to practice producing the kind of work on which they will ultimately be assessed, and can be used as a basis for feedback from their peers or the instructor.

Faglig innhold

Faglig oppdatert studietilbud

➢ Veiledning: Beskriv kort hvordan fagmiljøet arbeider for å sikre at programmet er relevant i forhold til kunnskapsutviklingen innen fagområdet og i arbeids- og samfunnsliv. Er det foretatt endringer i programmet som følge av endringer i kunnskapsutviklingen og/eller i arbeids – og samfunnsliv?

Part of the motivation for restructuring the bachelor's programme was to bring it more closely in line with comparable programmes internationally. The curriculum of a number of bachelor's programmes in philosophy in other countries, such as the United States and the United Kingdom, were surveyed and the results taken into account in restructuring the bachelor's programme.

Relevans
➢ Veiledning: Gi en kort beskrivelse av programmets arbeidslivsrelevans og studentenes karrieremuligheter, og beskriv hvordan denne relevansen formidles til studentene på programmet. Gi også en kort beskrivelse av studiets relevans for videre studier, og av ordninger for samhandling med arbeids- og samfunnsliv.

The study of philosophy helps students to better understand many of the societal and global challenges we face today, such as climate change, health, welfare, intercultural communication, and inequality. Graduates of the bachelor's programme acquire knowledge, skills, and competence relevant for further studies and careers in research and teaching philosophy, but they also gain transferable skills that are relevant to a wide range of careers in the public and private sectors. Notably, through the study of philosophy, students learn to analyse and synthesise complex texts, to communicate ideas clearly and straightforwardly both orally and in writing, to consider a plurality of perspectives, to notice subtle distinctions, to think critically, and to come up with creative solutions to problems.

Philosophy bachelor's student respondents to Studiebarometret give low scores on the parameter 'tiknyttning til yrkeslivet'. This suggests that students may not recognize the many ways in which they gain skills relevant to future work and careers through their study of philosophy, and that this is something that should be better communicated to them. In order to address this, instructors will be encouraged to highlight knowledge and skills that students are acquiring in their courses that may be relevant to their future endeavours. The programmes committee also plans to hold career sessions in which students will be provided with information about career prospects and guided in reflecting on how their studies are relevant to their future endeavours. Sessions of this kind have been offered to master's students, who were also offered an information session on academic careers paths. These sessions will be offered more consistently to both bachelor's and master's students as of 2022.

For mastergradsstudier
➢ Veiledning: Beskriv kort studiets profil og faglige bredde.

Not applicable.

Arbeidsomfang
➢ Veiledning: Gi en vurdering av arbeidsomfang i studiet, herunder om det er enkelte emner, semestre e.l. der det er behov for å fordele arbeidsbelastningen. Hvordan sikres

According to the European Credit Transfer System, one semester of full-time studies (30 credits) corresponds to 750-900 hours of work, including time spent in organized learning activities and independent study. Our semesters are around 20 weeks long, which means that a full-time student should expect to spend at least 37.5 hours per week on their studies.

Responses to individual course evaluations indicate that our students generally find their course workloads appropriate, but Studiebarometeret results suggest they are spending less time on average on their studies than they should be in order to achieve the learning outcomes for their courses. According to Studiebarometeret results, the bachelor's students who responded spend on average 7.4 hours per week in organized learning activities (including class time and supervision) and 13.9 hours per week on independent study outside of class (including reading, working on assignments, and attending student-led colloquia). This amount of time spent in organized learning activities is reasonable, but the amount of time spent on independent study falls considerably short of what is expected of full-time students. One reason for this might be that the expectations for independent study are not well communicated to students. The following information is provided on the website for the bachelor's programme:

> Bachelorprogrammet filosofi er eit studium på fulltid, det vil seie at du brukar om lag mykje tid på studia som på ein full jobb. Du tar 30 studiepoeng kvart semester. I tillegg til sjølvstudium som lesing og kollokviegrupper, kan ei typisk veke ha 6-12 timar med undervising i form av forelesningar og seminargrupper.

It might help to make the total expected workload, including independent study time, more explicit on the website and to communicate it in other contexts such as in the orientation session at the beginning of each semester. It might also be helpful to make more explicit in the course descriptions for each individual course approximately how many hours students should expect to spend on independent study. This will be taken up by the teaching committee in 2022.

Kobling til forskning

Students on the bachelor's programme encounter current research and disciplinary development at various points in their studies. Notably, the programme includes a thesis component, which constitutes a supervised research project in which students are expected to show knowledge of up-to-date research on the topic of their project. Students are provided with guidance and support in finding and engaging with relevant and current literature on their topic.

We place strong emphasis on research-led teaching in the bachelor's programme. Many of our courses are given by leading experts who have international publications on topics related to their teaching. Preserving this arrangement is part of our motivation for offering a wide range of elective courses. This enables our staff to develop courses on topics closely connected to their own research. The reading lists for elective courses at both the 200- and 300-level are regularly revised in order to incorporate the latest developments on the topics covered.

Bachelor's students are included in some of the activities of the various research groups in the department. The department has a regular research seminar in which staff and visitors from other institutions present their current research, which are open to and often attended by bachelor's and master's students. Students can easily find out about departmental research activities on the website as well as on digital displays located in the department.

Bachelor's student respondents to Studiebarometeret give a relatively low score on the parameter 'Egen erfaring med forsknings- og utviklingsarbeid'. This suggests that we need to better communicate to bachelor's students the various points at which they encounter research and development in the discipline. This is something we plan to take up over the next year.

Internasjonalisering

➢ Veiledning: Gi en kort redegjørelse for status for internasjonalisering, og eventuelle tiltak for å øke omfanget og relevansen av internasjonaliseringen.
➢ Veiledning: Hvordan tilrettelegges det for faglig relevant utveksling i studieprogrammet?

One way our bachelor's programme promotes internationalization is by supporting student mobility. Students have the opportunity to do part of their degree abroad. We have student mobility agreements in place with over 30 universities across Europe through the ERASMUS+, NORDPLUS, and ARQUS networks, and we have also helped students to arrange exchanges

with universities outside of these networks. Courses taken abroad must be approved by the programme director in advance of the study exchange period and any credits earned must be approved for inclusion towards the degree once the courses are completed. Relatively few students take advantage of this opportunity (see Figure 3 for details), so we are looking into ways to encourage more students to go on study exchange. One measure we have implemented recently is the appointment of a designated student mobility coordinator for the department from among our current staff. This role involves communicating with students about opportunities for study exchange and making sure they have important information such as eligibility requirements and application deadlines. We will also be looking into making the information about study exchange more prominent on our website, and reminding instructors to encourage students to apply.

