

Student Staff Liaison Committee (SSLC) Nanchang JP

Minutes from the meeting on Wednesday, April 24th, 2024

Time: 4:40PM Beijing time

Location: NCU JP Conference Room 310

Staff Members Present:

Professor Mark Maconochie (QM)

Ms. Jane Qu Administrator Secretary (QM)

Ms. Nancy Wang Administrator (QM)

Professor Zhijun Luo (NCU)

Professor. Xiaojuan Hu Vice Dean (NCU)

Student Members Present:

Name	Class	NCU ID	QM ID
Wang, Yufei	231	4217123039	231209362
Wu, Xinyi	232	4217123054	231209487
Shu, Xin	233	4217123114	231210184
Zhang, Yixiao	236	4217123240	231211273
Xu, Yizhou	234	4217123137	231210634
Wu, Wendi	221	4217122018	221147816
Pu, Xinyue	223	4209121029	221148880
Su, Lechen	223	4217122123	221148879
Zhang, Jiatong	224	4217122133	221149005

Wang, Zhaowen	211	4217121008	210969067
Song, Qimin	212	4217121074	210968967
Qian, Xianzhe	214	4217121129	210968853
Zhang, Kexin	215	4217121199	210969894

An apology was received from student representative Song, Qimin.

Part 1: Preliminary Items

1. Welcome

Prof Maconochie and Prof Luo welcomed committee members to the Nanchang JP SSLC meeting held on 24th April 2024. Prof Maconochie introduced himself to the student representatives present. He also introduced professor Xiaojuan Hu, vice Dean of the Queen Mary School,, a new member of the SSLC along with the other staff members in attendance. Additionally student representatives were invited to introduce themselves to the meeting.

Prof Maconochie confirmed with all present that the previous minutes are an accurate and reasonable record of what was discussed. However he emphasized that the students present should read the previous minutes if they haven't already done so, and provide feedback within 24 hours, to identify any factual corrections needed. He also briefly updated matters arising from the minutes from the previous meeting held on 23rd October 2023.

Prof Maconochie provided a few updates on the question concerning the use of clickers for attendance and engagement in class. He reminded students of the code of conduct where students are expected to attend at least 80% of lectures To ensure fair treatment, we have and continue to monitor clicker functionality across all three academic years. Having established good functionality, next year 2 and 3 must ensure their clickers work properly and are not shared, and should raise any functioning issues as soon as possible. Students are always welcome to approach to Jane and Nancy for clicker exchanges and queries. It is crucial that students now take responsibility for bringing their functioning clicker to class. Misconduct involving multiple clickers will be acted on.

In response to the student request, clicker scores will be made available on QMPlus at the end of the semester.

Attendance is becoming a concern as there are reports of low attendance in some classes. Prof Maconochie expects all year students to attend regularly, noting most of year 1 students attended the human cell lecture last semester. Prof Maconochie highlights that even though recordings are available, students presence in class allows teachers to gauge your understanding and directly engage with the learning.

Regarding the issue of obtaining PDF files of lectures, Prof. Maconochie clarified the approach. Purchasing PDFs from the print shop may result in very outdated materials, not recommended. Alternatively, printing last year's PDF from QMPlus website ensures early access to the previous year's content. Within approximately three to four hours after each lecture, we endeavor to upload the lecture just delivered as PDF. This allows for timely access to up-to-date materials. However, providing PDFs one week in advance is not available to allow staff to insert last minute improvements. As previously mentioned, in the event of significant changes, staff will notify students in advance and provide additional resources as necessary. It's crucial for students to be aware of this process to avoid confusion.

Prof. Luo emphasized that students have shown a tendency to review materials beforehand.

Prof Maconochie expanded on this, stating that students do indeed review materials in advance consulting materials from previous years, which are typically similar. However, he emphasized the importance of periodically reorganizing the lecture content, as keeping the same lecture materials year after year would mean this would soon become outdated. The goal is to arrange the material in the most efficient order, integrating feedback from students and incorporating scientific advancements in modules.

