



Minutes of meeting (2024-04) in the Study Board of Build, Energy, Electronics and Mechanics in Esbjerg 08.05.2024

Present:

Matthias Mandø (MMA) (Chair), Daniel Ortiz Arroya (DOA), Jesper Liniger (JEL), Ulisse Valeriani, Jeppe Akash Bundsgaard Sørensen, Mads Pagh Nielsen (MPN) (until 15 hrs), Anette Larsen (ALL) (secretary)

Absent:

Rokas Sukauskis, Visnu Ritesh Vijayakumaar Palanisamy (observer)

Copy:

Sara Lindberg Hildebrandt, Britta M. Jensen, Anne Linde Poulsen, Pia Vestergaard Jensen, Christian Winther Dissing, Mads Pagh Nielsen, Tamas Kerekes, Gitte Hageman Christensen, Head of department, Rikke Steensbæk.

Minute taker: ALL

Agenda

1. Approval of agenda
2. General announcements
3. Semester evaluations, autumn 2023
4. Teacher of the year, discussion about the process to find teacher of the year
5. AOB

Minutes

1. Approval of agenda

Agenda approved without comments.

At the next ordinary meeting we will have a follow-up from last meeting (04.04.2024). The meeting today is an evaluation meeting, and the meeting 01.05.2024 was cancelled.

2. General announcements

Please also see MMAs presentation in the beem-bilag folder.

AI seminar at ENG (10/04)

- New AAU micro for teachers coming - "[Generative AI and learning](#)"
- We can use Microsoft Copilot as part of MS Office at AAU
- It is important to get students to relate to ethics and pitfalls in the use of AI
- You can ask students to reflect on how they have used AI in their project in the method section. For example, used to correct grammar and correct errors in code.
- ChatGPT is used as an "assistant teacher" for assignment calculations.
- The universities challenge the premise that the ability to write correctly is part of the criteria for BSc and MSc thesis. DSUR has a working group, task force for AI, they will recommend that AI is generally allowed except if it is specified that it is not allowed.

Drop out rates

They have been updated today, no changes to status.



Civil Engineering study programme

- MMA and ASKR have put together a proposal for a revised study programme (curriculum), and this has been approved by head of studies and head of department. MMA has also evaluated the economics of the changes to the programme.
- About the risk module, MMA has asked our legal department (Uddannelsesjura) if we can use this module for a Bachelor of Engineering programme even though this is for a master's programme.
- Hopefully the proposal for a new curriculum will be finished by our next meeting so that we can vote on this.

Evaluated and updated action plans for study programmes under the BEEM study board

- The action plans are part of our yearly cycle. MMA asks whether we should discuss the action plans twice a year, instead of just once, as we do now.
- Conclusion: We will continue with just once a year, but the implementation of the action points is going on in the background.

Text of agreement for firstMath

- Python replaces MatLab However, MatLab will still be offered, if Energy wants this.

Comments:

- Python is free and is used by companies and in students' projects, so it makes sense
- Many companies do not use MatLab as it is expensive.
- Matlab will no longer be a common programming language at AAU.
- We will communicate that we will be using Python.

- 3 written hand-ins per course + oral exam
 - MPN comments that the hands-ins are actually Moodle quizzes that you can take over and over again. MMA comments that this is fine, but it should be mentioned in the agreement.

Energycamp cancelled

- We will have a regular start-up this coming September, this is due to our economy, but also feedback from the Energy and the BEEM study boards.

Draft of guideline for online teaching

- MMA has prepared guidelines for online teaching, has received feedback from Tamas (chairman of the Energy Study Board). Will be proposed to this study board next time.

Change of language for study programmes: BSc in Energy in English, BE programmes in English is not possible.

- The ProDean is still working to get the language of the Energy bachelor changed to English.
- Diplomingenører will still be Danish due to legislation.

BEEM as pilot study board for implementation of new suite of software

- The Dean asked BEEM study board to head pilot implementation of basis suite of software on Moodle.
- MPN was in the committee; they want to make scroll free Moodle pages with better interface, also to Office and the Outlook calendar.

DSUR 14/03/24 (minutes)

- AAU will in future have joint communication and marketing of AAU.

