



INSTITUT FOR ENERGITEKNIK
AALBORG UNIVERSITET

SEMESTER EVALUATION

AUTUMN SEMESTER 2022

The Study Secretariat, AAU Energy

June 2023

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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

The survey's response rate reached 66 % which is a record high. 73 % of the students in Aalborg and 53 % in Esbjerg answered the survey. For the first time, the survey contained 9 questions about the study start on the 1st semester of the master's programmes. Below is a description of the main issues the two study boards have decided to act on and how.

1.2.1 The Study Board for Energy

The semester's coherence and planning

- TE5: Several students note that it is hard to only have oral exams this semester.

The Study Board proposed that Heat Transmission gets a written exam instead. However, it is up to the teachers to decide which form of examination is the most suitable.

- EPSH7 and PED7: Some students suggest that the course in High Voltage and EMI/EMC gets split in two.

The Study Board acknowledges that the workload in this course is quite high. The mini project was very comprehensive but was not used in the exam. There was also a lack of feedback on the mini project. However, it is not possible to split the course in two. Instead, the Study Board will work with the relevant teacher to bring down the workload of the course.

- 9th semester: Some students propose that guidelines for the project-oriented study in an external organisation gets formulated. They ask for a step-by-step guide to get in contact with an external organisation.

The Study Board will make a guide.

Projects

- 5th semester: A couple of students ask for a better introduction to the project and the projects proposals.

The Study Board will make it clear to the semester coordinators that it is important that the project proposers come and present their project proposals by the start of the semester.

- 7th semester: Intro students express a wish to limit the number of group members to 4/5. A few students also note that they have experienced collaboration difficulties in their groups and that the supervisors have not handled these issues.

The size of the groups must also take the number and size of the group rooms into account, so it is not always possible to limit the number of group members. When groups experience collaboration difficulties it is their responsibility to share this with their supervisor who will try to help solve the issues.

The physical study environment

- The group room Pon 105, 4.113 has a poor indoor climate.

There are issues with this group room because the windows cannot be opened. According to Campus Service the indoor climate here should be fine according to their measurements. However, the Study Board will try to limit the number of students in this room to 4 or perhaps turn it into a meeting room instead.

- More workstations in Pon101

The university has invested in furniture and installed multiple workstations in Pon101 and Pon105.

- Pon105: More storage room, more coffee machines, more plants, and a microwave in the student kitchen.

The students have since got small tables for storage of office supplies and a new microwave and coffee machine. The department will follow up on the wish for more plants.

- Kroghstræde 5: New sound isolation in the roof is not sufficient, and the chairs are not fit to sit in for long hours.

There will not be any changes to the study environment here since the department has moved out of this location.

The psychosocial study environment

There has been no notable critique regarding this. The students feel very comfortable in their study programmes and they experience a good academic and active social study environment.

1.2.2 The BEEM Study Board

The semester's coherence and planning

- 1st semester: Better coherence between the PBL course and the project. The tools that are taught in the course come too late to use properly in the project.

The Study Board has in cooperation with the teachers of the PBL course already tried to schedule the course as early as possible.

- 3rd semester: There is a lack of inventory in the electronics lab.

The Study Board will try to improve the inventory system in cooperation with the lab staff.

- 5th semester: Criticism of the courses Continuum Mechanics and Computer Based Analyses.

The Study Board has handled the criticism regarding Continuum Mechanics with Build and the relevant teachers. Computer Based Analyses will most likely be remade as part of a study programme revision.

Projects

- AIE1/AIE3/APEL1: Some students wish for better lab equipment and tools such as an electrolyzer.

The students should always talk with their supervisor about what equipment they need for their projects, and they will usually find a solution. Equipment that costs under 1000 DKK, can be purchased quite easily while more expensive equipment can be purchased through funding from the research section or external funding. LeadENG projects can fund up to 10.000 DKK.

- Civil Engineering 3rd/5th semester: There is a lack of teaching in concrete foundations which is used in the projects.

The Study Board will revise the study programme and extra teaching has been allocated in the meantime.

The physical study environment

There was only a few, minor criticisms which the Study Board has handled.

The psychosocial study environment

- Some students are concerned that 'Smuthullet' might be moved or closed because it helps the social study environment greatly.

As the student bar is in the B wing of the building which will be handed over to Energistyrelsen, it will be moved. Head of Campus is working on a solution.

- A student proposes that Danish and international students are mixed in lab exercises to help blend the two more together.

From the autumn semester 2023, it will be mandatory to have project groups with a mix of Danish and international students.



2. Response rate

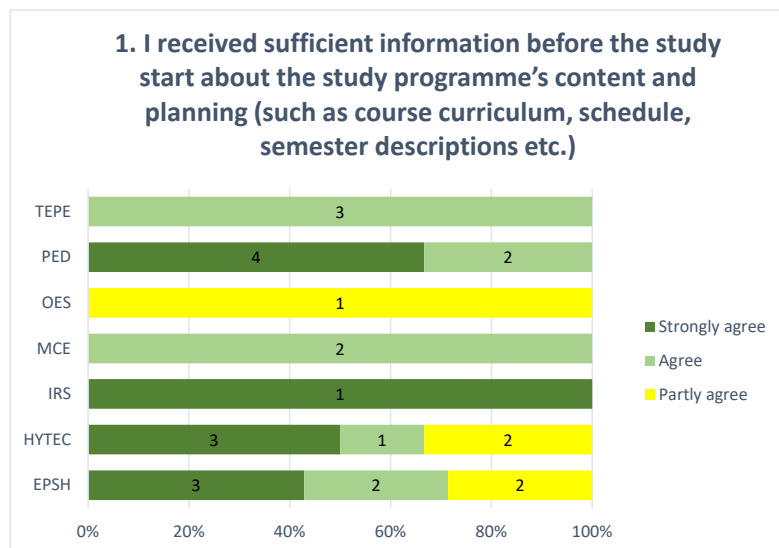
Study programme	Semester	Campus	Responses	Students	Response rate
Energi	1	Esbjerg	8	8	100%
AIE	1	Esbjerg	15	22	68%
Energi	1	Aalborg	36	45	80%
Ingeniørvidenskab	1	Aalborg	11	13	85%
Byggeri og anlæg	1	Esbjerg	7	7	100%
Maskinteknik	1	Esbjerg	3	9	33%
Energi	3	Esbjerg	3	8	38%
AIE	3	Esbjerg	10	19	53%
Energi	3	Aalborg	26	36	72%
Ingeniørvidenskab	3	Aalborg	6	6	100%
Byggeri og anlæg	3	Esbjerg	9	14	64%
Maskinteknik	3	Esbjerg	2	7	29%
ME	5	Aalborg	8	18	44%
TE	5	Aalborg	13	15	87%
EE	5	Aalborg	8	9	89%
TP	5	Esbjerg	0	1	0%
DS	5	Esbjerg	5	7	71%
AIE	5	Esbjerg	6	12	50%
Byggeri og anlæg	5	Esbjerg	4	6	67%
Maskinteknik	5	Esbjerg	6	9	67%
Bæredygtig energiteknik	7	Aalborg	1	2	50%
Byggeri og anlæg	7	Esbjerg	0	4	0%
Maskinteknik	7	Esbjerg	2	15	13%
EPSH	7	Aalborg	11	14	79%
PED	7	Aalborg	10	10	100%
WPS	7	Aalborg	0	1	0%
MCE	7	Aalborg	14	15	93%
TEPE	7	Aalborg	15	18	83%
HYTEC	7	Aalborg	6	6	100%
OES	7	Esbjerg	4	4	100%
PECT	7	Esbjerg	1	1	100%
APEL	7	Esbjerg	3	6	50%
EPSH	9	Aalborg	5	9	56%
PED	9	Aalborg	7	13	54%
WPS	9	Aalborg	3	6	50%
MCE	9	Aalborg	13	20	65%
TEPE	9	Aalborg	3	11	27%
HYTEC	9	Aalborg	6	9	67%
OES	9	Esbjerg	2	9	22%
PECT	9	Esbjerg	1	3	33%
IRS	9	Esbjerg	1	1	100%
APEL	9	Esbjerg	1	2	50%



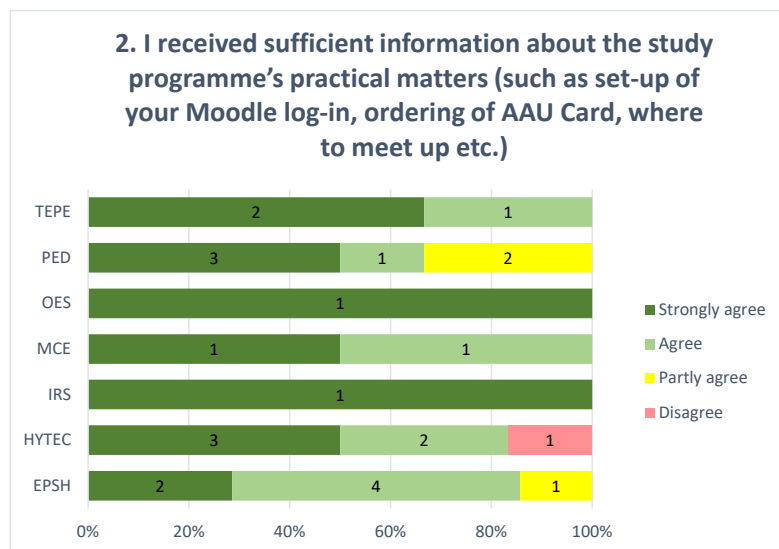
Sum			295	450	66%
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3. Study start on the master's programmes

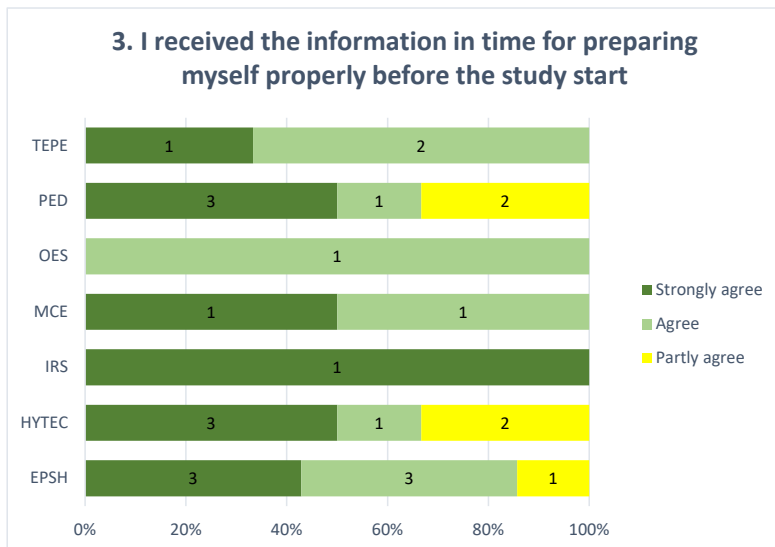
3.1 I received sufficient information before the study start about the study programme's content and planning (such as course curriculum, schedule, semester descriptions etc.)