In light of this, Prof Maconochie expressed his intention to streamline the lecture content during the curriculum review by removing excessive repetitive slides, as he perceives an over-abundance of overlapping information. Consequently, some material will be omitted in the upcoming academic year either repeated elsewhere or to make room. He emphasized that students may inquire about the absence of certain topics in the next academic year.

Issue 3 pertains to Aravindan, who year 2 students noted for speaking too rapidly, prompting a request for him to moderate his pace. Prof Maconochie addressed this concern by indicating that he had conversed with Aravindan regarding this matter. Aravindan indicated that he had indeed made efforts to slow down; but then encountered complaints from

students who found the pace too sluggish, leading to a sense of frustration among some individuals. Thus we are aware of the situation and students should continue to feedback with Aravindan who is happy to adjust pace accordingly but students need to be aware of contrasting abilities in class.

Continuing this theme. Prof Maconochie recognized that students have different levels of understanding and listening skills. He emphasized the importance of utilizing office hours to help overcome different individual learning needs. He mentioned lecturers have valuable insights but some aren't used enough in office hour. He encouraged students to actively engage with their instructors across all academic levels to seek clarification and deepen their understanding. Ultimately, Prof Maconochie urged students not to hesitate to talk to faculty members at any level for guidance and support, emphasizing the collaborative environment that help to enhance learning outcomes for all.

There was an additional question from second-year students about Choi and the pharmacy report. They were concerned about the short 24-hour deadline for completing it. Choi has explained to Prof Maconochie that historically, the deadline for this report has always been the day after the practical session in previous years, and there haven't been any complaints so far. The usual procedure is for students to do the practical in the lab, then write and submit the rest of the report the next day. Choi believes there's enough time during the practical session to write the report, as it only involves plotting two graphs and answering brief questions. Students receive thorough guidance on graph plotting techniques during the practical session. Basically, prof Maconochie emphasizes that this practice has been followed for ten years without any objections. The reason for the short deadline is twofold: to ensure the report is completed on time and to prevent extensive comparisons among the many reports submitted. The aim is to help students complete the report efficiently and discourage procrastination and collusion so they can focus on the task at hand.

Prof. Luo responded to two questions, specifically question 13 and question 16 from previous meeting minutes. Regarding question 13, it was about teaching and mentioned the presence of three teachers for histology.

Prof. Luo explained that he discussed this issue with Hong Ping and suggested a change. The reason behind this suggestion was to avoid dividing the workload among three staff members and ensuring fairness in payment distribution.

Prof. Hu added that she believes the current teaching relies on teaching affairs agreement and suggested implementing changes in the teaching

curriculum. She admitted uncertainty about the implementation process but noted we were intending to split embryology from histology. Further, there is an ongoing curriculum review. The existing development biology course already covers embryology and the conversation also touched upon renaming certain modules to reflect more accurately the new curriculum.

Additionally, there was another question, question number 16, concerning the extra points policy.

Prof Luo acknowledges the significance of this policy, noting that many students are concerned about it. He discusses the policy's relevance to postgraduate program applications and advises against prematurely focusing on such programs, especially in the first year. He stresses the importance of concentrating on studies. Prof Maconochie agrees, emphasizing that prioritizing studies, attending classes, and utilizing office hours are the most effective ways to get in the position to accrue postgraduate points.

Furthermore, Prof Luo explains that students can seek guidance from a student counselor like Zhao, who oversees the cohort's progress from enrollment to graduation, and is well-versed in the extra points policy. He encourages students to clarify any uncertainties during instructional sessions or cohort meetings.

This discussion on matters arising finished on this theme and subsequently the committee approved the minutes from the previous meeting, held on 23 rd. October 2023, as an accurate record of proceedings. No questions were raised from the minutes.

Part 2: Programme Delivery and other Matters Raised

Student representatives raised following questions or concerns related to learning and teaching matters:

Year 1 of 2023 cohort

Q 1, Mr. Xu, Yizhou brought up a question about considering the finishing time for Wednesday's morning lectures or any forthcoming lectures to not be beyond 12:00 pm. He mentions that students have another class scheduled at 1:50 pm, and encounter difficulties when the class concludes

at 12:30 PM. Today (4/24), he illustrated the class timetable as follows: Similar to today's arrangement, students started their human anatomy session from 8 to 9am, followed by relocating to teaching building 1 from teaching building 2 for the history class. Subsequent to history, the human anatomy session resumes at 11:30am and finished at 12.30. Students physical education class is scheduled for 1:30pm. The schedule appears tightly packed.