We also support staff mobility, and have teaching exchange agreements with a number of European universities. Over the past five years, several members of staff have gone on teaching exchanges and we have hosted several visiting instructors. We will continue to encourage our staff to take advantage of these opportunities, and to welcome colleagues from partner institutions.

A further contribution to internationalization is the intensive course in Ancient Philosophy which has been held in Athens approximately every third year since 2010. The course provides a broad and thorough introduction to Ancient Greek thinking about ethics, politics and nature. In addition to lectures and seminars, teaching on this course includes excursions to places in Athens that are significant to the themes of the course and to the history of philosophy. The course has won the Faculty's learning environment award and Spruveugleprisen. Demand for this course has been very high, so we plan to start offering it more regularly in order to ensure that all of our bachelor's programme students who wish to take it have the opportunity to do so.

Praksis
➢ Veiledning (om relevant): Gi en kort beskrivelse av praksis, praksisens faglige relevans, andel studenter som har praksis og eventuelle planer for utvikling av tilbudet.
➢ Veiledning (om relevant): Gi en kort vurdering av fagmiljøets kompetanse og erfaring fra praksisfeltet.

Our programmes do not include a practicum.

Krav til fagmiljø i Studietilsynsforskriften

Fagmiljøets størrelse

The philosophy department currently has 11.74 permanent positions dedicated to teaching philosophy (fagstudie) courses, and from January 2022, it will have 11.5. When we correct for the 30% of teaching resources for these positions coming from ExPhil, the number goes down to 8.22. And when we remove the Head of Department and one staff member (Alois Pichler) whose 50% position does not involve teaching, we reach an adjusted total of 7.25 permanent positions dedicated to teaching philosophy courses.

We currently have the expertise among our permanent staff to cover all of the courses offered as part of our bachelor's programme. For each of the required courses, there are at least two members of staff with competence to teach them. As mentioned above, we have had to make some adjustments in the past few years in order to accommodate the large number of elective courses we offer. We do not have sufficient resources to offer each of our elective courses on an annual basis, so some have been put on a two-year rotation. This allows us to operate within our means whilst maintaining a wide selection of elective courses with an emphasis on research-led teaching.

Fagmiljøets utdanningsfaglige kompetanse

All of the instructors for philosophy courses have taken the basic training courses in University Pedagogy offered by the Department for University Pedagogy at UiB, or similar courses offered at other institutions, and many have completed UiB's University Pedagogy programme.

From 2022, the teaching committee will be organizing seminars in pedagogy for course coordinators and instructors in the department once per semester. Members of the University Pedagogy programme or other experts will be invited to lead the seminars. The first seminar is scheduled to take place in January 2022.

Faglig ledelse
> ➢ Veiledning: Har studieprogrammet en tydelig faglig ledelse med ansvar for kvalitetssikring og utvikling som definert i kap. 2.3 i UiB sitt kvalitetssystem for utdanning?

The philosophy department has a single committee that serves the dual function of teaching committee and programmes committee for the bachelor's and master's programmes. The committee has a leader from among the academic staff, and includes two further members from among the academic staff, one member from among the administrative staff, and a student representative. The committee meets around 6-8 times per year, sends regular communications to the department council (instituttrådet), and the committee leader attends regular meetings with the Head of Department and the leaders of other departmental committees. The committee leader normally occupies the role of bachelor's and master's programme director, although the role of master's programme director is sometimes delegated to another member of the committee. The committee leader (or a substitute from among the other committee members) attends studiestyret meetings and reports back to the committee on relevant items.

The teaching and programmes committee is responsible for teaching quality assurance. It oversees the administration of course evaluations by course coordinators and students, collects results from studiebarometeret and other relevant surveys, and the committee leader produces an annual report on the bachelor's and master's programmes in their capacity as programmes director. The committee is also responsible for overseeing the external peer evaluation of the programmes by contracting and communicating with a peer evaluator.

Fagmiljøets fagspesifikke kompetanse
> ➢ Veiledning: Gjør en kort vurdering av fagmiljøets fagspesifikke kompetanse, med vekt på sammenhengen mellom fagmiljøets forskningsfelt og programmets innhold og nivå.

The subject-specific competence of our instructors is excellent. All of the instructors for courses on the bachelor's programme hold PhDs in philosophy, and most are actively involved in research on topics connected to those on the curriculum. As mentioned above, bachelor's courses are often taught by leading experts with international publications on related topics. There is also relatively little variation in who teaches each course from year to year, which allows instructors to develop their expertise on the topics they teach.

Internasjonalt og nasjonalt samarbeid

➢ Veiledning: Gi en kort vurdering av internasjonalt og nasjonalt samarbeid og nettverk som er relevante for programmet.

At the national level, we regularly cooperate with members of philosophy departments at other Norwegian universities for the purpose of assessment. Bachelor's theses in our programmes are evaluated by a panel including one member internal to our department and an external member from another Norwegian university. The same is true of other bachelor's programmes in Norway, so our staff are also regularly asked to serve as external examiners.

At the international level, as mentioned above, we have student and staff mobility agreements with over 30 universities across Europe in the ERASMUS+, NORPLUS, and ARQUS networks.

Appendix

Figure 1: Søker- og studenttall BAHF-FILO 2017 - 2021

Velg studieprogram her!

BAHF-FILO Bachelorprogram i filosofi

Søker- og studenttall

Søkning og opptak

Studieprogram	Årstall	Termin	Studieplasser	1.prioritet	1. pri søker per studieplass	Fått tilbud	Svart ja	Registrert	Andel registrert av tilbud
BAHF-FILO Bachelorprogram i ..	2017	HØST	40	59	1,5	87	58	49	56,3%
	2018	HØST	40	47	1,2	80	45	41	51,3%
	2019	HØST	40	60	1,5	90	59	58	64,4%
	2020	HØST	40	47	1,2	83	51	49	59,0%
	2021	HØST	40	54	1,4	82	52	43	52,4%

Poenggrense

			Kvote			
			Registrert		Min. Poenggrense	
Studieprogram	Årstall	Termin	Ordkvote	Ukjent	Ordkvote	Ukjent
BAHF-FILO Bachelorprogram i filosofi	2017	HØST	44	6	0,00	
	2018	HØST	39	2	0,00	
	2019	HØST	55	3	0,00	
	2020	HØST	47	2	0,00	
	2021	HØST	40	3	0,00	

Årstall
Multiple values

Termin
HØST

STUDIERETNINGNAVN_B..
All

Kjønn
All

OPPTAKSTYPEKODE
All

CAMPUSKODE
All

MOTTSTATUS
All

Figure 2: Fullføring og fråfall BAHF-FILO 2017 - 2019

Velg studieprogram her!