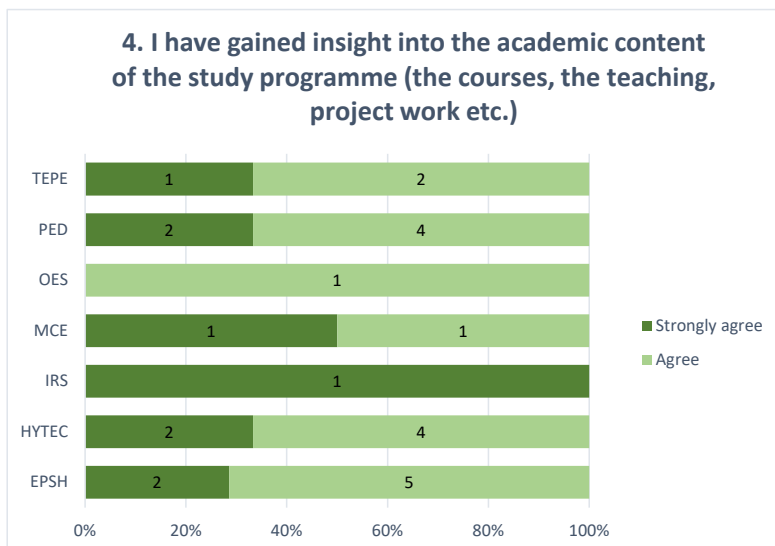
3.2 I received sufficient information about the study programme's practical matters (such as set-up of your Moodle log-in, ordering of AAU Card, where to meet up etc.)



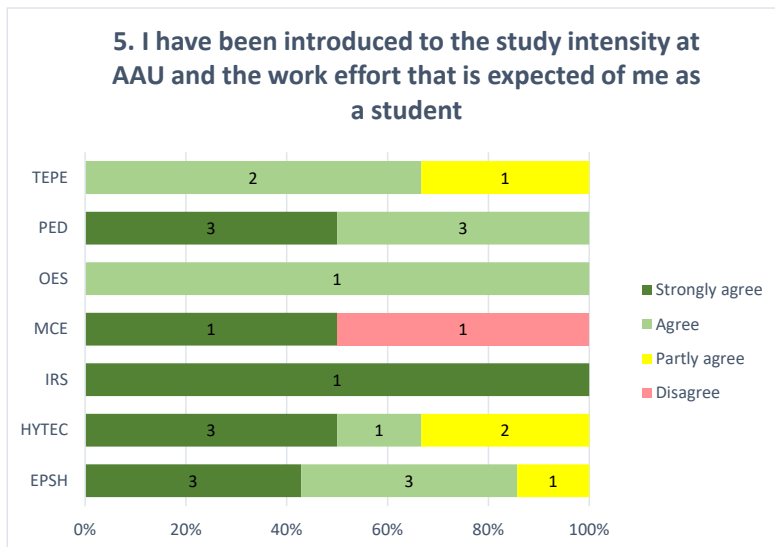
3.3 I received the information in time for preparing myself properly before the study start



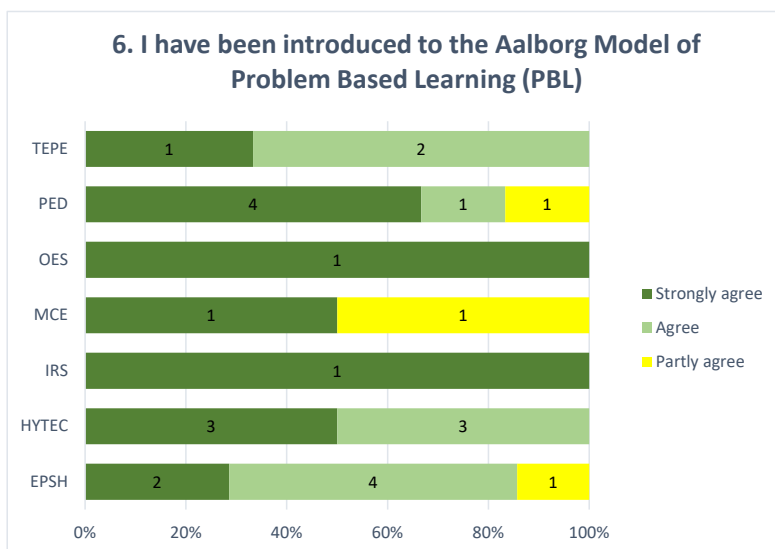
3.4 I have gained insight into the academic content of the study programme (the courses, the teaching, project work etc.)



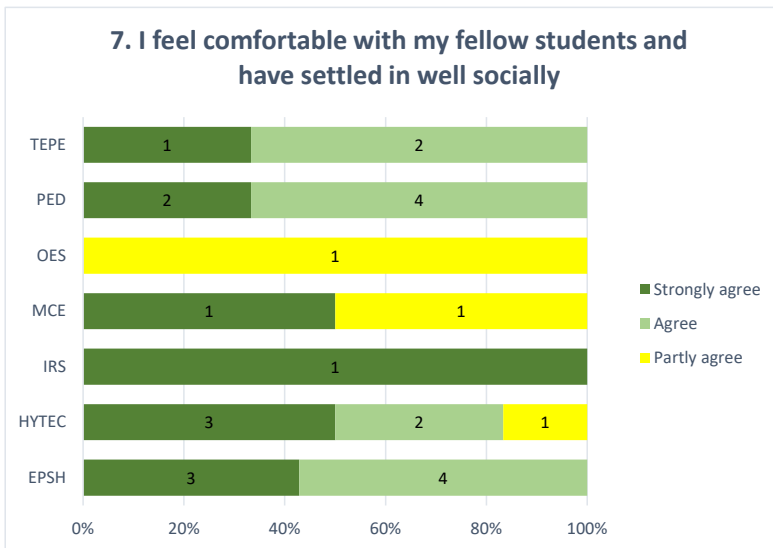
3.5 I have been introduced to the study intensity at AAU and the work effort that is expected of me as a student



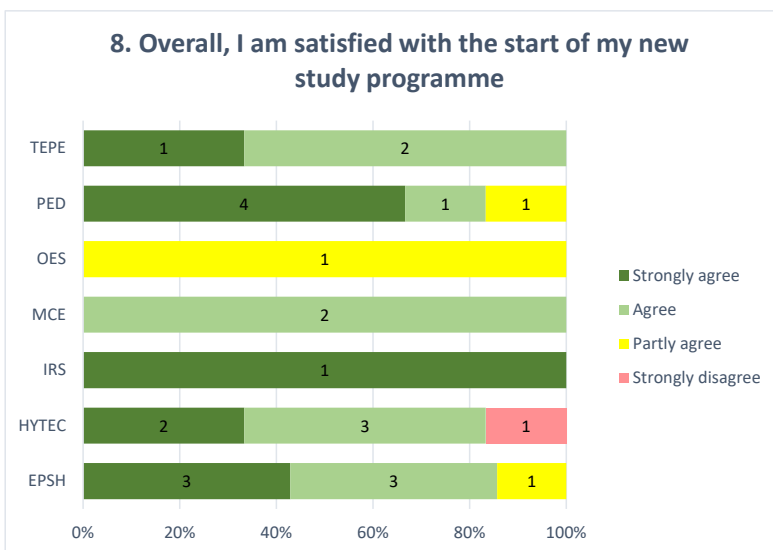
3.6 I have been introduced to the Aalborg Model of Problem Based Learning (PBL)



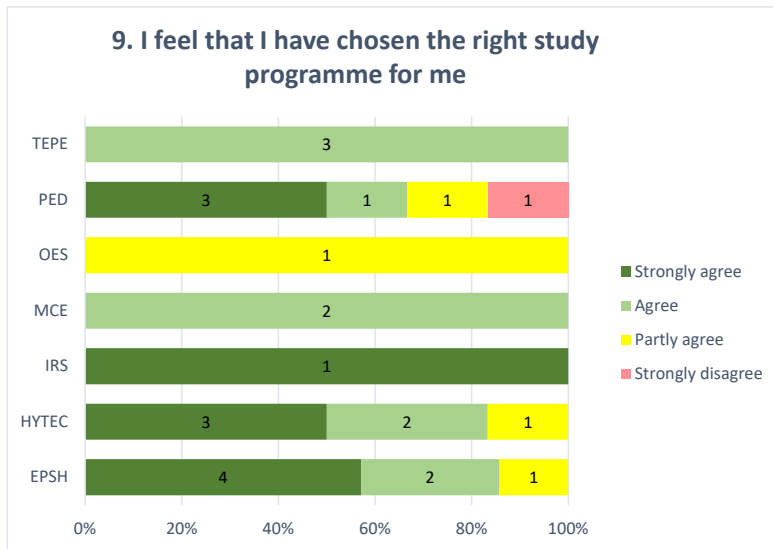
3.7 I feel comfortable with my fellow students and have settled in well socially