Prof Maconochie emphasized the importance of students having lunch and inquired about the nature of the English class, whether it pertains to college English or academic skills and whether it's part of NCU or a primary joint program. He highlighted the necessity of the English class, addressing potential confusion and clarifying if the question arose from previous discussions or concerns about the class location and scheduling.

Prof Luo indicated that the modules are from NCU, ensuring that NCU teaching staff will finish on time but only have time for lunch afterward.

Additionally, Prof Maconochie expressed concerns about being able to fit English into the timetable and clarified that English is a compulsory part of the schedule.

Prof. Hu discussed the challenges of the structured timetable, which aims to finish classes on time to accommodate building transfers but often leads to students having insufficient time for lunch.

Prof Maconochie suggested examining the timetable again to address the issue and acknowledged the preference for longer breaks in China but noted practical constraints due to public holidays and other factors. He expressed willingness to address any instances of teachers not finishing on time making it difficult to change rooms, and alternately not filling students scheduled time as planned.

Q 2, Mr. Xu, yizhou also raised a request for NCU to ensure that the course PowerPoint presentations are updated promptly, and the latest versions are uploaded to the Learning Platform (学习通) as downloadable files.

Prof. Hu mentioned that the NCU lectures aren't usually uploaded promptly. She inquired about the possibility of using a platform called Superstar for module use. She also questioned how NCU-side lecturers typically share slides, mentioning discrepancies between online materials and actual activities. Prof. Hu emphasized the need for timely updates to teaching materials and noted that modifications are often made even after lectures.

She expressed willingness to address concerns regarding slide uploads and highlighted the importance of understanding content during class rather than relying on previews.

Q3 Mr. Wang, yufei raised a question regarding the clinical skills assessments. We are keen to understand the composition of the clinical skill score. For instance, in the previous semester, the human cells score consisted of clicker questions, practical reports, and final exam scores. We are interested in obtaining a breakdown of the clinical skill assessment components.

Prof Maconochie would like to verify if this information is accessible on the academic and clinical skills webpage. It should be specifically mentioned under the corresponding assessment tab. This webpage should provide a comprehensive understanding of what assessments should be expected and their weighting. Although the course website may offer more extensive details on academic skills rather than clinical skills, he is aware there is a dedicated section addressing the latter. He request students to refer to that webpage for further clarification. He will also personally check this is explicitly described and if not, will ensure this is addressed promptly

Q4, Ms. Wu, xinyi raised a concern regarding classmates choosing their own classes to attend. For example, in anatomy classes, some students opt to skip the class taught by one lecturer and instead watch a video of another lecturer. This trend extends to other subjects, with some students expressing a preference for certain teachers, such as Choi. Consequently, there have been suggestions to rotate teachers for WM modules every semester.

Prof Maconochie acknowledges the issue, where students desire choosing the same lecturers. As year 1 students they may not be aware that many of their teachers change classes between modules. He illustrates this with the example of Glenn teaching classes 123 and Choi teaching classes 456 for the current semester, but then Choi teaches classes 123 next semester. Professor Maconochie uses the analogy of human cell classes to convey his comfort with such rotation, although Prof Maconochie changes classes midway through so he can teach all students in one semester. He expressed concern about students exclusively following Choi due to his popularity as a teacher. The proposed solution is to expose students to different teachers over 2 to 3 years, ensuring a diverse learning experience is experienced and

students learn to understand different dialects and thus making them much better at understanding different accents using English.

Whilst Prof Maconochie acknowledges his own preference for mixing up classes midway in semester, he notes many potential drawbacks, such as disrupting the teacher-student relationship and breaking the developing teacher-student understanding. Prof Maconochie seeking further input on the matter, particularly regarding students' motivations for requesting such changes and their seriousness about the issue, and will also raise this with staff.

Q 5, Ms. Wu, xinyi inquired about the availability of documents for this year's recommended postgraduate students (for graduate school applications).

