



**AAU
ENERGY**

**AALBORG
UNIVERSITY**

SEMESTER EVALUATION

SPRING SEMESTER 2022

The Study Secretariat, AAU Energy

December 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 2022. The qualitative data has been processed internally and in confidentiality by the Study Board for Energy and the BEEM Study Board respectively. Likewise, the quantitative data concerning the evaluation of all the courses has been processed in confidentiality with the relevant teachers and will not be reproduced in this report.

1.2 Follow-up on the results

Overall, the results show that the students have assessed this semester better than the previous Spring semester which was largely affected by the Corona situation. An overwhelming majority of the students feel comfortable in their study programmes and a large majority of the courses and projects are also assessed favourably as well as the study environment. However, the students also point out various challenges and wishes for improvement. Below is a summary of which issues the two study boards have decided to act on and how.

The Study Board for Energy, Aalborg

Semester evaluation

Especially on EN2 and EN4 there is significant criticism. For EN2 the criticism is concentrated around the LeadENG projects where students ask for clearer guidelines from the supervisors. The study board will ensure that the supervisors are clearly informed about the guidelines for these projects in collaboration with the semester coordinator. The criticism on EN4 is mainly regarding two of the courses which the study board will work to improve with the teachers. For one of the courses, a new teacher will undertake the course in the coming Spring semester. Some students on EN4 also point out that 10 ECTS is not aligned with the actual amount spent on the project and that it should be 15 ECTS. The study board has decided that the project will be changed to 15 ECTS in the study curriculum from 2023.

Physical study environment

- On the second semester, several students note that the indoor climate is poor. Thankfully, the first year of study has moved away from Badehusvej where this criticism is aimed.
- Some students ask for more decoration of the walls in Pon101, and several students note that the temperature can reach very high levels in this building. The study board has decided to acquire some art for the walls and put up posters illustrating research projects and posters from the CES conference. Because it is a governmental building, it is not allowed to install air condition under the state's rules. However, the study board will explore whether it is possible to keep the ventilation system turned on for longer hours during the day and in holiday periods.
- For Pon105, students ask for more coffee machines and a water dispenser. There is already installed a water dispenser. The study board will explore whether the department can install an additional coffee machine where it is possible for the students to buy a cup of coffee.
- Some students also ask for small tables in the group rooms for office supplies and televisions. The study secretaries have already been in contact with Campus Service regarding this issue, and the tables have been delivered to the group rooms.

Psychosocial study environment

- As described previously, the students feel very comfortable in their study programmes and they experience a good academic and active social study environment.

Harassment

Unfortunately, five students note that they have experienced harassment. The study board have discussed how to make information regarding harassment clearer and more available. For example, AAU offers students help from the university's psychological response team. This information needs to be available on Moodle as well as posters and info screens in the study environment. From now on, the semester coordinators will also inform the students about this in the first semester group meetings each semester. The study board encourages these students to contact them if they experience harassment so they can act on it as quickly as possible. Other staff can also be contacted as they will treat these cases in confidentiality.

The BEEM Study Board

Semester evaluation

A few students on AIE remark that some of the course material is out of place such as static mechanics and dynamics. The study board is due to make a revision of the study curricula and these issues will be discussed in relation to this revision. Additionally, on AIE some students note that they feel that the project groups are too big on the first year of study. The study board discussed this issue, and it is a good exercise for the students to start out in big groups and gives them the opportunity to work with many different students so this will not be changed.

Physical study environment

In general, the physical study environment is viewed very favourably by the students but there are two wishes for improvement: Installation of monitors in the group rooms and a communal lounge area where the students can talk across the different groups. The department will investigate the possibility to acquire monitors for the group rooms and whether a communal area can be arranged.

Psychosocial study environment

The students feel highly content in their study programmes. However, some students mention that they primarily stick to their group and do not mingle a lot with students from other groups and study programmes. In relation to this, some ask for more social events, more cooperation between different groups of students and an attractive communal area. The study board assesses that there are already many social events, and it is also up to the students to engage in these but more cooperation between students can be facilitated. The study board will investigate different solutions such as LeadENG, speed dating, etc.

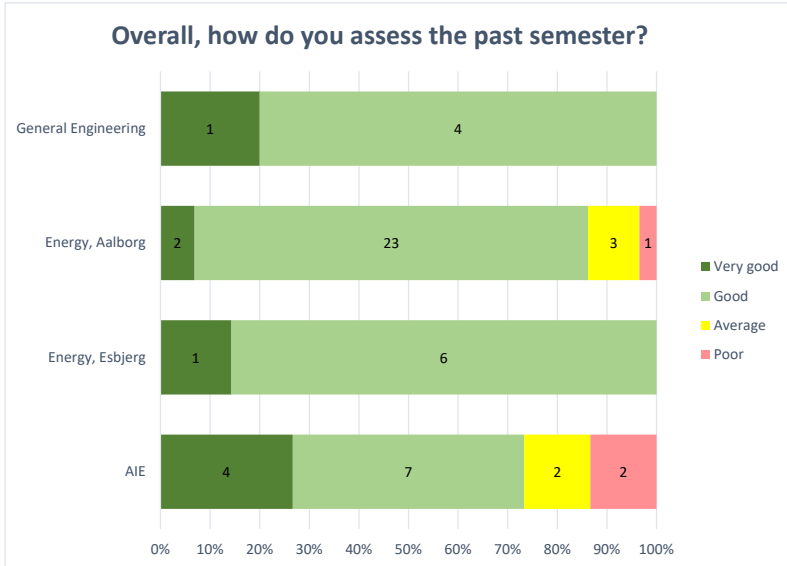


2. Response rate

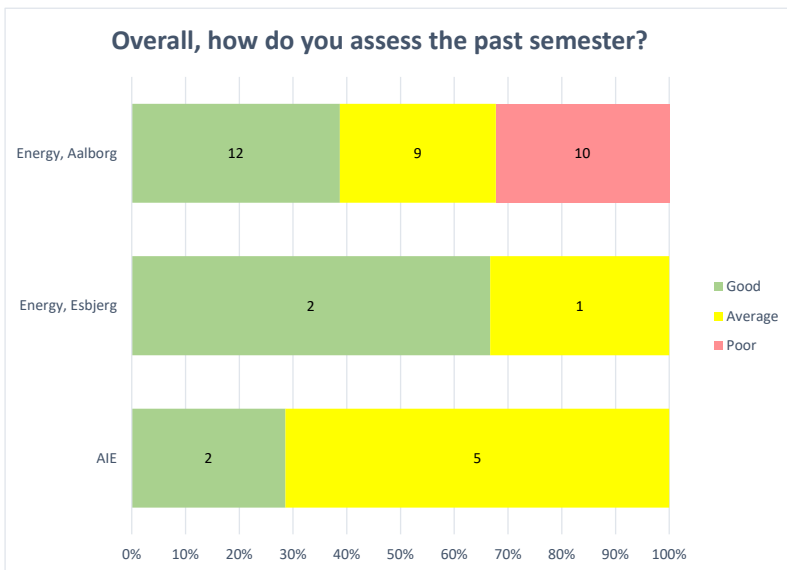
Study programme	Responses	Students	Response rate
IV2	4	8	50%
EN2 - Aalborg	26	46	57%
EN2 - Esbjerg	6	10	60%
EN4 - Aalborg	27	43	63%
EN4 - Esbjerg	3	9	33%
AIE2 - Esbjerg	6	14	43%
AIE4 - Esbjerg	0	14	0%
AIE6 - Esbjerg	3	12	25%
DS6 - Esbjerg	3	3	100%
TP6 - Esbjerg	1	4	25%
EE6 - Aalborg	11	14	79%
ME6, MED6	16	24	67%
TE6, TED6	17	21	81%
ESPH2	2	7	29%
EPSH4	4	7	57%
PED2	3	12	25%
PED4	4	6	67%
WPS2	3	6	50%
WPS4	3	4	75%
MCE2	7	22	32%
MCE4	7	19	37%
TEPE2	1	12	8%
TEPE4	2	11	18%
HYTEC2	8	9	89%
HYTEC4	1	3	33%
OES2	4	10	40%
OES4	3	3	100%
PECT2	3	3	100%
PECT4	0	2	0%
APEL2	1	3	33%
APEL4	2	3	67%
Sum	181	364	50%
Esbjerg	35	90	39%
Aalborg	146	274	53%