BAHF-FILO Bachelorprogram i filosofi

Antall studenter - fullføring og frafall

Antall studenter
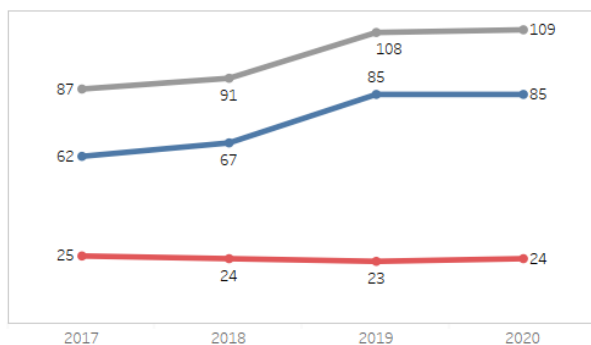
Kvalifikasjoner og utveksling

	Antall kvalifikasjoner	Antall kvalifikasjoner med utveksling	Andel kvalifikasjoner med utveksling
2017	10	3	30,0%
2018	7	0	0,0%
2019	9	1	11,1%

Årstall
Multiple values

Termin
HØST

STUDIERETNINGNAVN_B..
All

Kjønn
■ K
■ M

Årstall
Multiple values

Kjønn
All

Andel studenter som fullfører en grad

Andel frafall

CAMPUSKODE
All

Startår
Multiple values

Semesternummer
Multiple values

Startår
■ 2015 HØST
■ 2016 HØST
■ 2017 HØST
■ 2018 HØST
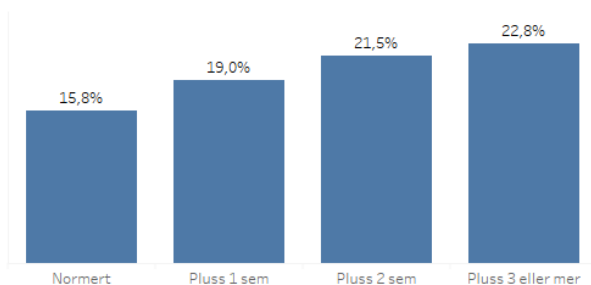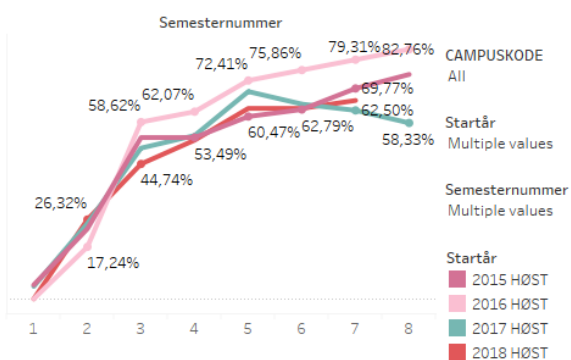
Beståtte studiepoeng

	Termin / Studieprogram					
	VÅR			HØST		
	BAHF-FILO Bachelorprogram i filosofi			BAHF-FILO Bachelorprogram i filosofi		
Årstall	Studiepoeng	Aktive	Beståtte studiepoeng per stu..	Studiepoeng	Aktive	Beståtte studiepoeng per st..
2017	1 115	67	16,64	1 355	85	15,94
2018	1 175	73	16,10	1 635	88	18,58
2019	1 415	72	19,65	1 820	106	17,17
2020	1 700	89	19,10	1 905	107	17,80

Figure 3: Utreisende utvekslingsstudenter BA 2017 - 2021

Utreisende utvekslingsstudenter med avtale

Studieprogram	Årstall fra	Årstall til	Land	Utvekslingsopphold over 3 mnd	Utvekslingsopphold under 3 mnd
BAHF-FILO Bachelorprogram i filosofi	2017	2017	DE Tyskland	1	
	2018	2018	RO Romania	1	
			IE Irland	1	
	2019	2019	DK Danmark	1	
			IT Italia		
		2020	JP Japan	1	

Figure 4: Studieplan for [BAHF-FILO Filosofi, bachelor, 3 år](#), gyldig hausten 2021

Namn på grad
Bachelor i filosofi

Studiestart - semester
Haust

Mål og innhald
Filosofien har ein lang tradisjon og mange sentrale berøringspunkt med andre vitskapar, samstundes som den også tek opp meir allmenne spørsmål som til dømes tilhøvet mellom vitskap, teknologi og kultur, tru og viten, språket og verda, individ og samfunn, makt og legitimitet osb. Det er eit særskild kjenneteikn ved filosofi som fag at god innsikt i dets eige historie er ein sentral del av faget sjølv. Gjennom arbeid med grunnleggjande filosofiske problemstillingar like frå antikken til vår eiga tid vil studentane få forståing av filosofien sin eigenart, med tema frå både teoretisk filosofi (kunnskapsteori, metafysikk, vitskapsfilosofi med meir) og praktisk filosofi (etikk, politisk filosofi, estetikk med meir).

Studentane vil få omfattande trening i å lese og fortolke filosofiske originaltekstar. Dei får høve til å fordjupe seg i filosofiske valemne og trening i å arbeide sjølvstendig med analyse og argumentativ drøfting av grunnleggjande problemstillingar. Oppøving av skriftleg og munnleg formidling står sentralt.

Studiet blir avslutta med ei bacheloroppgåve. Her får ein høve til å arbeide sjølvstendig og under individuell rettleiing med eit avgrensa filosofisk tema.
Bachelorstudiet i filosofi gjev grunnlag for opptak til praktisk pedagogisk utdanning (PPU) og til masterstudiet i filosofi.

Læringsutbyte
Kunnskap:
Ein bachelor i filosofi skal ha:
- oversikt over og innsikt i sentrale klassiske filosofiske originaltekstar frå antikken til våre dagar
- forståing for filosofien sin eigenart og for den rolla filosofihistoria spelar i filosofien
- oversikt over sentrale filosofar og problemstillingar i samtidsfilosofien
- grunnleggjande kjennskap til formal logikk
- grunnlag for kritisk handsaming av ulike skriftlege og munnlege framstillingar både av fagleg og av meir allmenn art

Dugleik:
Ein bachelor i filosofi skal kunne
- løyse ei gjeven problemstilling på ein sjølvstendig måte innan ein avgrensa periode
- raskt trekkje ut relevant stoff frå ei større mengd litteratur for å handsame gjevne oppgåver

- nytte sin kombinasjon av fag i spesialisering og frie studiepoeng i vidare utdanning eller yrkesplanar
- lese og fortolke filosofiske originaltekstar som går utover pensum i tillegg til å kunne ta til seg i relevant sekundærlitteratur
- formidle avgrensa filosofiske problemstillingar både skriftleg og munnleg

Kompetanse:
- Bachelorstudiet i filosofi gir erfaring med kritisk analyse og drøfting av komplekse problem, ofte på høgt abstraksjonsnivå. I tillegg til å gi eit godt grunnlag for vidare studier og forsking, er dette ein kompetanse som er nyttig f.eks. i utgreingsarbeid innanfor offentleg og privat administrasjon, næringsliv og organisasjonar.
- Ein bachelorgrad med spesialisering i filosofi i kombinasjon med praktisk-pedagogisk utdanning (PPU) kvalifiserer for undervisning i filosofi i ungdomsskule eller vidaregåande skule.
- Bachelorgraden gir grunnlag for opptak til masterstudium i filosofi.