Prof Maconochie deferred this question to Professor Luo.

Prof Luo responded, stating that NCU's policies on this matter may vary annually, but the fundamental framework remains unchanged. He mentioned the existence of categories like ABC, with the 'C' category being particularly complex. Although he indicated the procedure is complex, he assured assistance in providing guidance, especially on preparing for the application process. He emphasized not to worry excessively, particularly since achieving a 'C' category is relatively attainable with only four points required. He reminded the students are Year one students.

Q6 , Ms. Shu, xin raised a question regarding the provision of microphones for all teachers, particularly for Bish considering his teaching style. Occasionally, the classroom environment can become somewhat noisy, yet he does not currently have a microphone.

Prof Maconochie agreed that Bish should be equipped with a microphone. He is also interested in identifying any other teachers who may require microphones. He asks students to let him know of any other educators whom students find difficult to hear or whose microphones are malfunctioning. The students responded negatively. They confirmed that all teachers possess microphones except for Bish, who relies on the classroom's NCU speakers instead. Prof Maconochie promises he will gently remind him of the importance of having a microphone.

It's important to note that Bish's soft-spoken nature and tendency to move around the classroom may contribute to the noise level. Regarding noise,

one student mentioned that it often arises from Bish dividing students into groups for discussions. Professor Maconochie also noted that noise complaints have been received even when teachers are using microphones, suggesting it's not solely due to rowdy students. As a gentle reminder to Year 2 students, please adhere to the code of conduct and maintain a considerate noise level in class. This message is not directed at anyone in particular, as all students are valued. However, disruptive noise can impact classmates. If noise continues to be an issue, Professor Maconochie will begin to more intensely investigate this in class.

Q 7, Ms. Shu, xin presented another question, expressing a desire for previous year's exam questions to be incorporated into each day's lesson alongside the clicker questions.

Prof Maconochie inquired about the nature of the clicker questions. The student clarified that they wished to have access to exam questions from the past three years in class to prepare for the final exam. Prof Maconochie suggested that if students wanted to practice with previous year's questions, they could attempt one and seek individual feedback during office hours on their performance. He emphasized the importance of not solely focusing on exam practice and question clicking during class, as it would leave little time for teaching of any required subject knowledge, if lectures were based on exam preparation. Furthermore, he highlighted the uniqueness of each year's exam questions, emphasizing that even after practicing with multiple years of past questions, exam questions are always brand new.

To be clear, in order to facilitate practice with past questions, Prof Maconochie recommended utilizing QMPlus and bringing completed assignments to office hours for feedback. QM lecturers are happy to discuss at office hour.. He concluded by inviting feedback on the proposed solution and urged students to communicate these suggestions for improvement with their classmates.

Prof Maconochie once again emphasized the importance of critical thinking and providing comprehensive answers rather than memorizing predetermined responses. He mentioned that examiners do not provide students with model answers on QMplus because they want to avoid students solely relying on memorization. Indeed, this would be of little use given questions are brand new.. Prof Maconochie acknowledged his acute awareness of students' desires but stated that it is not feasible to fulfill those expectations.

Q8, Ms. Shu, xin also expressed a concern regarding staff familiarity with

human anatomy. It was observed that Glenn, while possibly not been fully versed in the class material, delivered the lecture on Saturday with support from Choi including technical support. Choi exhibited a solid understanding of the subject matter.

Prof Maconochie explained that Choi's familiarity with the content stems from his experience teaching anatomy and updating these slides for many years. Prof Maconochie's created these slides 10 years ago and Choi has updated these over the years to further improve the teaching. While it was Glenn's inaugural presentation of these particular slides, he boasts 20 to 30 years of experience as an anatomist teacher. Hence, despite Choi's familiarity with the material, Glenn's experience surpasses that of Choi. Prof Maconochie commented he routinely carries out teaching observations and will attend Glenn's lecture shortly.

