



**AAU  
ENERGY**

**AALBORG  
UNIVERSITY**

# **SEMESTER EVALUATION**

## **SPRING SEMESTER 2023**

The Study Secretariat, AAU Energy

December 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 2023. 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 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**

#### *The coherence and planning of the semester*

- GE2: There was a lack of coherence between the project and the courses. The study board has changed the semester coordinator position from the field of civil engineering to the field of materials and production to ensure better coherence. The new semester coordinator has also been assigned to ensure better support for non-LeadENG projects.
- EN4: The students wish that the course in Fundamental Control Theory is scheduled earlier in the semester which the study secretaries will try to do.
- GE4: Different electives have made it difficult for the students to plan their project work. The study board has a close cooperation with the other departments working to coordinate GE and has decided to reduce the number of electives to make it easier to plan the 4<sup>th</sup> semester.
- TEPE2: There were overlaps between the courses 'Fuel Conversion and Production' and 'Chemical Reactors and Process Systems'. The study board has contacted the teachers regarding this issue.

#### *Projects*

- EN2: Some students experienced that their supervisor had minimal knowledge of PBL. The study board has since decided that only Danish-speaking staff can be the main supervisors on the 1<sup>st</sup>-4<sup>th</sup> semesters.
- ME6: Some students expressed a wish for an inventory system for the lab equipment, but the study board assesses that it would be too difficult and expensive to implement such a system compared to simply asking the staff in the labs about the availability of the equipment.
- EPSH2: The high voltage lab will get cleaned up.

#### *Physical study environment*

- On the second semester, several students note that the indoor climate in Auditorium A in Fib15 is poor. The study board have raised this issue with Campus Service.
- Some students suggest more bike racks for Pon103 and Pon105 which will happen.
- More white boards will be brought to Pon101.
- The study board will make a poster containing information on when the alarm activates to remind the students when they can open the windows without triggering the alarm.

#### *Psychosocial study environment*

- GE4: The student's group rooms will be moved together with EN4.
- A group of students are forming a student union with regular café meetings and events for all students from the department.

## The BEEM Study Board

### *The coherence and planning of the semester*

- AIE2: Several students ask for more electrical courses. The study board has already removed thermodynamics and mechanics from the curriculum to make room for more electrical courses. However, there is no room for more electrical courses on the 1<sup>st</sup> and 2<sup>nd</sup> semesters.
- A few students from AIE ask for the possibility of AAU having a diploma engineering degree similar to AIE. However, the Danish legislation does not allow English diploma degrees, so this is currently not possible.

### *Physical study environment*

- MA6: The lab used in Process Control was too small as there were 5-6 students around one computer. The study board will try to find a solution and possibly split up the lab sessions over more days.

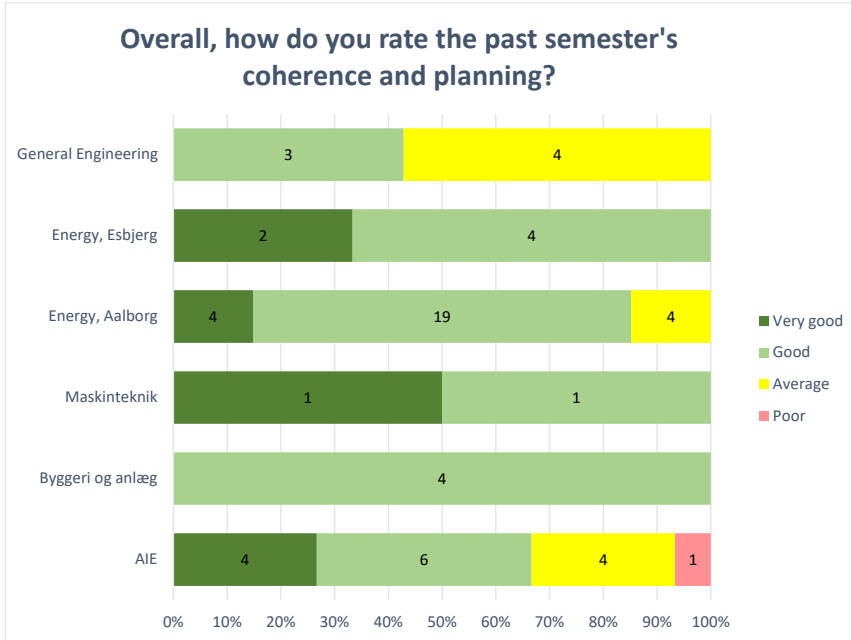


## 2. Response rate

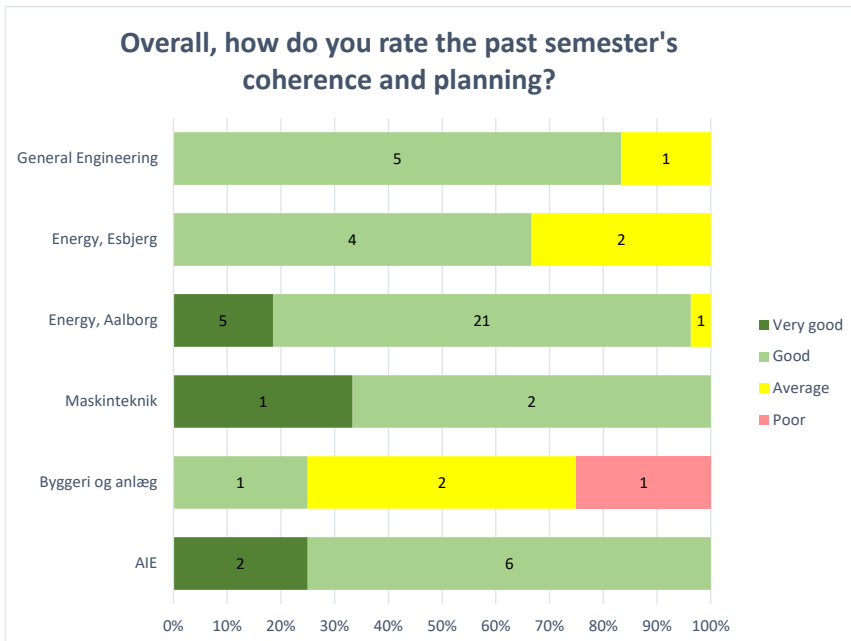
Study programme	Responses	Students	Response rate
GE2	6	12	50%
EN2 - Aalborg	26	40	65%
EN2 - Esbjerg	6	7	86%
BA2	3	7	43%
MA2	2	9	22%
EN4 - Aalborg	26	38	68%
GE4	6	6	100%
EN4 - Esbjerg	6	8	75%
BA4	4	13	31%
MA4	3	8	38%
AIE2 - Esbjerg	12	23	52%
AIE4 - Esbjerg	8	15	53%
AIE6 - Esbjerg	4	15	27%
BA6	0	3	0%
MA6	1	8	13%
DS6 - Esbjerg	3	5	60%
TP6 - Esbjerg	0	3	0%
EE6 - Aalborg	4	9	44%
ME6, MED6	12	20	60%
TE6, TED6	11	16	69%
ESPH2	8	13	62%
EPSH4	0	7	0%
PED2	8	11	73%
PED4	3	11	27%
WPS2	0	0	0%
WPS4	0	5	0%
MCE2	10	18	56%
MCE4	2	20	10%
TEPE2	11	19	58%
TEPE4	2	11	18%
HYTEC2	5	6	83%
HYTEC4	4	9	44%
OES2	4	4	100%
OES4	0	4	0%
PECT2	2	2	100%
PECT4	2	3	67%
APEL2	1	6	17%
APEL4	0	2	0%
<b>Sum</b>	<b>205</b>	<b>416</b>	<b>49%</b>
Esbjerg	61	145	42%
Aalborg	144	271	53%