Opptakskrav
Generell studiekompetanse eller realkompetanse.

Tilrådde forkunnskapar
Ingen utover opptakskrava.

Innføringsemne
Førstesemesteret i bachelorprogrammet i filosofi inneheld inntil 20 studiepoeng med ex.phil. og ex.fac., samt emnet FIL124 Introduksjon til praktisk filosofi:
- Examen philosophicum (Ex.phil.) - 10 studiepoeng
- Examen facultatum (Ex.fac.) - 10 studiepoeng, velg eitt av følgjande:
  - Akademisk skriving
  - Språkkunnskap
- Introduksjon til praktisk filosofi - 10 studiepoeng

Fullførte innføringsemne frå andre fakultet og program ved UiB og andre utdanningsinstitusjonar med eit minimumsomfang på 20 studiepoeng inklusive examen philosophicum kan godkjennast og innpassast i fakultetet sine bachelorprogram. FIL124 - Introduksjon til praktisk filosofi - 10 studiepoeng er ein del av filosofispesialiseringa.

Bachelorgraden kan ikkje innehalde meir enn 10 studiepoeng med ex-phil. og 20 studiepoeng med ex.fac.

Obligatoriske emne
Spesialiseringa i filosofi har eit omfang på 90 studiepoeng (1 ½ år) og er sett saman av obligatoriske emne på til saman 70 studiepoeng og valfrie filosofiemne på tilsaman 20 studiepoeng.

Dei obligatoriske emna er:
- FIL120 (Filosofihistoria frå antikken til opplysingstida - 10stp.)
- FIL121 (Filosofihistoria frå opplysingstida til 1900-talet - 10stp.)
- FIL124 (Introduksjon til praktisk filosofi - 10stp.)
- FIL125 (Introduksjon til teoretisk filosofi - 10stp.)
- FIL129 (Filosofiske klassikarar - 10stp.)
- LOG110 (Introduksjon til formallogikk - 5stp.)
- LOG112 (Introduksjon til filosofisk logikk - 5stp.)
- FIL252 (Bacheloroppgåve i filosofi - 10stp.)

Dei 20 valfrie studiepoenga av spesialiseringa kan veljast frå følgjande emne:
- FIL106 (Innføring i miljøetikk - 10stp.)
- FIL107 (Innføring i politisk idéhistorie - 10stp.)
- FIL116 (Innføring i moderne politisk teori - 10stp.)
- LOG111 (Deduksjon og metalogikk - 10stp.)
- FIL217 (Wittgensteinstudiar - 10stp.)
- FIL218 (Estetikk - 10stp.)
- FIL219 (Vitskapsfilosofi - 10stp.)
- FIL220 (Metafysikk - 10stp.)
- FIL228 (Tema i moralfilosofi - 10stp.)
- FIL231 (Ope emne - 10stp.)
- FIL233 (Filosofien i antikken - 10stp.)
- FIL235 (Tema i sinnsfilosofi - 10stp.)
- FIL236 (Tema i miljøetikk - 10stp.)
- FIL241 (Rettsfilosofi - 10stp.)
- FIL245 (Språkfilosofi - 10stp.)
- FIL246 (Kontinental filosofi - 10stp.)
- FIL247 (Epistemologi - 10stp.)
- FIL248 (Methods of Analysis in Social Sciences - 10stp.)
- FIL249 (Politisk filosofi - 10stp.)

Tilrådde valemne
Som nemnt ovanfor inneheld bachelorprogrammet 20 studiepoeng med ex.phil. og ex.fac og 90 studiepoeng i spesialiseringa i filosofi. Dei resterande 70 studiepoenga i programmet er såkalla frie studiepoeng. Her kan studenten velje emne innanfor skulefag, språkfag, historie- og kulturfag, estetiske fag eller andre fag som er relevante for studenten si vidare utdanning eller yrkesplanar.

Rekkefølgje for emne i studiet
Tilrådd progresjon i studiet:
- 1. semester (haust): ex.phil, ex.fac, FIL124
- 2. semester (vår): FIL120, LOG110, LOG112 og valemne i filosofi på 100/200-nivå
- 3. semester (haust): FIL121, FIL125 og FIL129
- 4. semester (vår): FIL252 , valemne i filosofi på 100/200-nivå og frie SP

- 5. semester (haust): Frie studiepoeng (sjå "Tilrådde valemne")
- 6. semester (vår): Frie studiepoeng (sjå "Tilrådde valemne")

Delstudium i utlandet
Ein kan ta delar av bachelorutdanninga di som utvekslingsstudent i eit anna land. Du kan velje blant Universitetet i Bergen sine avtaler i heile verda, anten for å studere innan spesialiseringane i programmet, eller for å ta frie studiepoeng i graden. Emna må førehandsgodkjennast av UiB.

Arbeids- og undervisningsformer
Programmet omfattar ulike undervisningsformer; til dømes forelesingar, seminar, individuell rettleiing og grupperettleiing.
Sjå emneplanen for det einskilde emnet.

Vurderingsformer
Gjennom programmet blir studentane prøvd på ulike måtar, eksempelvis ved skuleeksamen, heimeeksamen, rettleia oppgåve og munnleg prøve.
Sjå emneplanen for det einskilde emnet.

Karakterskala
Ved sensur av emna i programmet kan det bli nytta ein av to karakterskalaer:
1) A-F, der F er stryk
2) Greidd/ikkje greidd
Sjå emneplanen for det einskilde emnet.

Grunnlag for vidare studium
Bachelorprogrammet i filosofi kvalifiserer for opptak til praktisk-pedagogisk utdanning (PPU) og til masterprogrammet i filosofi.