3.8 Overall, I am satisfied with the start of my new study programme

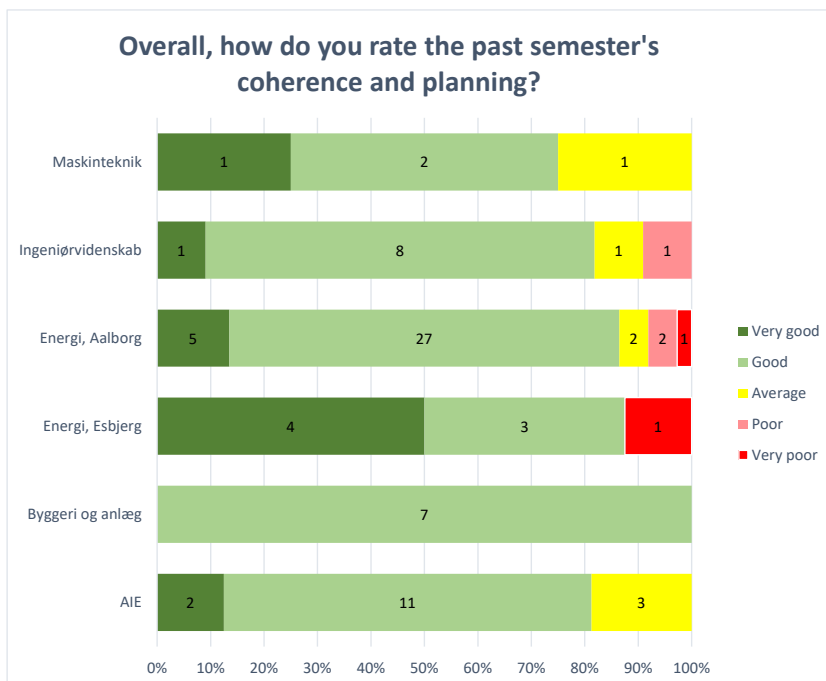


3.9 I feel that I have chosen the right study programme for me

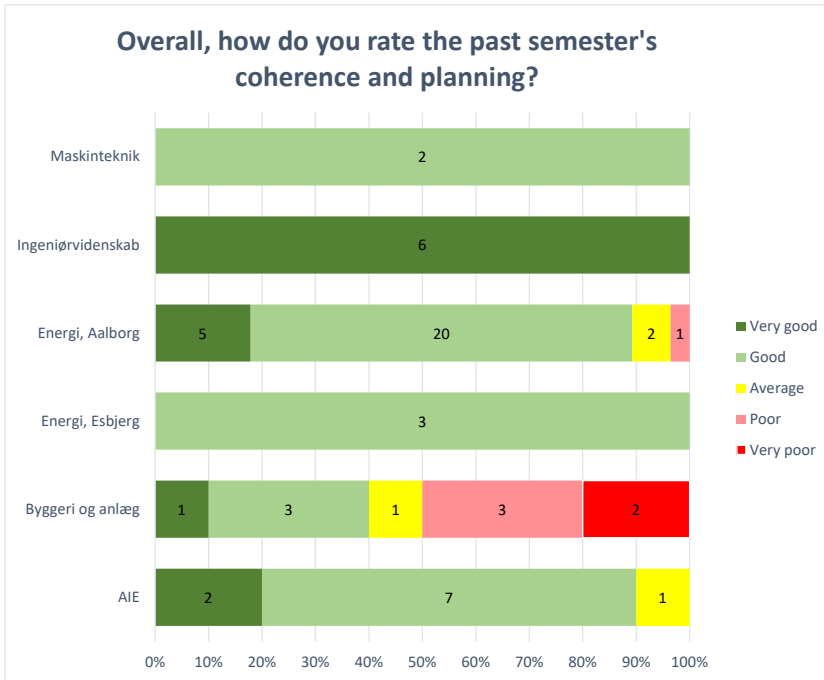


4. Semester evaluation

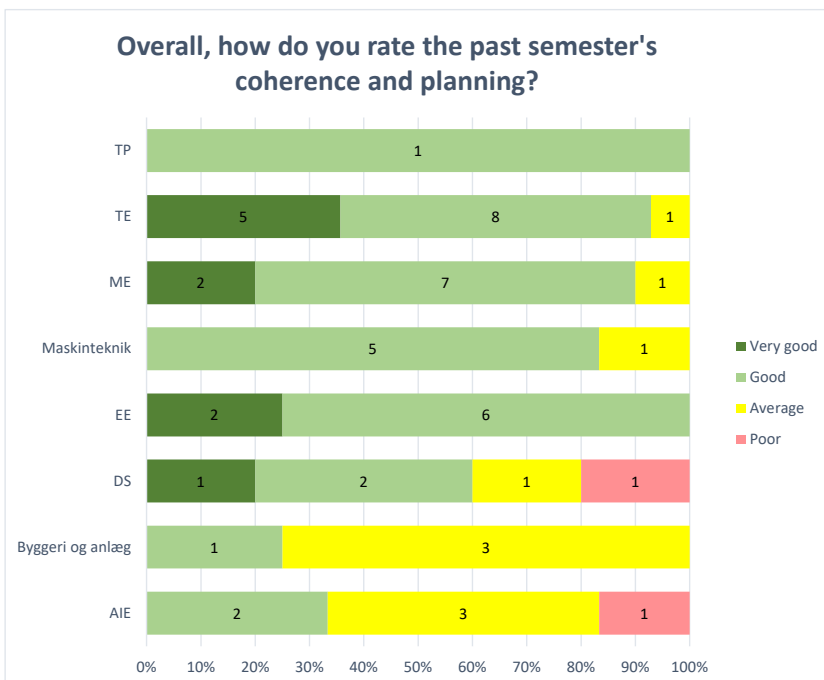
4.1: 1st semester



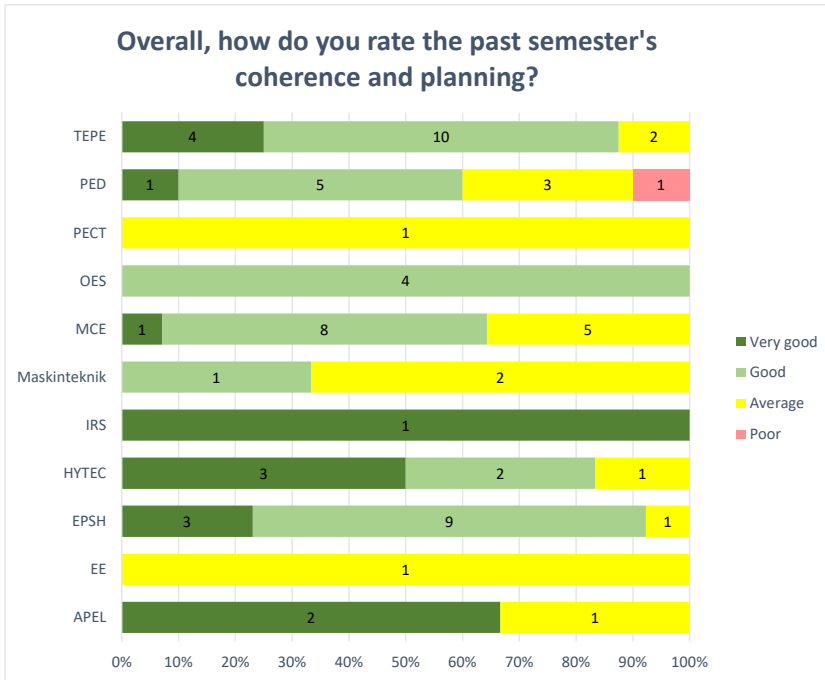
4.2: 3rd semester



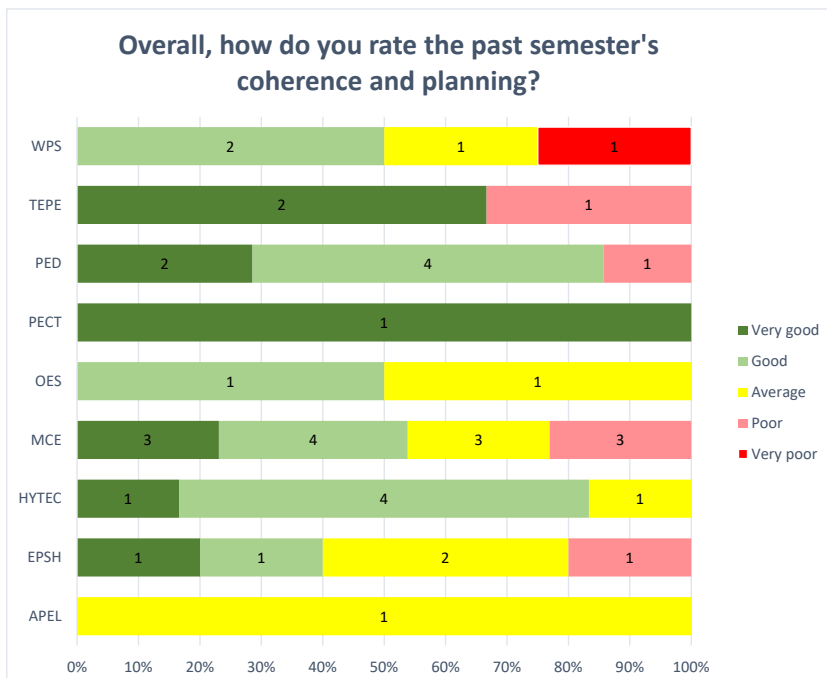
4.3: 5th semester



4.4: 7th semester



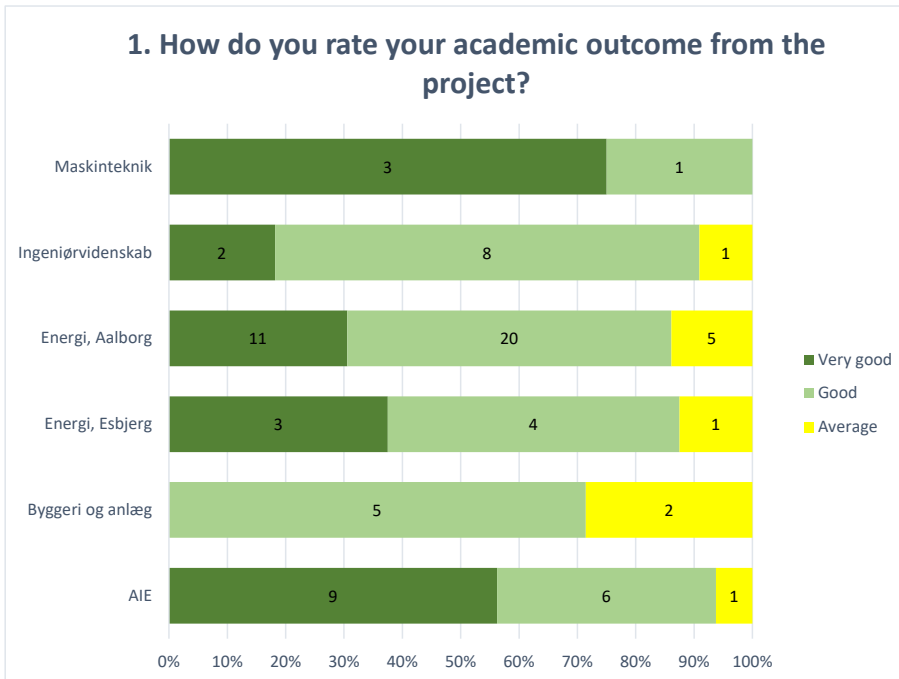