### 3. The semester's coherence and planning

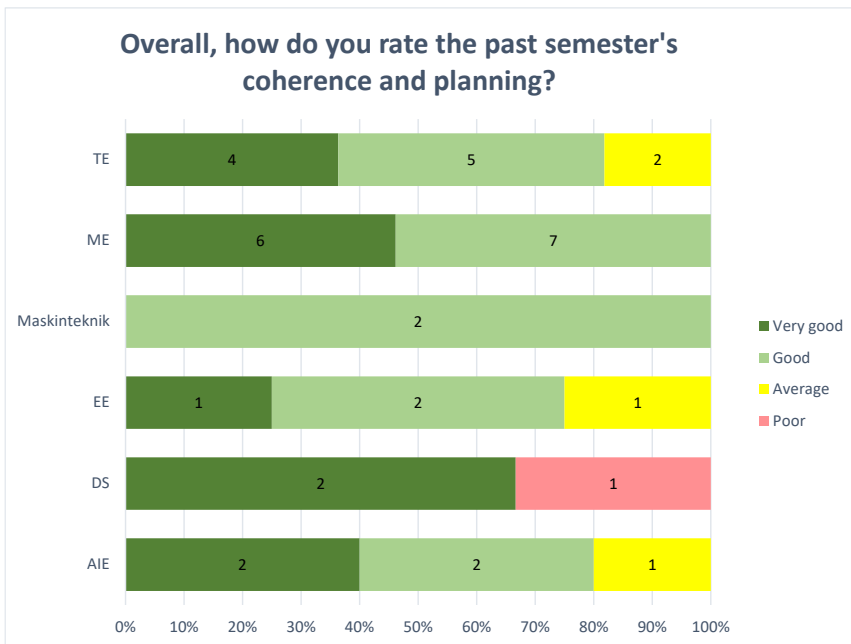
#### 3.1 2<sup>nd</sup> semester



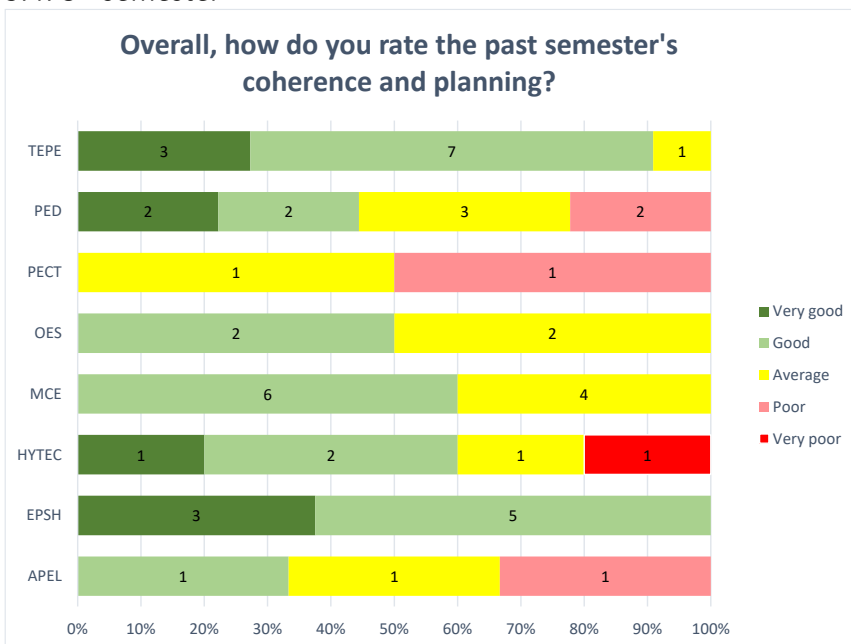
#### 3.2: 4<sup>th</sup> semester



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

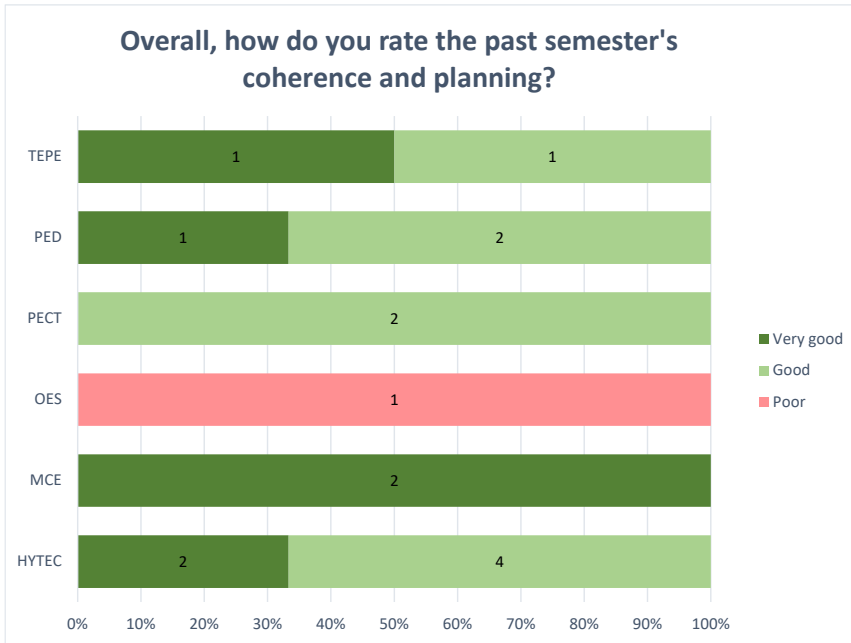


### 3.4: 8<sup>th</sup> semester





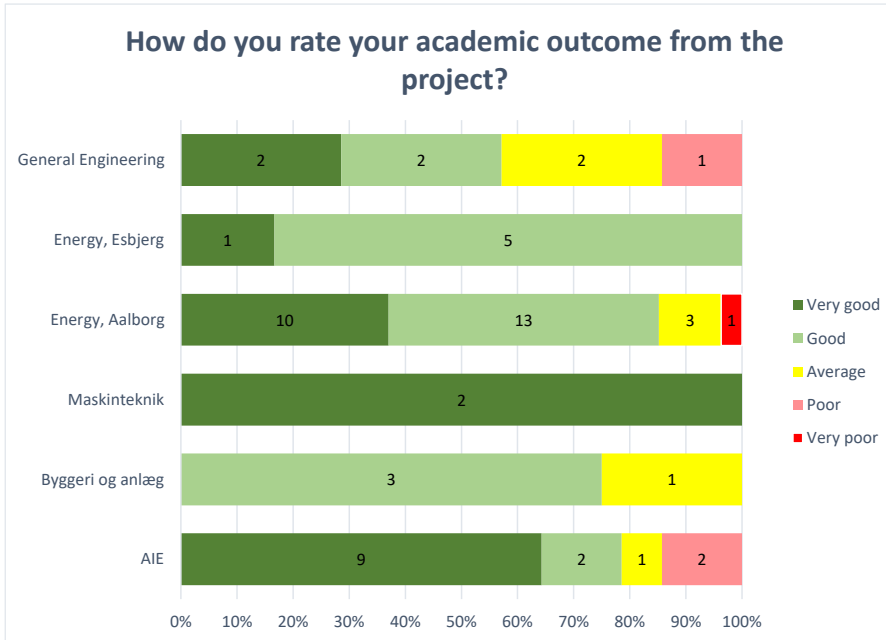