DSUR 25/04/24 (agenda+material)

- Denmark's study survey
 - Marginal drop for AAU on 8/9 indicators. MMA has investigated, this is close to the other universities. We cannot see anything specific for BEEM.
 - More wellbeing but also more cases of unwanted attention, reporting on the rise. It is a sixty-page survey, publicly available if you want to read it.
- AAU climate plan 2030
 - This is about how we can lower our carbon footprint.



- Discussion of 2025 Goals for “Knowledge for the world”
- Evaluation of integration of SSH and STEM competences
 - Lack of motivation, resources, planning
- Workshops for Student counsellors (In Esbjerg we have Heidi Valdkilde Abrahamsen, so this is not applicable for us)
- Recommendations from taskforce on AI and Exams
 - Recommend that AI is generally allowed unless specific noted. (as also mentioned above)
- Unemployment numbers
MMA presents the figures.

3. Semester evaluations, autumn 2023

Please see attached enclosure.

4. Teacher of the year, discussion about the process to find teacher of the year

For this semester, we will continue as per usual. At the next meeting, we can discuss if we should try something different for the next semester.

The procedure now is that the semesters make nominations, and the student members of the study board select a candidate for the autumn and spring semester and choose one of these to be Teacher of the Year. It is very prestigious for the teachers to be selected.

Discussion points:

- Should it be more democratic or based on the strength of the nominations.
- This is a way to celebrate a teacher, to celebrate new ways of doing things.
- We would like to have more nominations.

Action points for Study board meeting 27.05.2024

- Teacher of the year
- Follow-up after meeting 04.04.2024
- Also see enclosure below regarding semester evaluations autumn 2023



Semester evaluations, autumn 2023

CWD has found issues we should discuss, but we can also discuss other issues, that the study board finds.

The response rate was 60 for the BEEM study board and 68 in total for both of the department's study boards. Hence, there has been a rise in the response rate compared to the two previous autumn evaluations where the response rates were 57 and 66 respectively. Looking at the response rates from each individual semester, the response rate was low on AIE – IE5, 29 % and APEL3, 20 %. Furthermore, none of the 5 students who graduated from the BE in civil engineering and mechanical engineering (diplomingeniører) responded, hence there is no study programme evaluation of these.

Action point:

- MMA will talk to the semester coordinator of AIE5, ITCS.
- No further comments.

To ease the study board's processing of the results from the evaluation, CWD has gone over the results and identified which critical points the study board should process. The study board processes the points where the students give critical as well as positive feedback. The positive feedback will be highlighted in the end, where the study board will discuss the courses with highest ratings from the students.

These minutes are structured in correspondence with the sequence of the questions in the questionnaire to the students. The table under Courses indicate what and where the students give feedback to, and how the feedback is reflected in both quantitative and the qualitative data as well as who the relevant teachers/coordinators are. In the column, 'Agreed upon follow-up', it is noted how the study board has decided to follow up on each point.

1. The study start on the first semester of the master's programmes

Four students have answered the questionnaire regarding the study start and their feedback is mixed. One from each of OES and PECT respond that they disagree that they are satisfied with the start of their study programme. They also respond that they feel that they have not received information in proper time before the study start. One of them comments that they have found it difficult to adapt to a new system and suggest an information meeting with the international students before the study start.

Comments:

- There is a lot of information of the web pages, and for the bachelor web pages, also a match checker.
- When we changed PECT to FPS, MMA also asked OES teachers if we should change the OES name, but they said no.
- An information meeting before study start is not realistic.
- A lot of onboarding activities take place once the students are here.
- No action.



2. The semester's coherence and planning

Overall, the students rate the coherence and planning of the semester very well, but the students also give the following critical comments across all the semesters:

- 1st semester: A suggestion to rearrange the course in energy systems and electro physics so that energy systems become the first of the two subjects that are taught (this was also suggested by the students in Aalborg). A student from AIE suggest exercises in writing a scientific report. In addition, a student from civil engineering asks for more support to initiate the project work.
- 3rd semester, civil engineering: There is a lack of coordination between the supervisors and a missing link between the courses and the project.
- 5th semester, civil engineering: It is a tough semester according to a student due to the scope of both the project and all the courses. The students wish for the course 'Dynamik og udmattelse' to be planned earlier in the semester and there were technical issues with the online teaching in 'Kontinuummekanik'.
- 5th semester, mechanical engineering: A student asks for 'Kontinuummekanik' to be removed from the curriculum.
- 7th semester: The CES conference was confusing and late in the semester according to a student. Another student asks for an introduction to MatLab.