4.5: 9th semester



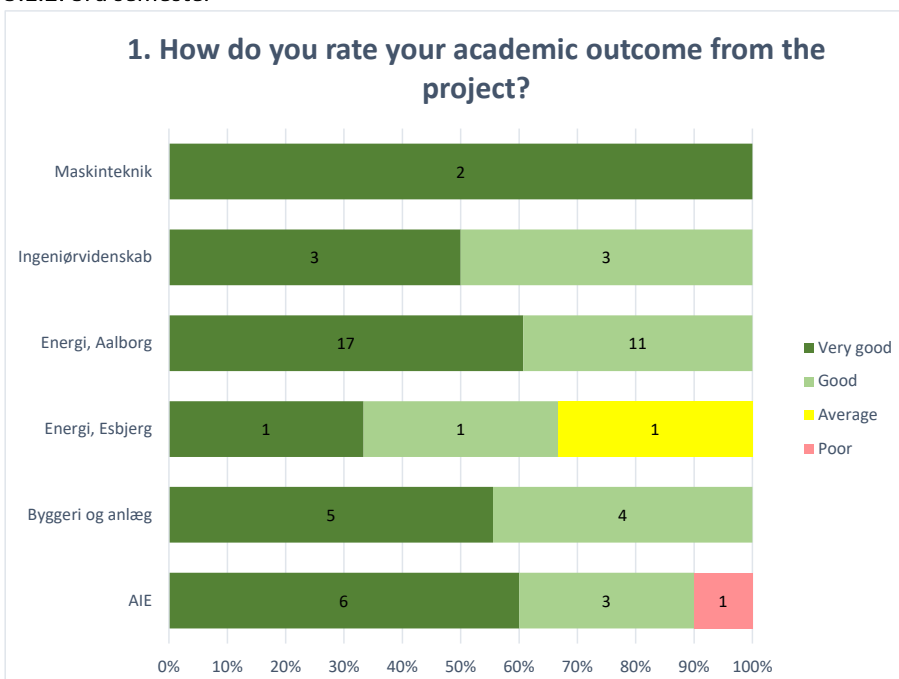
5. Project Evaluation

5.1 How do you rate your academic outcome from the project?

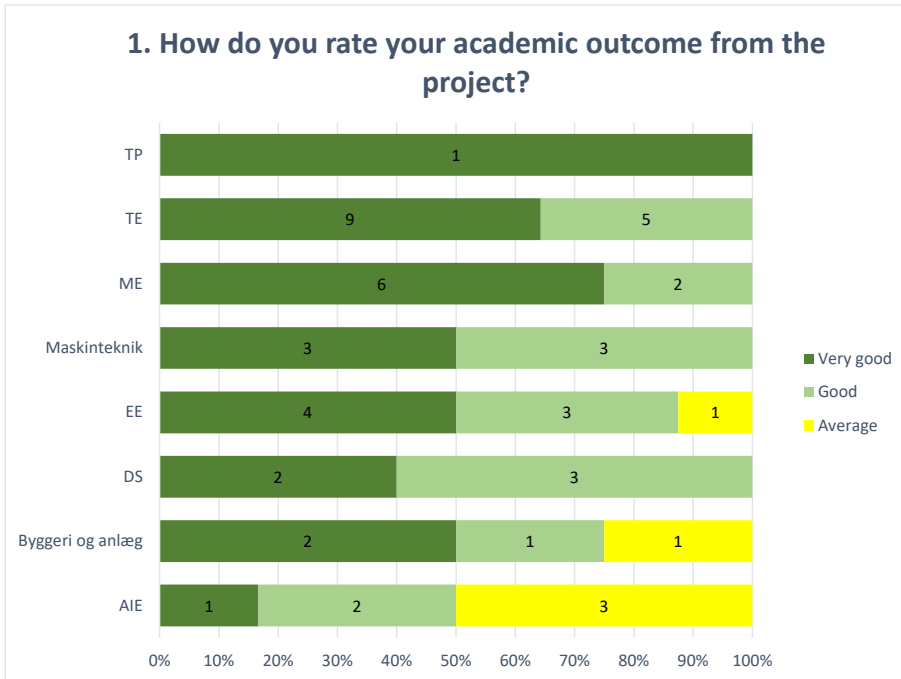
5.1.1: 1st semester



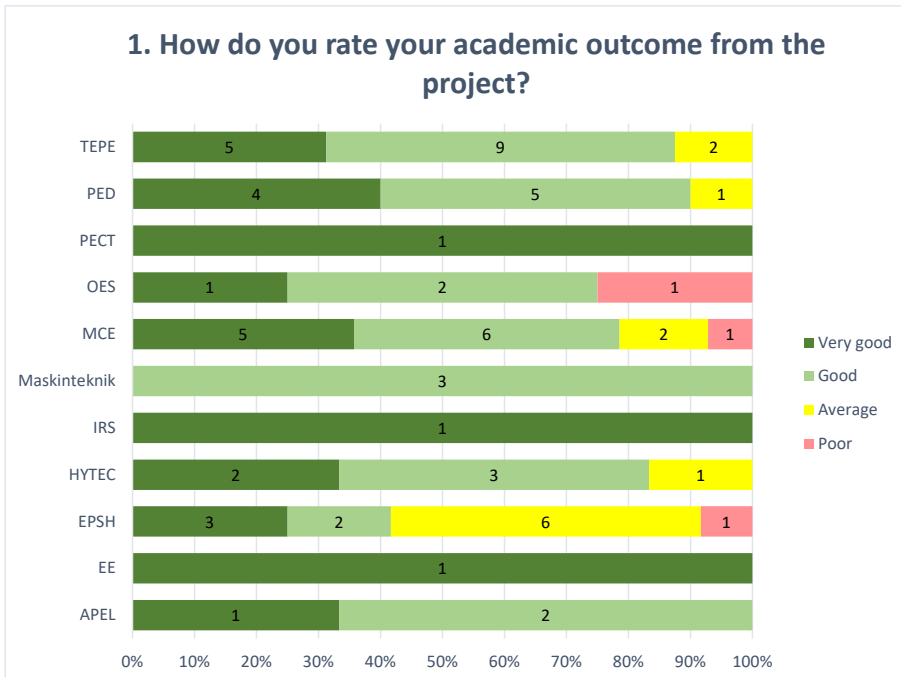
5.1.2: 3rd semester



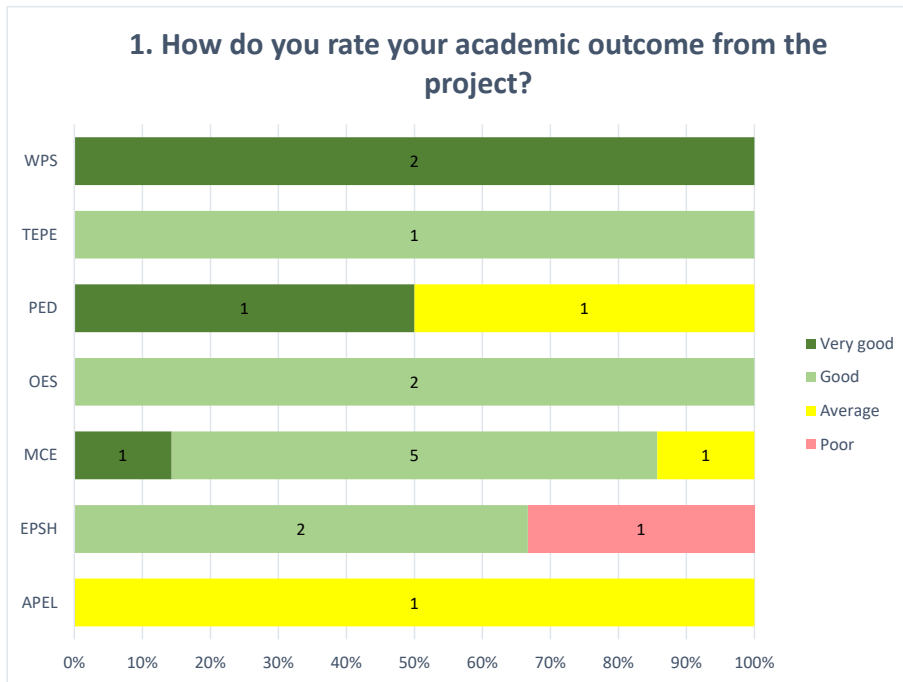
5.1.3: 5th semester



5.1.4: 7th semester

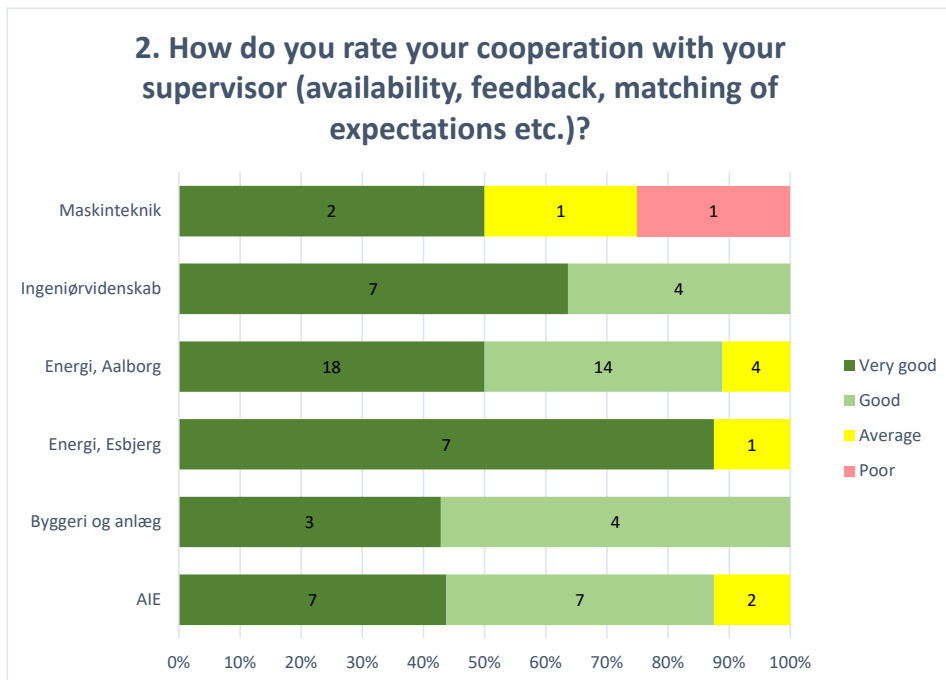


5.1.5: 9th semester

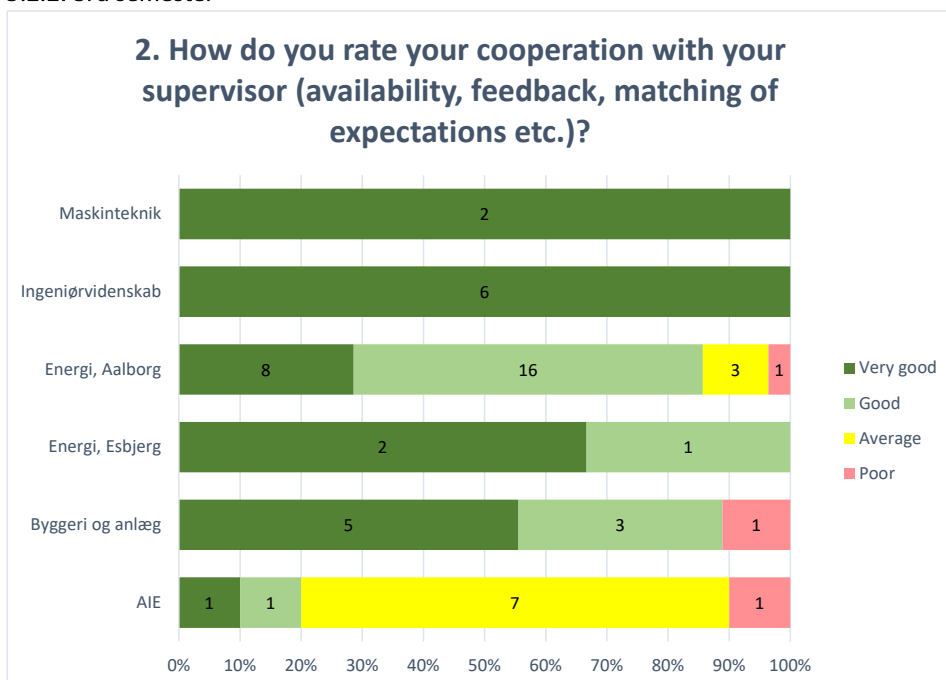


