



**AAU  
ENERGY**

**AALBORG  
UNIVERSITY**

# **SEMESTER EVALUATION**

**SPRING SEMESTER 2021**

The Study Secretariat, AAU Energy

February 2022

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# 1. Introduction

## 1.1 Contents of the report

This report contains the quantitative data from the semester evaluation of the spring semester 2021. The qualitative data has been processed internally and in confidentiality by the Study Board for Energy. Likewise, the quantitative data concerning the evaluation of all the courses has been processed in confidentiality and will not be reproduced in this report.

## 1.2 Follow-up on the results

The students have assessed this semester slightly worse than usual. Judging by the comments from students this is because of different challenges linked with the Corona crisis. For example, some of the digital teaching, becoming isolated and **a lack of social events** have been challenging for the students.

The study board is aware of these problems and has tried to tackle these by arranging different social events such as a coffee and cake meeting for 3<sup>rd</sup> semester students of the bachelor programme in Aalborg, buying smorrebrod for the poster party on 1<sup>st</sup> semester of the Master's programmes, arranging a Christmas party, investing in new lab equipment and equipment for the ECO-marathon racer. In addition, the study board has helped with arranging extra excursions and giving financial support for study trips.

The results also showed that some students have spent more than 60 hours for exam preparation for a course. The student counsellors give a course in study technique where they will also call attention to over-preparation.

**The physical study environment** was rated favourably by the students. However, one student mentioned that the indoor climate in Pon. 101 in Aalborg was poor. This is likely because of a technical defect in the ventilation system which the study board will examine in cooperation with Campus Service. Another student described that the stairs in Pon. 105 are not very useful and that this space could be used in a smarter way such as with sofa groups or other workstations. The head of studies will report this to Campus Service the next time the buildings will be renovated.

During this semester, **the digital study environment** has played a big role for the students and a rather substantial percentage of the students found it to be lacking. Several students comment that there is a marked difference in how the teachers have handled their digital teaching and that digital teaching can never replicate the quality from physical teaching. However, there is also praise for some of the digital teaching – especially the recorded videos. The study board recognizes the critique and will look to improve the digital teaching in the future, but the results also show that all teaching cannot be changed to digital teaching. It is also worth pointing out that the teachers had little time to transition to digital teaching and that it requires a great deal of time to become proficient in using the tools for digital teaching.

Despite the challenges connected to Corona, the vast majority of students feel comfortable in their study programmes. However, the study board also identified a few issues regarding **the psychosocial study environment**. To address these issues, the study board has decided to arrange a social event for the female students and Friday bars which will be held the first 3 Fridays in September. These Friday bars aim to help international students become integrated in the study community in Aalborg.

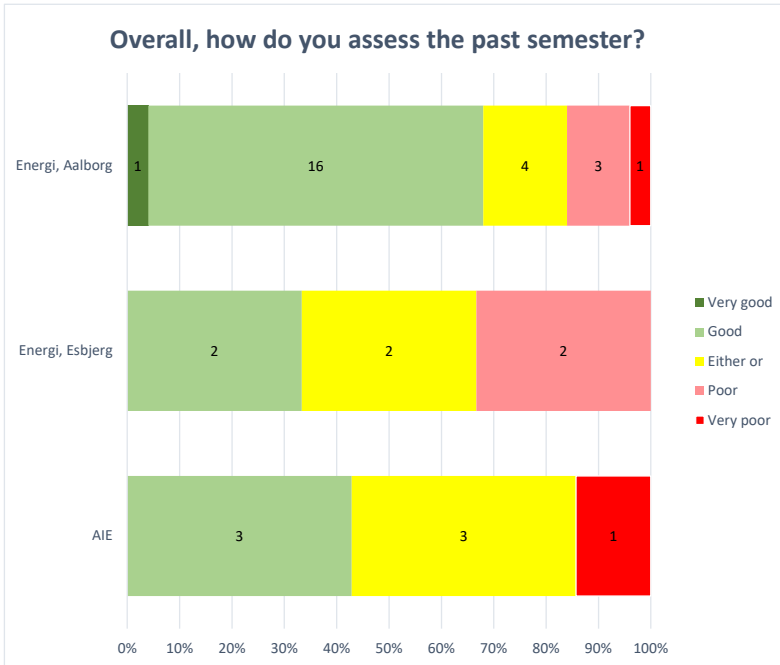
The **evaluation of the courses** has also been processed by the study board and ensured follow-up in cooperation with the relevant teachers.

## 2. Response rate F21

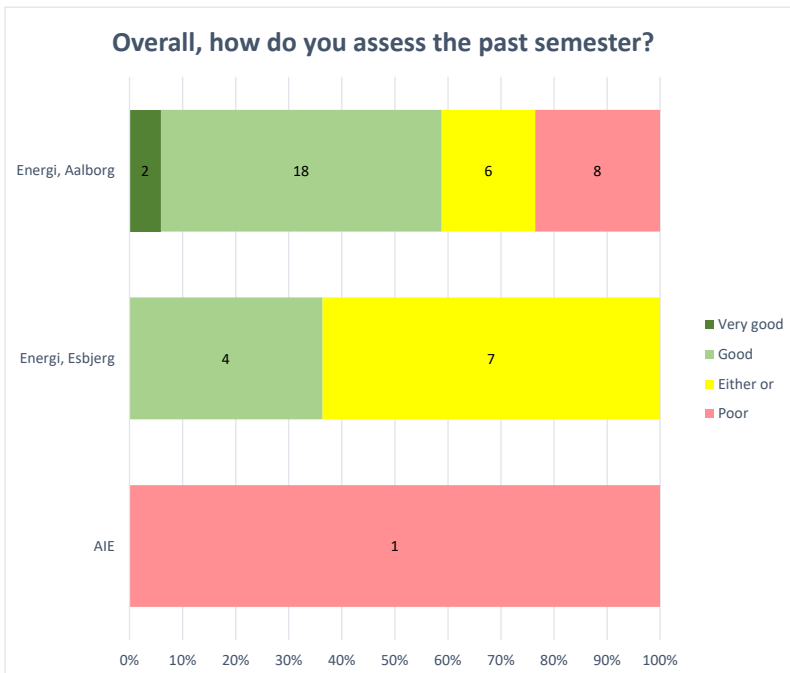
Study programme	Respondents	Students	Response rate
EN2 - Aalborg	20	53	38%
EN2 - Esbjerg	4	10	40%
EN4 - Aalborg	33	47	70%
EN4 - Esbjerg	10	13	77%
AIE2 - Esbjerg	6	14	43%
AIE4 - Esbjerg	0	14	0%
AIE6 - Esbjerg	1	6	17%
DS6 - Esbjerg	4	8	50%
EE6 - Aalborg	7	10	70%
ME6, MED6	6	24	25%
TE6, TED6	4	10	40%
ESPH2	5	7	71%
EPSH4	0	12	0%
PED2	7	8	88%
PED4	5	17	29%
WPS2	6	7	86%
WPS4	1	3	33%
MCE2	9	19	47%
MCE4	3	23	13%
TEPE2	4	10	40%
TEPE4	3	20	15%
HYTEC2	3	3	100%
OES2	3	4	75%
OES4	0	1	0%
PECT2	1	3	33%
PECT4	1	1	100%
APEL2	2	3	67%
<b>Sum</b>	<b>148</b>	<b>350</b>	<b>42%</b>
Esbjerg	32	77	42%
Aalborg	116	273	42%