3. Semester

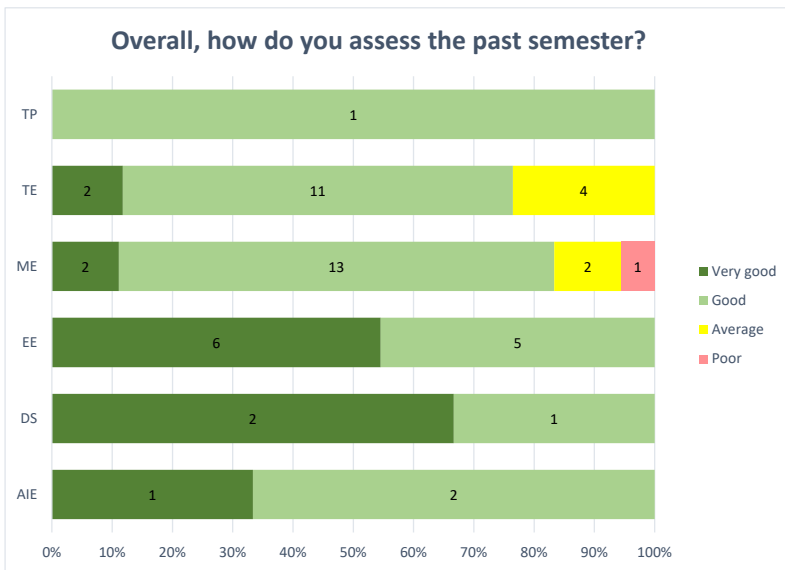
3.1 2nd semester



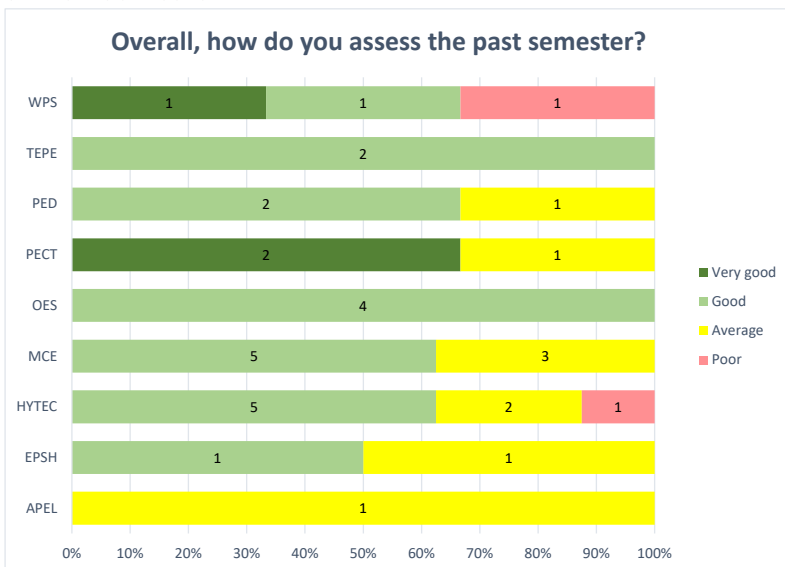
3.2: 4th semester



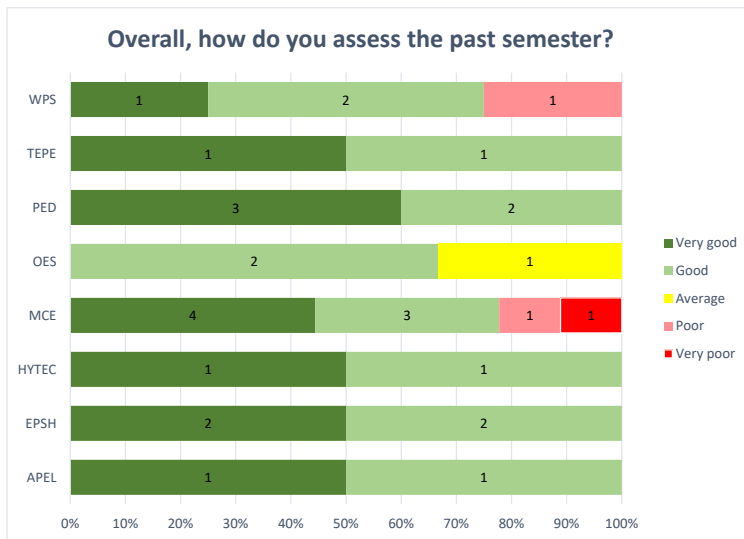
3.3: 6th semester



3.4: 8th semester



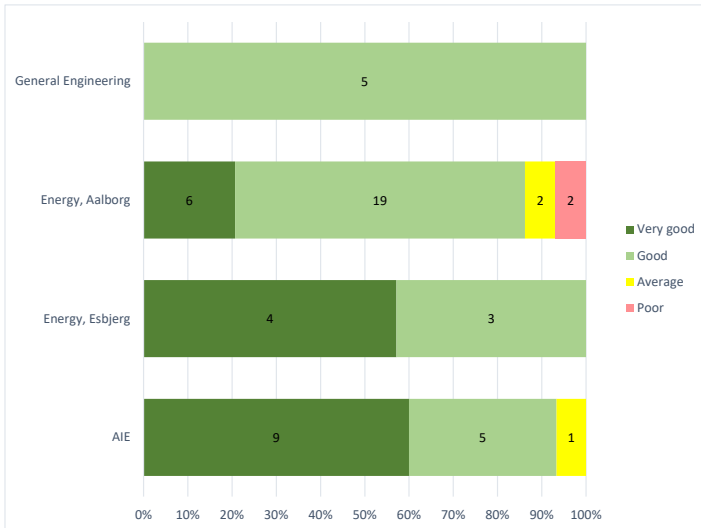
3.5: 10th semester



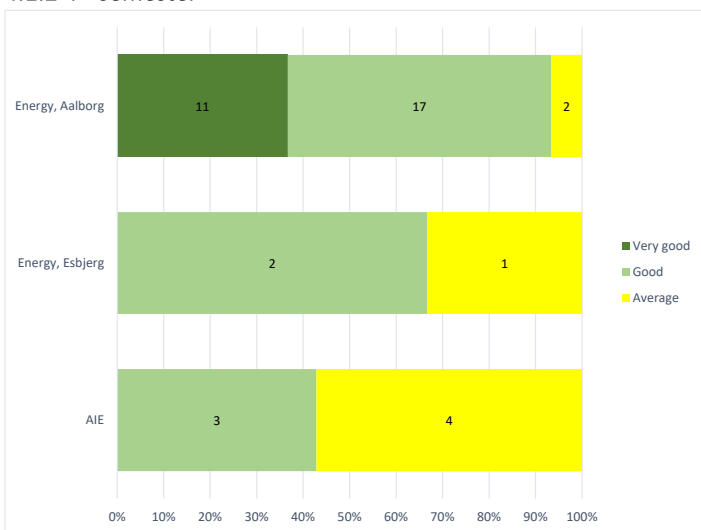
4. Project evaluation

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

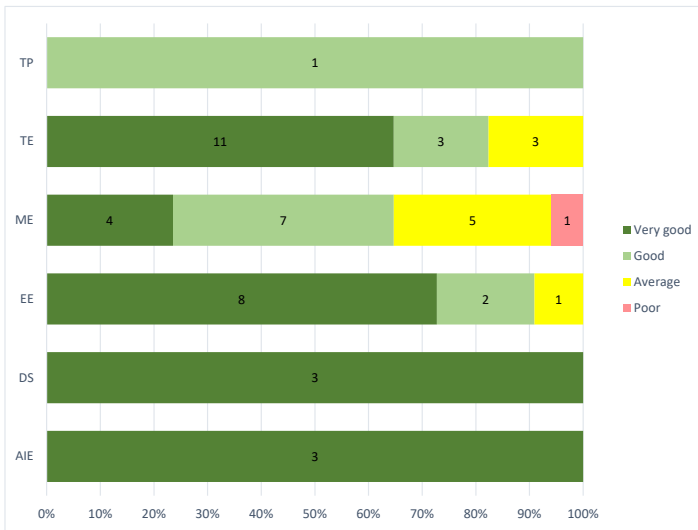
4.1.1 2nd semester



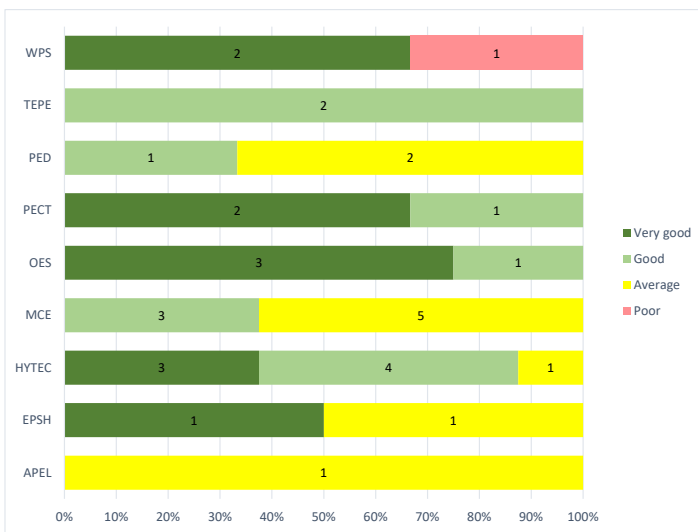
4.1.2 4th semester



4.1.3: 6th semester



4.1.4: 8th semester

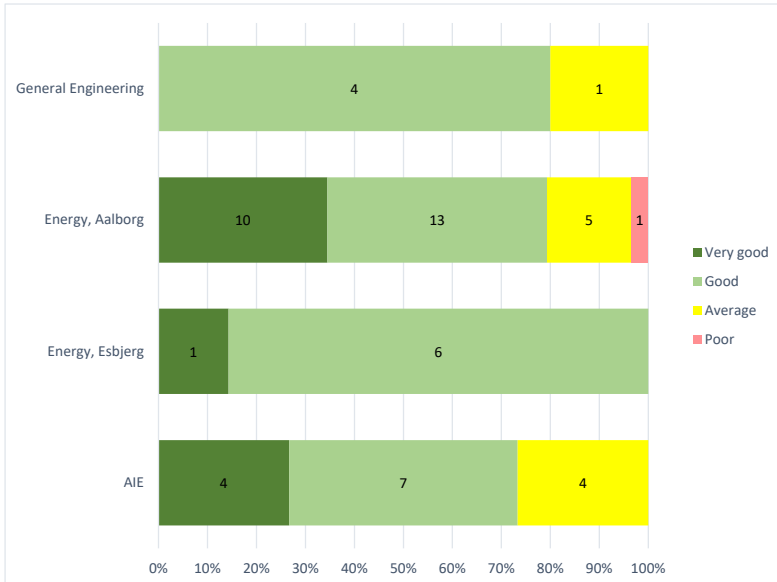


4.1.5: 10th semester

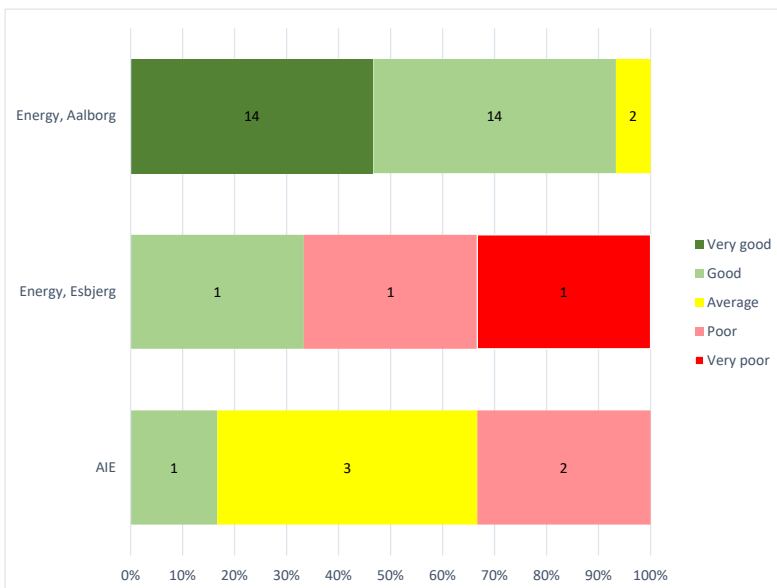


4.2 How well do you think the project framework (group work, guidance, scale etc.) has contributed to satisfy the learning goals of the project?

