Minutes of meeting (2025-5) in the Study Board of Build, Energy, Electronics and Mechanics in Esbjerg 14.05.2025

Present:
Matthias Mandø (MMA) (Chair), Jesper Liniger (JEL), Daniel Ortiz Arroya (DOA), Mads Pagh Nielsen (MPN), Jeppe Akash Bundsgaard Sørensen, Visnu Ritesh Vijayakumaar Palanisamy, Anette Larsen (ALL) (secretary)

Absent: Ulisse Valeriani

Copy:
Sara Lindberg Hildebrandt, Charlotte Slot Lolk, 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 2024
4. Teacher of the year
5. AOB

Minutes

1. Approval of agenda

Agenda approved.
We will examine whether the evaluation can be included in an ordinary meeting in the coming autumn semester.

2. General announcements

- ULM 12-05-2025
  - Presentation of engineering education outside of 4 largest cities. Discussion of online and Flex educations.
  - Demonstration of quality platform
    - Feature – Årshjul for Studienævn
    - Feature – håndtering af handlingspunkter
- Mødemateriale DSUR 19 maj
  - AI indsatser i 2025 see next slide

Comments:

- ULM. There was no decision about online and flex education. The discussion was both about Esbjerg and in general. We can add that DTU and Horsens both have online study programmes.
- Quality platform (årshjul). This will offer a more systematic way of handling action points. MMA, ALL will follow-up.
- DSUR. A look at KOT as per this day. We are falling a bit – looking at first priority. This is on almost every front.
- AAU Nøgletal: KOT ansøgere – here is a link to the current KOT.

3. Semester evaluations, autumn 2024
Please see attached enclosure.
This is an important part of our quality control.

4. Teacher of the year
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 semesters and choose one of these to be Teacher of the Year. It is very prestigious for the teachers to be selected.
Student members of the study board to present their nomination at the next meeting 13.06.2025.

5. Any other business
Nothing to discuss.

Action points for Study board meeting 13.06.2025:

Action points, incl. responsible people – follow-up after study board meeting 08.05.2025

- Addendum to study board guidelines to project work in external organisation (ALL)
- Screening for dyslexia (ordblindhed) at the study start test for BSc. In Esbjerg it is SDU, ALL is to make contact and follow up.
- Changes to RISK curriculum are to be reported to the study curricula database, to be done after 01.07.2025 when the year 2026/27 is opened in the study base (ALL).
- Change of module title from Non-linear control and reliability to Non-linearity and reliability (confer with Zhenyu Yang) (ALL)

Action points, incl responsible people – follow-up after study board meeting 14.05.2025

- ULM, demonstration of quality platform
    - Feature – Årshjul for Studienævn
    - Feature – håndtering af handlingspunkter
        - Quality platform (årshjul). This will offer a more systematic way of handling action points. ALL will follow-up.
- Teacher of the Year – nomination by the student members of the study board

Semester evaluations, autumn 2024

The response rate was 56 % for the BEEM study board and 67 % in total for both of the department's study boards which is about the same level as the previous semester evaluation where it was 66 %. Looking at the response rates from each individual semester, the response rate was low on APEL1, 29 % and ITCS5, 27 %.

Comments:

- The numbers are not very, very low.
- We will continue to ask the coordinators to put aside 15 minutes to answer the SurveyXact
- No further action.

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

Eight students have answered the questionnaire regarding the study start and their feedback is predominantly positive as they all agree to different extents that they are satisfied with their study starts and that they have received adequate information about their study programme and in due time. However, the two students from OES both disagree that they have chosen the right study programmes for them. Unfortunately, they do not offer an explanation in the comments about why that is. One student from FPS comments that it would be a plus if the course curricula was available before the study start so that the students could prepare by self-studying.

Comments:

- This could be an outlier.
- The students have a duty to investigate, and we inform of the contects in a similar way to other specialisations.
- No further 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:

- 5th semester, Civil Engineering: Better coherence between the project and the courses.
- DS5: Electrical Machines was scheduled too early in the semester and the laboratory test was "a waste of time".
- TP5: The business case was not used very thoroughly so the learning derived from it was very limited.
- AIAS1: The statistics lecture which was necessary for System Identification Diagnosis was scheduled too late.
- 7th semester, Mechanical Engineering: A student asks for an introduction meeting regarding the bachelor project.
- APEL3: More information about the project-oriented study and long thesis. The information about the elective courses was sufficient.