Action points:

- Rearranging of the course in energy systems and electro-physics. MMA will talk to study secretary Anne.
- About the lack of coordination on 3 semester. MMA will give a talk about proper way to do Project exams next section meeting.
- Kontinuummekanik is being removed from curriculum in the future.

Comments:

- How to write a scientific report is part of the PBL workshop, and also discussed with supervisor. There is also an [AAU Micro on Scientific Background Analysis](#). No action.
- About the lack of coordination on 3 semester: critique is not surprising, given the fact that three teachers have left. Action has already been taken to do better next time. Follow-up re project examination.
- Dynamics and fatigue, and Continuum Mechanics, Three-Dimensional Beams and Stability. Both issues are being addressed.
- Technical issues: Online teaching, using the blackboard – this is just not working.
- CES: This is being addressed, as we are planning to move the CES conference to the summertime (8 and 10 semesters). MMA is responsible. He will try to streamline information.



3. Project and project-oriented study in an external organisation

Likewise, the students rate their projects very well. Generally, they have yielded a high academic outcome from the projects and had a satisfactory cooperation with their supervisor. However, there were a few points of critique:

- AIE: A couple of students from different semesters ask for funding of the projects.
- Civil Engineering 3rd semester: A student asks for clearer guidelines for the internal and external supervisors.
- Mechanical Engineering 5th semester: According to a student, their group had a lack of knowledge in vital areas such as statistics and control to live up to the demands of the project.
- AIE5: A student asks for more courses in power electronics.
- APEL1: A student wishes for better lab equipment such as an electrolyzer.
- OES1: There is a wish for a more thorough introduction to writing scientific papers.

Action points:

- MMA will inform coordinators about funds for project work next section meeting. MMA issues slides for coordinators where the information on funding is mentioned
- Knowledge of study curricula. MMA will ask supervisors to make sure they read and follow the descriptions in the study curricula at the exams.

Comments:

- Funding: Maybe we have to be better to communicate that students can get funding: 200 DKK/person from the study board for excursions; and for projects: The students can get funding for materials and equipment from the section: The students are to make a budget which is approved by supervisor. Typically, if it is less than 1,000 DKK it is no problem. If more, then the section head has to approve. It is the supervisor who is responsible to communicate proper procedure. MPN adds that the section account has been increased because of this discussion. It is important that the students know about this (info screen)
- Clearer guidelines for supervisors. We are addressing this continuously, as new teachers will get more experience and ASKR will have more time for coordination.
- Lack of knowledge in vital areas. This study programme has been changed, effective from this coming September. Also, JEL adds that there is a leap in theory which students must understand, from 4 to 5 semester. This may explain the complaint.
- Wish for more courses in power electronics. Students must also look at the project goals in the study programme.
- Courses and project work do not have to match 100 percent.
- Joint courses for both specialisations. This is a relevant comment; we must address this by looking at the study curriculum and that is a more long term discussion, ie. more power electronics. We will keep it in mind.
- OES – scientific writing and appendix report. MMA will have a new study programme proposal for the next study board meeting, where this is addressed. The study programme and the web page do not say the same and we do it slightly different regarding the CES conference. We will make better communication.