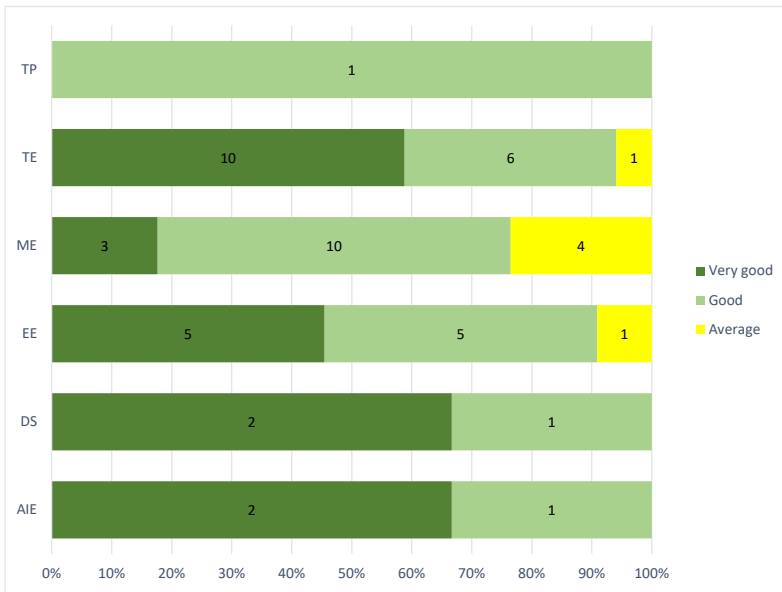
4.2.1 2nd semester



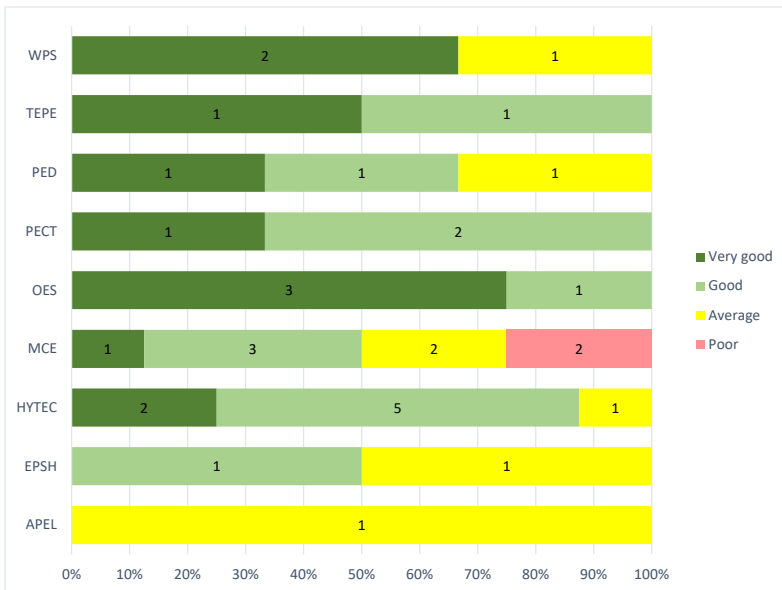
4.2.2 4th semester



4.2.3: 6th semester



4.2.4: 8th semester

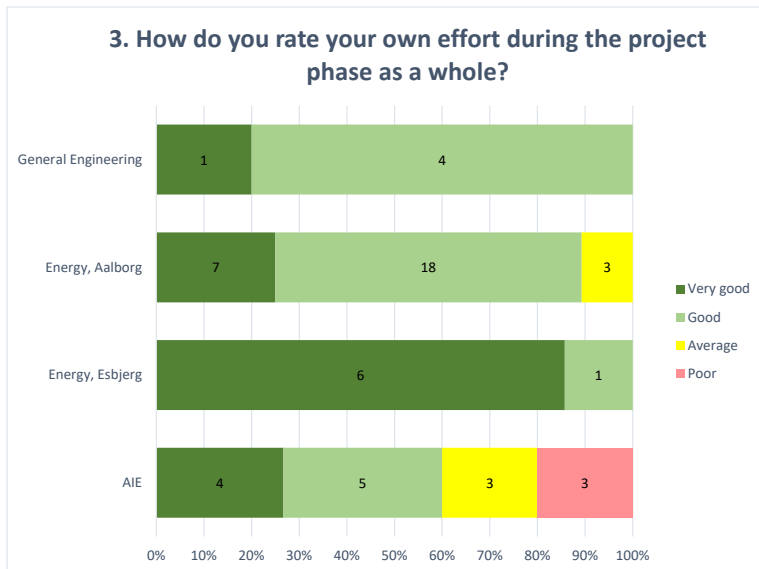


4.2.5: 10th semester

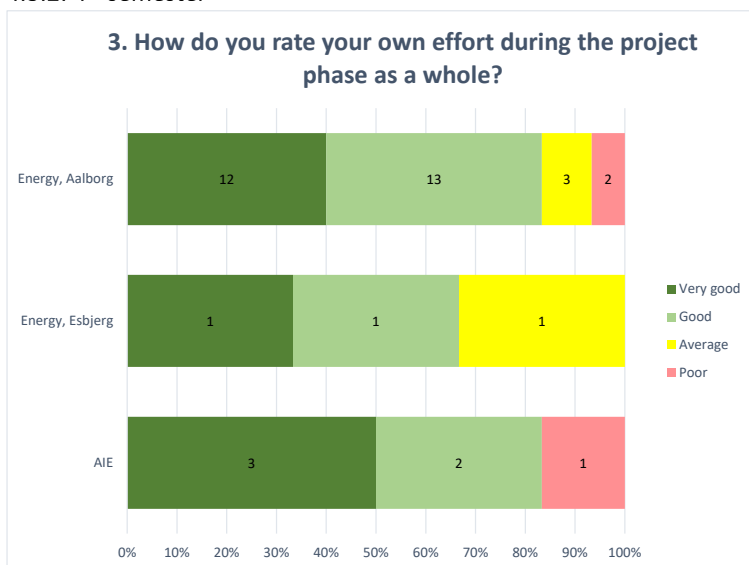


4.3 How do you rate your own effort during the project phase as a whole?

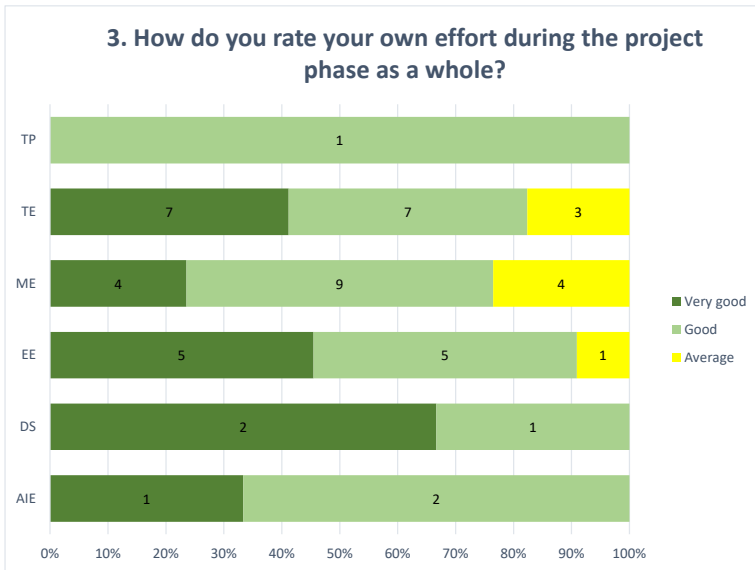
4.3.1: 2nd semester



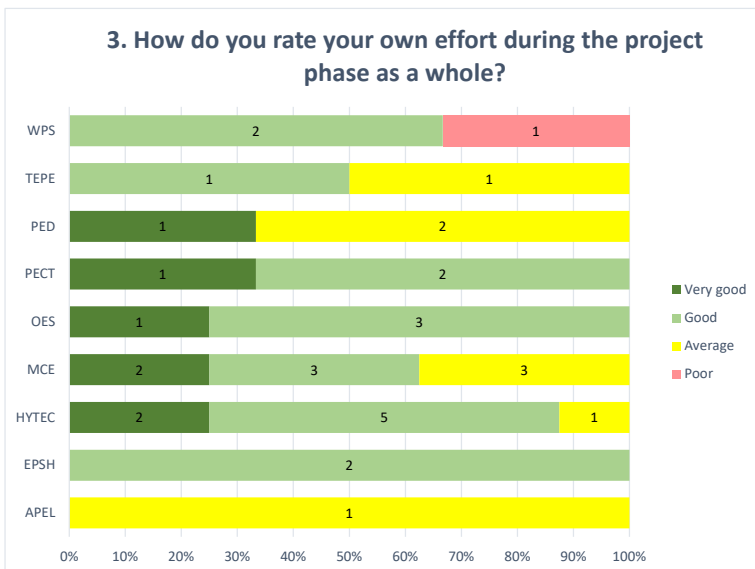
4.3.2: 4th semester



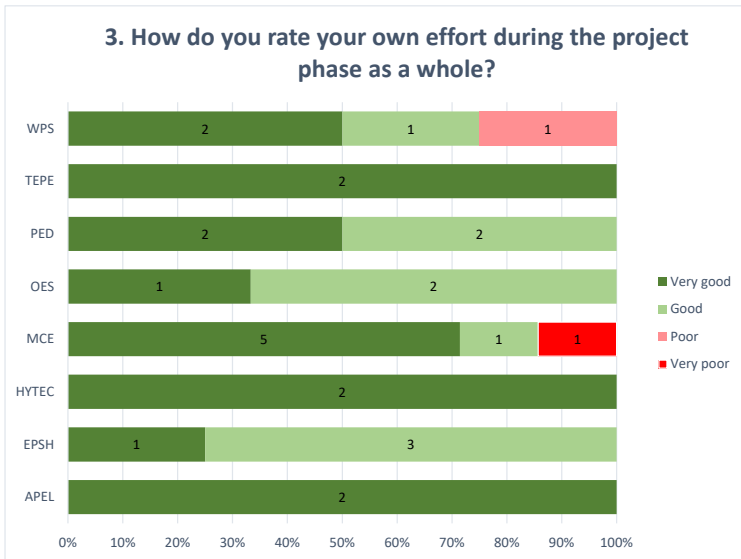
4.3.3: 6th semester



4.3.4: 8th semester

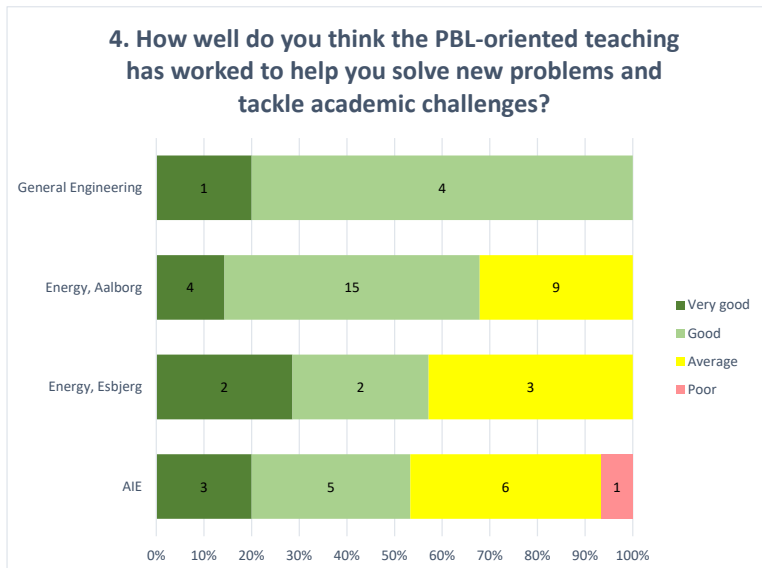


4.3.5: 10th semester

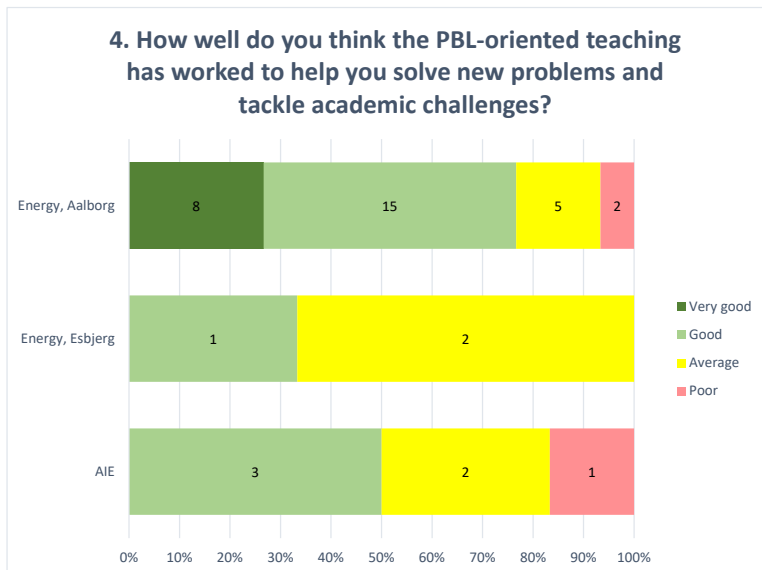


4.4: How well do you think the PBL-oriented teaching has worked to help you solve new problems and tackle academic challenges?