Action points:

- A meeting will soon be held with the PBL teachers and MMA will bring up the criticism. The PBL teachers can be informed of the comments, but the students must adhere to Euro-codes. (also see below)
- Electrical machines. MMA will talk to new teaching assistant, how much he will be involved and make him aware of some of the comments, so he knows what to focus on and also the coherence between Aalborg and Esbjerg.
- APEL3, information about project-oriented study and long thesis. MMA will include additional information on his slides for the semester coordinators, spring version. Information can be included both during start-up meeting and at presentation of electives (Tamas).

Comments:

- Civil engineering, a course on concrete has been added, this will be in force from 2025.
- It may be that there is a clash between PBL and Eurocode which the students are taught to use. Eurocode is a specific set of instructions.
- We will await next year's responses as the curriculum has just been revised.
- Electrical machines. Some of the comments relate to previous comments in SGMs. There will be a local TA next year, and MMA will keep the line open to teacher. No action.
- Furthermore, MMA will talk new teaching assistant, how much he will be involved and make him aware of some of the comments, so he knows what to focus on and also the coherence between Aalborg and Esbjerg.
- TP5, business case. Comment about limited learning from case. We will keep this in mind for next time there is a specific project to develop. No action.
- AIAS1. No action on this scheduling issue. The study office does a great job planning the courses. JEL has an action point to talk to teacher about System Identification and Diagnosis, to discuss if something can be done before next autumn.
- A general remark: If an action point has not been addressed; nothing has been done; then we must talk to teachers again.
- Mechanical Engineering: introduction meeting regarding the bachelor project. This was addressed previously. No action.

- APEL3, information about project-oriented study and long thesis. MMA will include additional information on his slides for the semester coordinators, spring version. Information can be included both during start-up meeting and at presentation of electives (Tamas).

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

Likewise, the students rate their projects very well. AIE3 was the most critical semester since 5/10 students on this semester rated their cooperation with their supervisor ranging from average to very poor.

- EN1: A student asks for more lab work.
- AIE: A student asks for more structured guidelines especially in Calculus.
- Civil Engineering 5th semester: More lectures about concrete.
- Mechanical Engineering 5th semester: More practical work in the projects which has been too theoretical and not enough time spent in the labs.
- APEL1: A better, more structured method for group formation.
- Civil Engineering 7th semester: A student has experienced a lack of communication from their supervisor throughout their study programme and has experienced the same during their bachelor project.
- APEL3: A wish for more information about the project-oriented study in an external organisation regarding the scientific approach and expected academic outcome.

Action points:

- AIE: a request for more structured guidelines, especially in Calculus. MMA will talk to coordinator about information and guidelines at the first semester.
- APEL1 group formation. MMA will talk to coordinator.
- Civil Engineering 7th semester: one student mentions lack of communication from supervisor throughout study programme and bachelor project. MMA will follow-up, as it is unclear who the supervisor is. MMA will also ask CWD whether the teachers get the comments in the excel sheet.
- APEL3: A wish for more information about the project-oriented study in an external organisation regarding the scientific approach and expected academic outcome. MMA will talk to coordinator.

Comments:

- Overall, a lot of students are happy with projects and project-oriented study in external organisations.
- EN1: More lab work requested. If you look in the study curriculum, you will see that experimental work is not present in the first semester. This semester is about learning PBL method and using existing laboratory facilities. No action.
- AIE: a request for more structured guidelines, especially in Calculus. MMA will talk to coordinator.
- Civil Engineering 5th semester: More lectures about concrete. This has been added to the new study curriculum.

- Mechanical Engineering 5th semester: More practical work in the projects which has been too theoretical and not enough time spent in the labs. A student member of the study board finds that there is enough time for lab work. Also, the semester is quite packed so there is not much lab work in the project.
- APEL1: A more structured approach to group formation. This year, we will host social gatherings at the end of August. We hope students will participate, get to know each other better. We believe this will ease the process. Additionally, MMA will talk to coordinator.
- Civil Engineering 7th semester: one student mentions lack of communication from supervisor throughout study programme and bachelor project. MMA will follow-up, as it is unclear who the supervisor is. MMA will also ask CWD whether the teachers get the comments in the excel sheet.
- APEL3: A wish for more information about the project-oriented study in an external organisation regarding the scientific approach and expected academic outcome. MMA will talk to coordinator.