There followed a brief discussion between the three professors concerning the 3-D anatomy teaching digital platform in anatomy labs. There is scope for further improvement to include JP students contingent upon external funding and program utilization. Prof. Hu suggested initiating a dialogue with the anatomy director to prioritize JP student resources in the anatomy lab center. This may require considering the feasibility of weekend visits to the lab, potential software access, and the provision of additional teaching support. Prof Luo outlined plans to acquire this technology pending program expansion, highlighting its potential benefits for medical students who may not require physical specimens for learning. Ultimately, the decision to invest in such technology hinges on program growth and relevance to student education.

Q9, Ms. Zhang, Yixiao brought up a suggestion to incorporate some explanations during the lectures that relate to recent journal publications. For example, discussing a certain topic in class that happens to be connected to an article recently published.

Prof Maconochie emphasized the importance of student engagement during the first year, particularly to encourage questions and discussions. He would be happy to incorporate some limited papers but acknowledged the complexity of scientific publications, particularly year one students. While students may initially find them challenging, persistence and support would yield valuable understanding. He urged caution in selecting the material and advised keeping the content accessible and relevant for the students' level. Moreover, he suggested leveraging the office hours but also QQ groups as a platform for students to interact with their teachers

and explore recent publications, fostering a sense of curiosity and academic growth. Additionally, Prof Luo proposed the idea of organizing a journal club, encouraging students to explore deeper into research topics and seek guidance from faculty members. Could students self organise and get back to prof Luo and Maconochie with numbers of students with interest in such.

Q10, Ms. Zhang, yixiao raised students requests that the teacher's provide recommendations for additional articles to supplement the textbook.

Prof Maconochie acknowledges the relevance of this request and suggests addressing it in a similar manner as above. He advises students to express their specific interests, for example, as happens in human cell for further delving into mitochondria evolution. In response, he provides students with relevant papers and encourage them to review the material. He emphasizes the importance of discussing any areas of confusion and difficulty in interpretation during office hours or through the available QQ groups. However, he cautions against overwhelming students by introducing significantly advanced topics that may exceed their current level of understanding. The goal is to prevent discouragement and disillusionment with advanced difficulty of subject matter to help ensure students continue attending classes.

Year 3 cohort of 2021

Q11. Ms. Zhang, Kexin raised her question regarding the Developmental Biology and Cell Signaling course, with some students expressing concerns about the limited content provided in the PowerPoint presentations. They found certain developmental processes presented to be excessively complex, making comprehension challenging, especially when the instructors relied heavily on verbal explanations alone. While the teachers' descriptions were deemed clear by some students, others struggled to grasp the concepts effectively. Consequently, the students requested more textual descriptions alongside the visual aids to facilitate a better understanding of the subject matter.

Prof Maconochie acknowledged the students' feedback regarding the need for additional textual descriptions in the PowerPoint slides. He assured

them that he would raise their concerns and also suggested revisiting previous lectures from other courses particularly developmental biology and embryology from the second year, to supplement and replenish their knowledge base. Understanding that certain areas might not have been covered adequately, he encouraged students to seek out resources that offer simplified explanations of complex processes, ensuring a more comprehensive learning experience. Prof Maconochie also highlighted the advanced nature of the course, emphasizing the research-based approach adopted in the curriculum that requires some self study.

Upon further hearing the students' difficulties in interpreting solely image-based content, Prof Maconochie proposed exploring relevant academic papers used for supplementary reading material. He would request some enhancement of the textual descriptions in the PowerPoint presentations and check and ensuring access to related papers for further context. Stressing the importance of active engagement during lectures to comprehend the visual aids effectively, he recommended seeking clarification of difficulties during office hours for any unresolved queries. This is the precise purpose these are being offered. By improving textual descriptions in the PowerPoint slides, ensuring access to supplementary reading materials, Prof Maconochie suggested this would provide students with comprehensive resources to support their learning journey effectively but they should use this with attending office hours.

Prof Hu suggests that perhaps there's a difference in teaching styles. She mentions that some instructors, like herself, prefer not to include everything on the slides to encourage students to actively engage with the material. Instead of relying solely on the slides, she prefers to provide key words and essential sections, emphasizing the importance of students depending on her explanations. She believes this approach is crucial, especially for students in their third year, encouraging them to listen attentively to the teacher and take their own notes if needed, rather than solely depending on the slides.