5.2 How do you rate your cooperation with your supervisor (availability, feedback, matching of expectations etc.)?

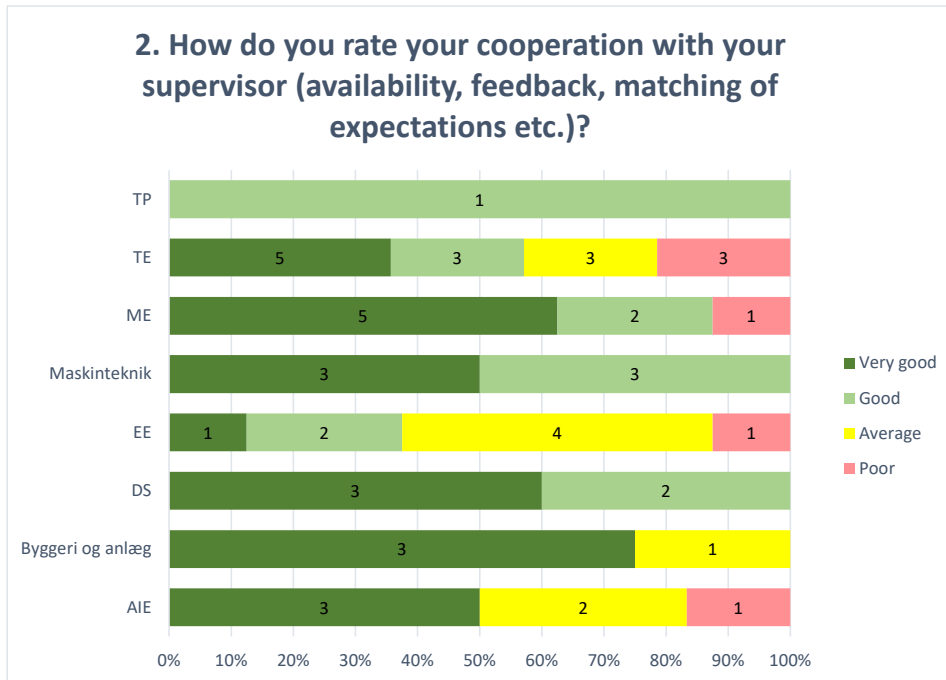
5.2.1: 1st semester



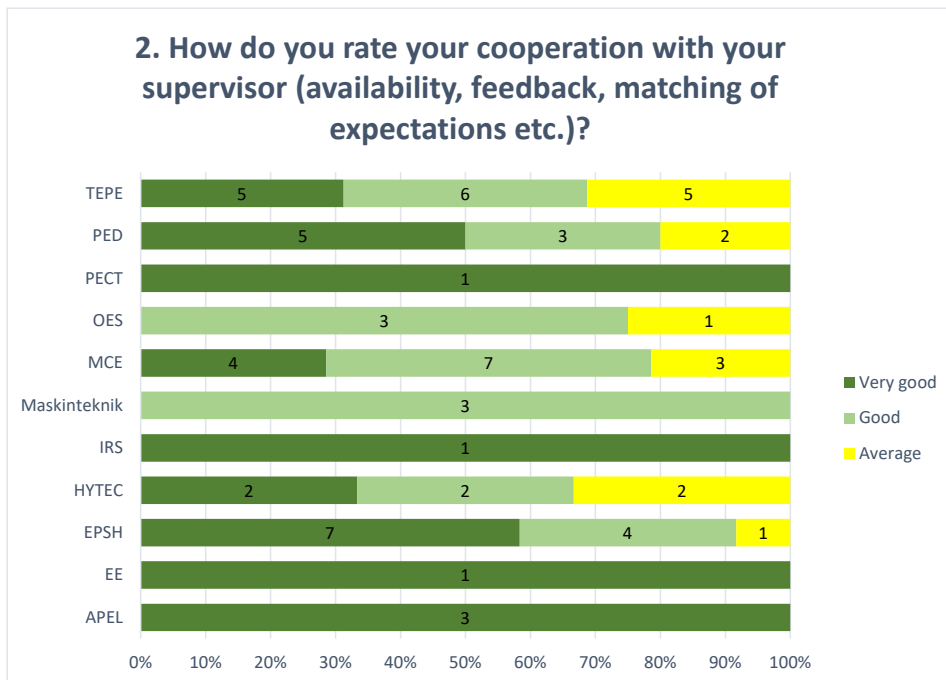
5.2.2: 3rd semester



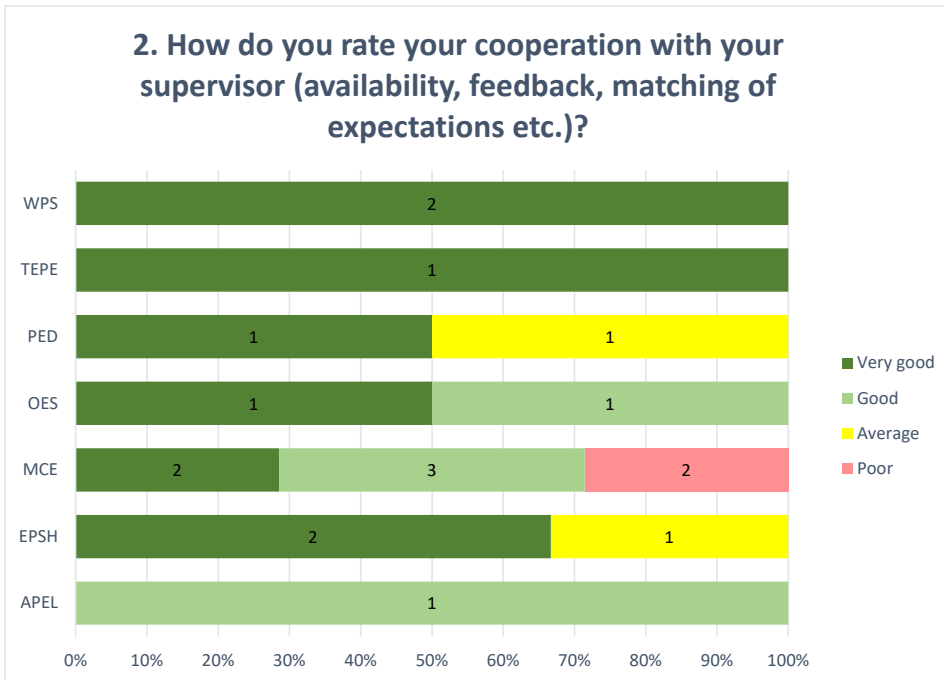
5.2.3: 5th semester



5.2.4: 7th semester

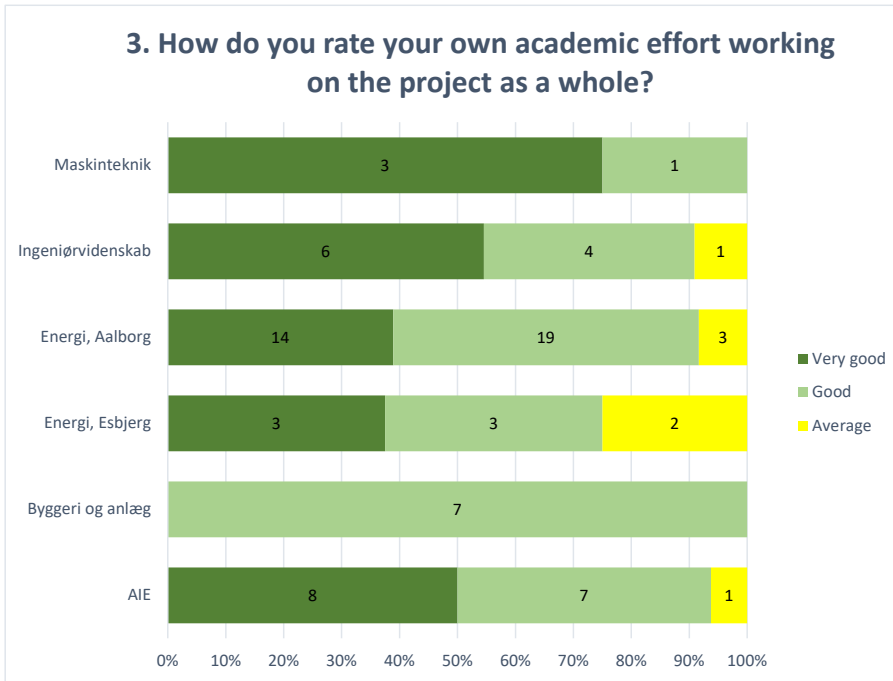


5.2.5: 9th semester

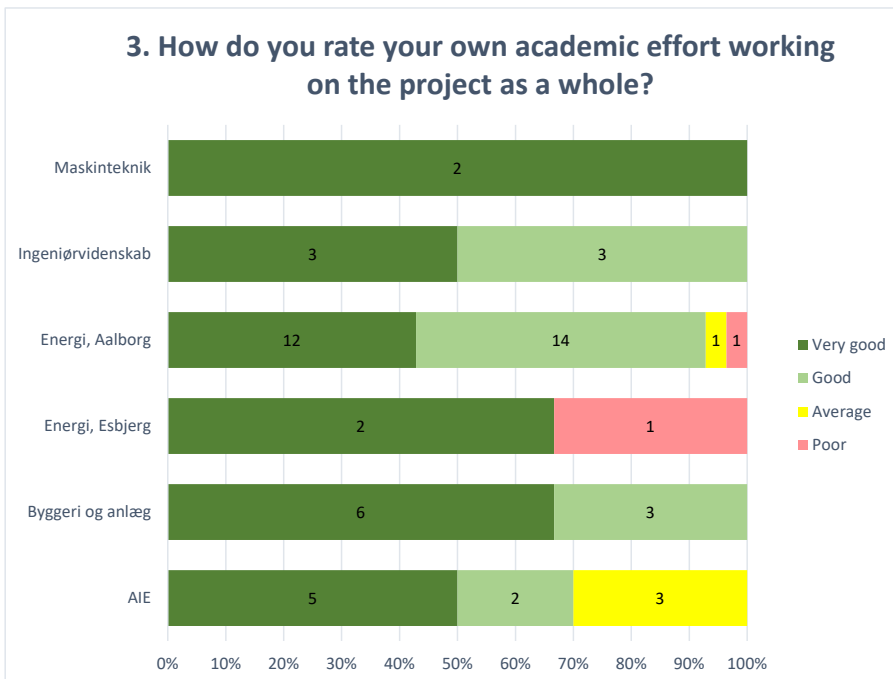