### 3. Semester evaluation

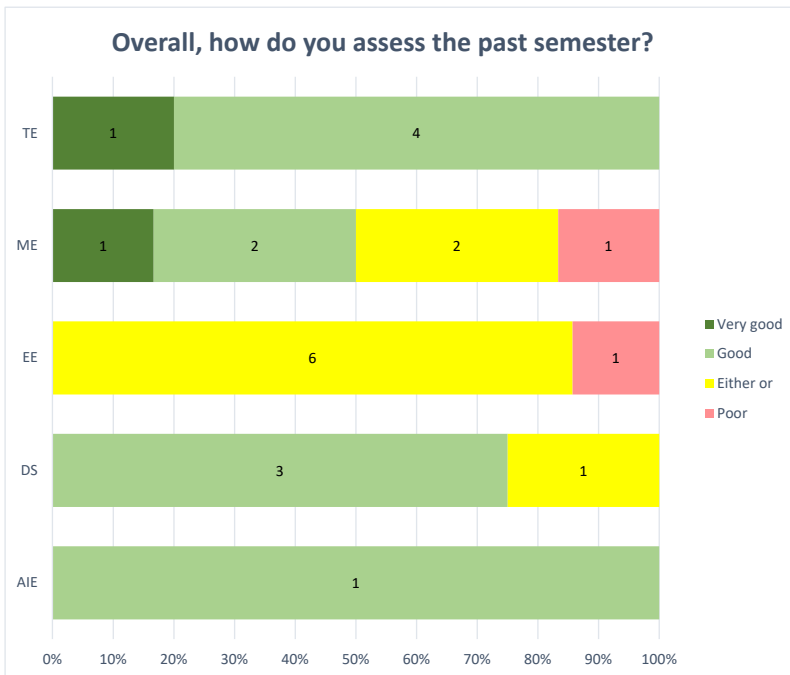
#### 3.1: 2<sup>nd</sup> semester



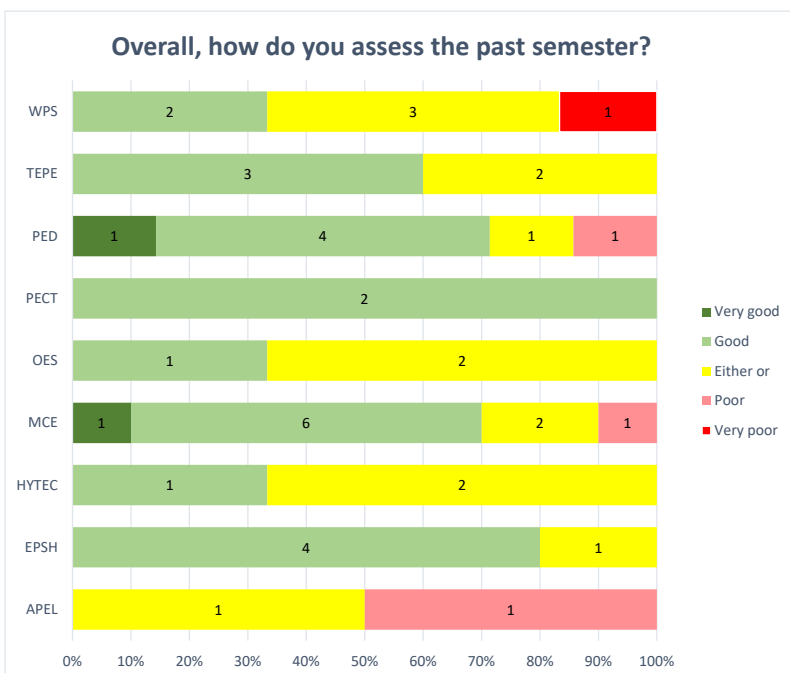
#### 3.2: 4<sup>th</sup> semester



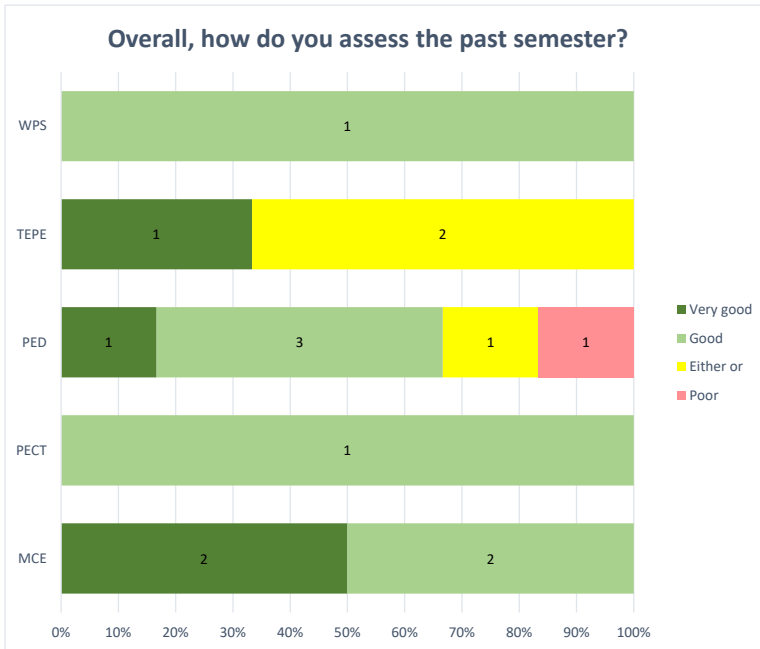
### 3.3: 6<sup>th</sup> semester



### 3.4: 8<sup>th</sup> semester



### 3.5: 10<sup>th</sup> semester

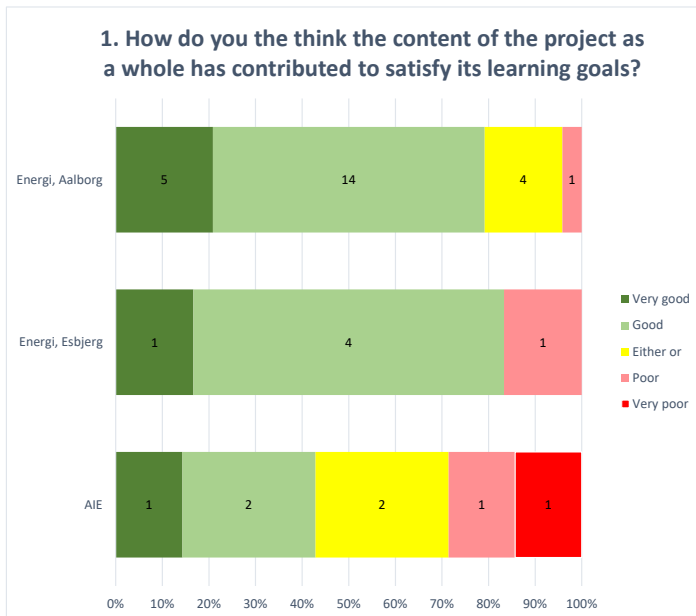




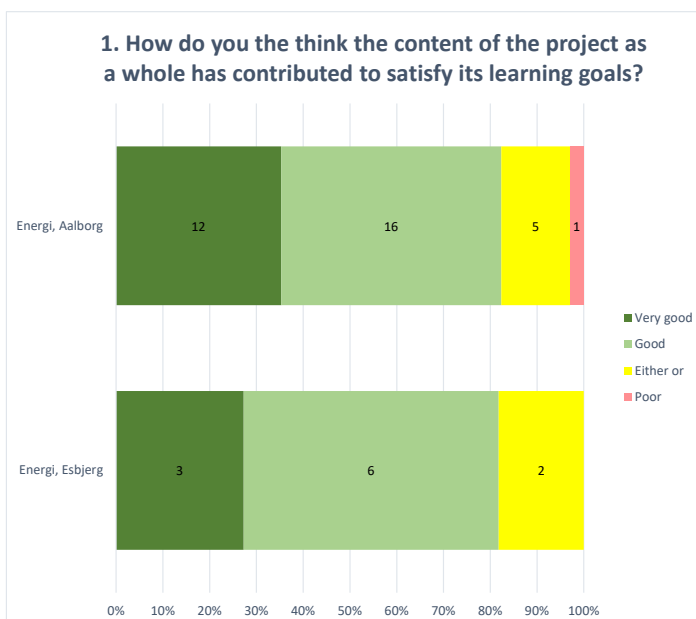
## 4. Project Evaluation

### 4.1 How do you think the content of the project as a whole has contributed to satisfy its learning goals?

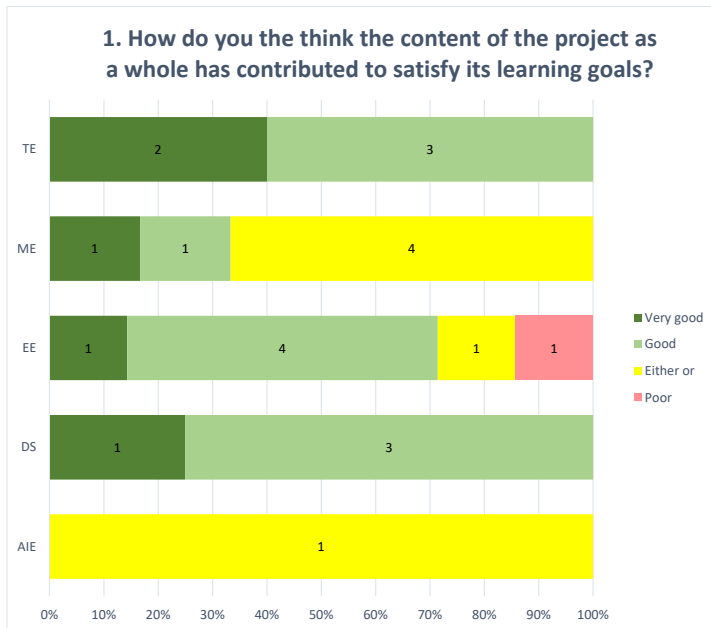
#### 4.1.1: 2nd semester



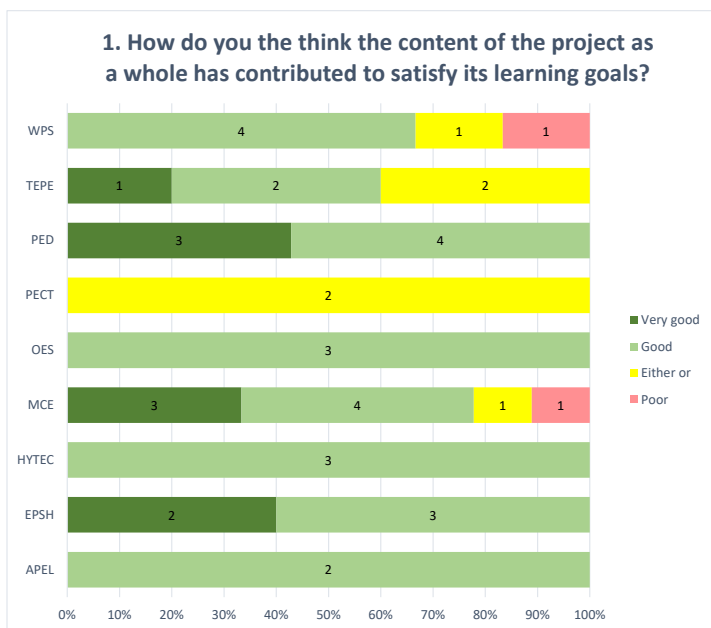
#### 4.1.2: 4<sup>th</sup> semester



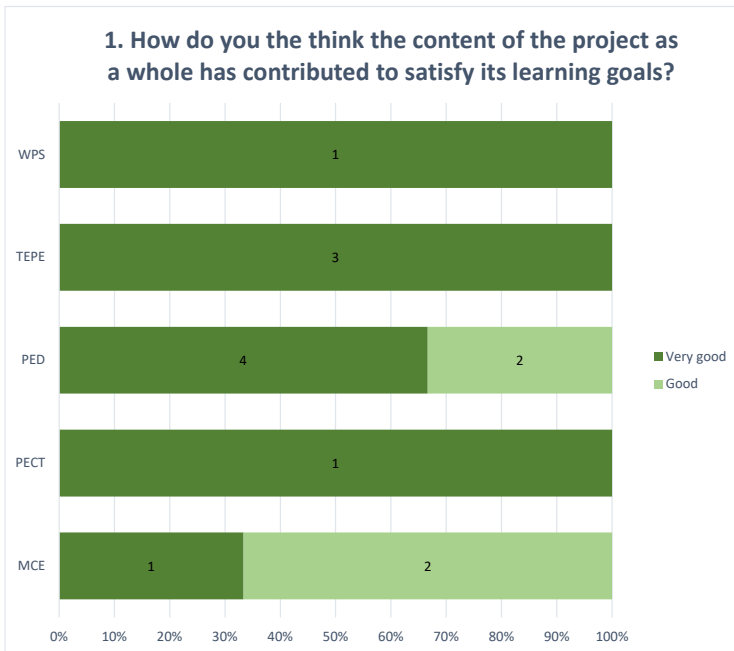
4.1.3: 6<sup>th</sup> semester



4.1.4: 8th semester

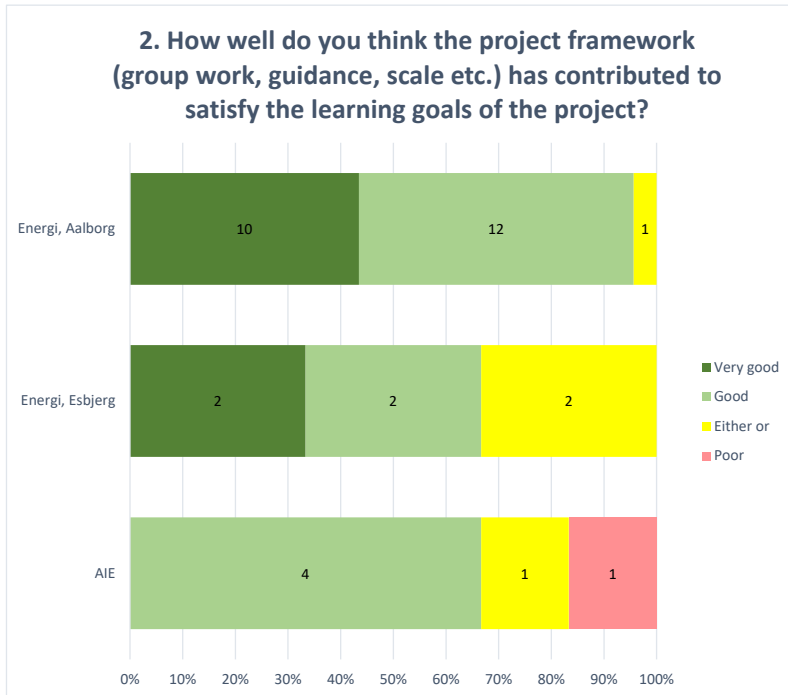


4.1.5: 10th semester

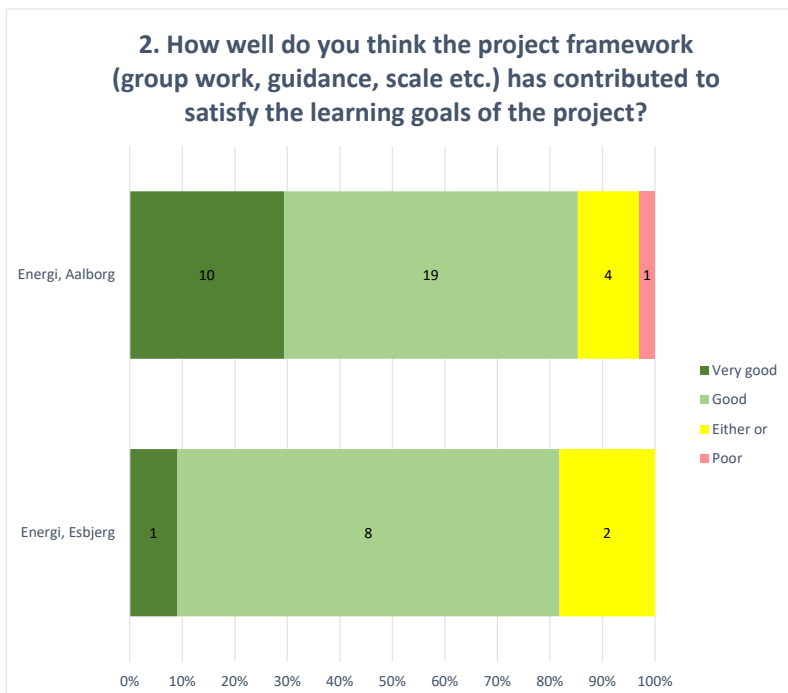


## 4.2 How well do you think the project framework (group work, guidance, scale etc.) has contributed to satisfy the learning goals of the project?