Relevans for arbeidsliv
Bachelorprogrammet gir særskild kompetanse til sjølvstendig kritisk analyse. Denne typen kompetanse kan nyttast på fleire felt som til dømes å identifisere problemområde innan eit saksfelt og vise forståing for desse i eit historisk perspektiv eller i meir systematiske samanhenger. Personar med denne kompetansen finn ein blant lærarar, kulturarbeidarar og personar som arbeider innan forvaltning og offentleg administrasjon, det private næringslivet og konsulentar innan forlagsverksemder, i forlagsbransjen, i tidsskrift- og avisredaksjonar, i radio og fjernsyn, i biblioteka, som undervisarar på folkehøgskulane, eller som kulturarbeidar reint allment. Ein finn dei også som sakshandsamarar og som konsulentar i offentlege og private verksemder.

Praktisk-pedagogisk utdanning
Dersom du fullfører masterprogrammet, kan du ta eittårig praktisk-pedagogisk utdanning.

Evaluering

Evaluering av programmet blir gjennomført i tråd med UiB sitt kvalitetssikringssystem.

Figure 5: Utdrag Studiebarometeret BA

Velg studieprogram her!

BAHF-FILO Bachelorprogram i filosofi

Overordnet tilfredshet

Årstall	Score
2016	3,6
2017	3,3
2018	3,9
2019	3,7
2020	4,0

Svarprosent og antall respondenter

Årstall	Svarprosent	Antall
2016	33,0%	7
2017	44,0%	8
2018	28,0%	8
2019	43,0%	9
2020	23,0%	7

Årstall
Multiple values

FAKULTET
All

INSTITUTT
All

Tidsbruk

	2016	2017	2018	2019	2020
tidsbruk ikke organisert	10,8	20,4	15,0	8,0	20,8
tidsbruk organisert	9,8	10,1	7,8	7,4	7,4
Sum tidsbruk	20,7	30,6	22,8	15,4	28,3

Sum tidsbruk
15,4 — 30,6

Indekser

Spørsmålstekst (group)	2016	2017	SB_arstall 2018	2019	2020
Indeks Eget engasjement	2,9	3,9	3,3	3,1	3,9
Indeks Eksamen og andre vurderingsformer		4,2	3,8	3,9	4,4
Indeks faglig og sosialt læringsmiljø	3,4	3,7	3,6	3,0	3,1
Indeks Faglig og sosialt læringsmiljø + fysisk læringsmiljø ..			3,5	3,2	
Indeks fysisk læringsmiljø og infrastruktur	3,7	3,8	3,4	3,3	
Indeks Inspirasjon	3,6	4,1	4,0	4,0	4,2
Indeks Medvirkning	3,1	3,5	3,1	3,2	
Indeks organisering		3,6	3,4	3,5	3,7
Indeks Relevans	2,8	3,0	2,2		
Indeks Tilbakemelding og veiledning			3,4	3,5	3,3
Indeks undervisning	3,3	3,6	3,7	3,8	4,1
Indeks forventninger fra faglig ansatte	3,9	4,2	3,7	3,6	3,8
Indeks læringsmiljø	3,5	3,8			

Gjennomsnittlig score
1,0 — 5,0

Årsrapport fra programsensor

Navn: *Patrik Eklund*
Professor i datalogi ved Institutionen för Datavetenskap, Umeå universitet

Programsensor ved
- fakultet: Det *samfunnsvitenskapelig fakultet, UiB*
- studieprogram: *Bachelorprogram i kognitiv vitskap*

Oppnevnt for perioden: *2018 – 2021*

Denne rapporten gjelder perioden: *kalenderåret 2021*

_____

SUMMARY

Looking at gradings of courses, KOGVIT students have again, as similarly stated for 2020, performed well in comparison to students in other programs. In comparison between 2020 and 2021, 'Snitt kar.' for INF101 went up from C to B, as it did also for all students in the course. More Kogvit students attended the INFO125, INFO135 and INFO162 courses, with comparatively better then 'ALL' results in particular in INFO135. In specialization 'informatikk', even less students attended the mathematics courses. Courses, throughput and grades for 2021 are presented in Table 1, and for comparison, for 2020 in Table 2, for 2019 in Table 3, and 2018 in Table 4.

The Masters programme in Cognitive Science has been under development during 2021. Courses are continuously being developed. A proposal was sent to the Department Task Force. The Task Force decided to postpone the decision on starting the *Masterprogram i Kognitiv vitskap*.

In *Studiekvalitetsmelding*, the section on *Gjennomføringstall* is interesting reading. For KOGVIT it says

Past years difficulties with retention rates have been vastly improved. Changing the description to "ensure that prospective students were aware that they were expected to study topics such as programming and logic at a high level of difficulty" is believed to have had an impact on the expectations of incoming students, and "perhaps helped select those who were less likely to drop out".

Well done, KOGVIT!

Hovedside Kogvit-program

https://www.uib.no/studier/BASV-KOGNI

The Kogvit programme is taught in Norwegian and students must document Norwegian language proficiency to be considered for admission. The programme description is available in Norwegian and English.

The programme has KOGVIT Task Force (programråd)

https://www.uib.no/infomedia/39605/programr%C3%A5d#kognitiv-vitenskap

Karakterfordeling våren og høsten 2021

Files and information provided to the 'programsensor':

EXFAC00SK h21, INF100 h21, KOGVIT101 h21, INFO282 h21, INF122 h21, LING122 h21, DASPSTAT v21, INF101 v21, LOG110 v21, LOG111 v21, FIL105 v21, PSYK120 v21, EXPHIL-PSSEM v21, INF102 h21, MAT111 h21, INFO180 h21, INF112 v21, INF227 v21, MAT121 v21, INFO110 v21, INFO125 h21, INFO135 v21, INFO162 h21, INFO207 h21, INFO212 h21, INFO215 v21, INFO216 v21, INFO263 v21, INFO284 v21, FIL251 v21

Programrådsmøter og studieplanendringer

Følgeskriv studieplanen...tiv vitenskap h2021, Minutes from Cognitive ... Committee April 19, Referat programrådet INFO 11.11.21, KOGVIT_masters_soknad, KOGVIT_masters_soknad,

Emneevalueringer (some only; more to be found in 'kvalitetsbasen')

KOGVIT101, INFO282 – Emnerapport
INFO180 – Emnerapport
Courseevaluation-KOGVIT101fall2021
Emneevaluering-INFO180hsten2021,

1. The programme as a whole and in parts

1.1. The programme as a whole

The programme in its basic part proceeds semester by semester over two years, four semesters, each semester being 30 SP. The basic part of the programme consists, also during 2021, of four groups of courses with the KOGVIT101 as a dedicated introductory course for the programme as whole:

- cognitive science (KOGVIT101)
- psychology and philosophy of mind and cognition
- IT and AI, analytics, knowledge representation and computing
- language
- mathematics and logic

Specializations continue to be available in

- informasjonsvitskap
- informatikk
- filosofi

each covering 60 SP. The programme structure is shown in Fig. 1. If a course is prerequisite (forkunnskap) to another, then it is given as required (krav) or recommended (tilrådd).