Prof Maconochie acknowledges the challenge posed by technical terms, particularly when they're in English, and the difficulty students face in following along but reassures them that additional resources, such as module textbooks, can help their understanding. He mentioned the importance of accessing course materials on the online platform, QMPlus, not only for coursework but also for accessing key papers related to

lectures. He also reminded students to keep track of their login information, as it's a general requirement for all students and reminded them that all instructors upload supplementary course materials if helpful, to QMPlus promptly for easy access.

Q12, Ms. Zhang, Kexin posed the second question regarding the NCU surgery course, as students have instructors sourced from hospitals rather than our institution. Each class is taught by different instructors. Consequently, they mentioned their inability to provide certain key information and to upload activities on line.

Prof. Luo responded regarding concerns about the general surgery course, emphasizing the critical role of accurate diagnosis in the field. He highlighted three decades of focus on general diagnostics and surgery. The issue of multiple teachers lacking teaching groups was raised with both the hospital and university. Unlike his college experience, where teaching groups were within the hospital, the current setup lacks sufficient clinic load allocation. Prof. Luo suggested the university consider this in teaching arrangements. Despite ongoing complaints, the science department is actively addressing concerns. He recalled regular meetings during his college years, contrasting them with the current lack of organization, leaving room for complaints due to heavy teaching workloads.

Acknowledging challenges in clinical subjects, Prof. Luo assured students they would adapt and survive. He encouraged reporting issues with individual teaching staff to him or relevant persons, providing contact information for the teaching department. He explained clinical doctors' busy schedules may affect their teaching involvement and highlighted surgery's specialization, necessitating specialist instructors and frequent changes. While efforts are underway to address these issues, Prof. Luo acknowledged change takes time and advised students to find ways to adapt in the interim.

Ms. Hu suggests that students shouldn't solely rely on the online group, they can use platforms like the superstar platform, this way, students can have access to PowerPoint, at the very least.

Prof. Luo indicated that the school will engage in discussions with the

hospital, aiming to ensure access to slides, at the very least. Typically, the Chinese online platform is established annually by a specific teacher, necessitating the reconstruction of everything within a fixed teaching group if the teacher changes. This may explain the challenge. However, Prof. Luo promised to address this issue. Despite potential difficulties, students may still receive some resources. Additionally, the WeChat of the general manager and an email channel for provide valuable contact options. Prof. Luo assures efforts toward progress in resolving these matters.

Q13, Mr. Qian, Xianzhe wishes to offer suggestions regarding the time constraint associated with clicker questions, as some students have expressed difficulty in completing reading the question before the allotted answering time expires. It is recommended to consider extending the response time for these quick questions in discussions with the instructors.

Prof Maconochie agreed with the importance of providing sufficient time for students to read and comprehend the question before the response period begins. He suggests that instead of immediately starting the timer upon displaying the question, instructors should allow for a brief period for students to familiarize themselves with the content. Depending on the complexity of the question, he proposes varying the response time between 30 seconds for simpler queries and up to a minute for more challenging ones. The timer should start once the teacher has read out the question. This adjustment aims to prevent unnecessary stress and enable students to engage with more intricate questions effectively. He acknowledges the need to address this issue promptly, especially if it arises due to new staff members' unfamiliarity with the multiple different hardware and software QMM introduced into its teaching, a complex combination specially developed for JP students. The matter will be raised during upcoming staff meetings to ensure all instructors are aware of the importance of providing adequate time for students to respond thoughtfully without feeling rushed or overwhelmed.

Q14, Mr. Qian, xianzhe raised another concern regarding the utilization of PowerPoint animations in recent course lectures, resulting in certain content being obscured when the slides are converted into PDF format and uploaded to QMPlus.

Prof Maconochie acknowledges this issue occurs, teachers could minimize

the use of PowerPoint animations whenever possible, but is not overly encouraging this since then this valuable learning aid would be lost. He did not agree to the suggestion of uploading the PowerPoint files directly due to the intellectual property rights of QM and also ensuring the JP students have unique access to the highest quality learning material that cannot be easily distributed outside of the unique JP student offering.