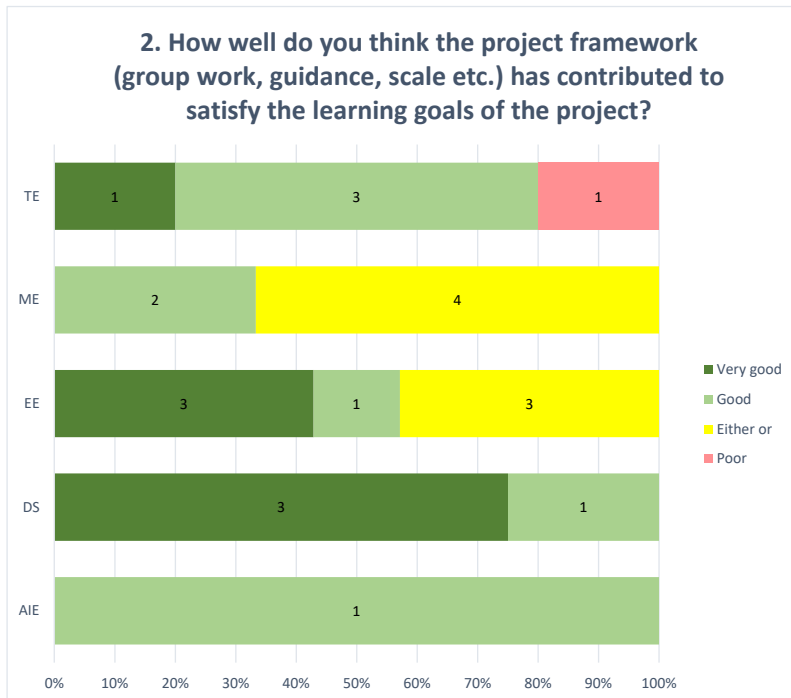
### 4.2.1: 2<sup>nd</sup> semester



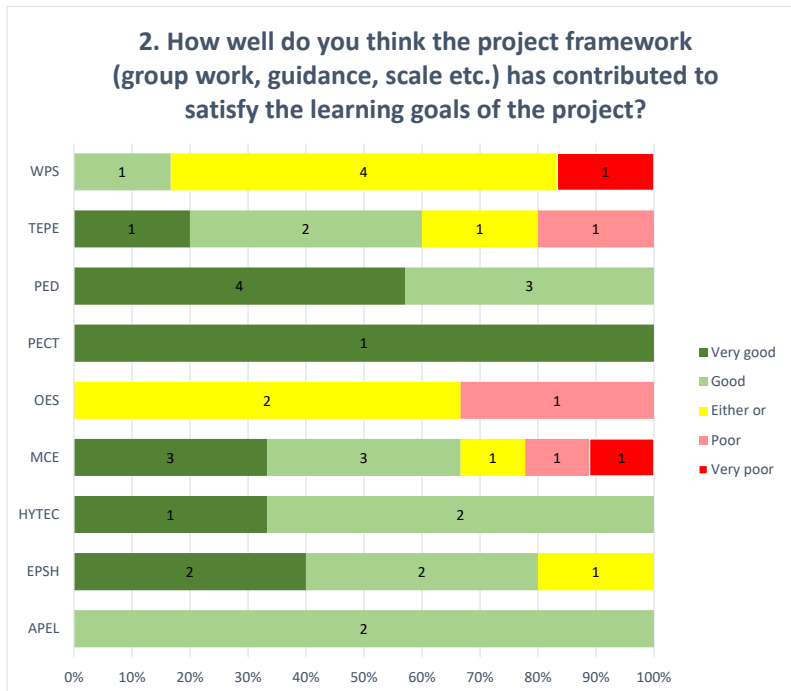
### 4.2.2: 4<sup>th</sup> semester



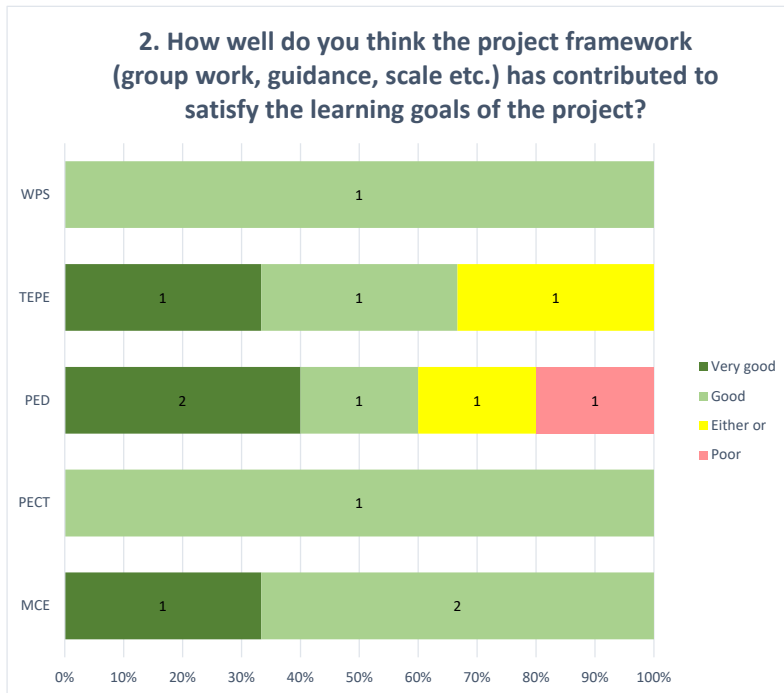
4.2.3: 6th semester



4.2.4: 8th semester

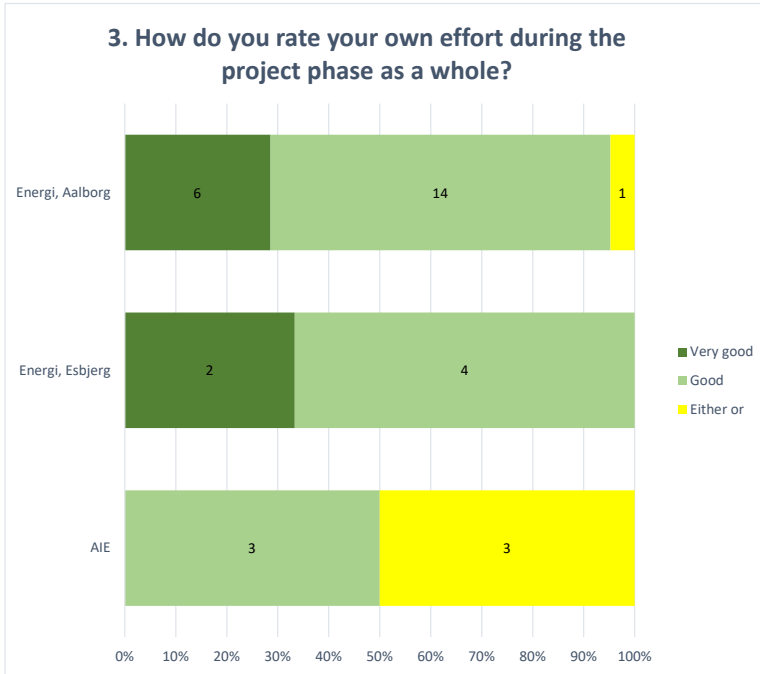


4.2.5: 10th semester

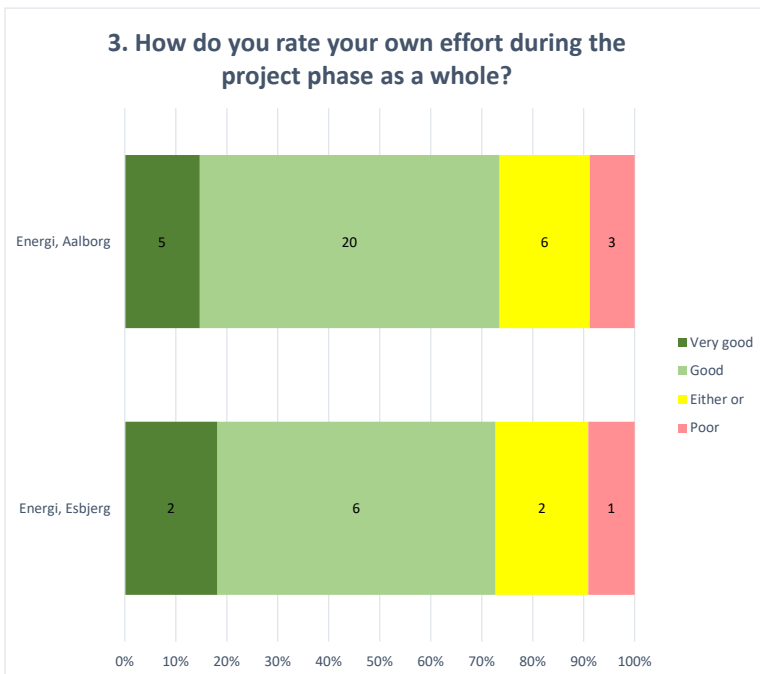


### 4.3 How do you rate your own effort during the project phase as a whole?

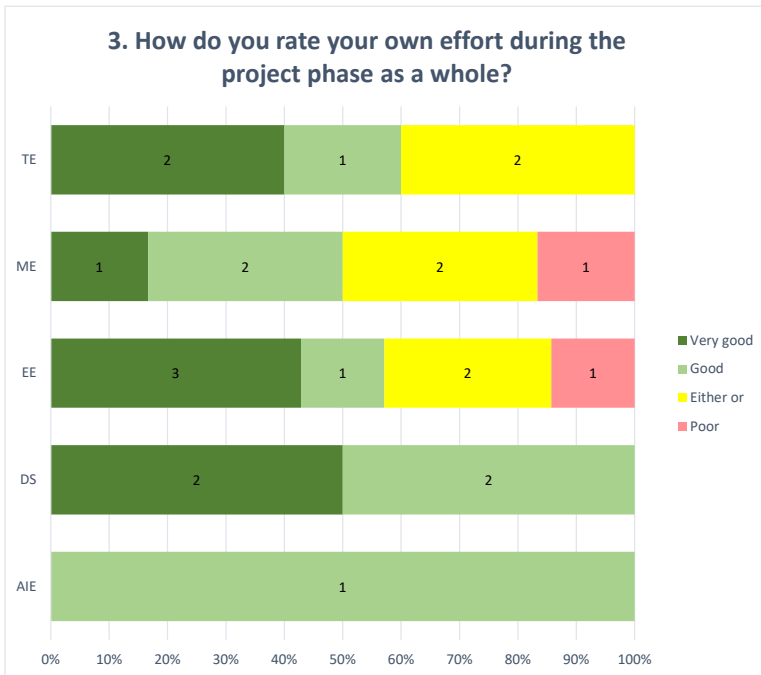
#### 4.3.1: 2<sup>nd</sup> semester



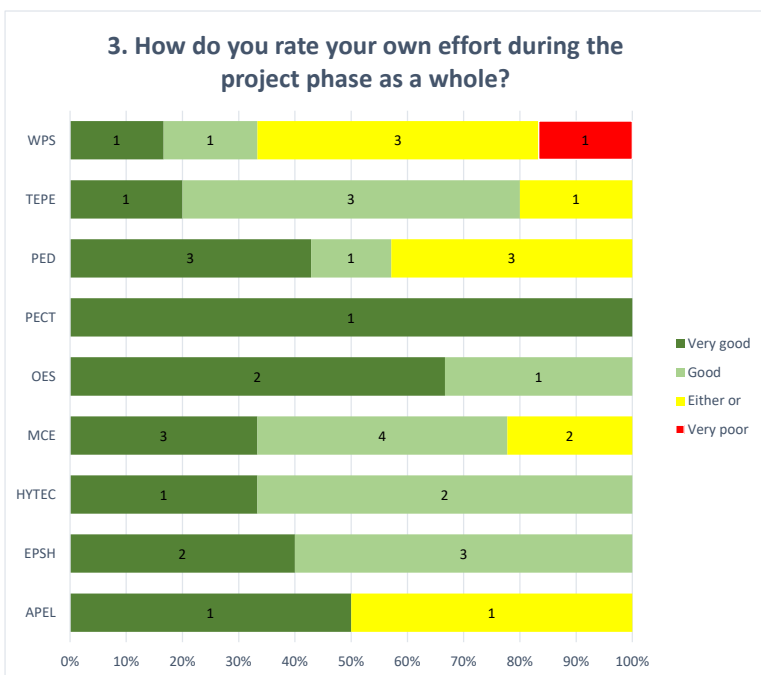
#### 4.3.2: 4<sup>th</sup> semester



4.3.3: 6<sup>th</sup> semester

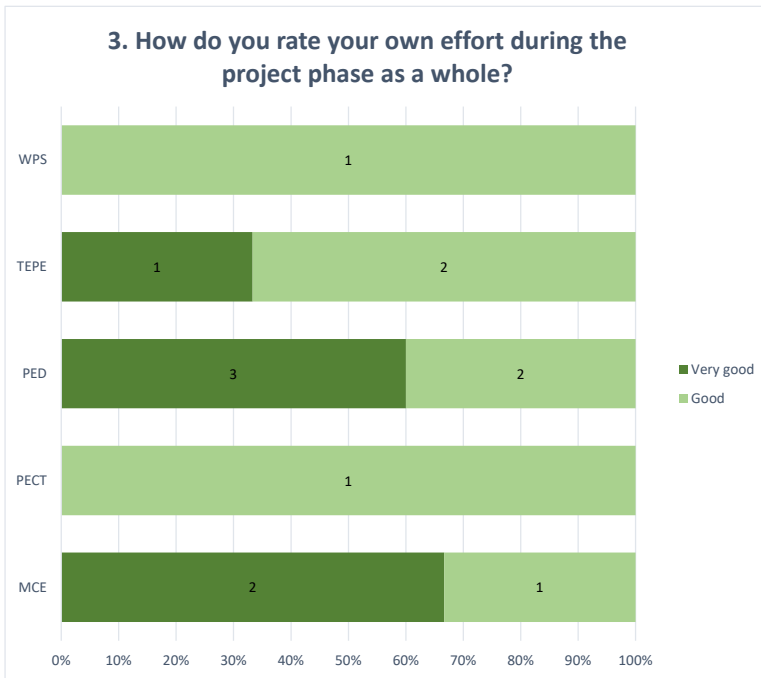


4.3.4: 8<sup>th</sup> semester



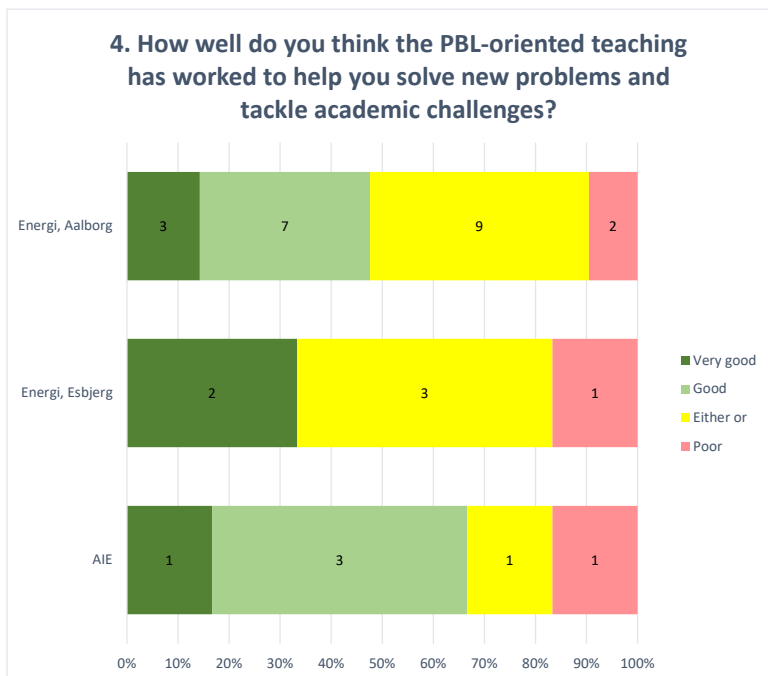


4.3.5: 10<sup>th</sup> semester

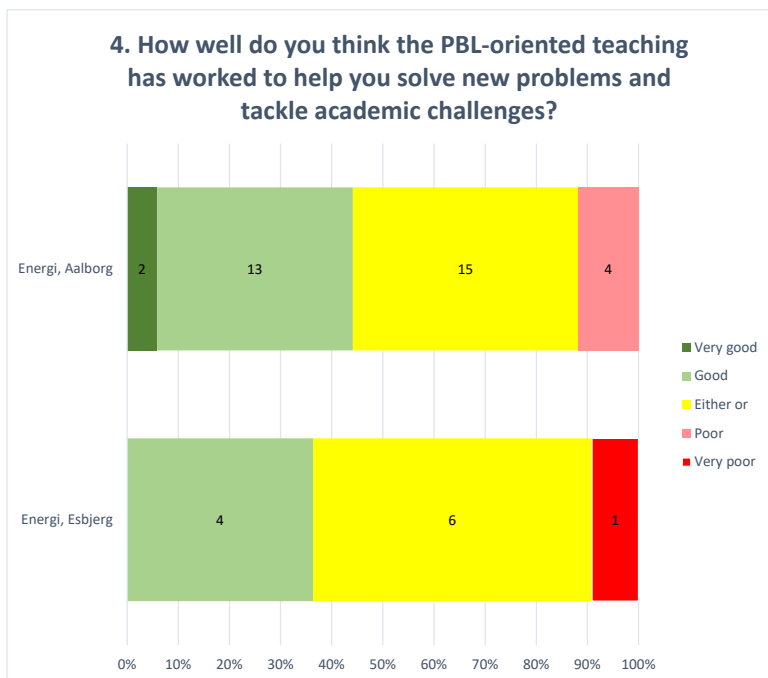


#### 4.4: How well do you think the PBL-oriented teaching has worked to help you solve new problems and tackle academic challenges?