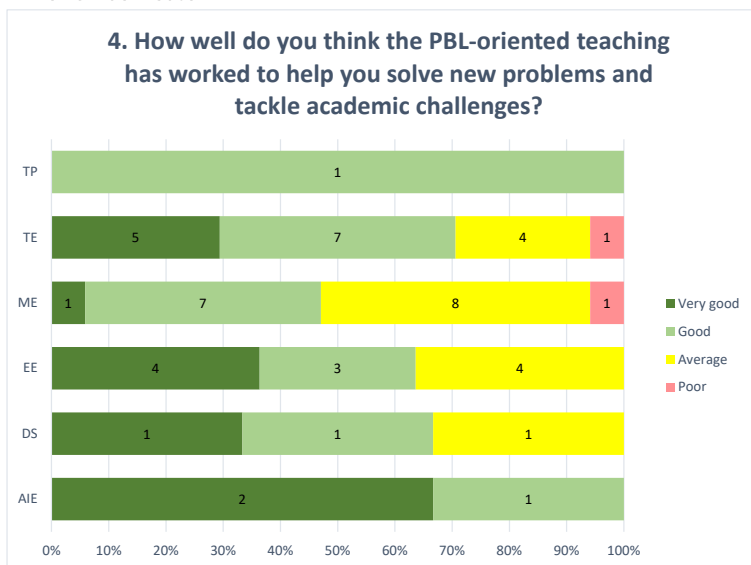
4.4.1: 2nd semester



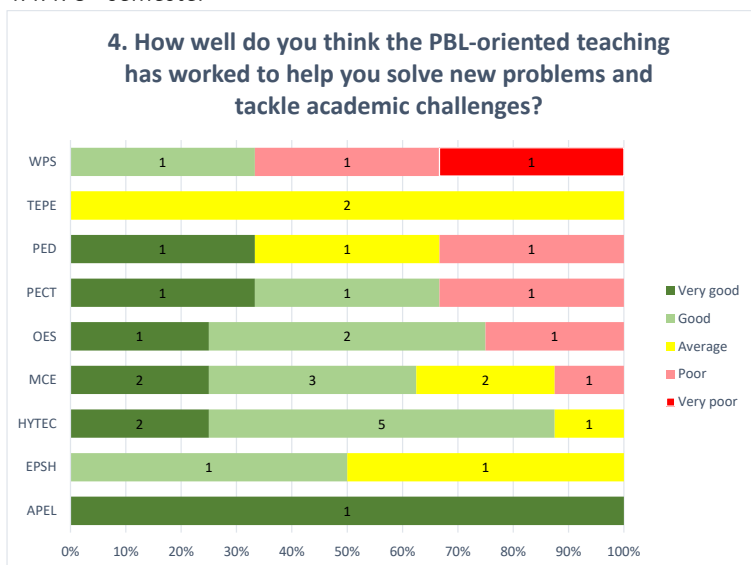
4.4.2: 4th semester



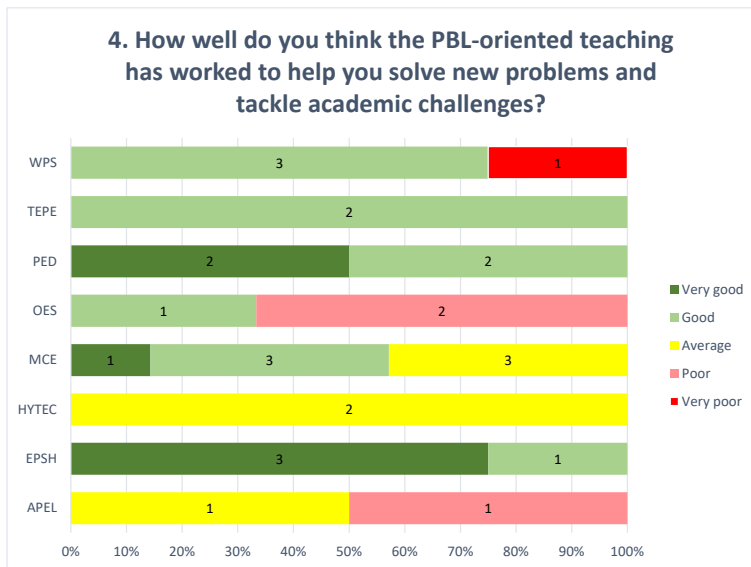
4.4.3: 6th semester



4.4.4: 8th semester

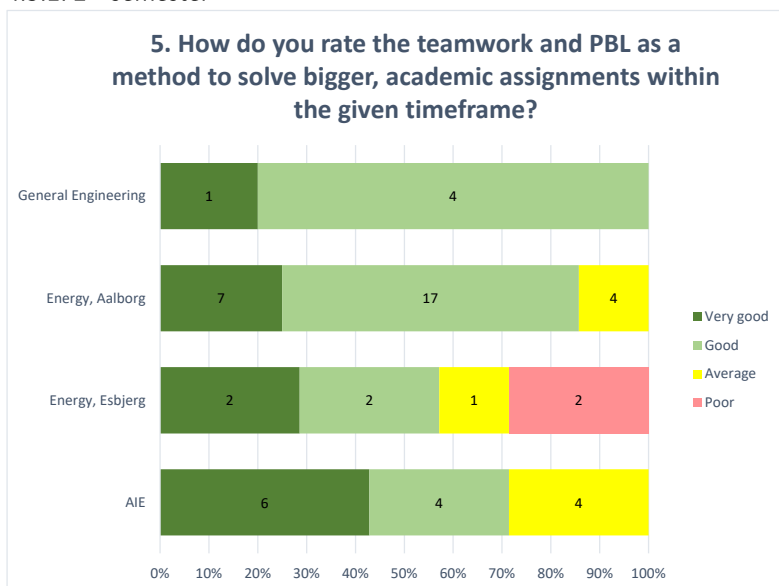


4.4.5: 10th semester

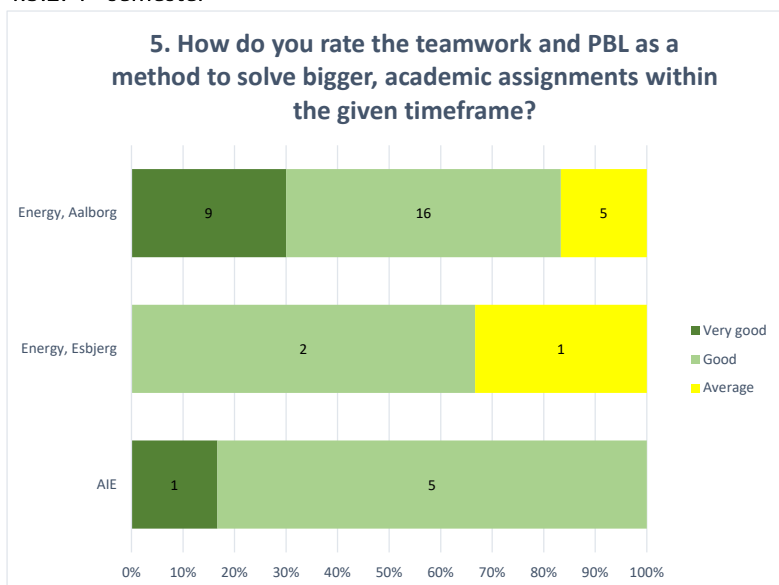


4.5 How do you rate the teamwork and PBL as a method to solve bigger, academic assignments within the given timeframe?

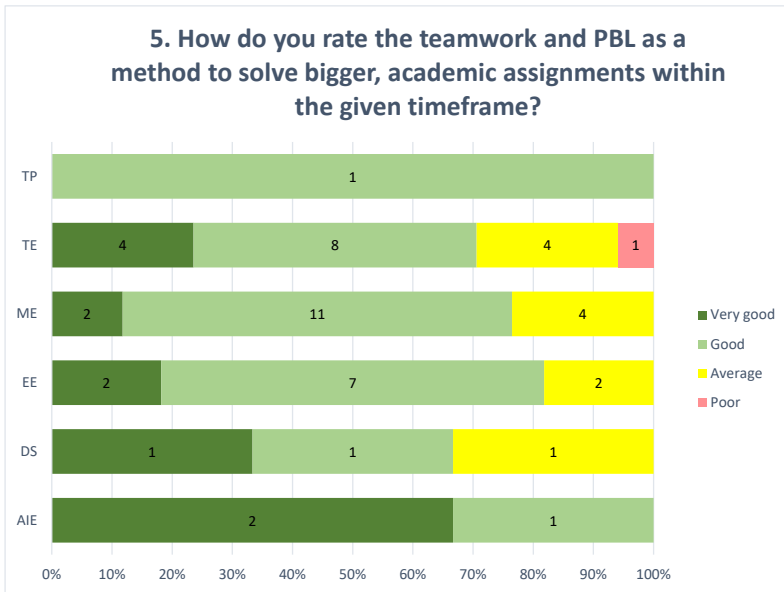
4.5.1: 2nd semester



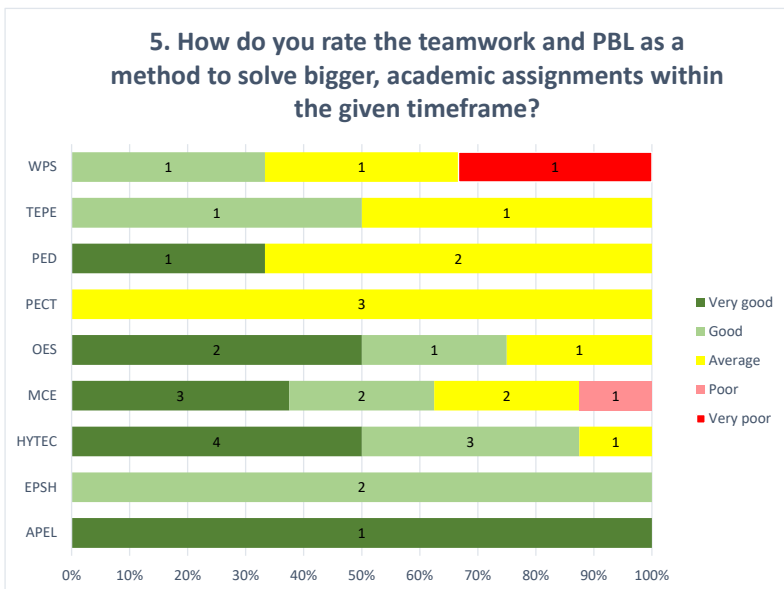
4.5.2: 4th semester



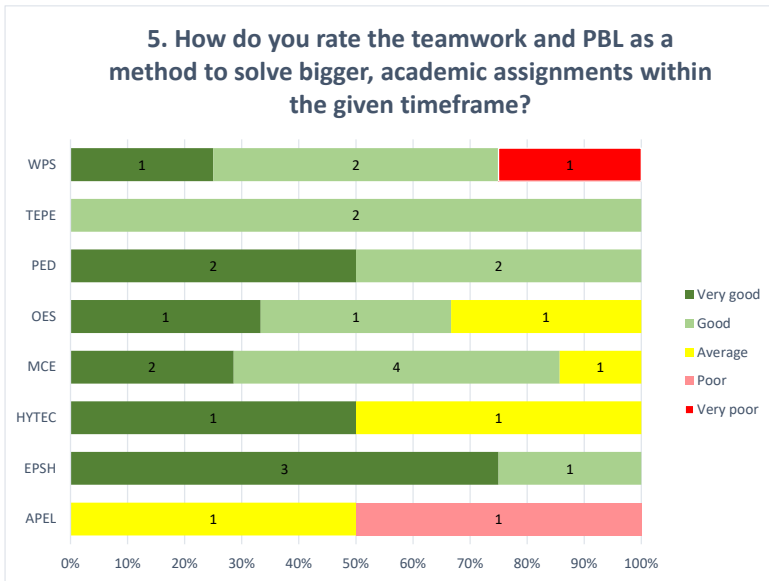
4.5.3: 6th semester



4.5.4: 8th semester