He very much values our use of animations for educational purposes, but also understands the importance of ensuring that course materials are easily accessible and do not create unnecessary barriers for students. Students can refer to the MP4 files if the animations obscure any content on the PDF slides uploaded to QM Plus and can scroll to the appropriate area and make notes.

Although Prof Maconochie understands the concerns raised, he reaffirms his commitment to our teaching practices whilst also encouraging students to utilize the MP4 files for a comprehensive understanding of the course material.

Q 15, Ms.Wang, Zhaowen suggests the idea of inviting experienced teachers to share their research experiences with students, including how they chose their research directions, the challenges they encountered, and how they overcame them. She believes that such insights would be valuable for students who are interested in research.

Prof Maconochie responds that this approach is already implemented during the summer school, where research talks from Joint Program lectures are arranged, along with visits to labs. He notes that there are a significant number of JP lectures from Queen Mary, making it challenging to include all discussions within the regular timetable. However, he suggests that students could organize a journal club to address this issue as discussed above.

Regarding scheduling, Prof Maconochie mentions the possibility of fitting these sharing sessions into lunch hours or considering afternoons for students with fewer modules, although reminding students of their already presented timetable concerns. He encourages students to take their time and reflect on the topic.

Prof Luo enquired whether Ms. Wang is a member of the student union steering committee. He requests her to provide more details on the resources needed to address the questions she has raised.

Prof Luo explains that arranging for staff members to give lectures on this specific topic might be challenging, as it is not part of the curriculum. However, he mentions that alumni could be invited to share their experiences and insights on career development and how they found their personal research direction and interests.

Prof Maconochie mentioned that another thing to consider is that students might find their QM lecturers very engaging during office hours to discuss such topics as well.

Additionally, Prof Luo proposed inviting alumni to share their research experiences with current students, recognizing the value of practical advice that can be applied in their daily lives.

Year 2 cohort of 2022

Q16, Mr Wu, Wendi raised a question about the timing of uploading PDF files. Some teachers, like Professor Sebastian, upload the new PDF file before class. This allows many students to take notes during the class, which is convenient for their learning. However, in other classes such as molecular clinical microbiology, basic immunology, and clinical chemistry, the new PDF files are not provided before class.

Prof Maconochie states that Sebastian is doing this incorrectly. While Sebastian is just starting out, his co-lecturer Isabel isn't uploading the PDF early either. Why? Today's class shouldn't be significantly different from last years. Students should have access to the entire course material from last year for reference and printing for preview that they can bring to make notes on during the lecture.

Prof Maconochie further explains that Sebastian separates the new PDF

files for each class and only uploads today's lecture, not all of the new PDF files before class. We do not preload the current days lecture because, during the summer or winter, lecturers review their slides to ensure the content is updated. They may make minor changes the night before the lecture, such as adding new clicker questions. Uploading the material immediately after the lecture ensures that students receive the most updated version documenting the version they have attended and engaged with in class.

Thus the answer to the question about uploading PDF files early is NO. Each lecturer may have their own approach on updating, it is however based on the need for last-minute adjustments to ensure the quality of the lecture material is the highest quality at the time of delivery that the lecturer can provide.

Q17. Ms. Su, Lechen raised a concern about the teachers' speaking speed. As a result, teachers finish their lectures very early, leading to some students expressing difficulties in understanding the material. It is evident that we desire the teachers to adjust their pace of speech.

Prof Maconochie inquired about which lecturers were speaking too fast. Students mentioned Mary Colins and Nikola. Prof Maconochie enquired whether classes over run, and yes sometimes where students have to run to the next lecture or are late.

Prof Maconochie emphasizes his approach in resolving such situations in human cell classes: he stops where necessary and continues and concludes the material in the subsequent lecture to avoid speaking rapidly and confusing the students. He plans to speak with Nicola and Mary regarding the need to slow down their speech slightly and use the timetabled period. Furthermore, a student mentions that Mary occasionally extends her classes beyond the scheduled time.

Shifting the focus more generally, Prof Maconochie acknowledges that some lecturers speak faster than others. Similarly if they exceed their time. If we are notified then we can provide this feedback to the lecturers so they can adjust accordingly. Gratitude is expressed towards the students for their feedback, enabling improvements in the teaching environment.