Forkunnskapar
Krav Tilrådde

The basic courses in the present programme for Spring and Fall 2021, and their prerequisite dependencies, is similar as compared to 2020. INF122 in the 3rd semester has been replaced by INF102, which also makes the perquisite structure more straightforward. This change was decided at the Cognitive Science Committee meeting on April 19, 2021, and the decision was based also in dialogue with the KOGVIT students. Similarly, within this dialogue, a decision was made on the sequencing of INF100, INF101 and INF102. The role and content of the EXFAC00SK course was also debated, and also clearly noted that *every programme must have an EXFAC*.

The list of courses within respective specialization remains mostly the same as for 2020, and in the prerequisites (forkunnskapar) there are only minor changes. For INFO216 in specialization Informasjonsvitskap, INFO132 became a required course, having been recommended in 2020. The other recommended prerequisites for INFO216 remain the same. In specialization Informatikk, INF122 replaced INF102 as a required course, i.e., courses INF122 and INF102

switched roles in the basic courses and within Informatikk. Courses in specialization Filosofi remain the same.
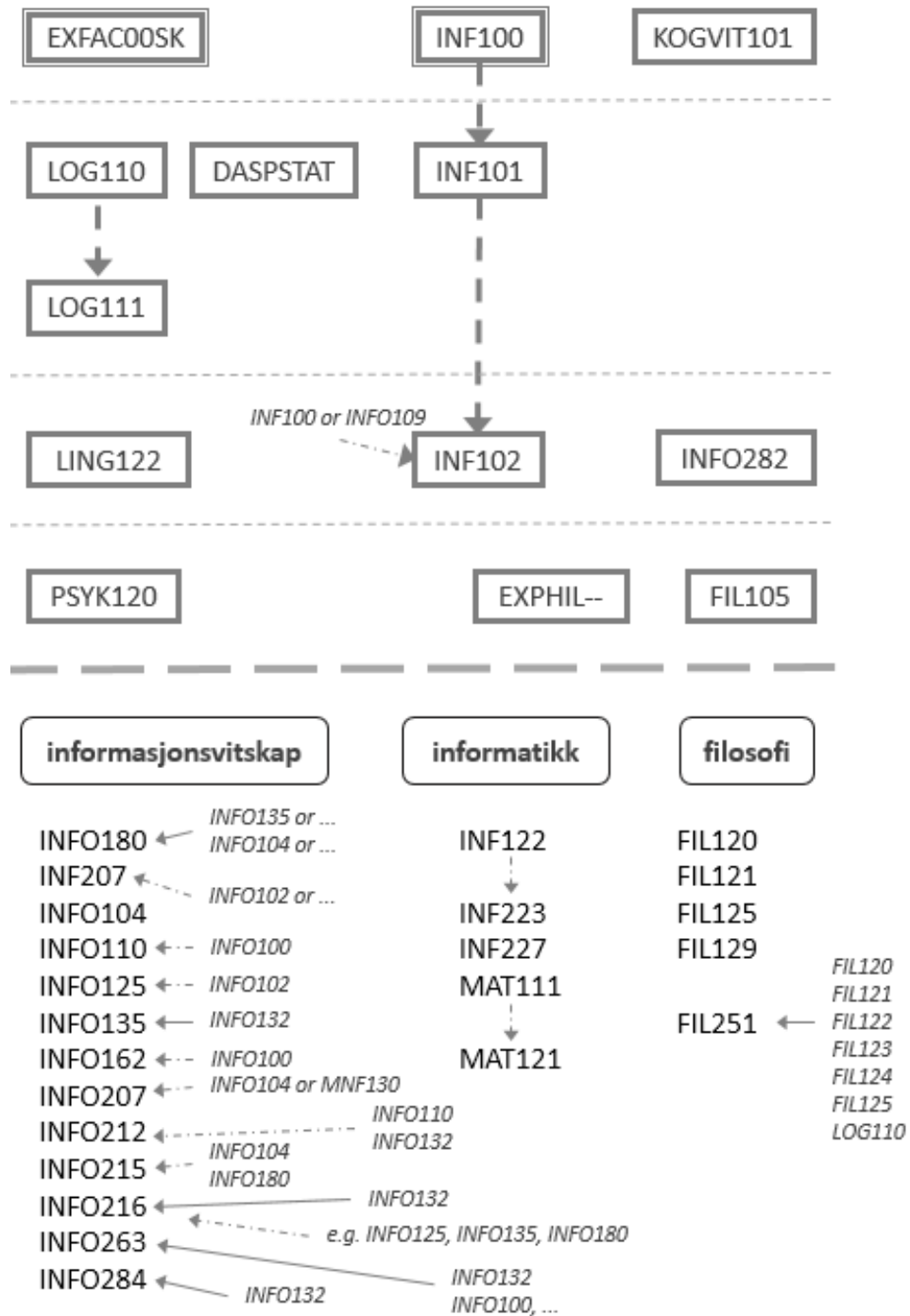
Fig. 1. Basic and specialized courses in the present programme.

1.2. The programme in parts

Detail concerning the programming and its parts was discussed in the 2018 report. There are no large or drastic changes to course content in the programme for 2021.

Looking at gradings of courses, KOGVIT students have again, as similarly stated for 2020, performed well in comparison to students in other programs.

In comparison between 2020 and 2021, 'Snitt kar.' for INF101 went up from C to B, as it did also for all students in the course. More Kogvit students attended the INFO125, INFO135 and INFO162 courses, with comparatively better then 'ALL' results in particular in INFO135.

In specialization 'informatikk', even less students attended the mathematics courses.

Courses, throughput and grades for 2021 are presented in Table 1, and for comparison, for 2020 in Table 2, for 2019 in Table 3, and 2018 in Table 4.