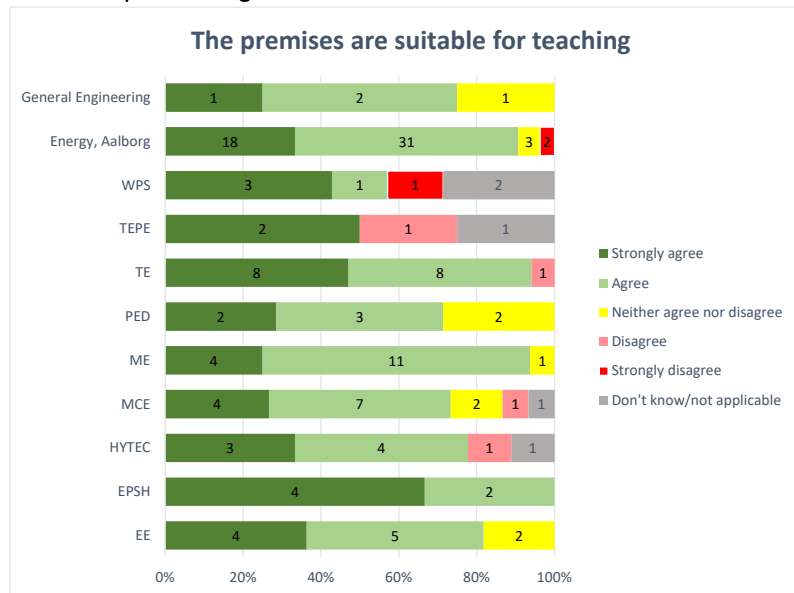
4.5.5: 10th semester



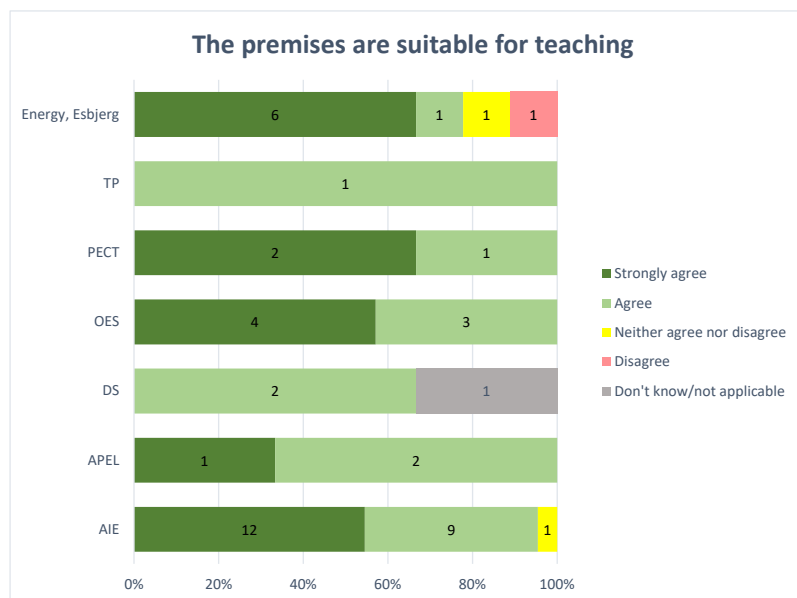
5. Study Environment

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

5.1.1: Campus Aalborg 2nd-10th semester

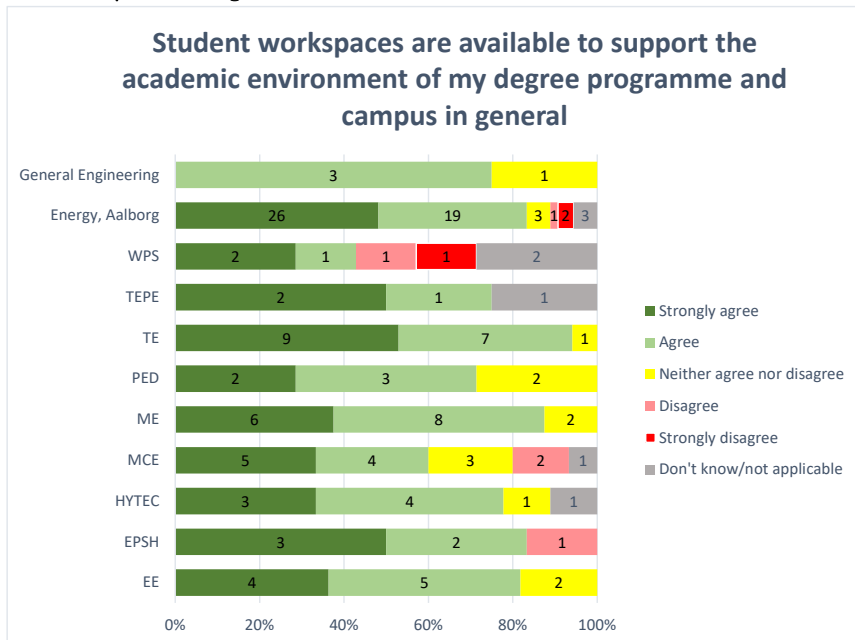


5.1.2: Campus Esbjerg 2nd-10th semester

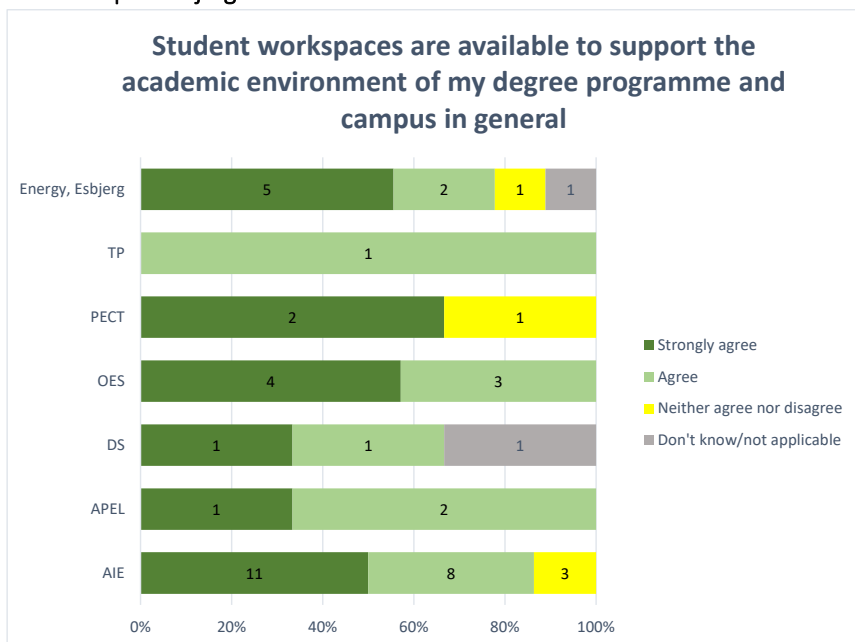


5.2 Student workspaces are available to support the academic environment of my degree programme and campus in general

5.2.1 Campus Aalborg 2nd-10th semester

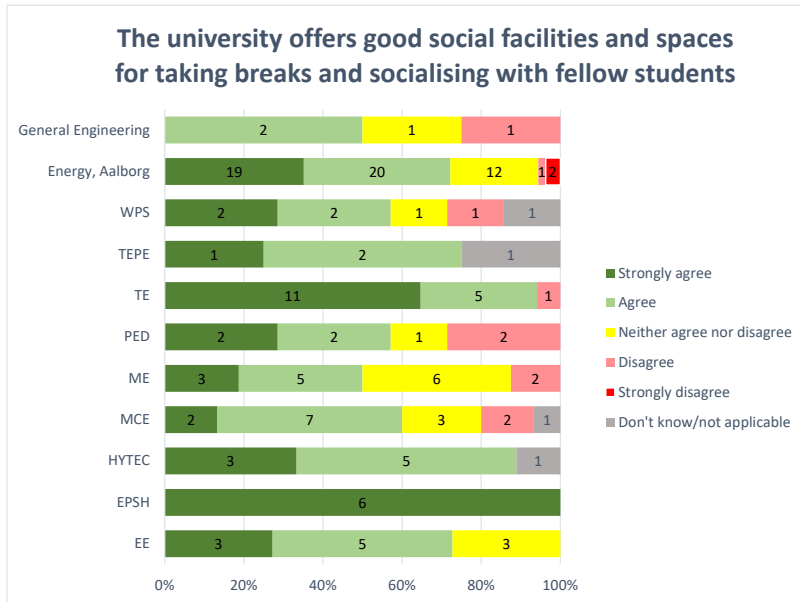


5.2.2 Campus Esbjerg 2nd-10th semester

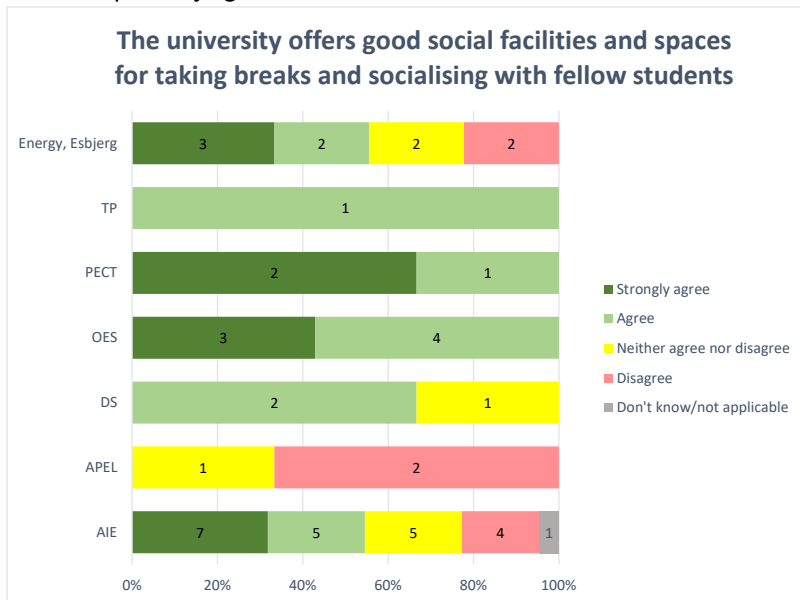