5.3 How do you rate your own academic effort working on the project as a whole?

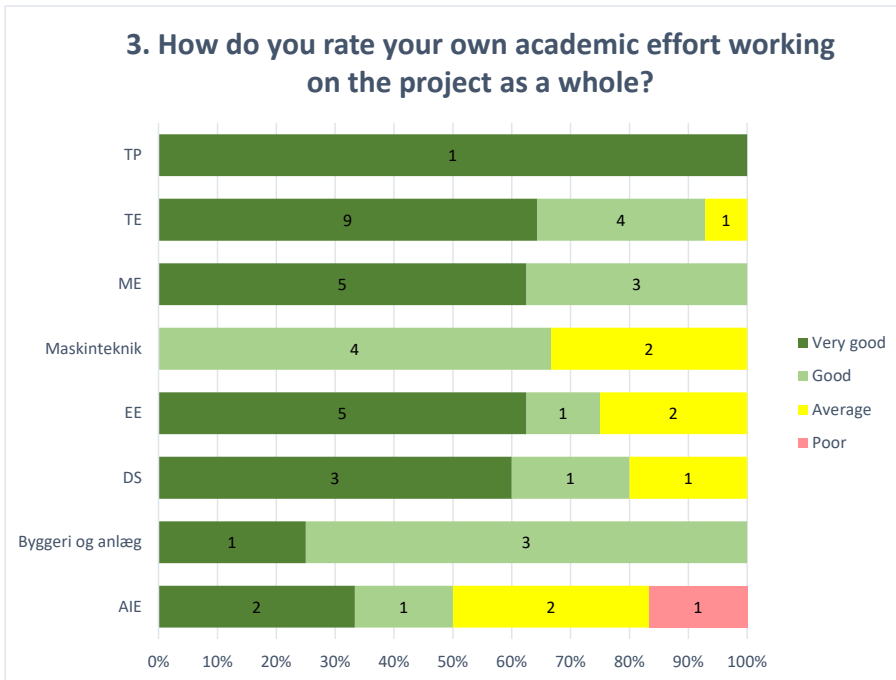
5.3.1: 1st semester



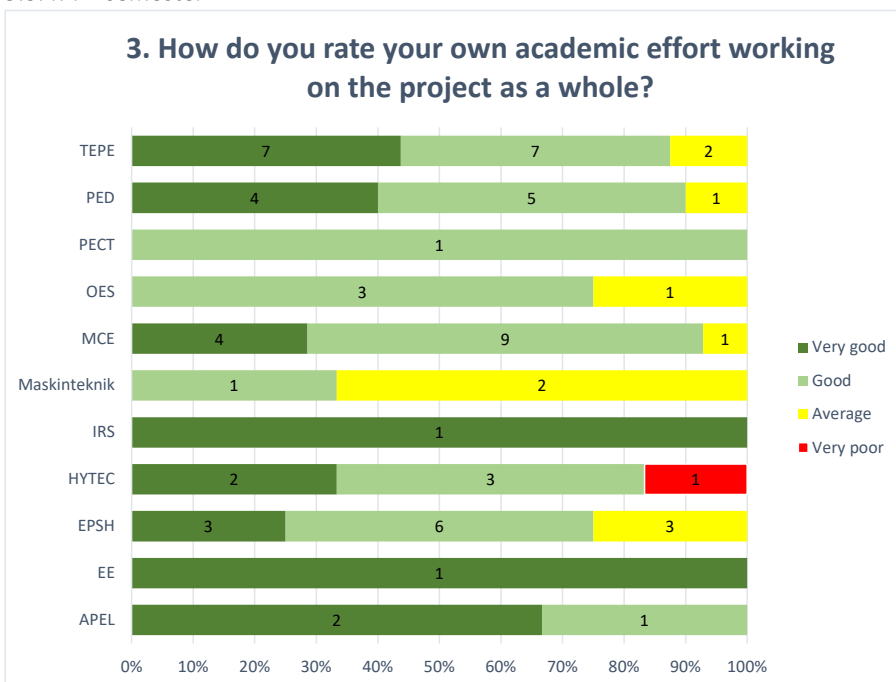
5.3.2: 3rd semester



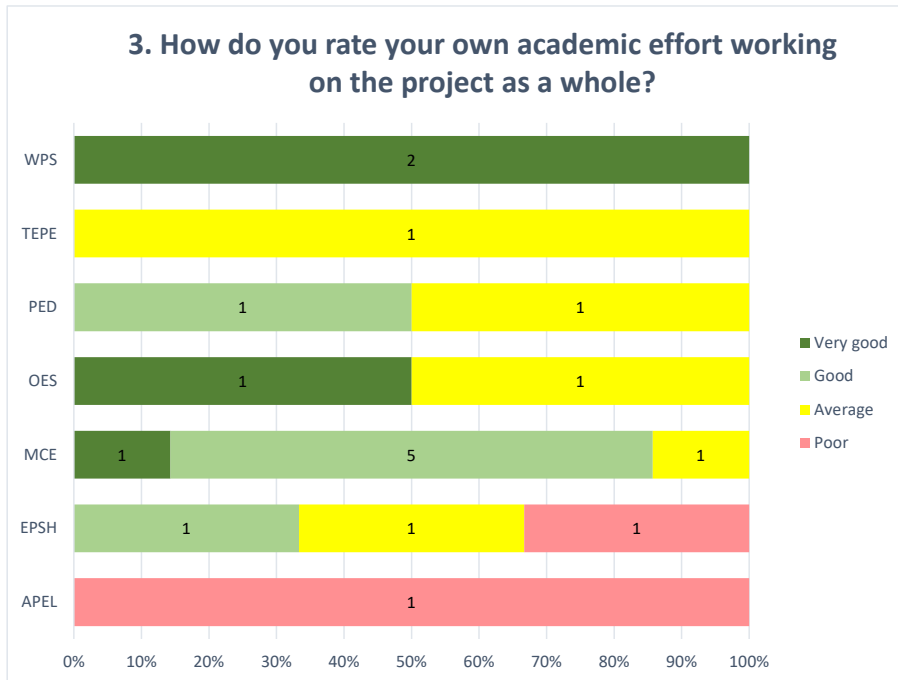
5.3.3: 5th semester



5.3.4: 7th semester

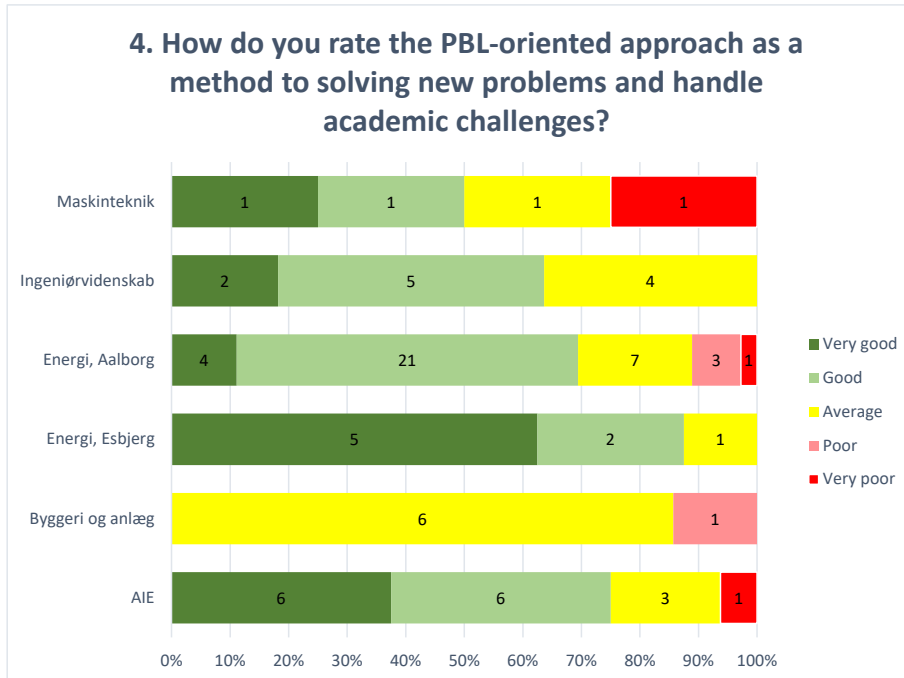


5.3.5: 9th semester

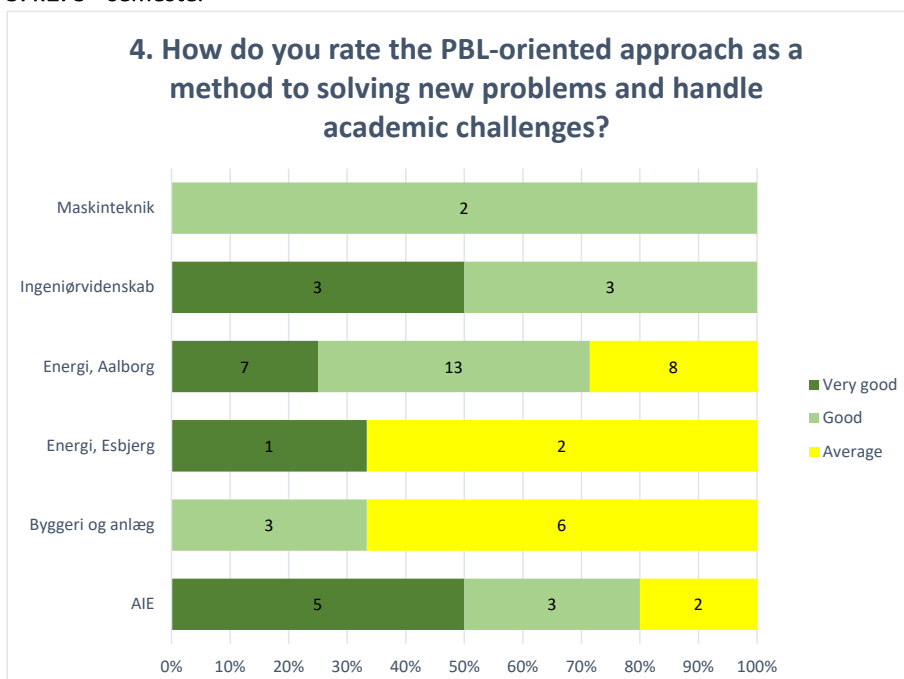


5.4: How do you rate the PBL-oriented approach as a method to solving new problems and handle academic challenges?