### 3.5: 10<sup>th</sup> semester



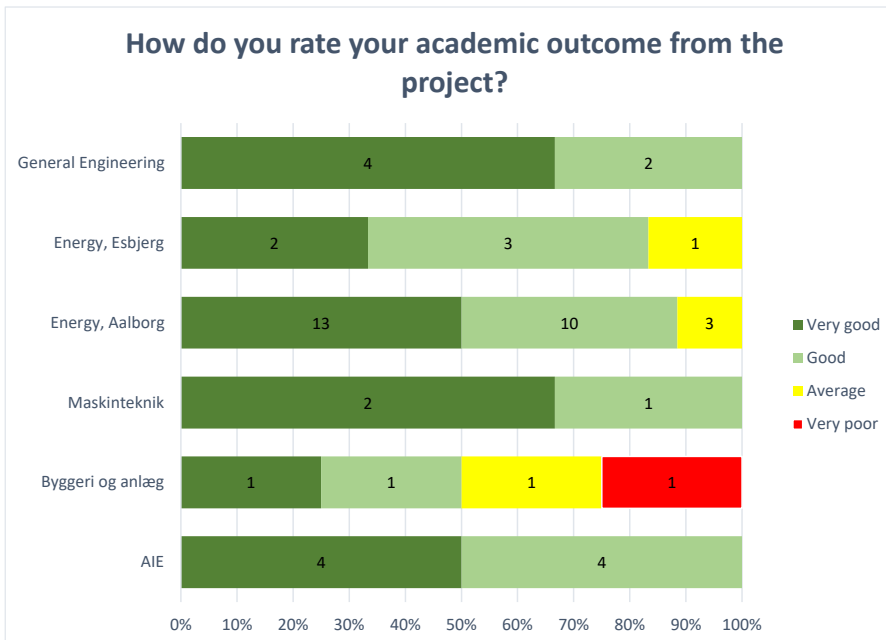
## 4. Project evaluation

### 4.1 How do you rate your academic outcome from the project?

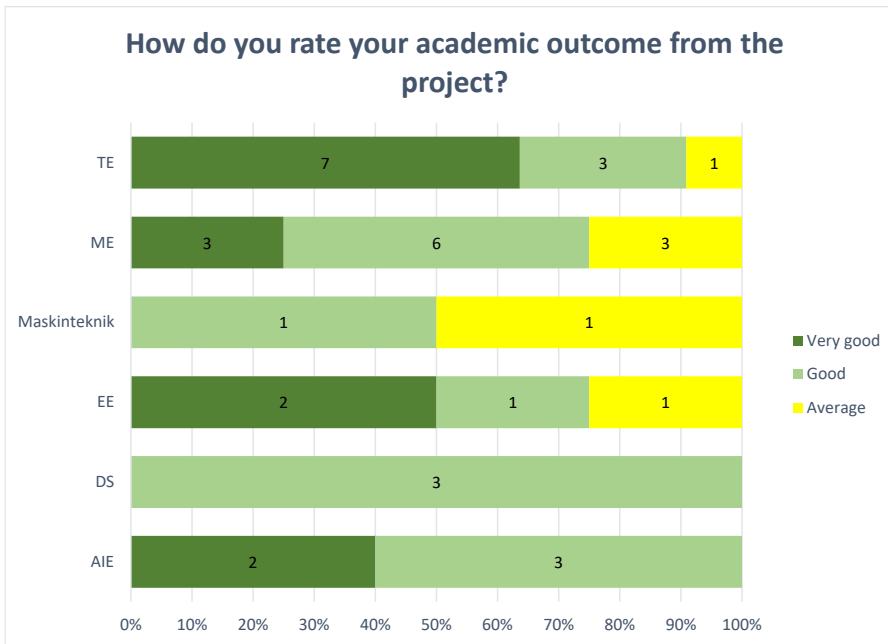
#### 4.1.1 2<sup>nd</sup> semester



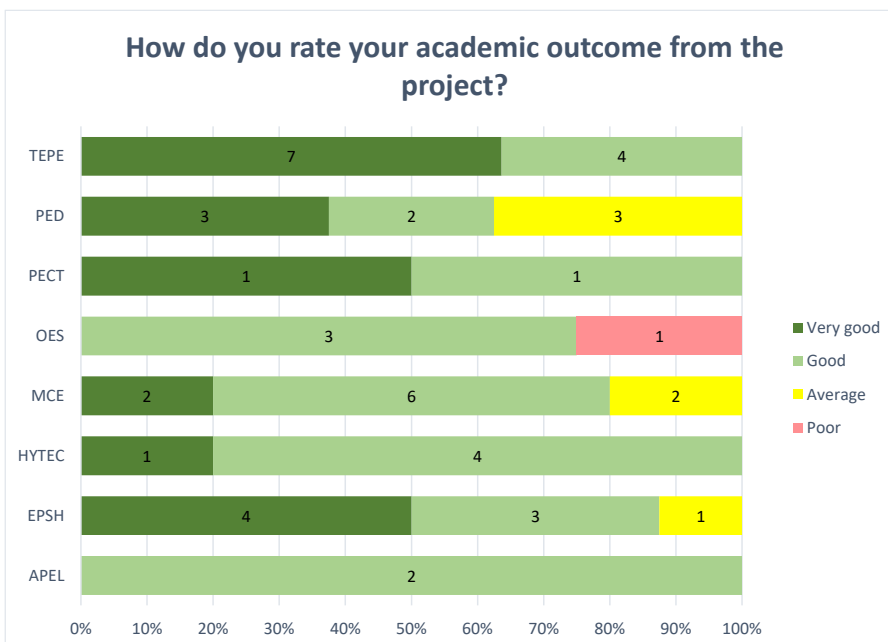
#### 4.1.2 4<sup>th</sup> semester



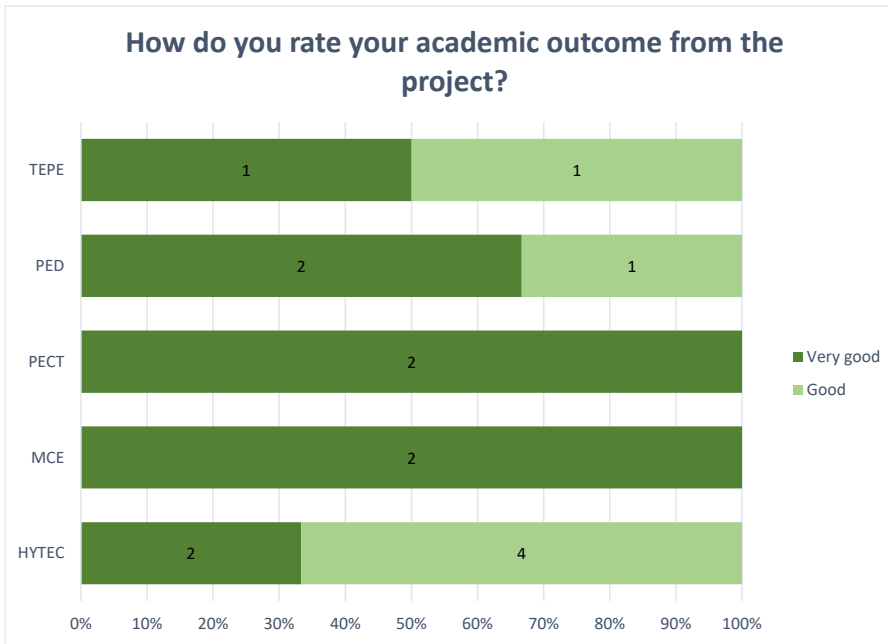
4.1.3: 6<sup>th</sup> semester



4.1.4: 8<sup>th</sup> semester