5.3 The university offers good social facilities and spaces for taking breaks and socialising with fellow students

5.3.1 Campus Aalborg 2nd-10th semester

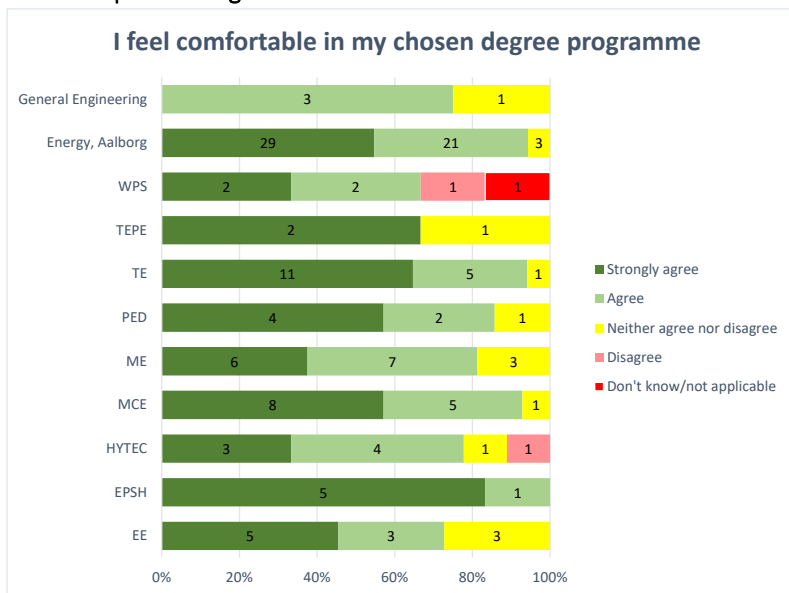


5.3.2 Campus Esbjerg 2nd-10th semester

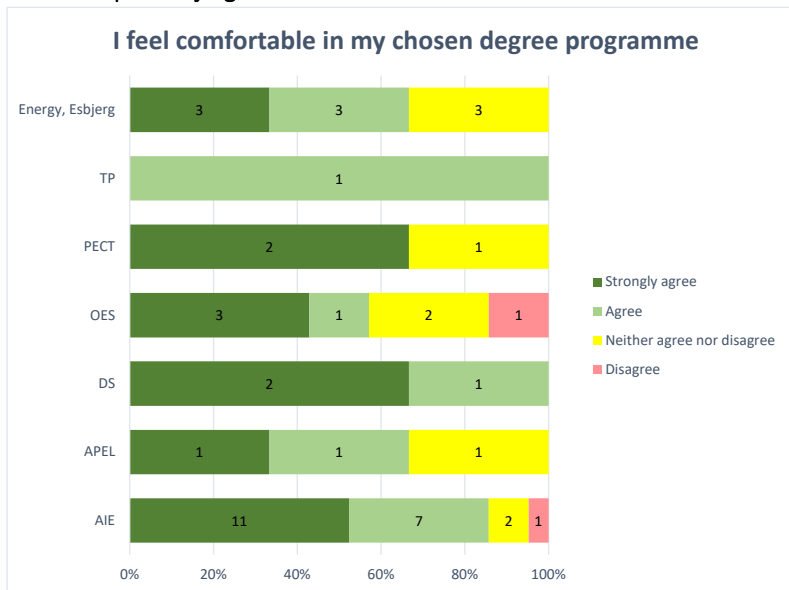


5.4 I feel comfortable in my chosen degree programme

5.4.1 Campus Aalborg 2nd-10th semester

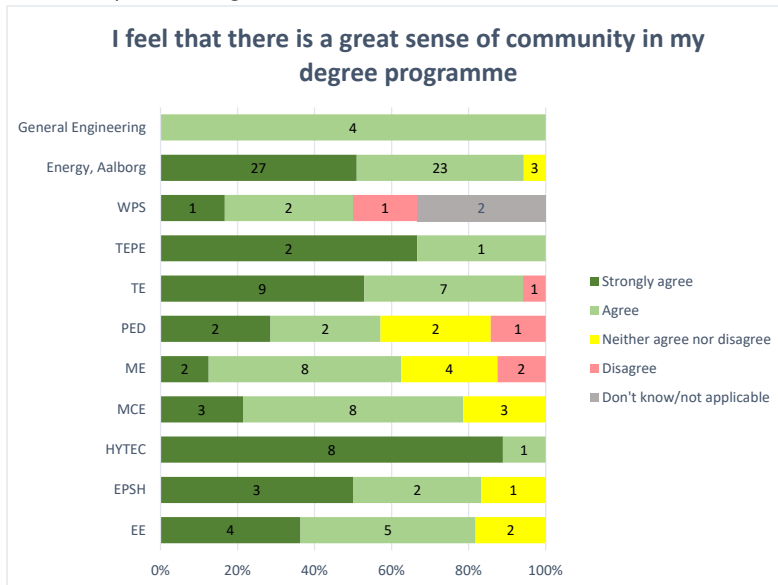


5.4.2 Campus Esbjerg 2nd-10th semester

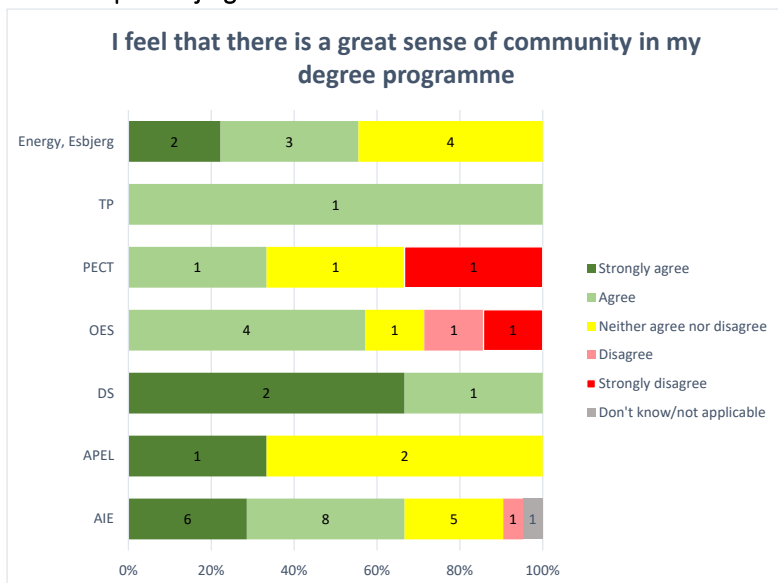


5.5 I feel that there is a great sense of community in my degree programme

5.5.1 Campus Aalborg 2nd-10th semester

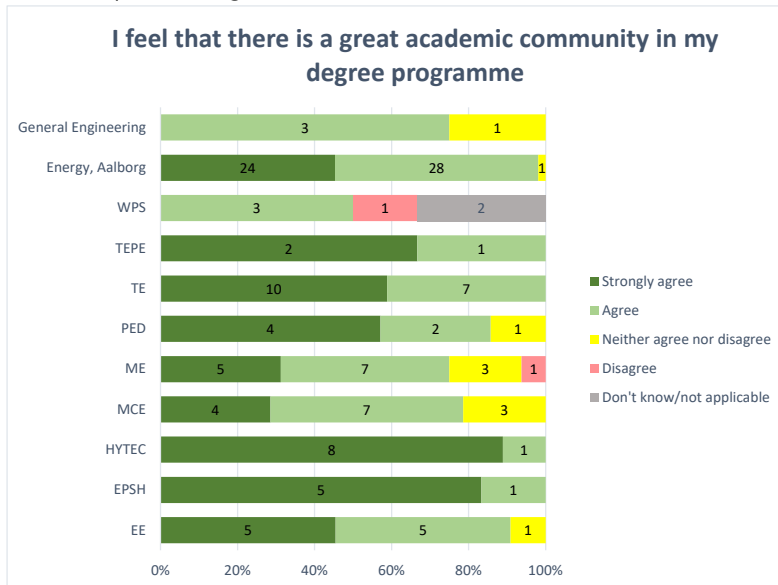


5.5.2 Campus Esbjerg 2nd-10th semester