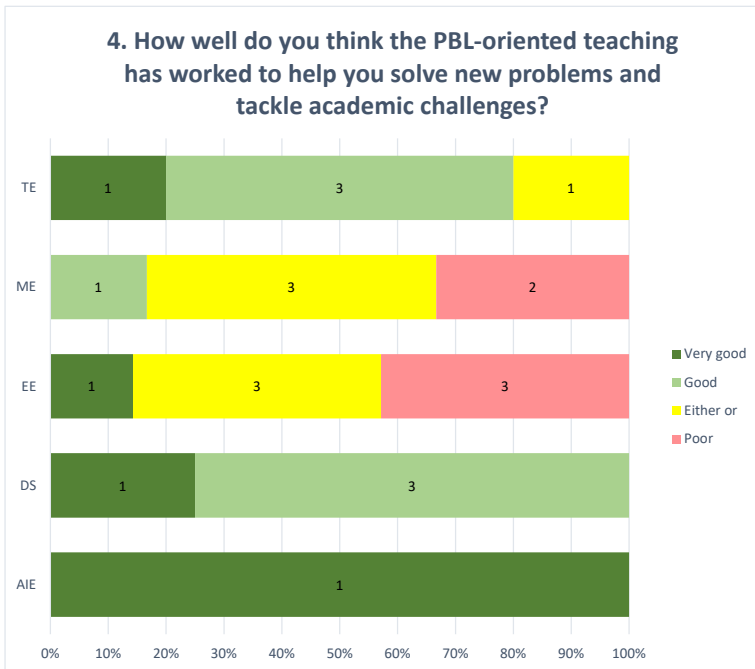
##### 4.4.1: 2<sup>nd</sup> semester



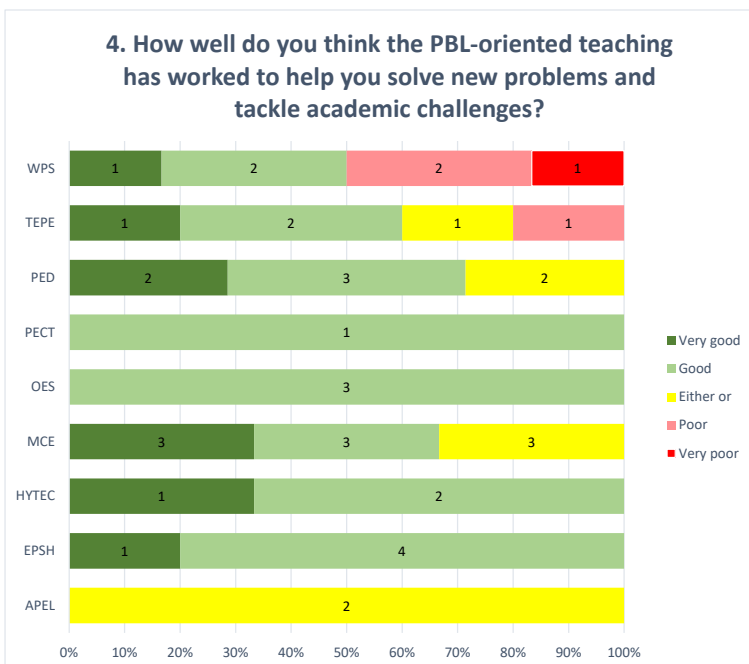
##### 4.4.2: 4<sup>th</sup> semester



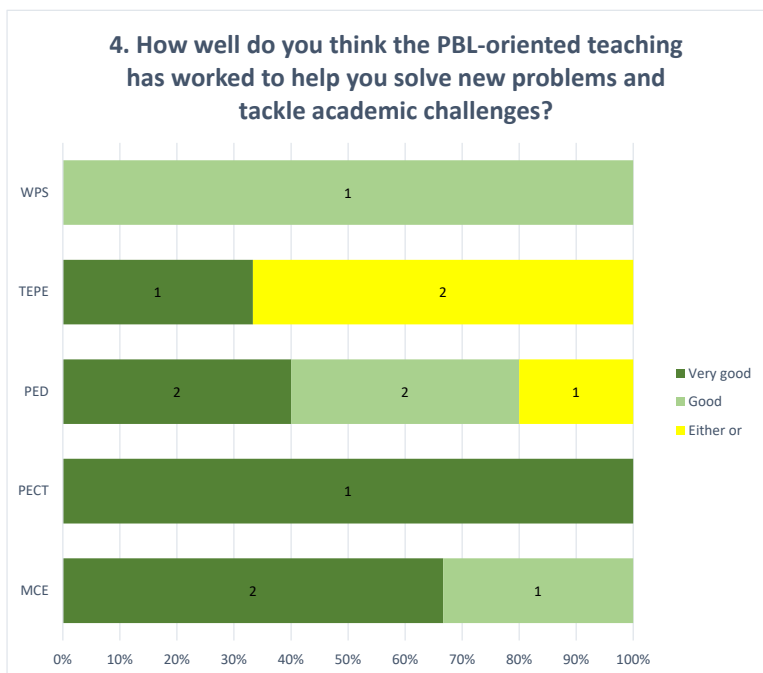
4.4.3: 6<sup>th</sup> semester



4.4.4: 8<sup>th</sup> semester

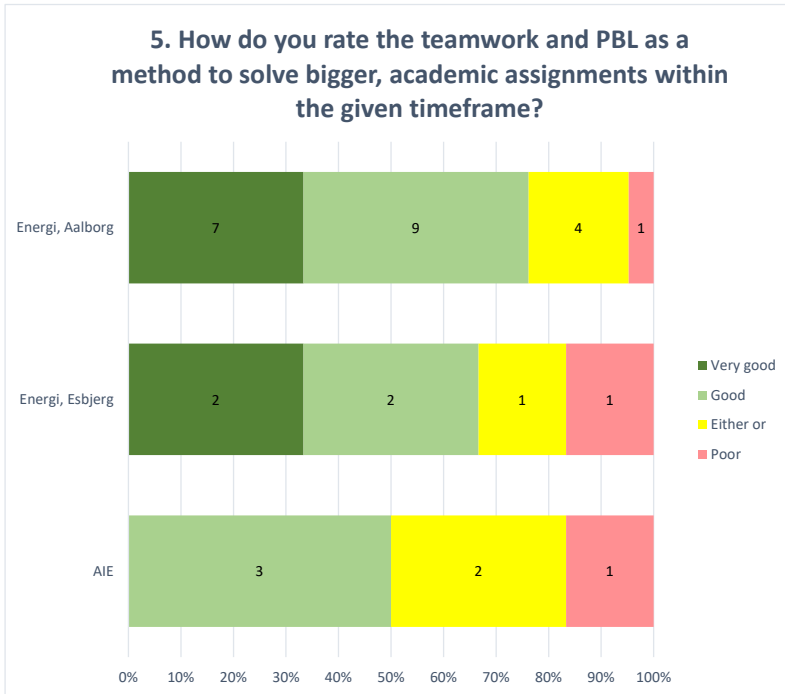


4.4.5: 10<sup>th</sup> semester

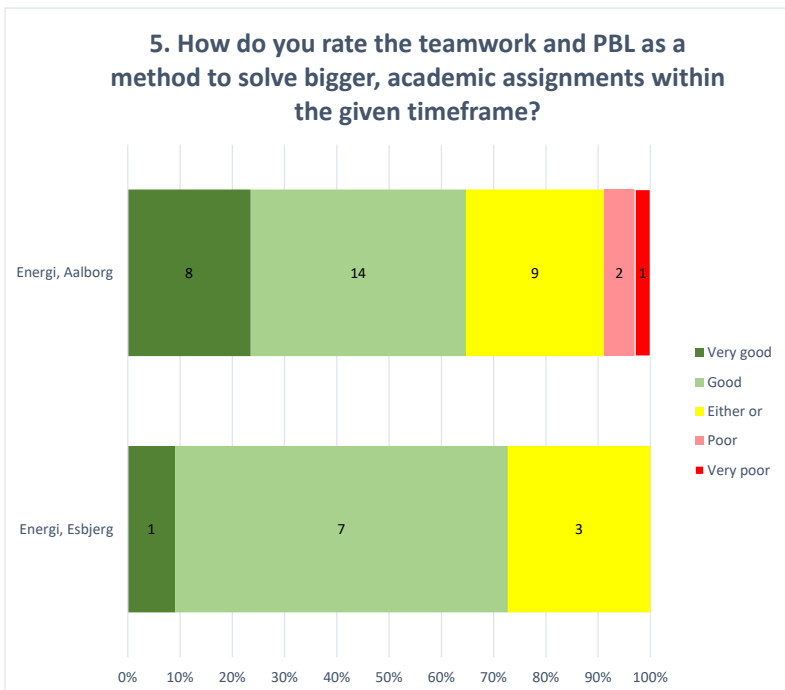


#### 4.5 How do you rate the teamwork and PBL as a method to solve bigger, academic assignments within the given timeframe?