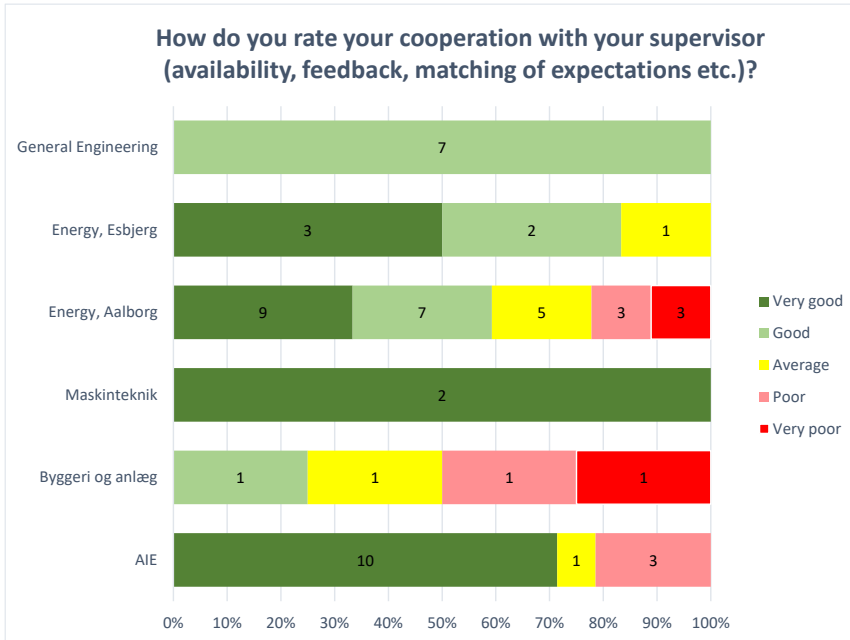


4.1.5: 10th semester

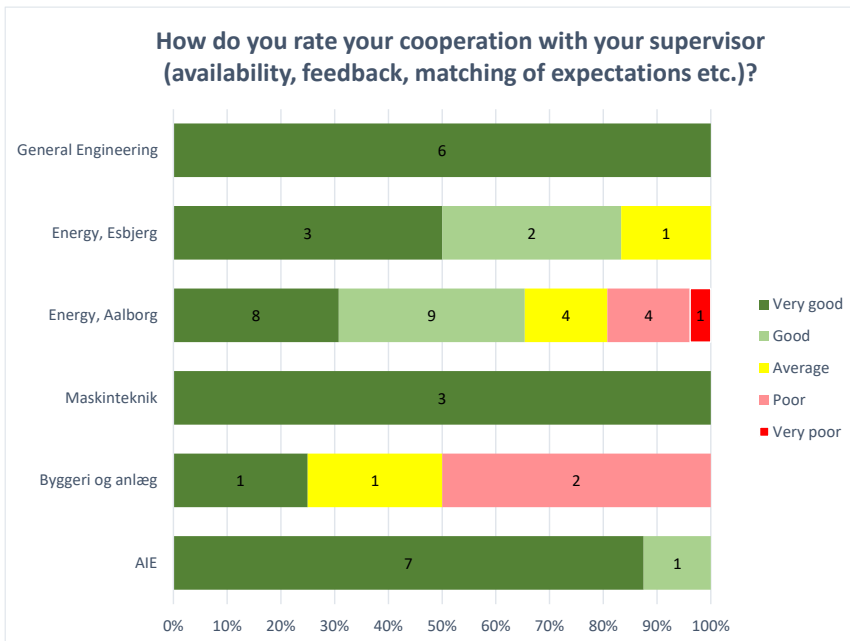


## 4.2 How do you rate your cooperation with your supervisor (availability, feedback, matching of expectations etc.)?

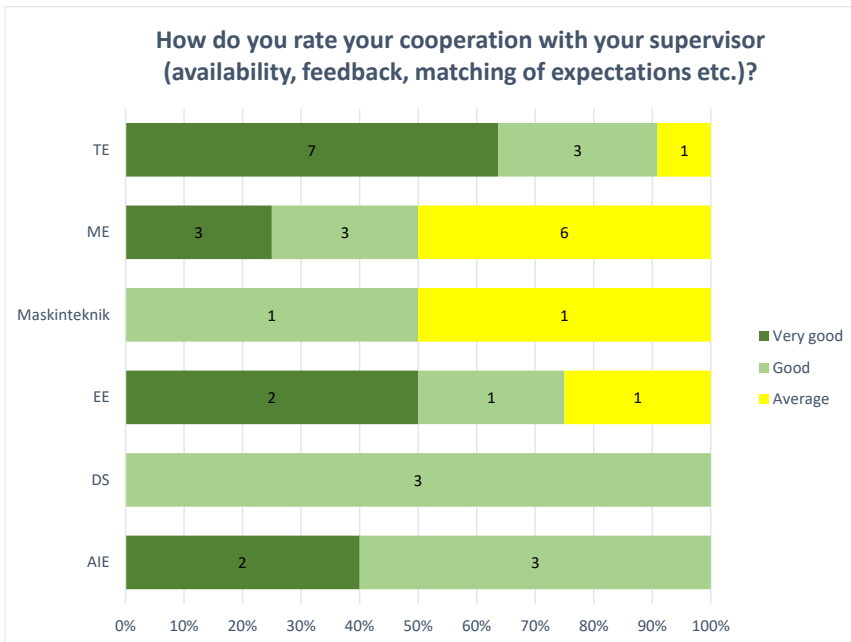
### 4.2.1 2<sup>nd</sup> semester



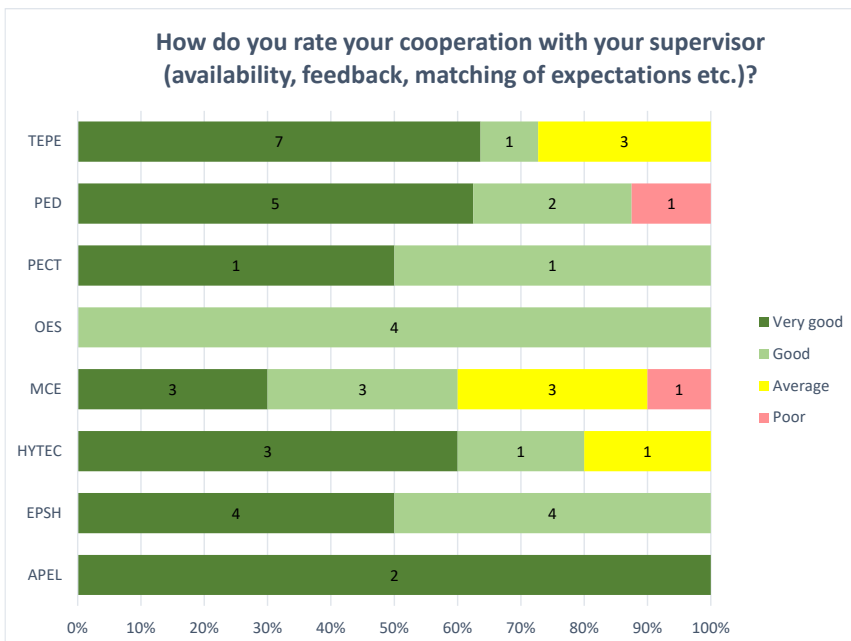
### 4.2.2 4<sup>th</sup> semester



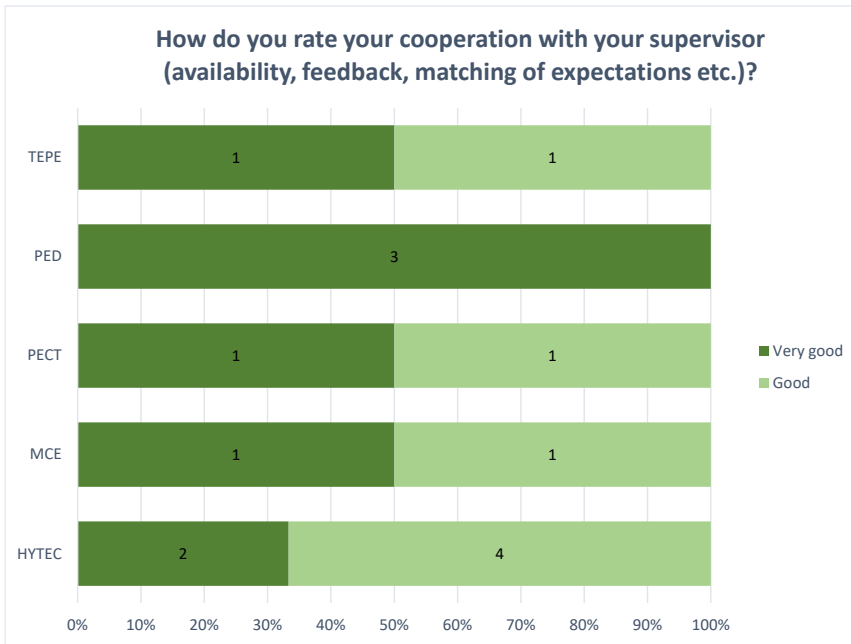