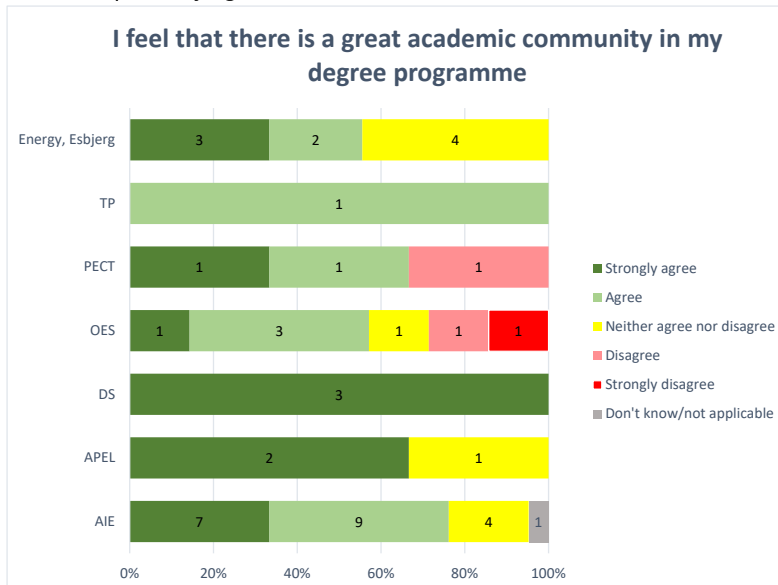


5.6 I feel that there is a great academic community in my degree programme

5.6.1 Campus Aalborg 2nd-10th semester

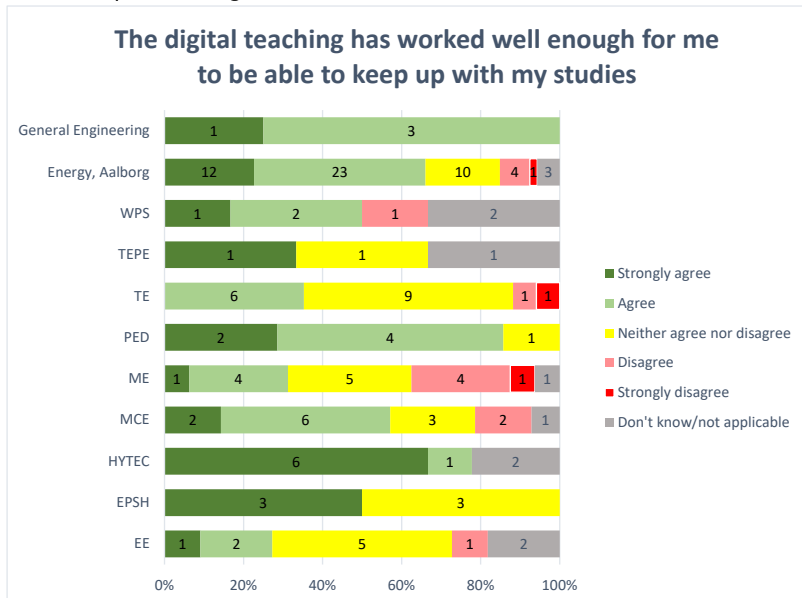


5.6.2 Campus Esbjerg 2nd-10th semester

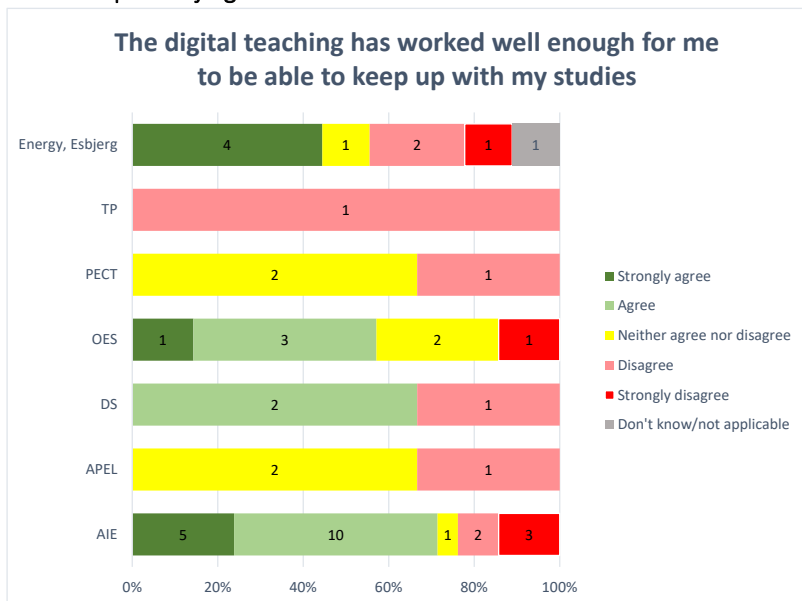


5.7 The digital teaching has worked well enough for me to be able to keep up with my studies

5.7.1 Campus Aalborg 2nd-10th semester

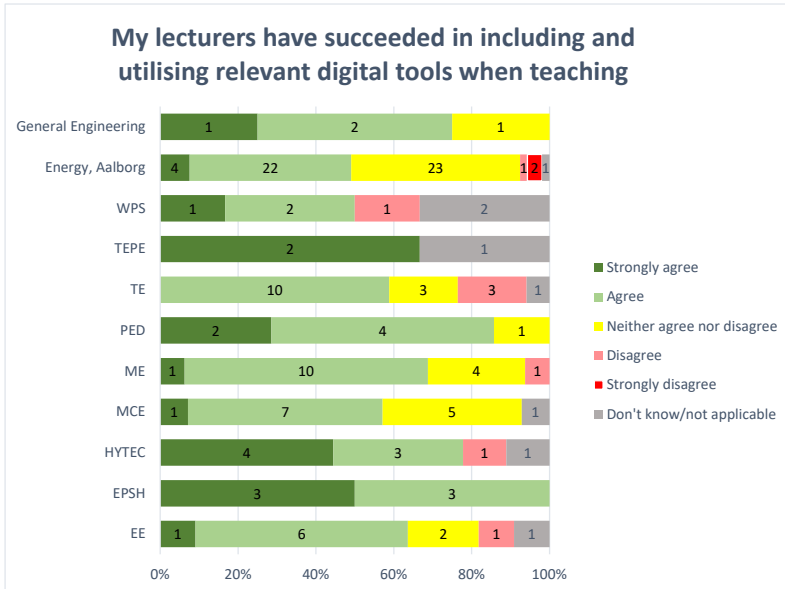


5.7.2 Campus Esbjerg 2nd-10th semester

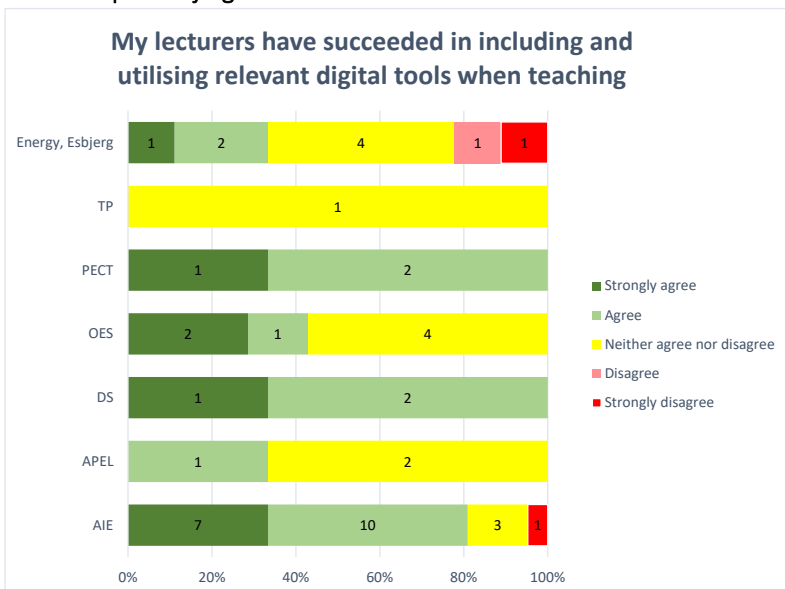


5.8 My lecturers have succeeded in including and utilising relevant digital tools when teaching

5.8.1 Campus Aalborg 2nd-10th semester