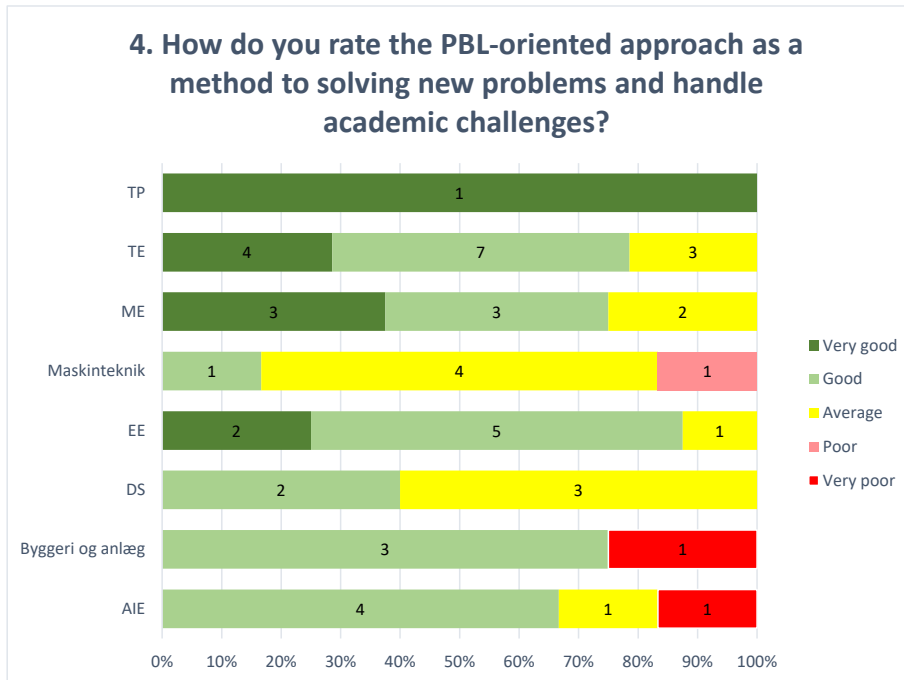
5.4.1: 1st semester



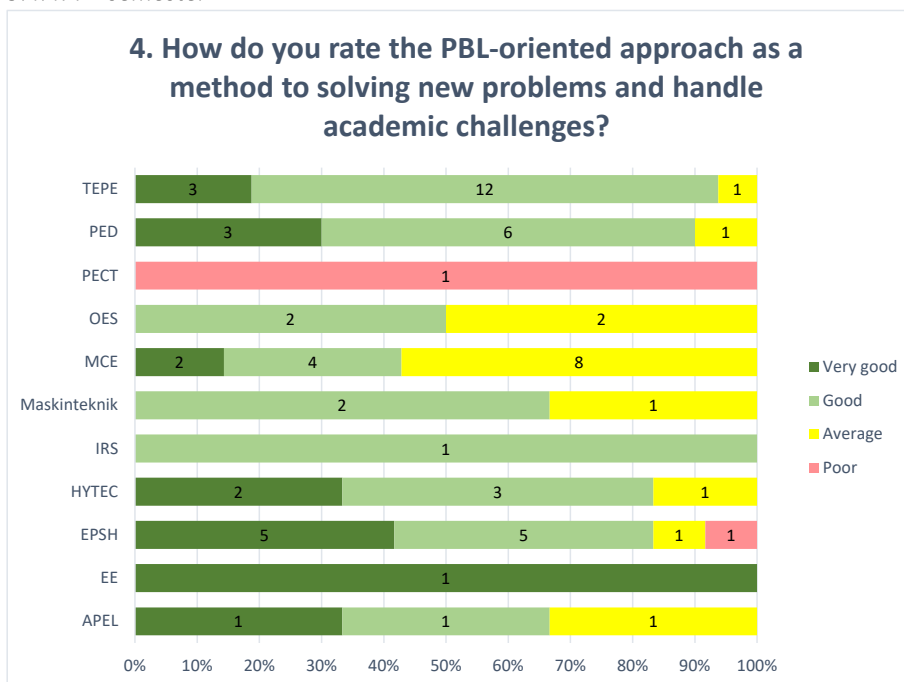
5.4.2: 3rd semester



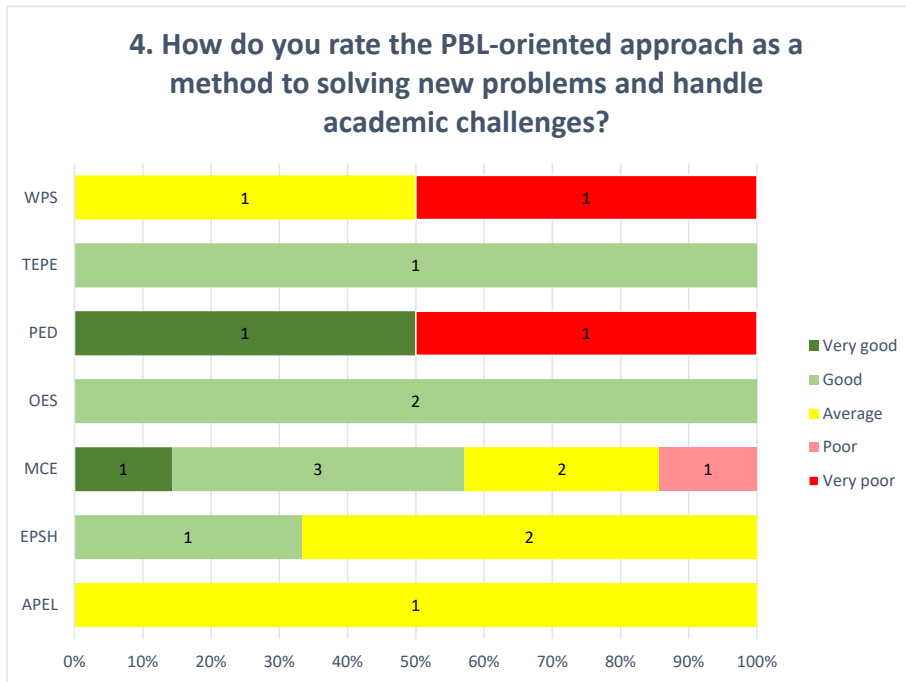
5.4.3: 5th semester



5.4.4: 7th semester

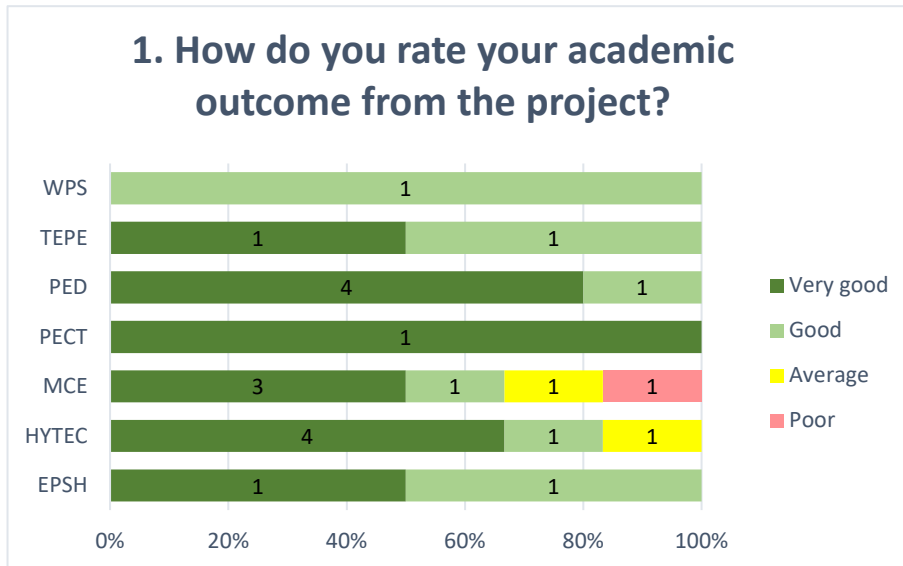


5.4.5: 9th semester

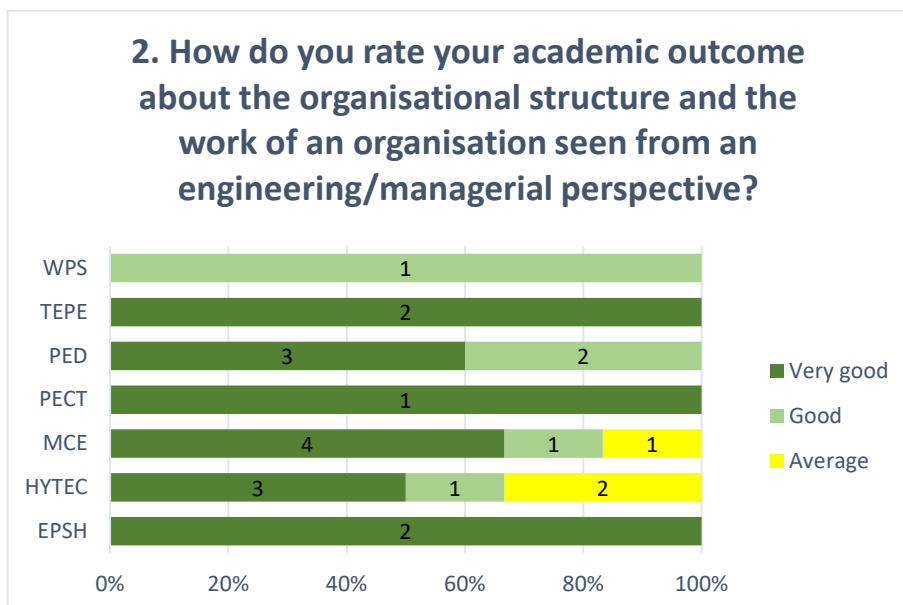


6. Project-Oriented Study in an External Organisation

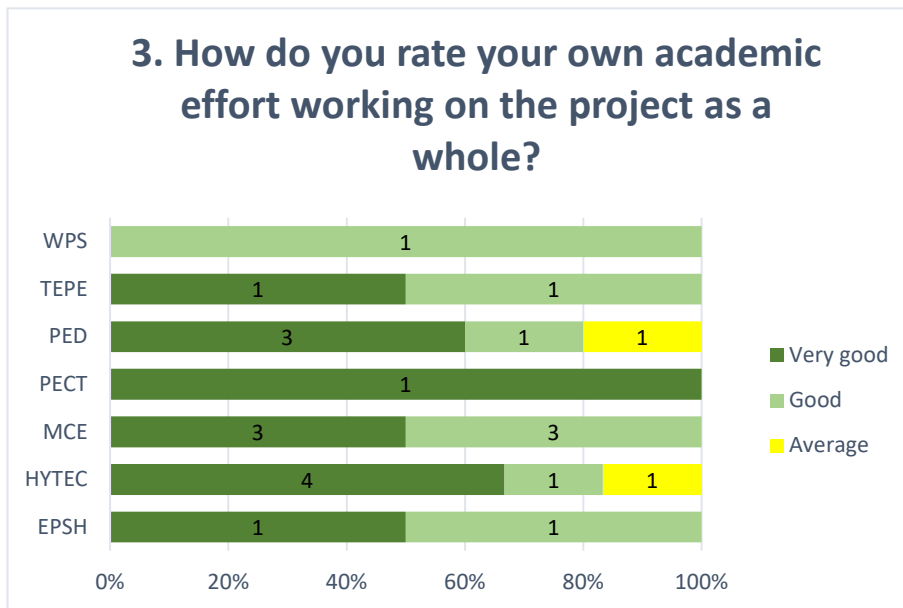
6.1 How do you rate your academic outcome from the project?



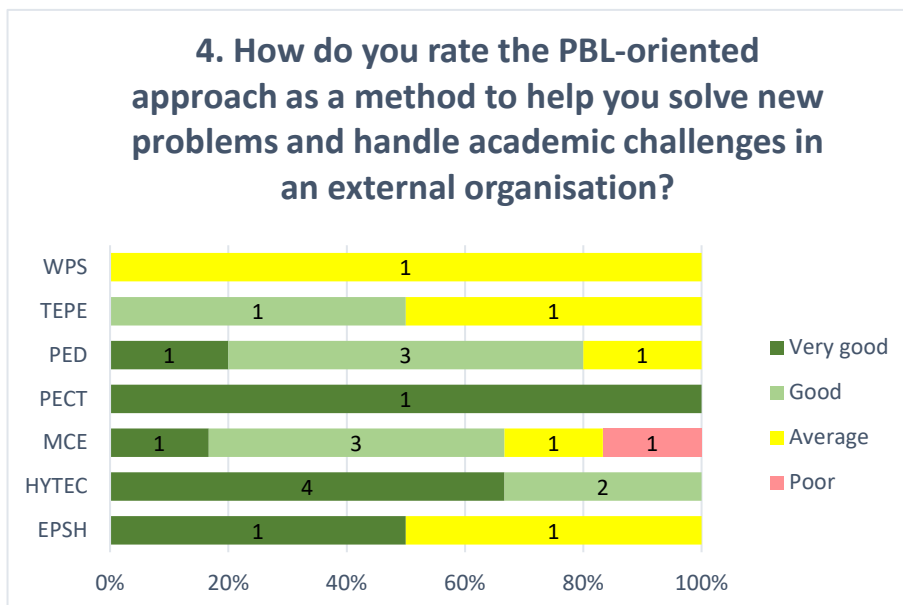
6.2 How do you rate your academic outcome about the organisational structure and the work of an organisation seen from an engineering/managerial perspective?



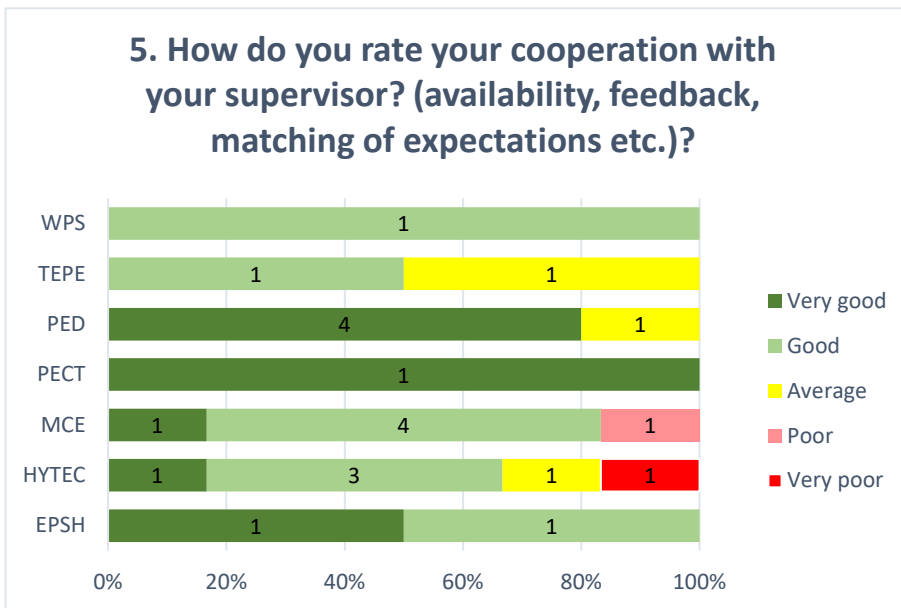
6.3 How do you rate your own academic effort working on the project as a whole?



6.4 How do you rate the PBL-oriented approach as a method to help you solve new problems and handle academic challenges in an external organisation?



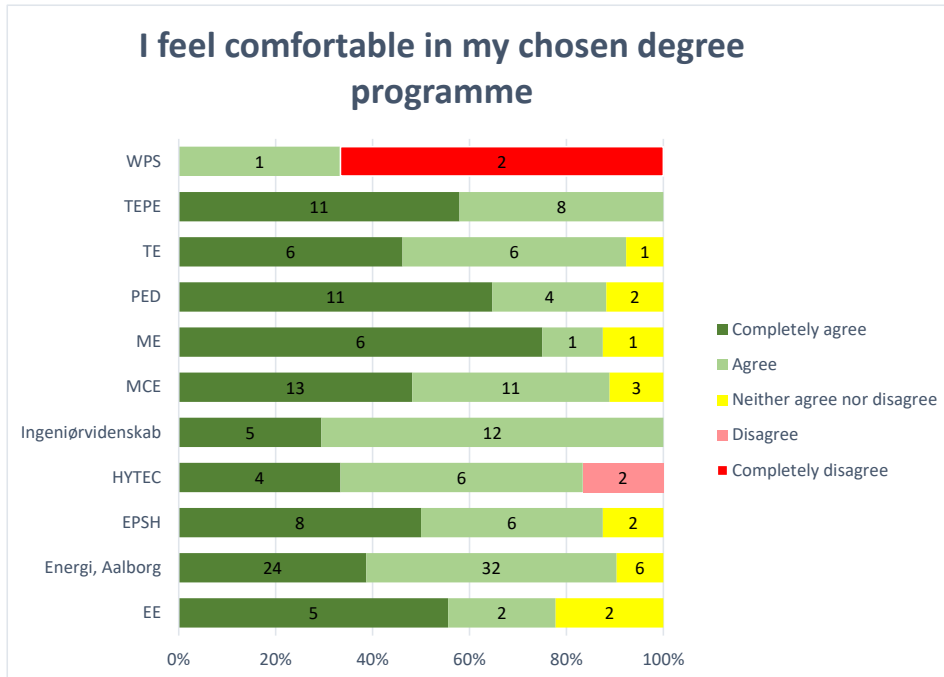
6.5 How do you rate your cooperation with your supervisor? (availability, feedback, matching of expectations etc.)?