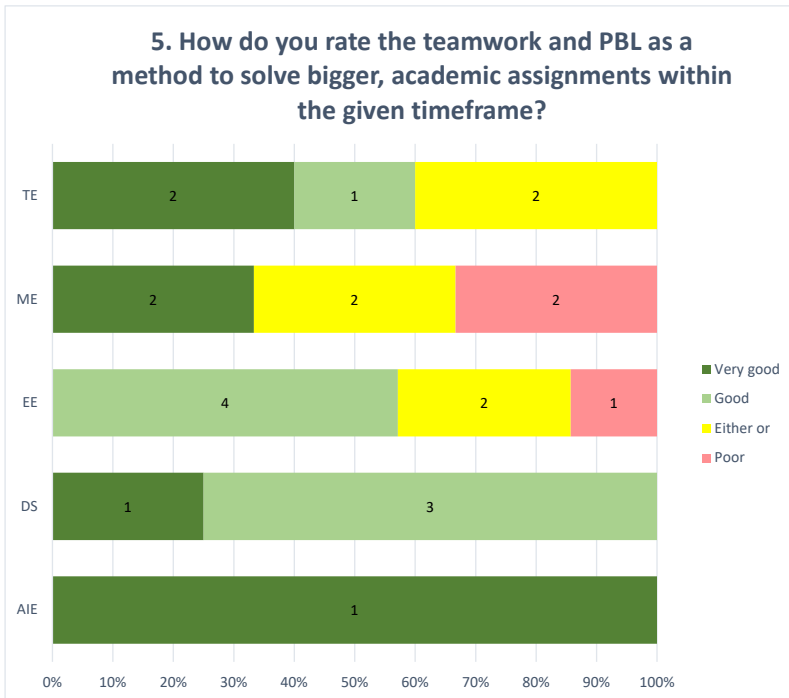
##### 4.5.1: 2<sup>nd</sup> semester



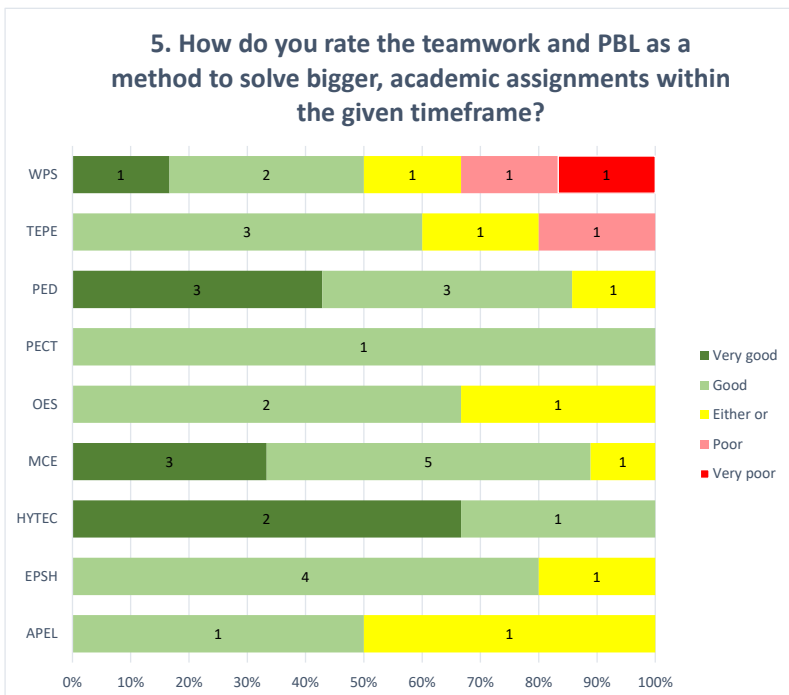
##### 4.5.2: 4<sup>th</sup> semester



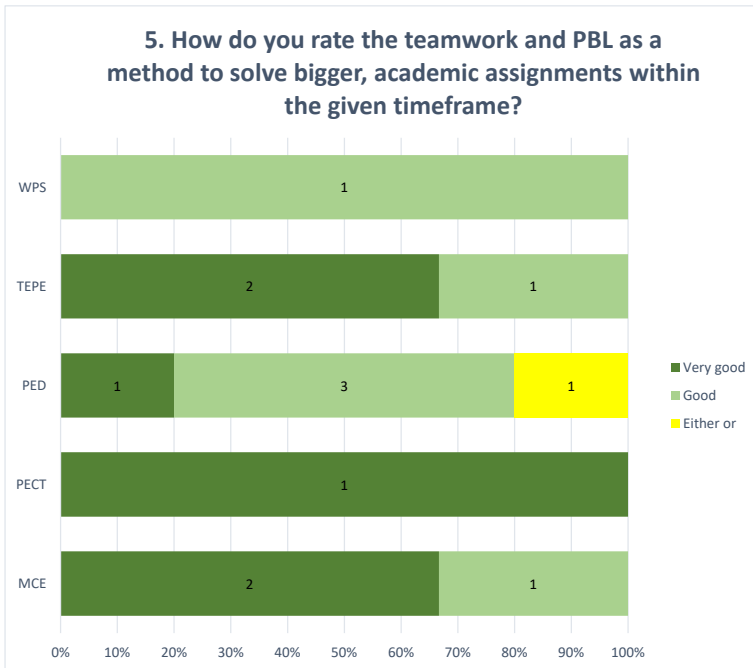
4.5.3: 6<sup>th</sup> semester



4.5.4: 8<sup>th</sup> semester



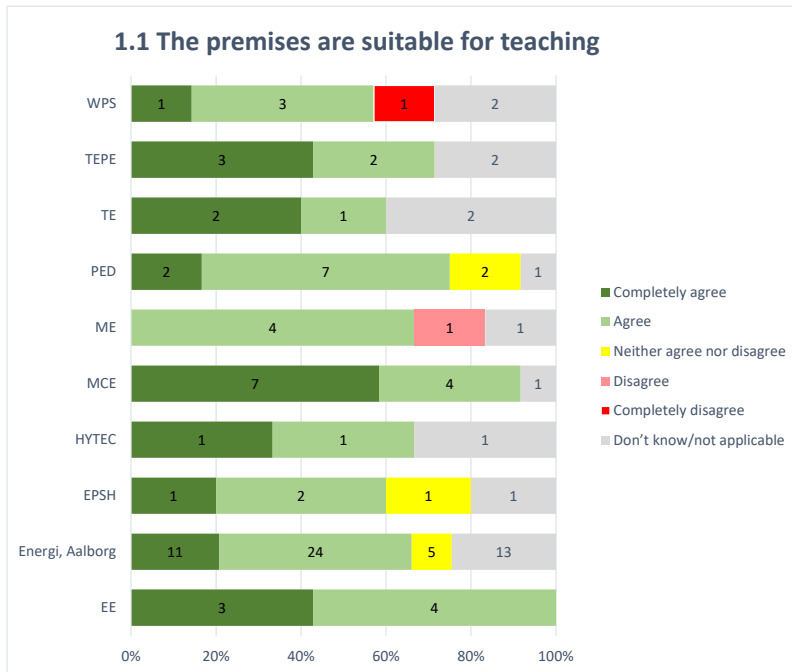
4.5.5: 10<sup>th</sup> semester



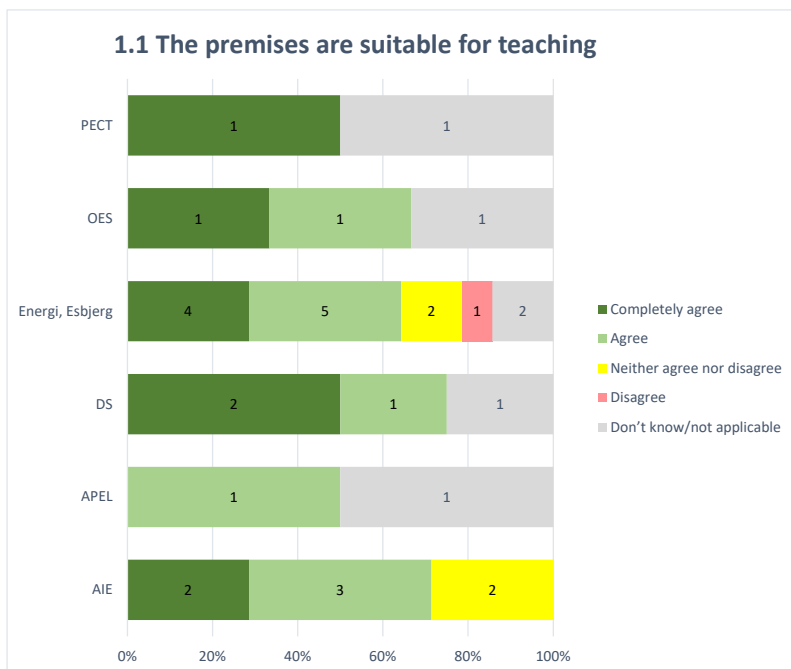
## 5. Study Environment

### 5.1 The premises are suitable for teaching (equipment, indoor climate, interior design, etc.)

#### 5.1.1: Campus Aalborg 2<sup>nd</sup>-10<sup>th</sup> semester



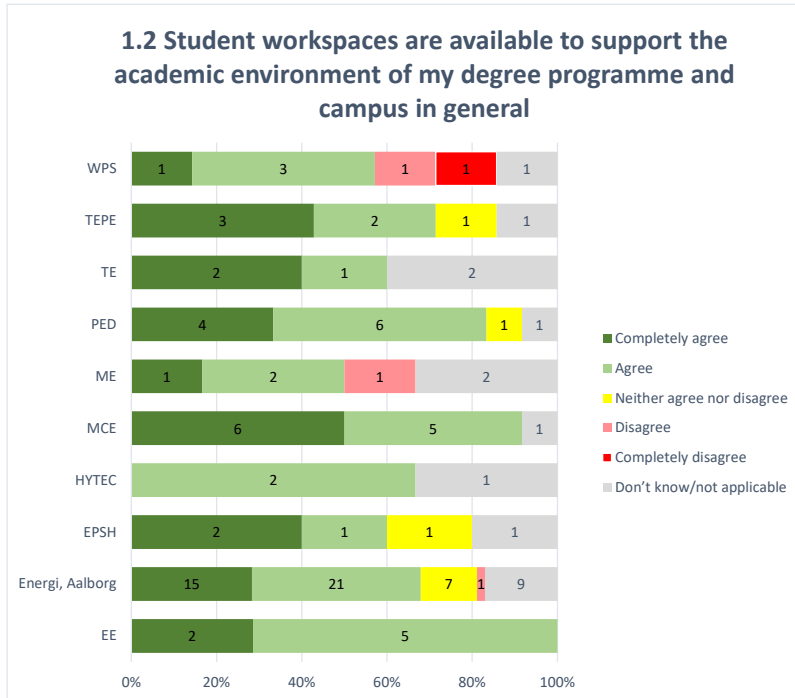
#### 5.1.2: Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester



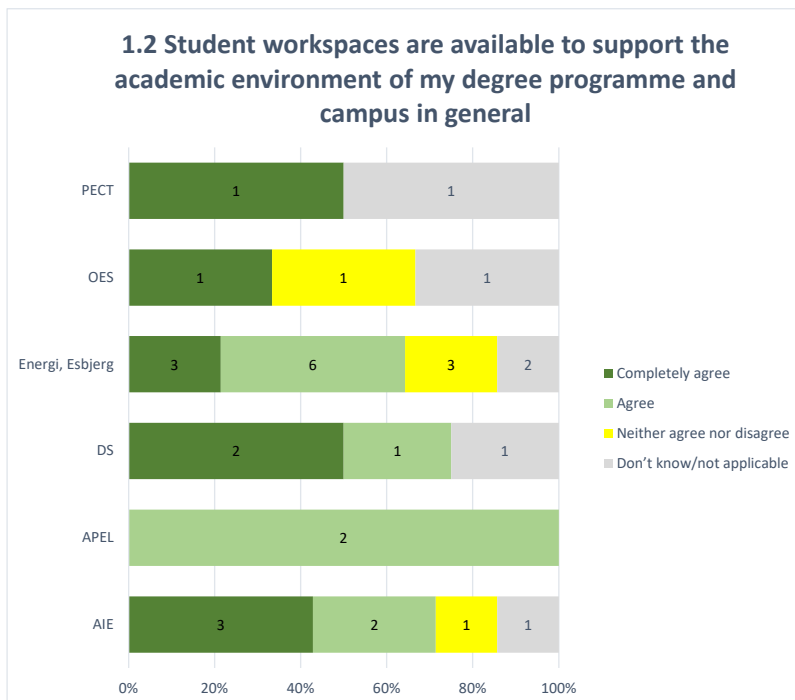


## 5.2 Student workspaces are available to support the academic environment of my degree programme and campus in general

### 5.2.1 Campus Aalborg 2<sup>nd</sup>-10<sup>th</sup> semester

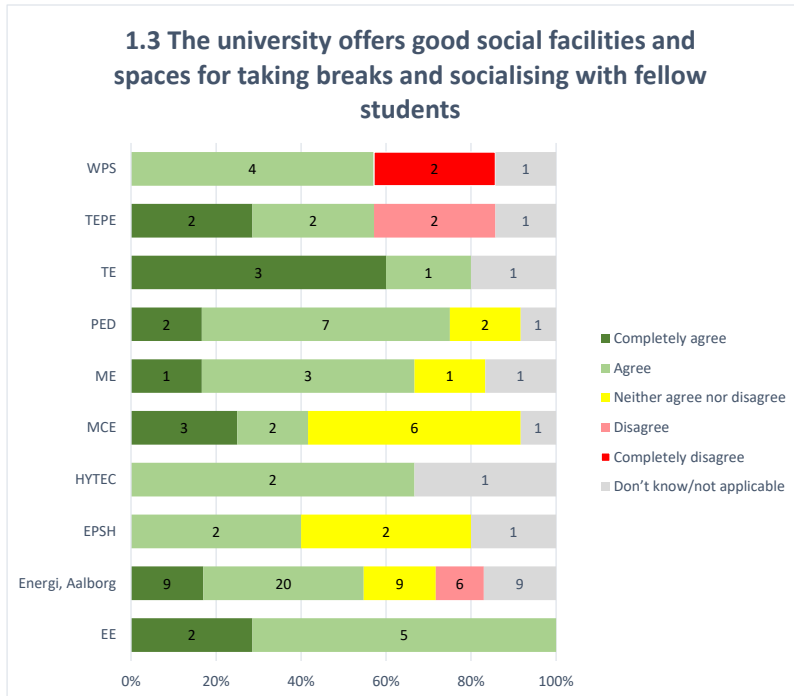


### 5.2.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester

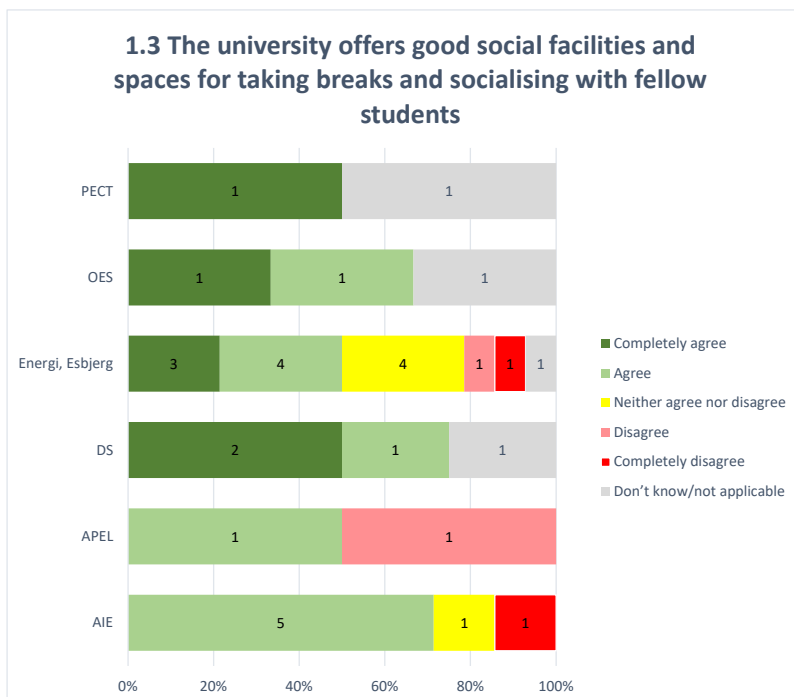


### 5.3 The university offers good social facilities and spaces for taking breaks and socialising with fellow students

#### 5.3.1 Campus Aalborg 2<sup>nd</sup>-10<sup>th</sup> semester

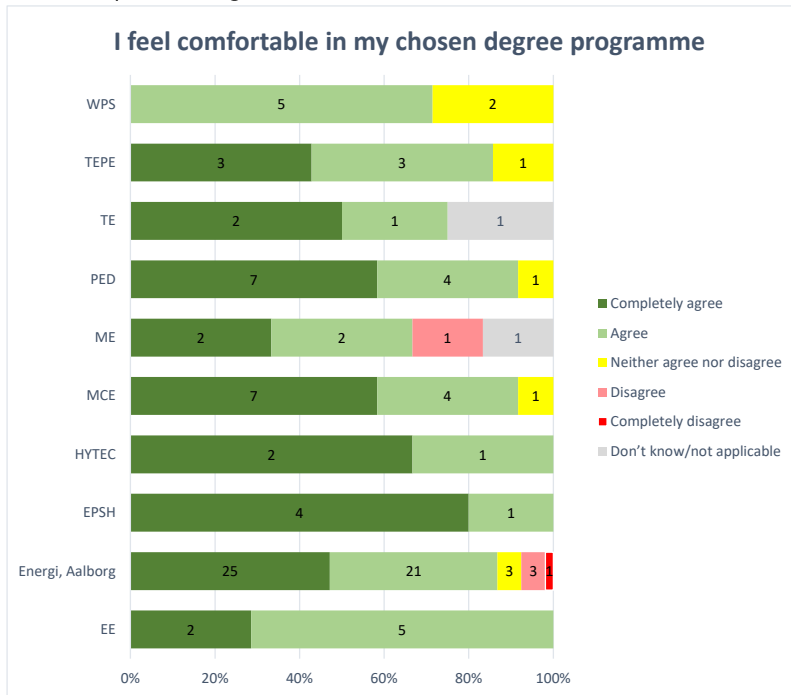


#### 5.3.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester

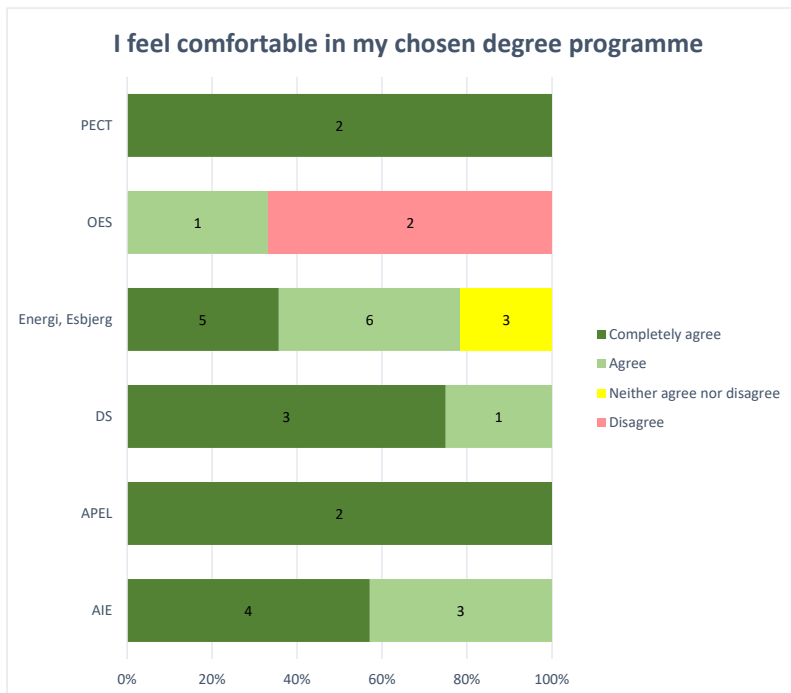


## 5.4 I feel comfortable in my chosen degree programme

### 5.4.1 Campus Aalborg 2<sup>nd</sup>-10<sup>th</sup> semester

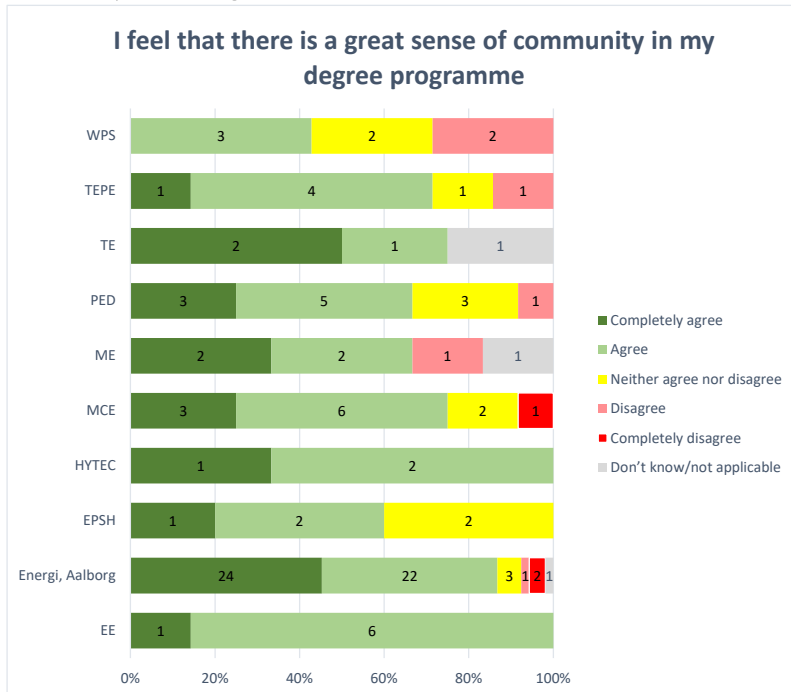


### 5.4.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester

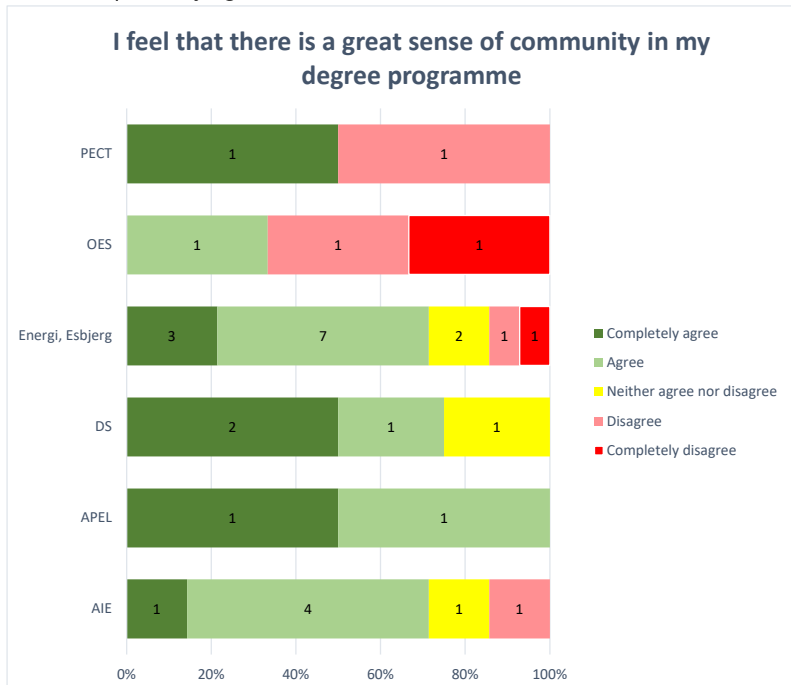


## 5.5 I feel that there is a great sense of community in my degree programme

### 5.5.1 Campus Aalborg 2<sup>nd</sup>-10<sup>th</sup> semester

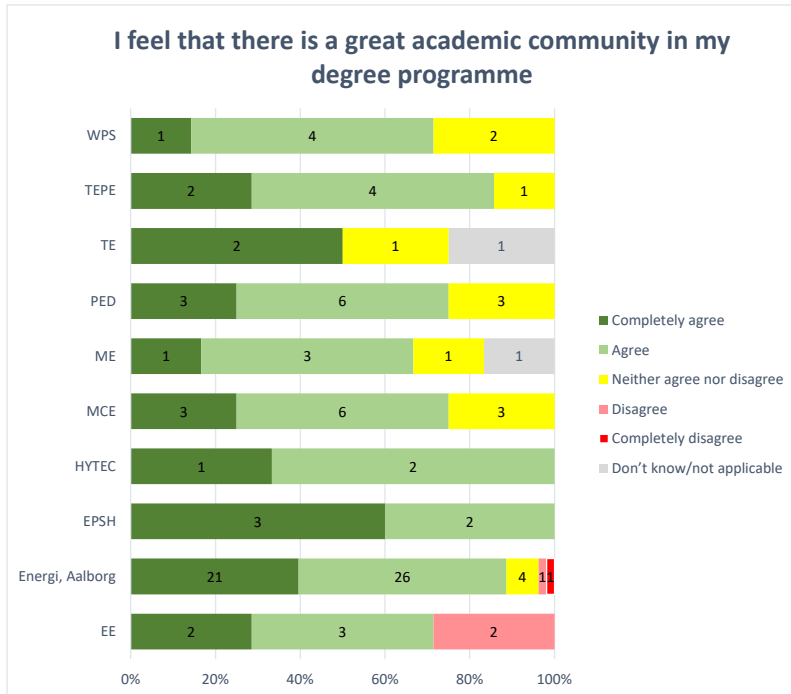


