



Minutes of meeting (2023-09) in the Study Board of Build, Energy, Electronics and Mechanics in Esbjerg 22.11.2023

Present:

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

Absent:

Rokas Sukauskis, Basira Khaksar

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 (added at meeting)
3. Semester evaluations, spring 2023
4. Evaluation of study start 2023
5. AOB
6. Application for exemption: case to be discussed

Minutes

1. Approval of agenda

General announcements is added to the agenda. Otherwise approved.

2. General announcements / follow-up from last meeting 08.11.2023

- English Campus has been written into the university's strategy plan, but our application to switch was not approved. We will send in an application next year. For the time being we will keep the programmes that we have.
- Brainstorming with Olav, ViP and Industry for new 4 year MSc. This went very well, positive discussions.
- Remaining correction for Study curriculums. There are minor adjustments after we submitted new versions on 01.11.2023. One significant adjustment was to the Mechanical curriculum: we must have 15 ECTS electives, so now we have two projects to choose from on the 5 semester. This rule is found in the Joint Programme Regulations for Aalborg University (https://www.kvalitet.aau.dk/digitalAssets/1127/1127458_2.2.1-faellesbestemmelser-for-uddannelser.pdf)
- Meeting between Aalborg and Esbjerg about a new master has been postponed.

3. Semester evaluations, spring 2023

The study board reviewed the evaluations from the SurveyXact-analyses for spring 2023, and at the same time, semester evaluation reports were reviewed and processed. The study board's comments and follow-up can be found below on page 3 in this report.



4. Evaluation of study start 2023

MMA goes through the plan for evaluation and replies:

- Low answer present
- Overall students are satisfied
- No red flags or action points
- Tutors are doing a great job 😊

5. AOB

Nothing to discuss.

6. Application for exemption: case to be discussed

A student has been notified that he will be deregistered from the university as there is one exam (linear algebra) which he has not passed in the first study year after two years of study. He has submitted a doctor's note, but this does not document that the student was ill. Therefore, the application for exemption is rejected again.

Action point: Semester evaluations, specific action points (from the enclosure below)

0. Response rate

- Response rate are lower for BA and MA. MMA will talk to coordinator ASKR. Our procedure is that we set aside 15 minutes to answer the questionnaire at the first semester group meetings
- Response rate is very low for Master thesis students and Diploma engineer on internship. This is a requiring problem. We will see if we can make an event for Master thesis student which is combined with 15 min to answer questioner. MMA will talk to IDA or education Esbjerg and arrange a job hunting workshop or similar.

1. The semester's coherence and planning

- AIE2 desire more electrical courses. We are limited in the number of courses and the current level is deemed acceptable. [Micro credentials](#) can be used to increase the technical content of the education and is on-demand. MMA will ask coordinators to select suitable micro credentials. This will also be put in slides MMA provides for coordinators.
- AIE ask for a diploma engineering option within Electronics. Currently this is not allowed. However, if the legislation changes and we have diploma engineering educations within other directions we should have it for Electronics too.

2. Project

- About errors and omissions in the project, MMA will talk to coordinator to clarify.

3. Courses

- Please see the table below.

Course, programme, semester, and teachers	Agreed upon follow-up
Elektriske grundfag	Students complain about erroneous problem solution examples. Problem has been addressed.
Grundlæggende regulering	JEL will talk to teacher.
Mekanik	Course is not electronics oriented. The course will be removed from the AIE curriculum from 2024. We do not have electronics employees with relevant competencies to act as TA. No Action



	Also, it would be nice if we could convey to the students that we are changing the curriculum based on their comments. Action: put on info screen summary.
Modelling and Simulation	There is a lot of praise for teacher, which should be conveyed to him. Action: put on info screen summary.

4. Study environment

4.1 The physical study environment

- MA6: The lab for the teaching in process control was too small as there was 5-6 students around one computer. JEL will talk to head of section about splitting up over more days.



Enclosure regarding the semester evaluation spring 2023

22.11.2023

SN-BEEM

The response rate ended on 42 for the BEEM study board and 49 in total for both department's study boards. Hence, there has been a slight increase in the response rate compared to the previous spring evaluation where the response rate was 39 for the BEEM study board. Looking at the response rates from each individual semester, fewer students from mechanical engineering and civil engineering 2+4 semester responded. Furthermore, the response rate was low on AIE 6th semester, 27 %, and APEL 2nd semester, 17 %. The response rate has also been low across the different study programmes' final semester including Diploma engineering. This means that there is very limited data regarding the evaluation of the study programmes. This is also a challenge for the study programmes in Aalborg.

Comments:

- CWD sends two reminders but obviously this is not working.
- MMA will talk to coordinator. Our procedure is that we set aside 15 minutes to answer the questionnaire at the first semester group meetings – maybe we must do something there.
- We will see if we can make an event for Master thesis student which is combined with 15 min to answer questioner. MMA will talk to IDA or education Esbjerg and arrange a job hunting workshop or similar.

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 needs to 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 semester's coherence and planning

Overall, the students rate the coherence and planning of the semester very well. The following issues was raised:

- AIE2: A wish for more electrical engineering courses
- AIE4: A students asks to get the course in signal processing back in the curriculum and asks for the possibility of getting the course schedule a month earlier.
- BA4: There was a lot of confusion when they got a new semester coordinator who had a different approach than what the students had been used to from earlier semesters. Another student from this semester remarks that there is lacking cohesion between the courses and the project.
- MA4: The same issue regarding lack of cohesion between the project and courses is commented on this semester.