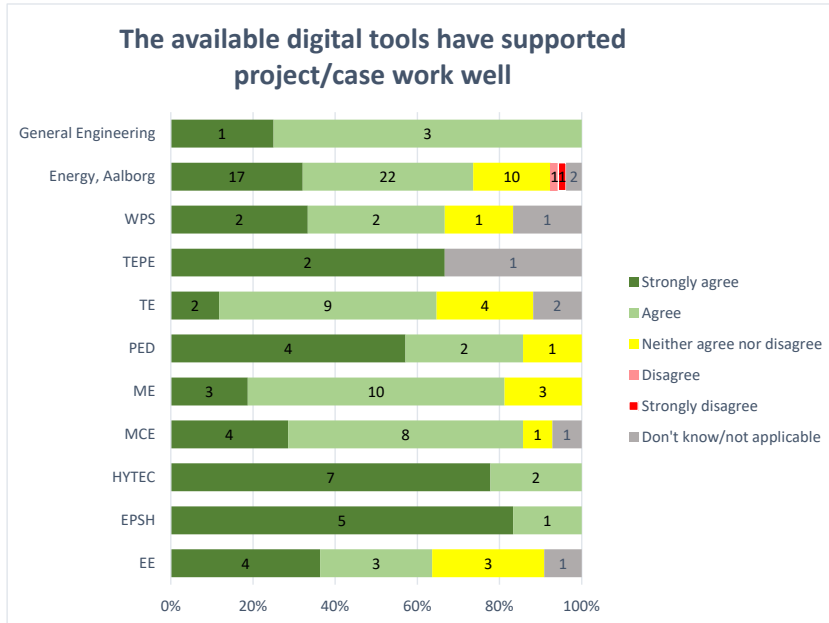


5.8.2 Campus Esbjerg 2nd-10th semester

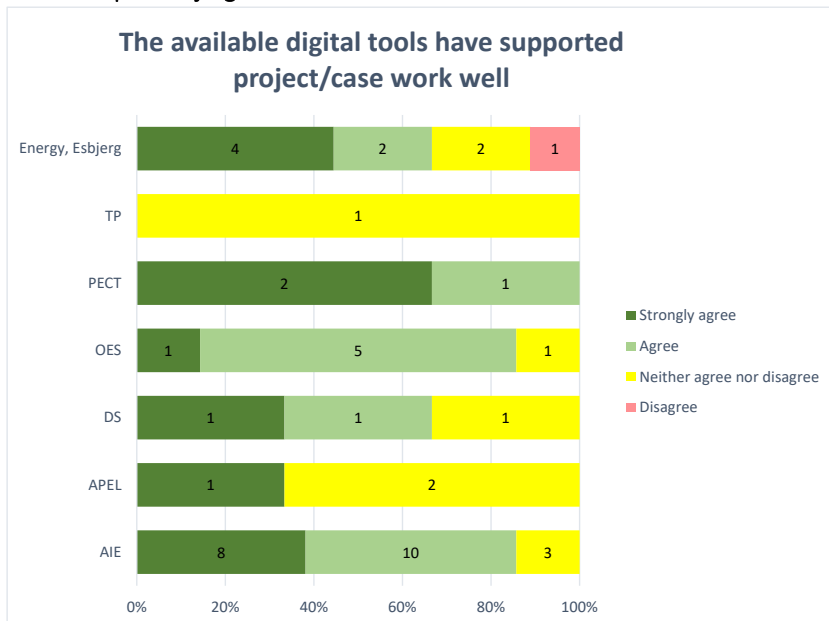


5.9 The available digital tools have supported project/case work well

5.9.1 Campus Aalborg 2nd-10th semester

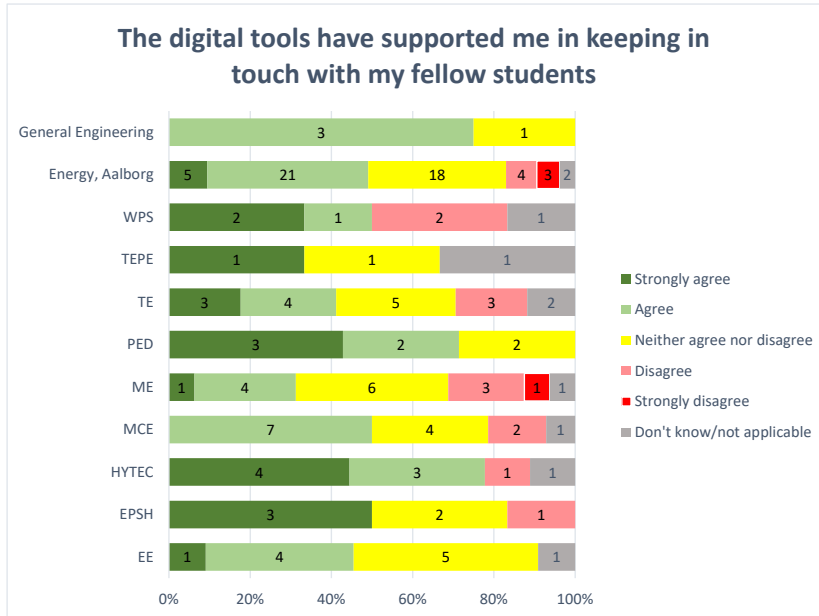


5.9.2 Campus Esbjerg 2nd-10th semester

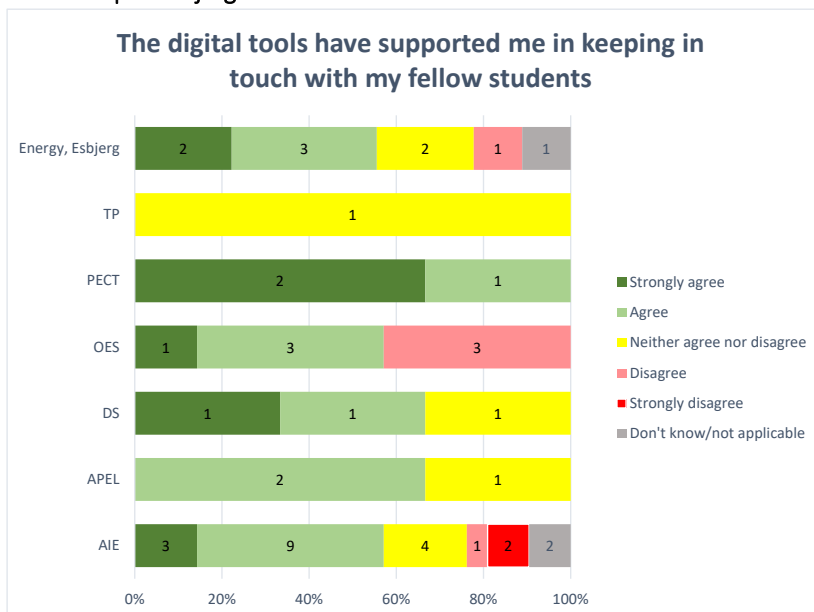


5.10 The digital tools have supported me in keeping in touch with my fellow students

5.10.1 Campus Aalborg 2nd-10th semester



5.9.2 Campus Esbjerg 2nd-10th 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
- APEL: Advanced Power Electronics
- 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