Q18. Ms. Zhang, Jiatong inquiry pertains to the scheduling of lessons

and other teaching activity and coursework submission over the weekend.

Prof Maconochie explains due to timetabling, part of course activities have to be planned for the weekend. Some students have requested a shift to Monday to Friday, as this would be more benefit for retaining knowledge. Prof Maconochie agrees this as the ideal situation. However, due to the ten lectures and practical requirements, along with the need to accommodate NCU modules, efforts are made to try to arrange classes from Monday to Saturday to allow for a day off. This becomes impossible when the timetable needs two QM modules to be taught at the same time. Prof Maconochie also acknowledges the popularity of public holidays in China, which further adds complexity to the schedule.

Prof Maconochie acknowledges the difficulties and but assures students that every effort is made to optimize the schedule. However one area he will explore further is to see whether we can avoid weekend submissions. . He commits to exploring the possibility of ending the weeks coursework submission on Fridays 5.0pm and beginning again Monday, allowing . allowing students to plan their schedules accordingly. He emphasizes the importance of balancing workload distribution and avoiding weekend deadlines, highlighting the need for reasonable and considerate scheduling.

He will discuss the matter with Giulia, the director of JP Education, to explore potential solutions. He will also bring this issue to Richard Li to discuss as the weekend submission in question and reassures students we understand and are sympathetic to their concerns, and if we can adjust we will.

Q19. Ms. Pu, xinyue raises the final question regarding the submission process for online courses. When students are submitting their work online, especially in the last 10 minutes nearing the deadline, there are often network issues that prevent some students from submitting their work on time. This can result in late submissions and penalties. Some students have inquired about the possibility of extending the time limit by an additional 10 minutes within the existing 2-hour timeframe to ensure timely submission of course work. As a result of the course content requirements, this adjustment may be necessary.

Prof Maconochie states that for online submissions, we acknowledge the tendency for many students to submit their work at the last minute, causing congestion. While there is some flexibility in these cases, particularly for substantial pieces of work that require more time, it's important to maintain consistency in the application of applying penalties. For instance, if a task normally takes one hour, providing an additional 10 minutes may set a

precedent for asking for further extensions.

He states that QM enforce strict deadlines to deter potential collusion among students. However, we recognize the challenges posed by technical issues, and students are encouraged to provide evidence of such problems to receive consideration of leniency. .

Prof Maconochie used a metaphor to illustrate the importance of submitting assignments on time. He mentions that this isn't just about submitting assignments as a student but in adult life. For example to ensure your winning lottery numbers are entered before the draw deadline. If in the context of clinical chemistry coursework, completion may require more time than the allotted duration, this might necessitate adjustments to accommodate all students effectively, but I will need to confer with the module organiser on this. Whilst a 10-minute extension for a 2-hour task does not appear unreasonable, it is also clear that extending the deadline to 2hours 10 minutes to may simply postpone potential network issues.

Prof Luo also explained that for coursework completion, students have the flexibility to submit at their discretion, whether it's within a 1.5-hour timeframe or spread over 2 hours, in various settings on campus like the study room, library, or classroom. The time of submission is up to you; the key is to finish the assignment before the designated timeframe ends. Some tasks are time-sensitive, requiring uploads at specific moments. For instance, if a task begins at 7:00 pm, the submission must occur by 9:00 pm. It's conceivable that multiple students sharing a space may experience connectivity issues due to simultaneous submissions, damaging the network speed.

To address this concern, Prof Luo suggests utilizing the conference room for its faster Wi-Fi connection, given the international internet service.

Prof Maconochie stresses his commitment to communicating with Richard to determine the level of flexibility available. He is hesitant to precisely define this leniency, fearing it may lead to ongoing extensions beyond the initial 2-hour limit. Careful planning to allocate adequate time without causing panic is essential. While minor delays shortly after the deadline are usually overlooked, extending the timeframe significantly would be unjust to other students. It's recommended to anticipate and prepare for potential network issues, with an understanding that leniency will be considered within reasonable limits. Collaboration and alerting Richard is encouraged to ensure fairness and consistency.

Minutes submitted by Jane Qu