4. Courses

Course, programme, semester, and teachers	Quantitative data	Qualitative data	Agreed upon follow-up
Energy Systems and Electro Physics 1st semester		- better introduction to EnergyPlan.	Action point: • MMA, TAK and MPN to make revision of this course together. From 2026. ALL to initiate. Comments for revision: • This has been moved from the sixth to the first semester after comments from students. • The contents seem to fit, however, the issue is the software EnergyPlan. • Is the software EnergyPlan central to the course? • Mohsen and Amin have previously held lectures complementing each other on relevant courses. This could be done again. • Math is central to this course • Maybe include some economy • Could be a great introduction course, without the EnergyPlan • Something about environment could be included (CO2 etc.)
Videregående statik og styrkelære BA3 and MA3		- a couple of students experienced that the teacher did not have	This issue has been solved as much as can.

		time to teach the course and help during the exercises.	
Applied Engineering Mathematics EN3 and AIE3	Improved compared to last year when 7/14 students rate the academic outcome from the teaching as 'poor' or 'very poor'.		Great improvement! It must be engineering relevant
Dynamik og udmattelse BA5 and MA5	0/6 students rate the course's planning or teaching above average.	- some lectures were cancelled but never rescheduled including lab exercises. - the teaching felt rushed.	Has been dealt with. No further action.
Electrical Machines AIE5 and DS5	4/7 students rate the quality of the teaching as 'very poor'.	- dissatisfaction with the quality of the online teaching. - the exam did not correspond to exercises given during the course.	Has been dealt with. No further action. (MMA will talk to new TA about next time this runs)
Kontinuummekanik, rumbjælker og stabilitet BA5 and MA5	Big improvement compared to last year when 11/11 students rated the academic outcome from the teaching as 'poor' or 'very poor'. Now 4/6 rate the quality of the teaching as good.	- some of the students express that they wish for less online teaching.	We will not have this in the autumn. So, no comments or action. Mechanical will have Numerical methods and applied FEM, we are implementing an exemption to the curriculum.

5. Harassment and abusive behaviour

- Two students have experienced this. One from AIE and one from EN.
- However, it is unclear whether the answers are serious since they have checked out all possible types of discrimination and abusive behaviour.

Action point:

- MMA will show this at the next section meeting, to make people aware that we have this complaint.

Comments:

- We have pink stickers with information on how to behave.
- This is an attention point
- We do not believe this is indicative of a serious problem
- Discussion in the study board does not yield any further suggestions for actions to be taken.

6. Top10 courses

The study board also wishes to highlight the positive feedback from the students and has calculated which courses with at least three 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.	Fluidmekanik og kompressible strømninger	3	1,0
2.	Numerisk strømningslære (CFD) og flerfasestrømning	3	1,0
3.	Introduktion til kunstig intelligens	3	1,0
4.	Maskinkonstruktion og automation	3	1,3
5.	Termodynamik, varmetransmission og strømningslære	13	1,5
6.	Numeriske metoder	4	1,5

7.	AC-kredsløbsteori	16	1,7
8.	Effektelektronik	3	1,7
9.	Grundlæggende konstruktionsmetodik	10	1,7
10.	Energisystemer og elektrofysik	23	2,0

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.	Fluidmekanik og kompressible strømninger	3	1,0
2.	Numerisk strømningslære (CFD) og flerfasestrømning	3	1,0
3.	Introduktion til kunstig intelligens	3	1,0
4.	Maskinkonstruktion og automation	3	1,3
5.	Termodynamik, varmetransmission og strømningslære	13	1,5
6.	Numeriske metoder	4	1,5
7.	AC-kredsløbsteori	16	1,6
8.	Effektelektronik	3	1,7
9.	Sandsynlighedsregning og stokastiske processer	11	1,9
10.	Moderne digital regulering	10	1,9

No comments.