4. Courses

Course, programme, semester, and teachers	Quantitative data	Qualitative data	Agreed upon follow-up
PBL 1st semester	10/33 students rate the academic outcome from the teaching as 'poor' or 'very poor'.	- monotonous lectures.	MMA will see what he can do.
Videregående statik og styrkelære BA3 and MA3		- lack of coordination between the two teachers. - mix of Danish and English teaching gave problems.	From October our newly employed teachers will be responsible for this. The teacher mentioned had to start quickly and he only speaks English.
Applied Engineering Mathematics EN3 and AIE3	7/14 students rate the academic outcome from the teaching as 'poor' or 'very poor'.	- a wish for more focus on the 'applied' part of the course. Same critique as last year. - a wish for more examples in the teaching.	MMA will continue dialogue with teacher. We will have guest lecture again.
Stålkonstruktioner og computerbaserede analyser BA3 and MA3		- a lack of cohesion between the courses' two parts. - clearer guidelines for the oral exam.	The course is well rated, but there are suggestions to improve the coordination between teachers. Computer based analyses will be discontinued, as the course is being changed.
Termodynamik, varmetransmission og strømningsslære EN3, MA5 and BA5	Very positive feedback.	- the exam is disproportionately difficult according to a couple of students.	MMA will update study curriculum for this course as it is unclear and will look at how exams are done. MMA is course responsible and continuously evaluates the difficulty of the exam.
Electrical Machines AIE5 and DS5		- dissatisfaction with online teaching.	MMA is preparing online teaching guidelines. Once they are approved by the study board, they will be presented to the lecturers for them to apply.
Kontinuummekanik, rumbjælker og stabilitet BYG5 and MASKTEK5	11/11 students rate the academic out-	- criticism of teaching	This is not a new issue, and MPN agrees that it has to be resolved. MMA asks for different lecturer.



	come from the teaching as 'poor' or 'very poor'.		
Cyber Physical Systems Design and Programming AIE - ICS	4 out 6 students rate the planning and academic content of the course as 'very poor'.	- Many lectures were cancelled our delayed and the exam did not reflect what had been taught.	JEL agrees: We have pushed teaching to Aalborg, due to resource problems, we hope it will be much different next year.

Comments to students' semester evaluation (minutes)

Action points:

PBL: MMA will follow-up to get more practical content.

Comments:

- PBL: Students in the study board: It was eight hours of very repetitive PBL teaching, it should be integrated with a broader explanation, and more specific guidelines for report writing should be given. It was theoretical and repetitive; there could be added a more practical part – MMA will follow-up.
- PECT, CFD. MMA will try to include more practical hands-on lessons next year.
- AIE5, MMA will talk to semester coordinator about response rate and coordination problems.
- BA5, MA5. Project theme does not match courses, we will try to address this with revised study programme.
- Online teaching in general. There will always be technical problems.



5. Harassment and abusive behaviour

- 1 from BA3 has experienced this.
- The types of discrimination include bullying, discrimination based on age and physical impairment or mental illness.
- They have experienced this behaviour from fellow students.
- They have not contacted anybody regarding their experiences.

Comments:

- It is difficult to do something specific when the survey is anonymous; we have posters around Campus, encouraging students to make contact if they are harassed.

6. Top10 courses

The study board also wishes to highlight the positive feedback from the students and has calculated which courses with at least five respondents the students has rated the highest.

1. How do you rate the planning and the academic content of this course?

Top10	Course	N	Weighted average
1.	Introduktion til kunstig intelligens	6	1,3
2.	Sandsynlighedsregning, stokatiske processor og anvendt statistik	12	1,4
3.	Dynamik og udmattelse	11	1,5
4.	Termodynamik, varmetransmission og strømningsslære	16	1,5
5.	Grundlæggende konstruktionsmetodik	9	1,6
6.	Moderne digital regulering	12	1,7
7.	Calculus	44	1,7
8.	Energisystemer og elektrofysik	29	1,8
9.	Datastrukturer og algoritmer	9	2,0
10.	AC-kredsløbsteori	14	2,1



2. How well do you think that the quality of the teaching has contributed to a high academic outcome?

Top10	Course	N	Weighted average
1.	Grundlæggende konstruktionsmetodik	5	1,2
2.	Termodynamik, varmetransmission og strømningslære	16	1,3
3.	Dynamik og udmattelse	11	1,4
4.	Sandsynlighedsregning, stokatiske processor og anvendt statistik	12	1,5
5.	Introduktion til kunstig intelligens	6	1,5
6.	Energisystemer og elektrofysik	29	1,8
7.	Moderne digital regulering	12	1,8
8.	Videregående statik og styrkelære	7	1,9
9.	Stålkonstruktioner og computerbaserede analyser	7	2,0
10.	Datastrukturer og algoritmer	9	2,0

Action point:

- Put top three on the info screen.

Comment:

The national survey (Danmarks Studieundersøgelse) looks at the study environment, but we still ask about harassment. (note that Danmarks studieundersøgelse was also mentioned during MMA presentation of general announcements)