	Cognitive Science students			ALL students in the course		
Course	Eks. meldt	Best.	Snitt kar.	Eks. meldt	Best.	Snitt kar.
EXFAC00SK	26	22	B	405	179	C
INF100	31	29	C	635	470	C
KOGVIT101 h21	41	37	B	82	70	B
LOG110	32	29	?	137	94	?
LOG111	28	26	C	36	31	C
DASPSTAT	29	28	B	52	44	B
INF101	39	33	B	410	322	B
LING122	30	28	B	64	58	B
INF102	5	4	B	267	198	C
INFO282	26	21	A	63	43	A
PSYK120	27	26	C	28	27	C
FIL105	27	25	C	61	43	C
Spesialisering i informasjonsvitskap						
INFO180 (mand.)	16	16	C	151	136	C
INF207	3	3	B	123	95	C
INFO104						
INFO110	3	3	B	208	178	B
INFO125	10	10	B	195	174	B
INFO135	9	8	B	174	155	C
INFO162	12	12	B	149	128	B
INFO207	3	3	B	123	95	C
INFO212	9	9	?	116	106	?
INFO215	8	8	C	191	175	C
INFO216	1	1	C	79	64	C
INFO262						
INFO263	9	9	B	169	168	C
INFO284	13	11	B	172	147	B
Spesialisering i informatikk						
INF122	29	15	D	258	133	C
INF112	*7*	*6*	*B*	*134*	*124*	*B*
INF223						
INF227	5	2	C	46	25	C
MAT111	4	3	C	380	167	C
MAT121	4	3	C	405	347	C
Spesialisering i filosofi						
FIL120						
FIL121						
FIL125						
FIL129						
FIL251						

Table 1. Courses, throughput and grades (2021) for 'Innføringsemne (krav 20 SP)' and 'Fagemner i kognitiv vitskap (krav 90 SP)', as well as for 'Val av spesialisering (krav 60 SP)'.

	Cognitive Science students			ALL students in the course		
Course	Eks. meldt	Best.	Snitt kar.	Eks. meldt	Best.	Snitt kar.
EXFAC00SK	31	28	B	484	359	C
INF100	34	32	C	751	645	C
KOGVIT101 h20	36	29	B	81	65	C
LOG110	31	28	B	121	92	C
LOG111	30	26	C	37	31	C
DASPSTAT	25	24	B	45	40	B
INF101	32	25	C	311	244	C
LING122	24	22	B	59	53	B
INF122	37	26	C	244	169	C
INFO282						
PSYK120	24	21	C	25	22	C
FIL105	24	20	B	79	48	C
Spesialisering i informasjonsvitskap						
INFO180 (mand.)	11	11	C	155	149	C
INF207						
INFO104						
INFO110	3	3	B	190	166	B
INFO125	3	3	B	211	189	B
INFO135	2	2	A	206	193	A
INFO162	7	7	C	199	182	C
INFO207	6	5	B	83	70	C
INFO212	5	5	-	120	113	-
INFO215						
INFO216	1	1	A	50	32	C
INFO262	3	3	A	128	121	A
INFO263						
INFO284	4	3	B	120	87	C
Spesialisering i informatikk						
INF122	7	6	B	242	207	C
INF112	13	13	B	130	119	B
INF223	2	2	B	18	13	B
INF227	18	15	D	39	30	C
MAT111	6	4	-	411	283	-
MAT121	7	7	-	325	257	-
Spesialisering i filosofi						
FIL120						
FIL121	2	1	B	86	58	C
FIL125						
FIL129	2	2	B	55	32	C
FIL251						

Table 2. Courses, throughput and grades (2020).

	Cognitive Science students			ALL students in the course		
Course	Eks. meldt	Best.	Snitt kar.	Eks. meldt	Best.	Snitt kar.
EXFAC00SK	27	22	C	416	270	C
INF100	36	27	C	559	427	C
KOGVIT101 v19	29	22	B	68	54	C
KOGVIT101 h19	31	24	B	77	60	C
LOG110	27	26	B	106	78	C
LOG111	26	20	C	33	23	C
DASPSTAT	21	20	B	30	26	B
INF101						
LING122	22	21	B	53	46	B
INF122	9	7	B	186	123	C
INFO282	28	18	C	47	28	D
PSYK120	28	20	C	28	20	C
FIL105	29	27	C	50	36	C
Spesialisering i informasjonsvitskap						
INFO180 (mand.)						
INF207						
INFO104						
INFO110	4	4	B	168	133	C
INFO125	4	4	B	204	188	C
INFO135						
INFO162						
INFO207	3	3	C	47	33	C
INFO212	3	3	B	61	54	B
INFO215						
INFO216	2	2	B	26	19	C
INFO262	5	5	B	123	112	C
INFO263						
INFO284	3	2	B	95	73	C
Spesialisering i informatikk						
INF102	8	6	C	239	148	C
INF223	0	0		12	11	C
INF227	27	20	C	46	33	C
MAT111	4	3	D	438	250	C
MAT121	2	2	C	327	220	C
Spesialisering i filosofi						
FIL120						
FIL121						
FIL125						
FIL129						
FIL251						

Table 3. Courses, throughput and grades (2019).

	Cognitive Science students			ALL students in the course		
Course	Eks. meldt	Best.	Snitt kar.	Eks. meldt	Best.	Snitt kar.
h18						
INFO282	28	20	C	52	34	C
INFO283	28	22	C	53	37	C
INF100	26	22	C	447	366	C
EXFAC00SK	26	23	C	264	176	C
DASPSTAT	28	26	B	31	28	B
LING122	29	25	B	63	46	B
v18						
INFO102	32	30	B	134	94	C
KOGVIT101	33	24	B	66	44	C
LOG110	34	31	B	98	69	C
LOG111	33	30	C	42	35	C
INF227	16	10	C	25	15	C
PSYK120	16	10	C	17	11	C
FIL105	17	15	B	42	31	C

Table 4. Courses, throughput and grades (2018).

1.3.   Course evaluations

Studiekvalitetsmelding 2021 - Institutt for informasjons- og medievitenskap[1] is interesting reading for the Sensor, also as it connects back to the 2020 report. Section *Oppfølging av Studiekvalitetsmeldingen 2020* reports e.g. how

- *Opprettet Undervisningsgruppe for å samkjøre programrådene og undervisningstilbudene bedre, og gi mer rom for tverrfaglig utvikling av studietilbud.*

This is seen both in the bachelor's programme as well as in the planning of the Master's program. The *kartleggingsarbeid av instituttets emnetilbuder* is obviously also an important subprocess in these respects.

Specifically for KOGVIT it is stated that the "Studiebarometeret" shows a high score on *Inspiration*, 4 out of 5, and 4.6 out of 5 for *Academically challenging*, both very important when extending towards the Master's programme.

The course evaluation questionnaire as such appears to be quite well structured and potentially enables to provide feedback from students to teachers. However, there are 20 questions, some of which are rather closely related. The questionnaire is indeed quite fine-granular and enables fine-granular feedback summaries, in turn requiring consistency in the way information is provided into the questionnaires.

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[1] https://kvalitetsbasen.app.uib.no/rapport.php?rapport_id=10674

Questions are related, like

Forelesningene var interessante -- Hvor enig er du i disse påstandene?

Forelesningene var relevant i henhold til innhold og mål i emnebeskrivelsen -- Hvor enig er du i disse påstandene?

and

Underviser(ne) er dyktig -- Hvor enig er du i disse påstandene?