Comments:

- We are limited in the number of courses and the current level is deemed acceptable.
- [Micro credentials](#) can be used to increase the technical content of the education and is on-demand. MMA will ask coordinators to select suitable micro credentials. This will also be put in slides MMA provides for coordinators.
- BA4, MA4: Lack of cohesion between project and courses. We have lost a number of employees and we must give time to new coordinators, supervisors – to learn from experience. We have 2 new hirings on the way.
- Changes have also been made to the civil engineering curriculum: a concrete course has been added.
- AIE4: There is a new course in modelling and signal processing, changes in the curriculum. This is therefore partially fulfilled.
- About diploma engineering options: this may be a possibility, but we will have to see the legislation making this possible.

2. Project

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 except for Civil Engineering where 4 out of 7 respondents rate the cooperation with their supervisor as 'poor' or 'very poor'. In addition, there are these points of critique:

- AIE2: A student comments that they had a very problematic cooperation with their supervisor who among other things missed out on appointments. The same student also remarks that he was part of a very dysfunctional group where some group members did not contribute to their project.
- BA2: A couple of students wish for better cooperation between the supervisor and the company involved.
- BA4, MA4: A student from each study programme wish for more information earlier in the project phase about the academic demands of the project.

Comments:

- AIE2: this issue will be automatically solved looking forward.
- BA2: As mentioned above, a number of employees have left the department, and it will take time for new employees to familiarize themselves with e.g. how cooperation/communications works. Also, we are working to get more personnel to civil engineering.
- About errors and omissions in the project, MMA will talk to coordinator to clarify.
- BA4, MA4: We are puzzled by these comments: The students should give the project structure, and not all courses are to be used in the project.



3. Courses

Course, programme, semester, and teachers	Quantitative data	Qualitative data	Agreed upon follow-up
Elektriske grundfag	4 out of 6 students rate the teaching as 'poor' or 'very poor'.	In the comments, the students point out that some of the solutions for the course exercises were erroneous which made it difficult to prepare for the exam.	Students complain about erroneous problem solution examples. Problem has been addressed.
Grundlæggende mekanik og termodynamik Esbjerg	The feedback is very positive for this course.	A couple of students from AIE ask what the relevance of this course is.	The course will be removed from the AIE curriculum from 2024.
Grundlæggende regulering		Several students remark that they were not properly introduced to the exam and its format.	JEL will talk to teacher.
Mekanik	Only 2 out of 18 students rate the course's planning and academic content as 'good' while only 1 rate the teaching as 'good'.	Several students from AIE disagree that statics is relevant for their study programme. In addition, they criticize the online teaching from Aalborg as they prefer the teacher to be physically present.	The course will be removed from the AIE curriculum from 2024. We do not have electronics employees with relevant competencies to act as TA. Also, it would be nice if we could convey to the students that we are changing the curriculum based on their comments.
Real-Time Systems and Programming Languages	Especially the Energy students are dissatisfied with this course.	A student points out that it is the real-time systems part of the course that is problematic.	The course will be changed from 2024 to a five ECTS course and with partly different contents. Also, we will apply for an exemption to have this change take place from January 2024.



Modelling and Simulation	8 out of 8 rate the course's planning and teaching as 'very good'.		There is a lot of praise for teacher, which should be conveyed to him.
Optimization Theory and Reliability		The students are dissatisfied that this course is held online from Aalborg.	There is limited data. Particularly there is critique of the online part.

4. Study environment

4.1 The physical study environment

- AIE2: The lab is missing several basic electronics equipment.
- AIE4: There is a lack of inventory for the lab equipment. Lack of chalk and white board markers.
- MA6: The lab for the teaching in process control was too small as there was 5-6 students around one computer.

Comments:

Overall the physical environment is assessed positively, however, there is always room for improvement.

- AIE2: The students are not missing equipment; it is just locked away. They must contact Henry to get access.
- AIE4: According to JC in Aalborg, where they also register borrowed equipment manually. It cannot practically be done differently. The system will not be changed.
- As for missing chalk, the students should just go to the study office.
- MA6: JEL will talk to head of section about splitting up over more days.

4.2 The digital study environment

Judging by the comments, the consensus seems to be that online teaching makes courses significantly worse. On the other hand, some students note that they appreciate recorded lectures.

Comments:

- There is not a lot to say; there is consensus that online teaching is not good, however the students appreciate prerecorded lectures.



- We cannot force teachers to teach in a specific way, but we can repeat the recommendation that they prerecord lectures.

4.3 The psycho-social study environment

- The vast majority of students feel comfortable in their study programmes. However, there are two students on Civil Engineering 4th semester who 'completely disagree' that they feel comfortable. They do not explain why in the comments.
- 4 out of 10 students on AIE2 disagree that there is a great sense of community in their study programme.

Comments:

- Most students feel comfortable in their study programmes

4.4 Harassment and abusive behaviour

A student on 6th semester has experienced this in the form of bullying, repeated cases of abusive, offensive, or condescending language, threats and discrimination based on their ethnic background from fellow students. They have contacted someone regarding this and feel that their enquiry has been heard.

Comments:

- We are very happy that the student took action and was heard.

5. Study programme evaluation

As discussed earlier, the response rate is disappointingly low on the final semesters, so the data is very limited. There is one comment from a student from AIE6 who asks for more courses relevant to an Electronics degree and work for practical use such as PCB design, signal processing etc.

Comments:

- Please see discussion at the beginning of the meeting about limited data.
- AIE6: the study board discusses the AIE comment about academic content, and PCB is not relevant for AIE