### 5.5.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester

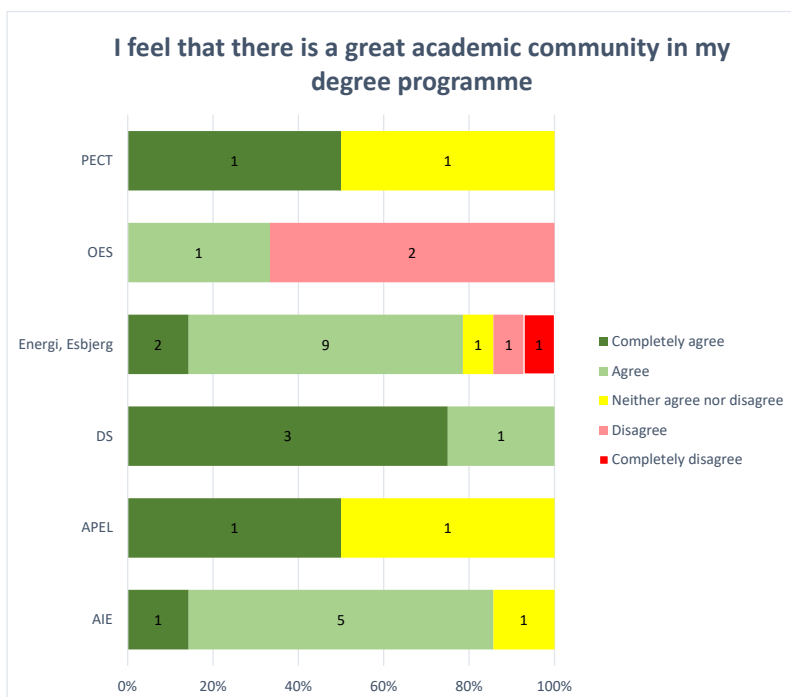


## 5.6 I feel that there is a great academic community in my degree programme

### 5.6.1 Campus Aalborg 2<sup>nd</sup>-10<sup>th</sup> semester

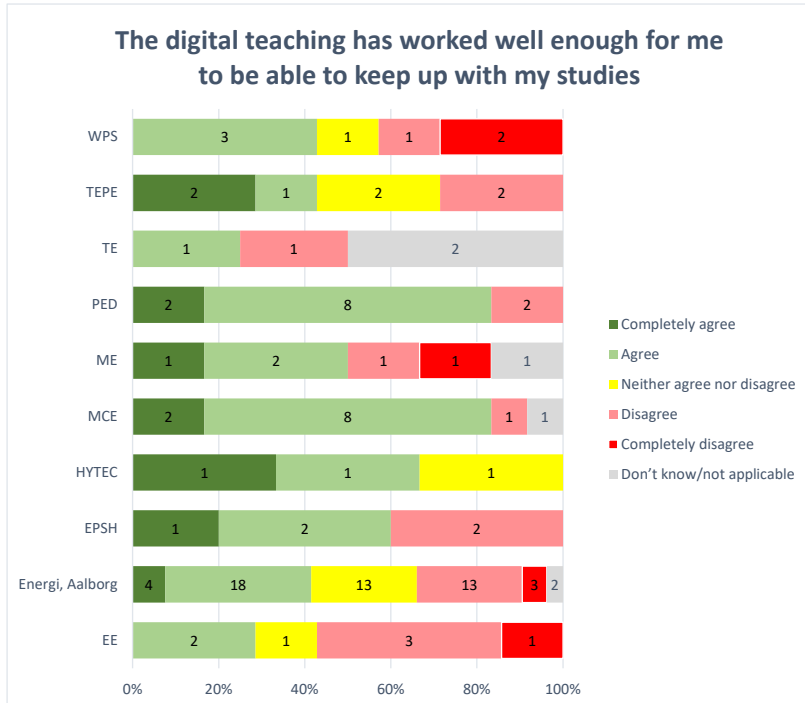


### 5.6.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester

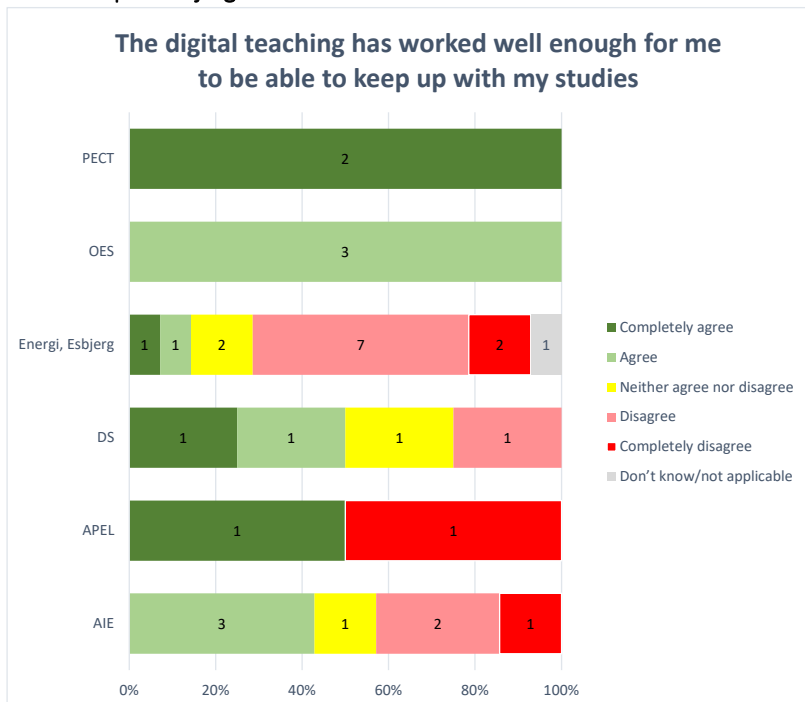


## 5.7 The digital teaching has worked well enough for me to be able to keep up with my studies

### 5.7.1 Campus Aalborg 2<sup>nd</sup>-10<sup>th</sup> semester

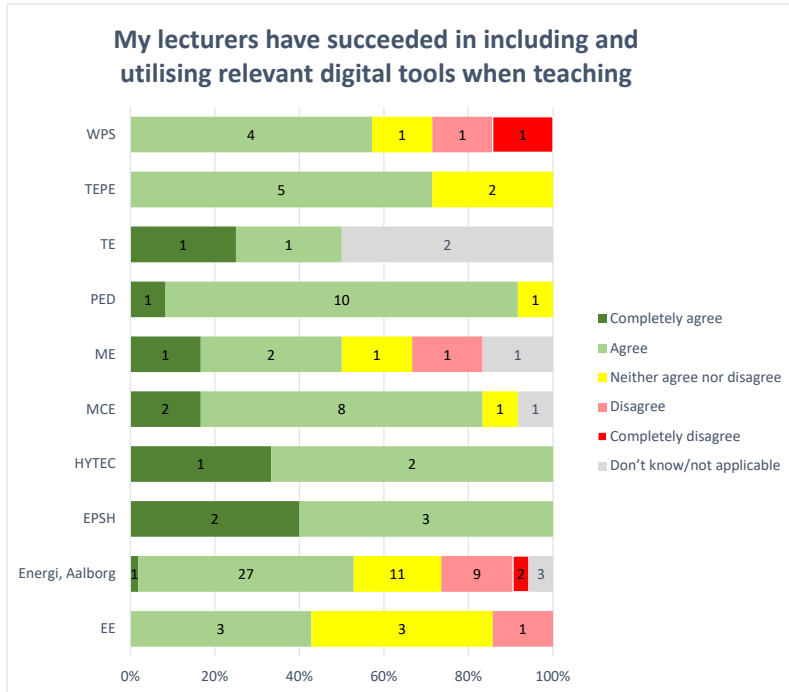


### 5.7.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester

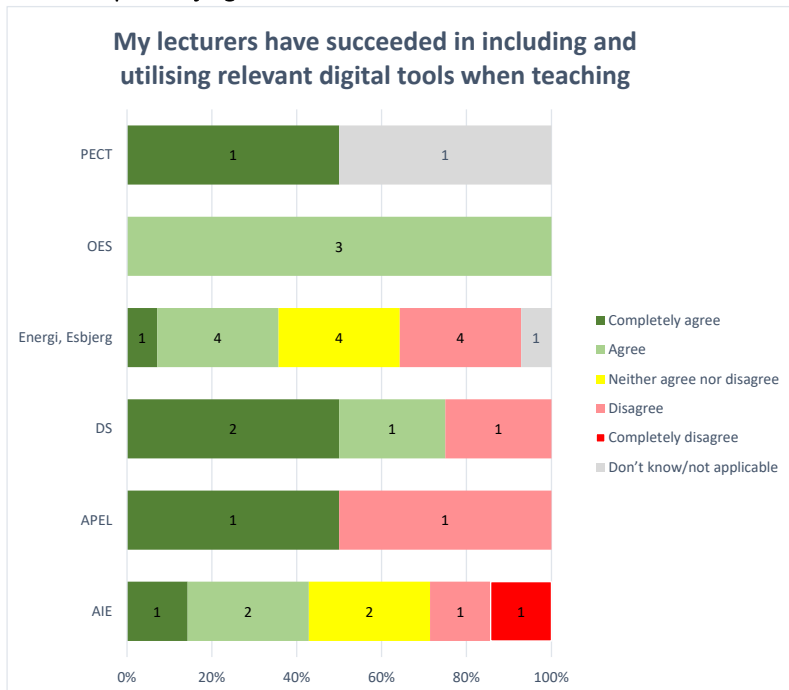


## 5.8 My lecturers have succeeded in including and utilising relevant digital tools when teaching

### 5.8.1 Campus Aalborg 2<sup>nd</sup>-10<sup>th</sup> semester

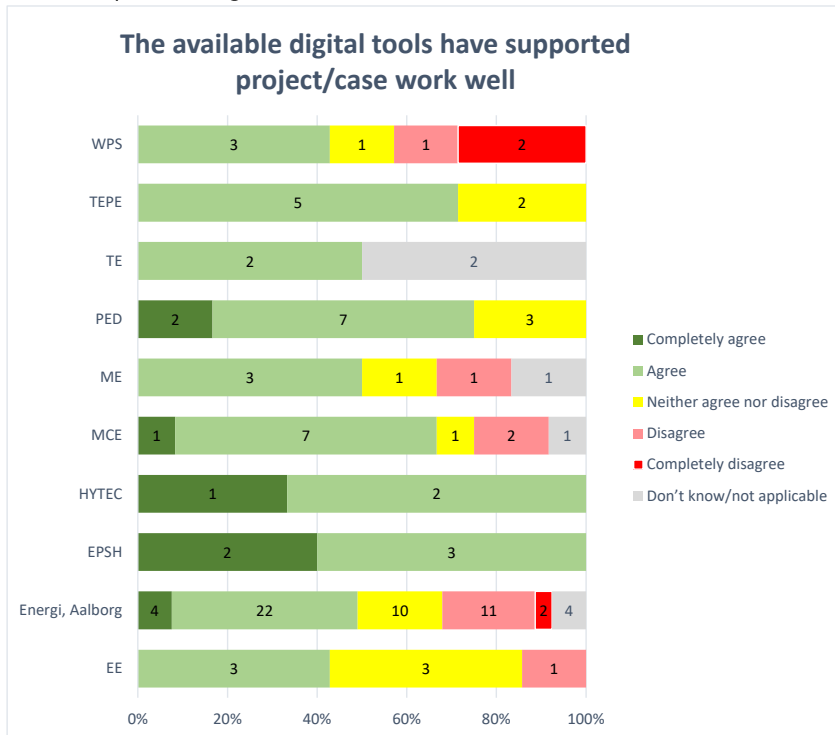


### 5.8.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester

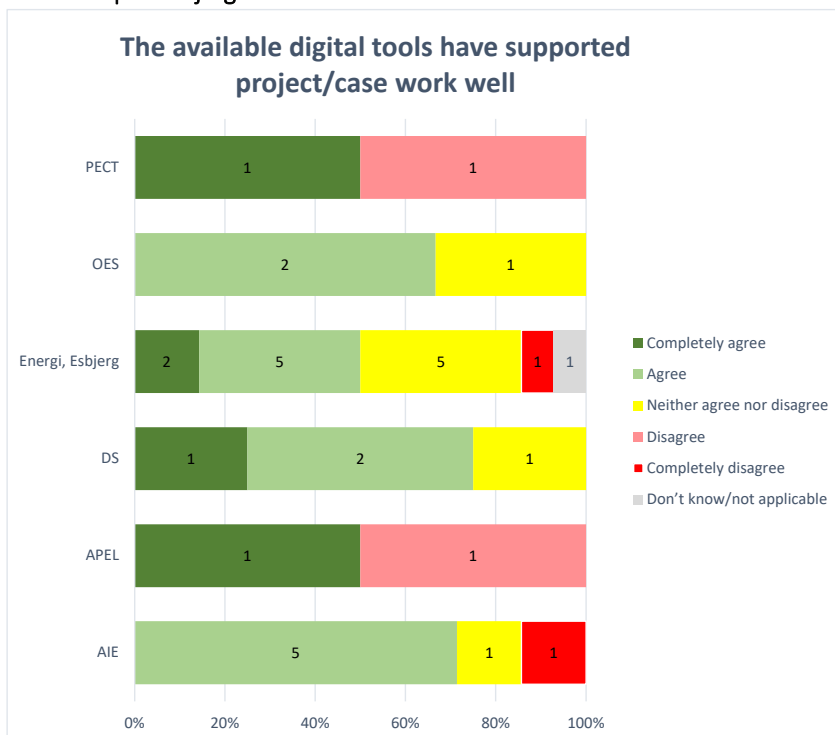