Underviser(ne) bryr seg om studentenes faglige fremgang -- Hvor enig er du i disse påstandene?

show answers that are pairwise correlated (looking at evaluations for KOGVIT101 and INFO282). How are the numbers really to be understood, and how are the mean values for each questions really reinforcing course structures and their implementations, in particular if the values are neither high nor low? As seen from some teacher summaries, the granularity of the questionnaire is not reflected in the granularity of the summaries. Obviously, this is not a critical view neither with respect to students filling in the questionnaire nor with respect to the teachers providing summaries. It may indicate that the evaluation questionnaire is somewhat "over-granulated".

In *Studiekvalitetsmelding*, the section on *Gjennomføringstall* is interesting reading. For KOGVIT it says

"In past years we have had difficulties with retention rates, but these have been vastly improved.". This has been achieved e.g. by "re-orienting advertising materials to better reflect the content of the course". Changing the description to "ensure that prospective students were aware that they were expected to study topics such as programming and logic at a high level of difficulty" is believed to have had an impact on the expectations of incoming students, and "perhaps helped select those who were less likely to drop out". Even more important was the restructuring of the undergraduate program "such that students could select streams that were better suited to their interests and skills".

Well done, KOGVIT!, the Sensor would like to say.

2.   Masterprogram i Kognitiv vitskap

The Masters programme in Cognitive Science has been under development during 2021. Courses are continuously being developed. Students look forward to enabling the Master's degree, which is seen as further motivation for entering the bachelor's programme.

The committee discusses streams, obligatory versus elective courses, and availability of courses in other master's programmes. Prerequisites structures and sequencing come into play.

> The idea of including medical Neuroscience is **excellent**! The Committee in April 2021 seemed to have identified many reasons why such a course is difficult to include, many or maybe all reasons being related with "closed door" assumptions. The sensor for this report warmly recommends the Committee to note that ALL doors can be opened, and all doors can be opened both ways. One way is usually easier, the other way harder. No matter which one it is, **Just Open It**! This will be one very important success factor for the whole programme.

> The Committee is well of aware of research opportunities here. There are many success stories around the world on brain and neuro connected research on behaviour and social/psychological mechanisms. Open that door and Bergen is *en route* to becoming one of these success stories, and in fact to becoming one of the best such success stories.

Indeed, much development has obviously happened during 2021, and also as building upon O*ppretting av studier ved UiB, Søknadsskjema, Masterprogram i Kognitiv vitskap (Cognitive Science), 2 år, Oktober 2020.*

At the *Referat programrådet for informasjonsvitenskap. 11.11.21*, "Sak 12-2021) - Masterprogram i kognitiv vitenskap" was on the agenda. The minutes, however, provide no detail on the discussion related to "Sak 12". The Sensor was informed by the department that a proposal was sent to the Department Task Force. The Task Force decided to postpone the decision on starting the *Masterprogram i Kognitiv vitskap*.

3. Quality assurance and task forces

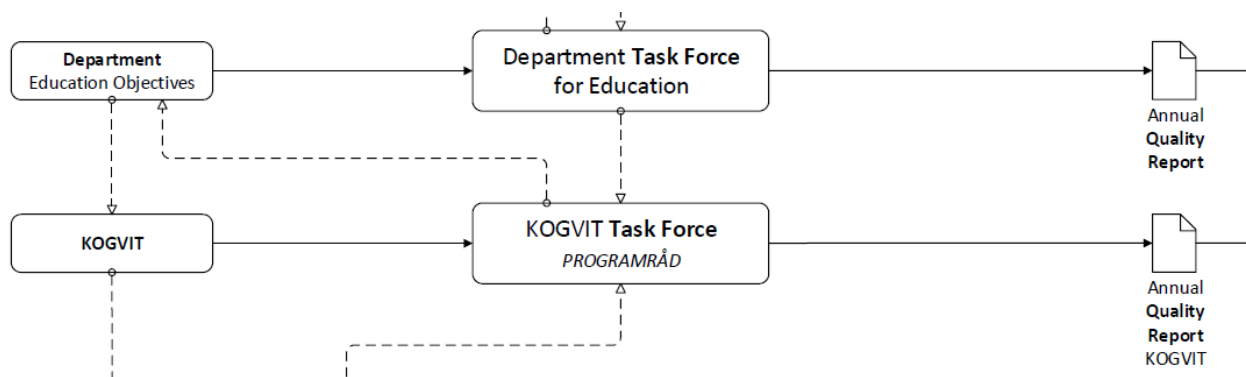The KOGVIT programme is monitored as supported by its KOGVIT Task Force (Programråd).

Fig. 2. The Department and KOGVIT Task Forces.

Quality assurance of education at UiB is detailed "at all stages" (Kvalitet i alle led):
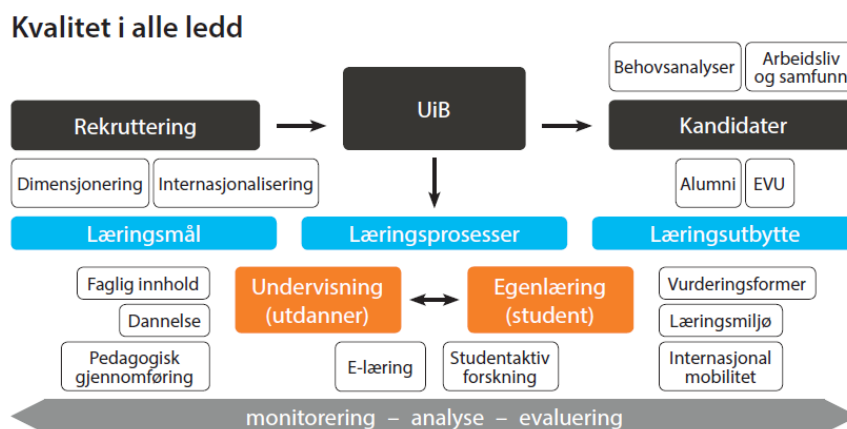

Fig. 3. "*Kvalitet i alle led*".

As stated in the Sensor report for 2020, it is unclear how UiB has mechanisms installed to aggregate data from programmes and departments to the faculty level, and how this possibly connects with a similar mechanism between faculty, university and NOKUT.

Task Forces within the department are communicating well (*Opprettet Undervisningsgruppe for å samkjøre programrådene og undervisningstilbudene bedre, og gi mer rom for tverrfaglig utvikling av studietilbud*), which surely is or becomes visible also within the Faculty.

An overall BPMN based process view, e.g. including Task Forces at all levels, was presented in the KOGVIT 2019 report. The process view in this report is brought over from the 2020 report.