4.2.3: 6th semester



4.2.4: 8th semester

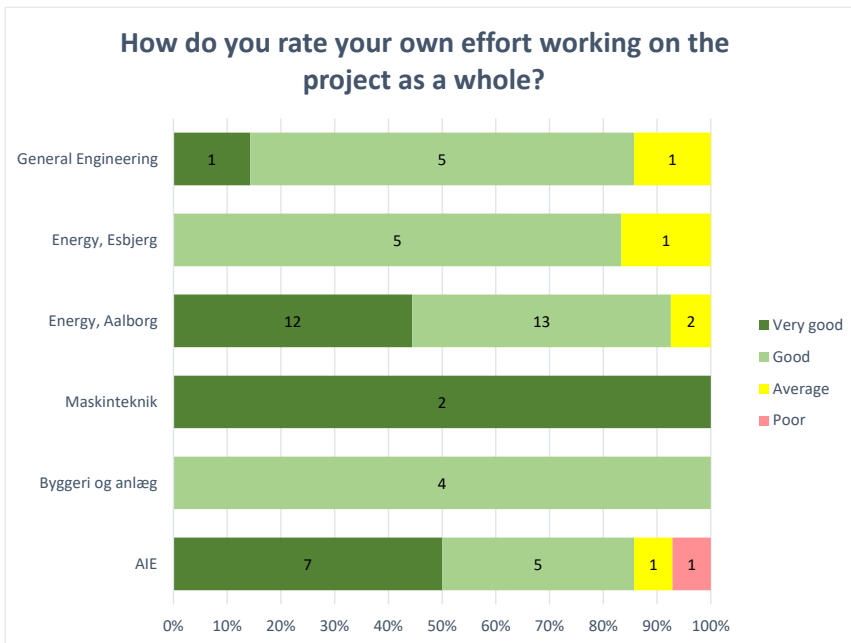


#### 4.2.5: 10th semester

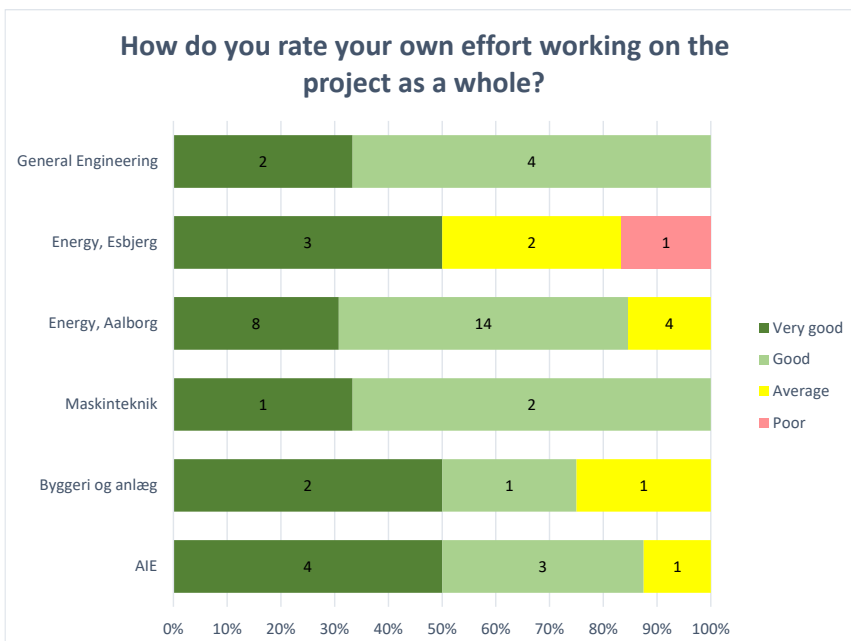


### 4.3 How do you rate your own effort during the project phase as a whole?

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

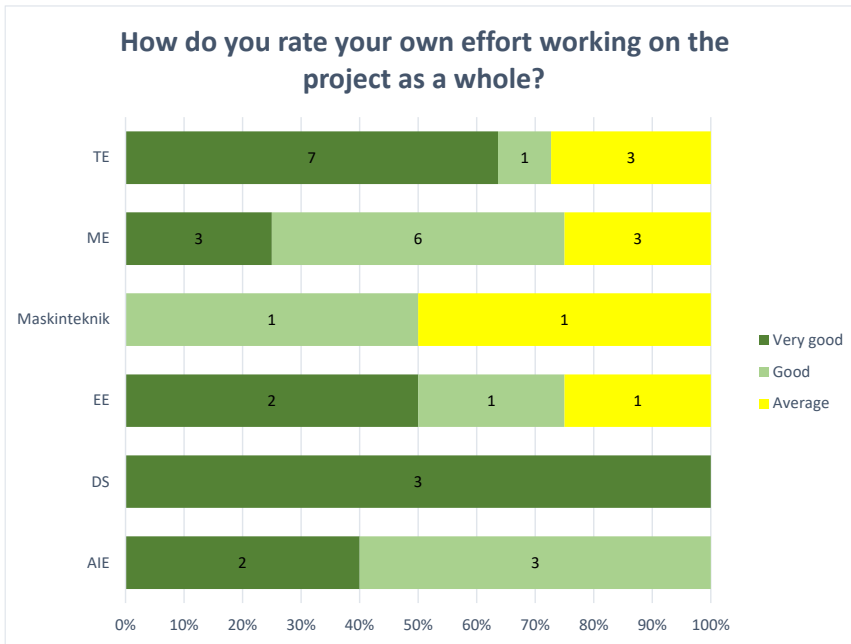


#### 4.3.2: 4<sup>th</sup> semester

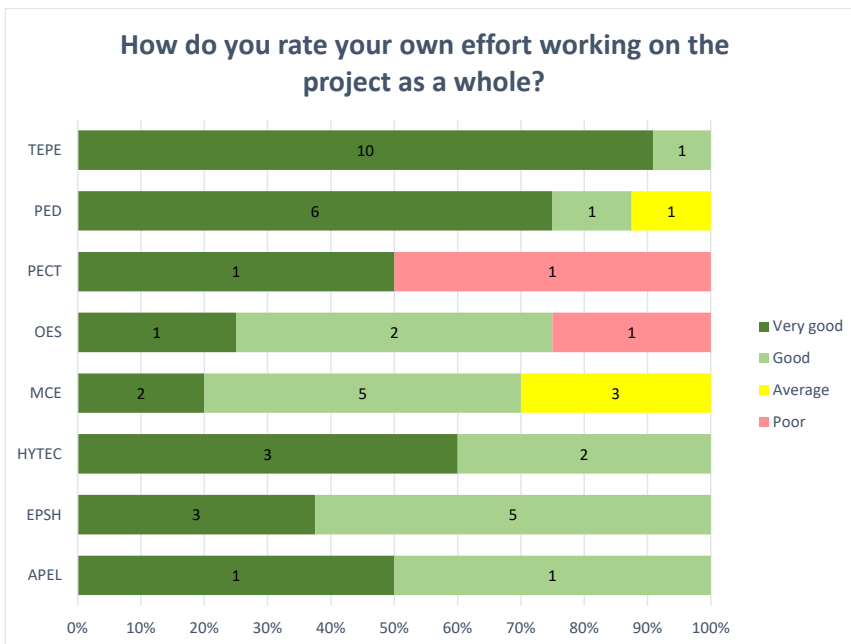




