Studienævnet for Energi

Study Board's Follow-up on Semester Evaluation E25: Master's Programme 1st Semester

Response rate

EPSH7: 82%, PED7: 69%, HWPS7: 50%, MCE7: 67%, TEPE7: 62%, HYTEC7: 71%

1. Semester Structure and Planning

- *PED7:* The exam period extended into the new semester, there was no backup plan for the statistics exam, and communication about the cancelled exam was chaotic and inconsistent.

Follow-up: A lecturer was ill; this is noted. The study board expects the lecturer to read the criticism.

- *TEPE7:* Danish students feel burdened by high project demands, new software, and the responsibility of teaching international students PBL. Some felt they carried most of the workload at the exam.

Follow-up: Two PBL workshops already exist, but more support is needed. A third workshop after P0 will be added for both Danish and international students, focusing on expectations, project management, responsibility distribution, and cultural differences. Students are referred to existing AAU resources, and semester coordinators will support ongoing alignment. The new flexible master's programme improves PBL progression. Karoline and Anders will draft the workshop content.

2. Project

- *EPSH7/HYTEC7/PED7/TEPE7:* Major collaboration issues due to differences in academic level, work methods and communication. Students request clearer frameworks and better support.

Follow-up: The study board has addressed these challenges as described above.

- *HWPS7/MCE7/TEPE7:* Students need clearer guidelines, better support for software/tools, and a more stable technical setup. Unclear procedures and technical issues make project work unnecessarily difficult.

Follow-up: Students are referred to the IT and software tools section in Moodle and encouraged to use AAU Micros for software training (e.g., MATLAB, LAPLACE).

- *PED7:* A student requests a list of companies with previous good collaboration experiences, ideally with direct contact persons.

Follow-up: Students should contact coordinators and supervisors for company connections. Previous group lists with collaborating companies are available via the study secretaries.

3. Courses

- *Probability Theory, Stochastic Processes and Applied Statistics:* There were long gaps between lectures due to lack of a backup lecturer. Teaching was often perceived as unprepared, with reading from slides and limited practical application. The exam and overall course execution felt disorganised.

Follow-up: See the follow-up for PED7 under "2. Semester coherence and planning."

- *Dynamic Modelling of Electrical Machines and Control Systems:* Several students report uneven teaching quality and communication issues. There is too much focus on theory and mathematics without sufficient practical application. The connection between lectures, exercises and the exam is unclear, creating confusion about the overall course structure.

Follow-up: Kaiyuan will follow up with the co-instructor. The comments will be forwarded to the teaching staff.