## 5.9 The available digital tools have supported project/case work well

### 5.9.1 Campus Aalborg 2<sup>nd</sup>-10<sup>th</sup> semester



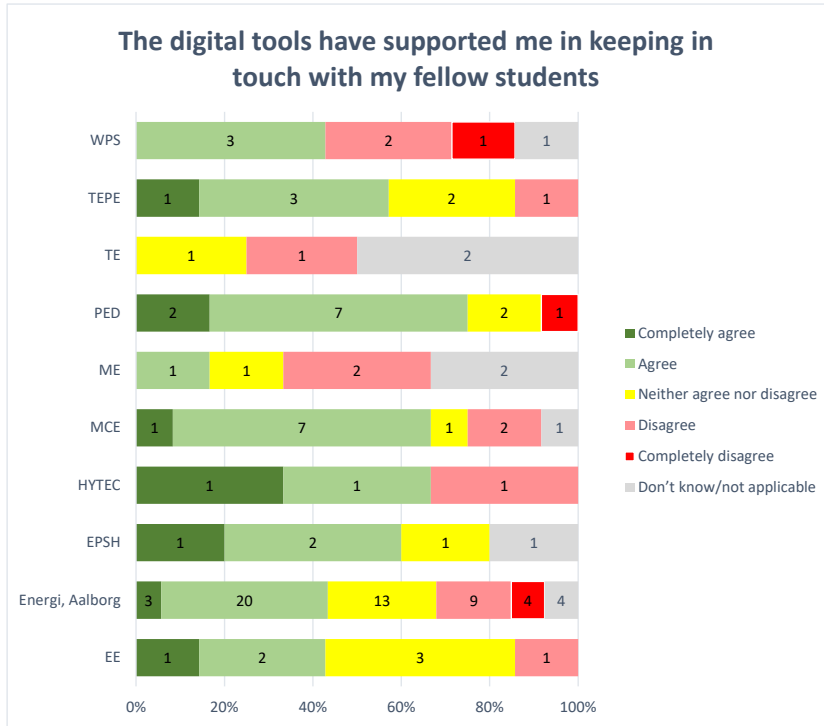
### 5.9.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester



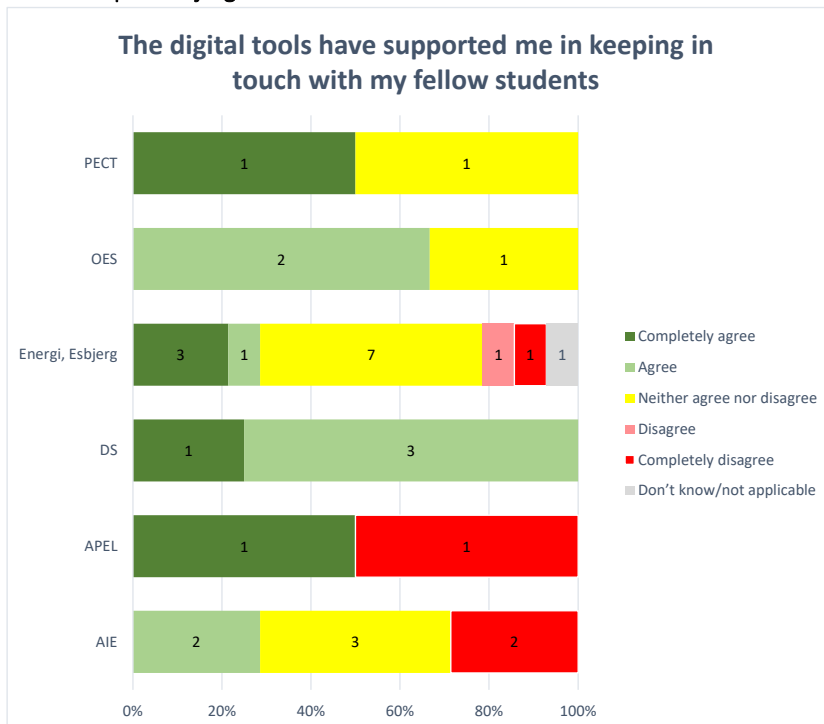


## 5.10 The digital tools have supported me in keeping in touch with my fellow students

### 5.10.1 Campus Aalborg 2<sup>nd</sup>-10<sup>th</sup> semester



### 5.9.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester



## Abbreviations

- AIE: Applied Industrial Electronics
- DS: Dynamic Systems
- ED: Electronics and Computer Engineering
- EE: Electrical Energy
- EN: Energy
- EPSH: Electric Power Systems and High Voltage Engineering
- HYTEC: Fuel Cells and Hydrogen Technology
- IRS: Intelligent Reliable Systems
- MCE: Mechatronic Control Engineering
- ME: Mechatronics
- OES: Offshore Energy Systems
- PECT: Proces Engineering and Combustion Technology
- PED: Power Electronics and Drives
- TE: Thermal Energy
- TEPE: Thermal Energy and Process Engineering
- WPS: Wind Power Systems