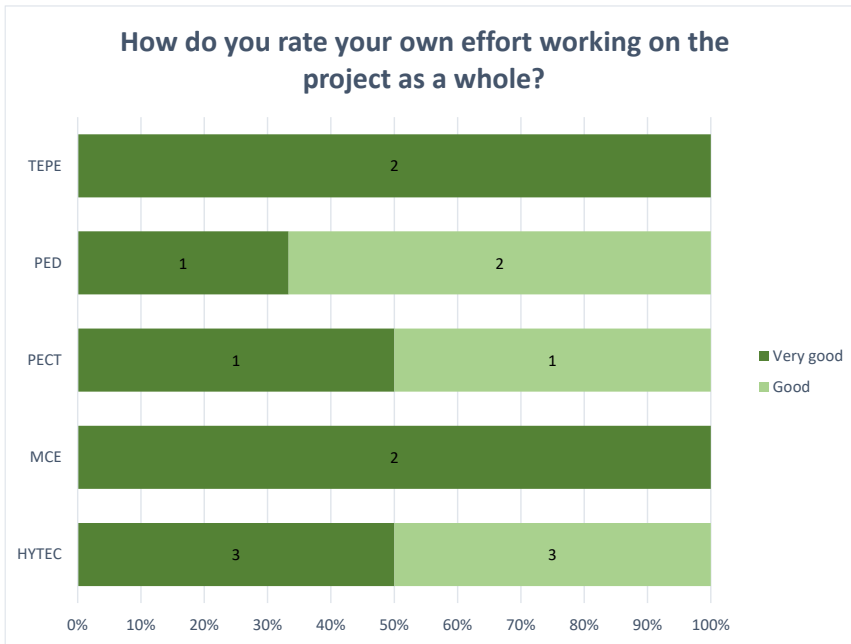
4.3.3: 6<sup>th</sup> semester



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

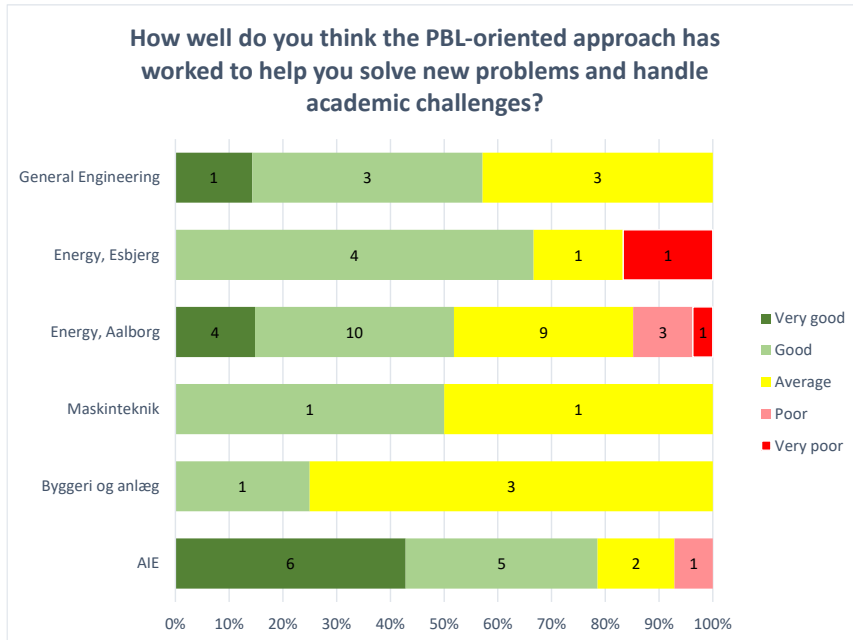


4.3.5: 10<sup>th</sup> semester

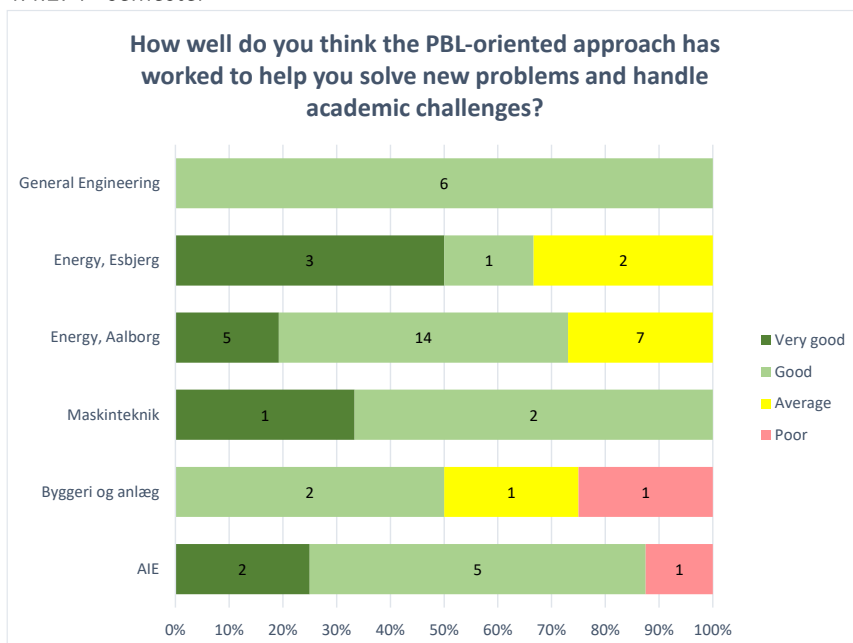


#### 4.4: How well do you think the PBL-oriented teaching has worked to help you solve new problems and handle academic challenges?