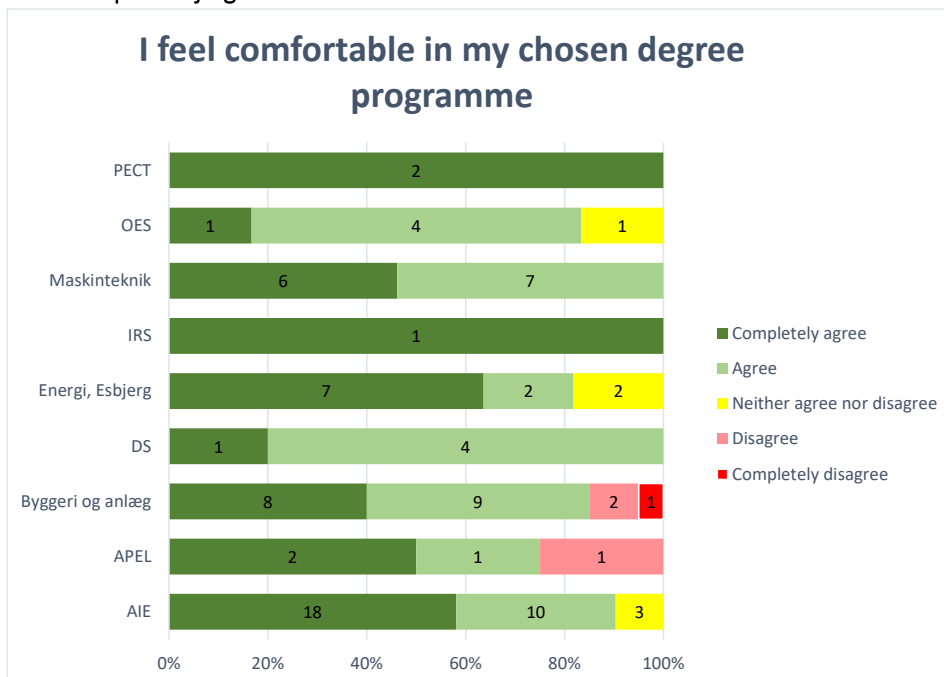
7. Study Environment

7.1 I feel comfortable in my chosen degree programme

7.1.1 Campus Aalborg 1st-9th semester

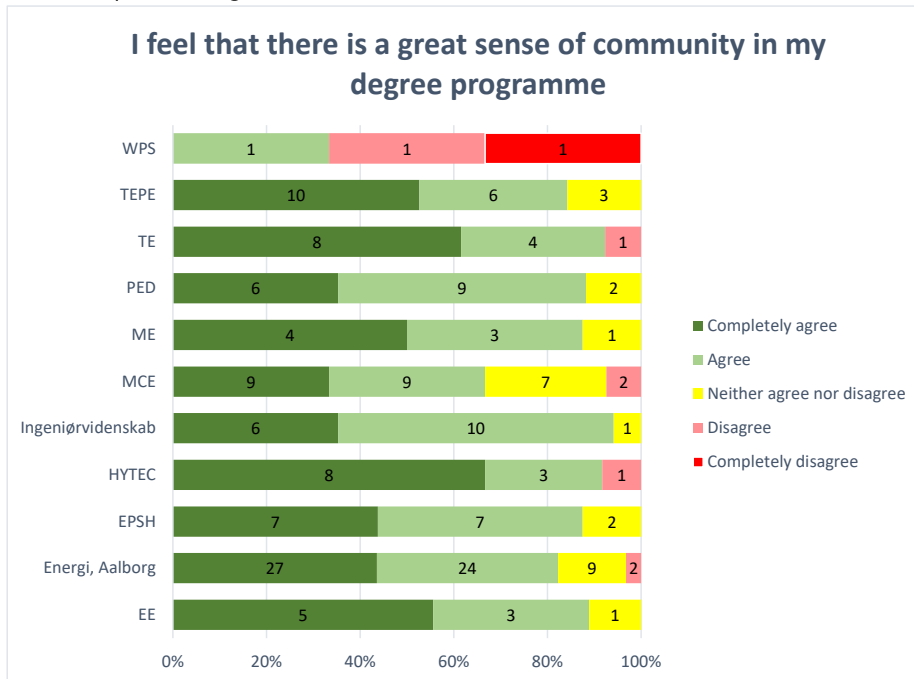


7.1.2 Campus Esbjerg 1st-9th semester

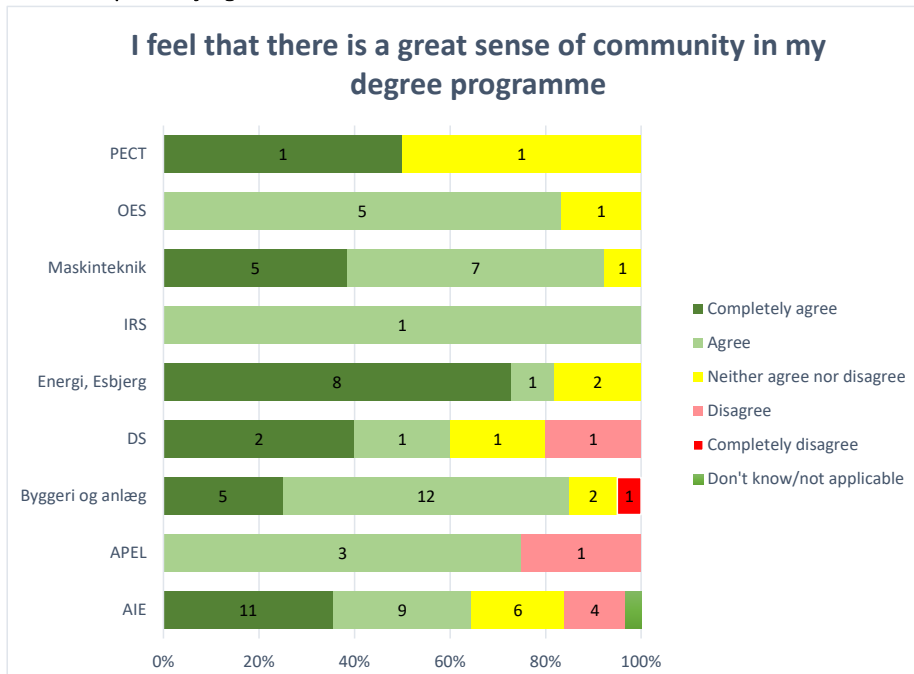


7.2 I feel that there is a great sense of community in my degree programme

7.2.1 Campus Aalborg 1st-9th semester

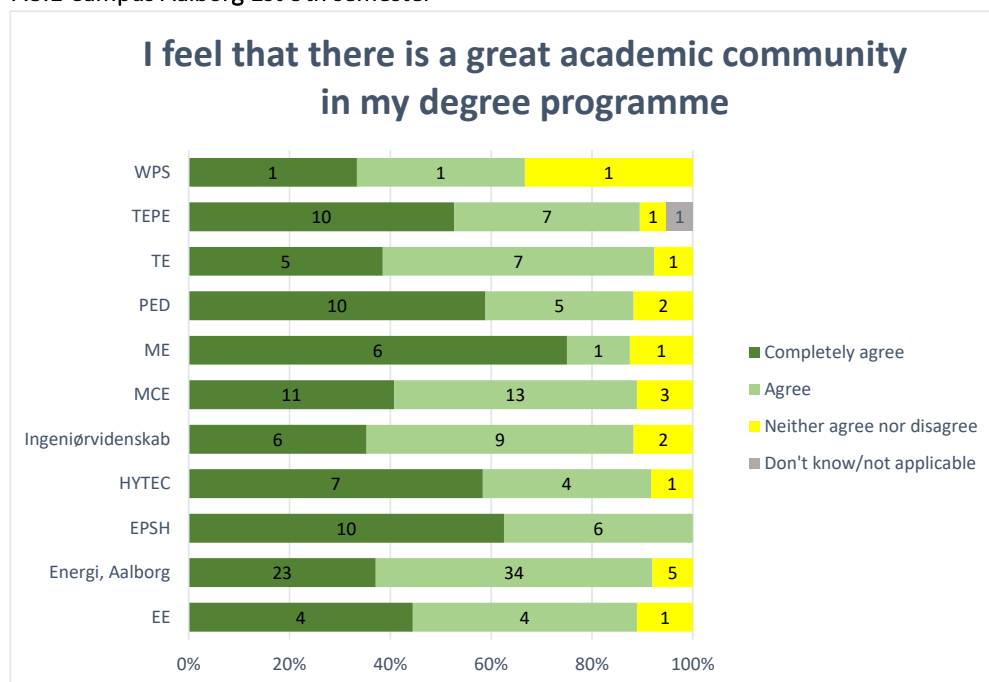


7.2.2 Campus Esbjerg 1st-9th semester

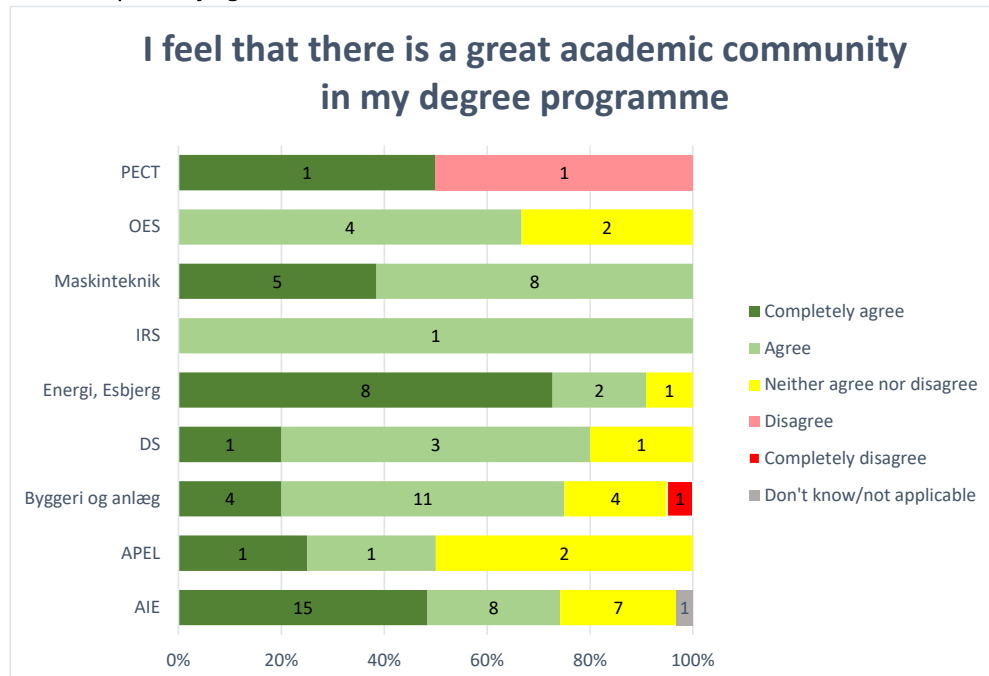


7.3 I feel that there is a great academic community in my degree programme

7.3.1 Campus Aalborg 1st-9th semester



7.3.2 Campus Esbjerg 1st-9th semester



Abbreviations

- AIE: Applied Industrial Electronics

- APEL: Advanced Power 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
- IV: General Engineering
- 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
- TP: Thermal Processes
- WPS: Wind Power Systems