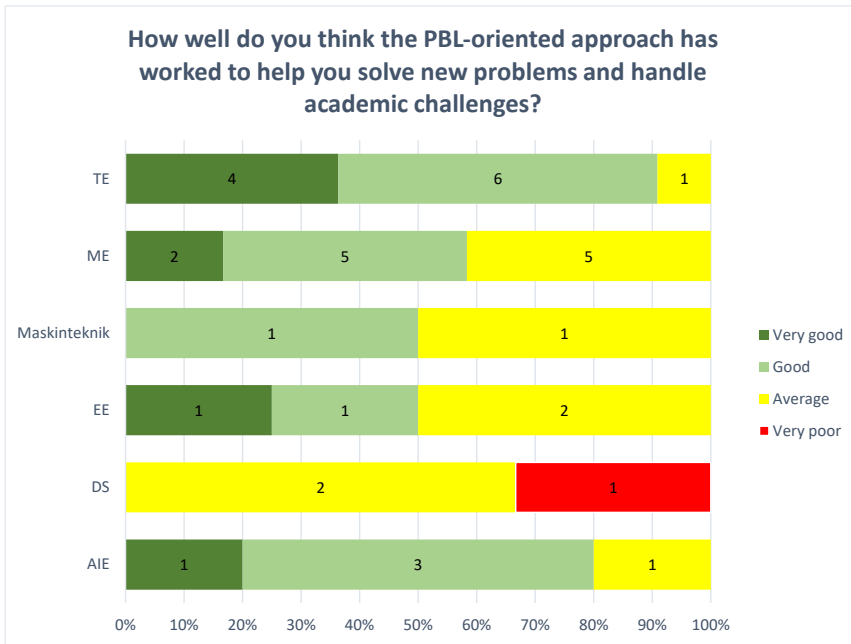
##### 4.4.1: 2<sup>nd</sup> semester



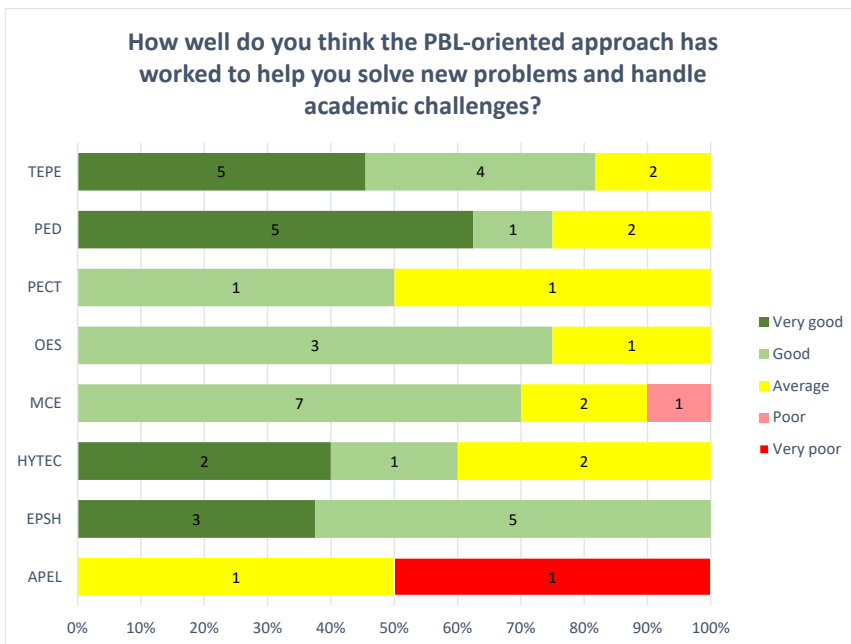
##### 4.4.2: 4<sup>th</sup> semester



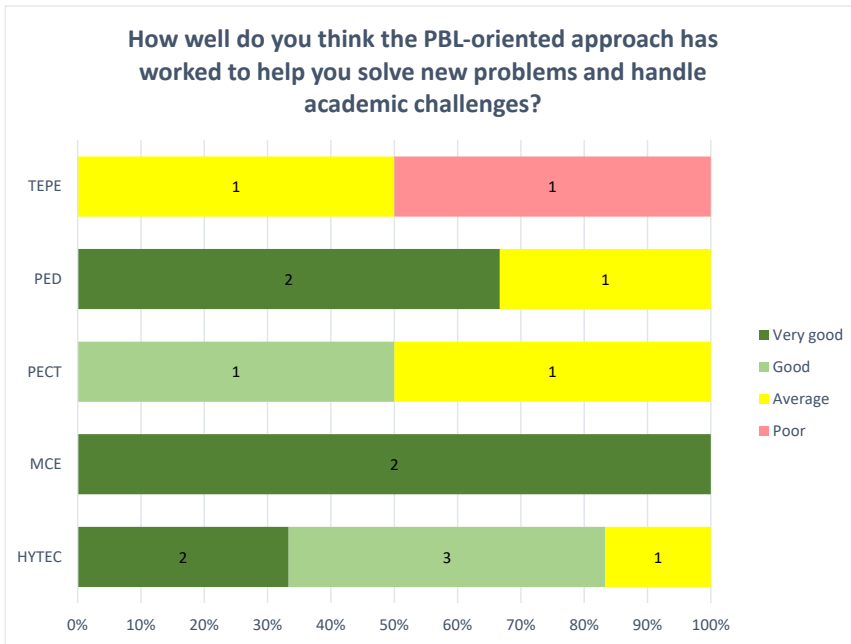
4.4.3: 6<sup>th</sup> semester



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



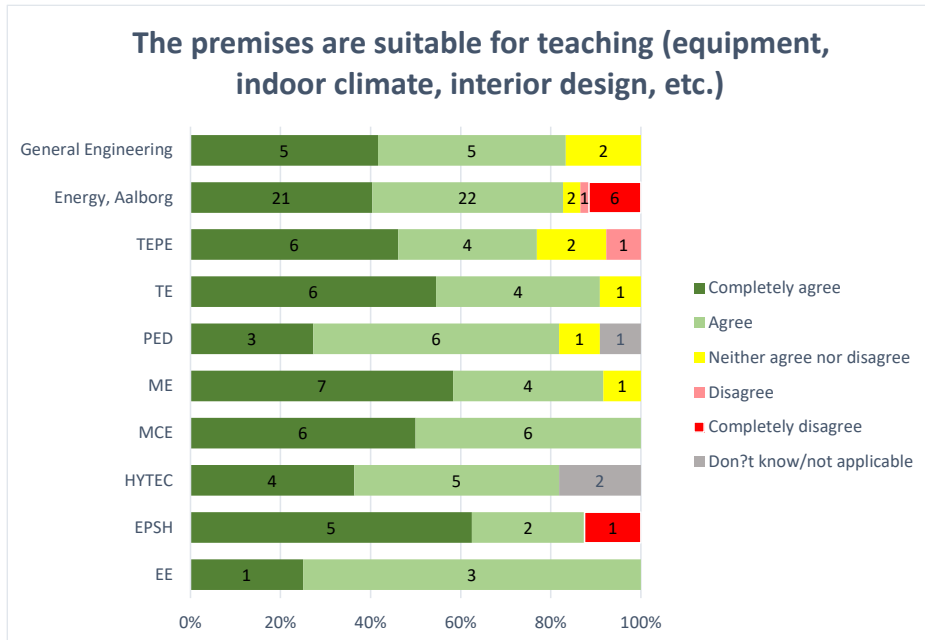
4.4.5: 10<sup>th</sup> semester



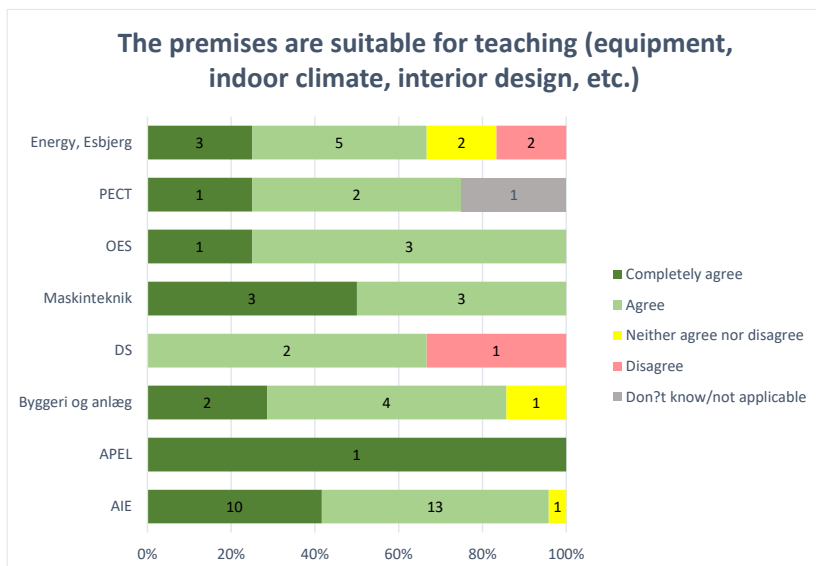
## 5. Study Environment

### 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

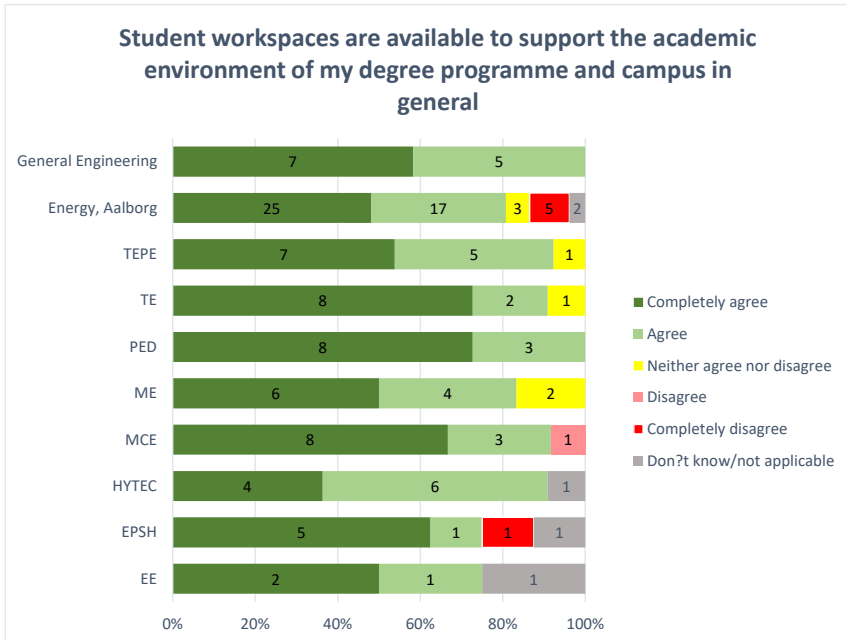


#### 5.1.2: Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester

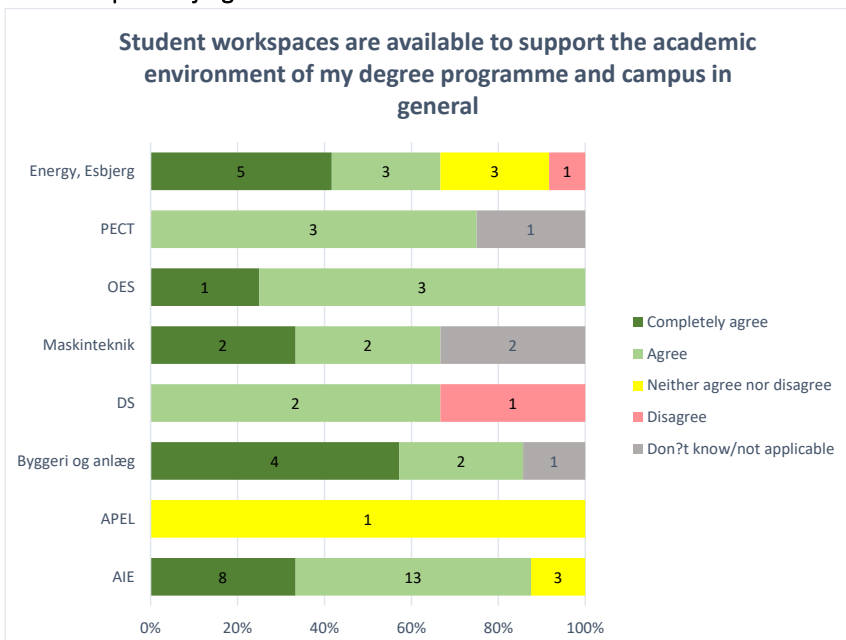


## 5.2 Student workspaces are available to support the academic environment of my degree programme and campus in general

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

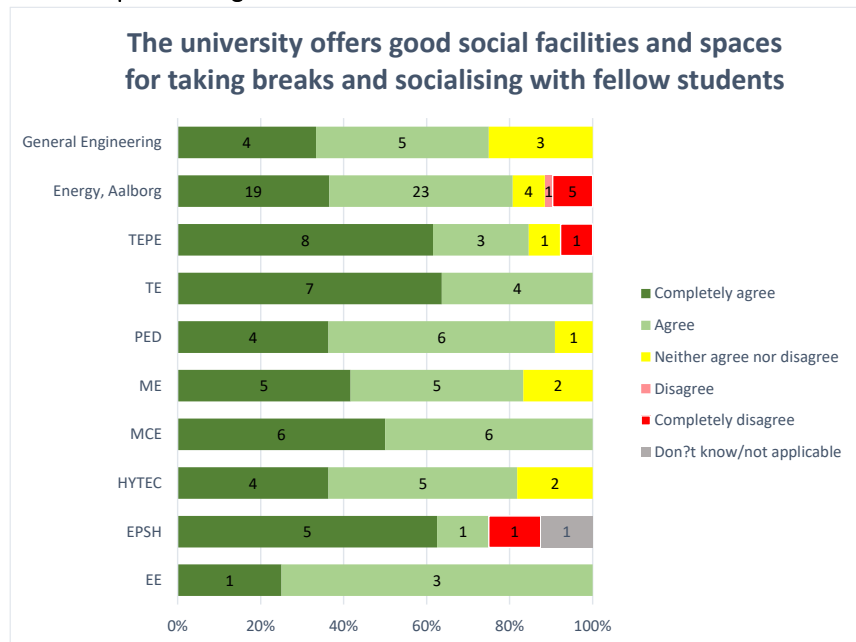


### 5.2.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester

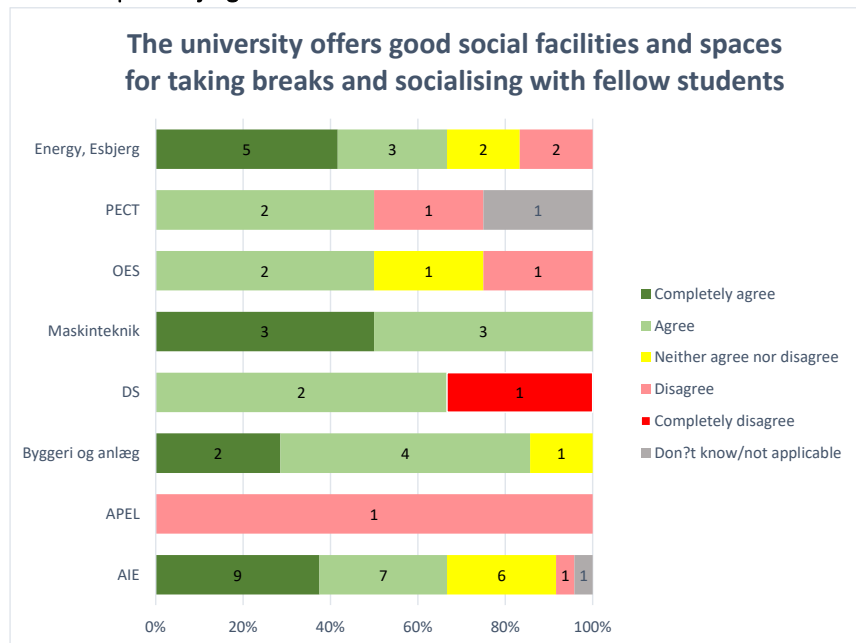


### 5.3 The university offers good social facilities and spaces for taking breaks and socialising with fellow students

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



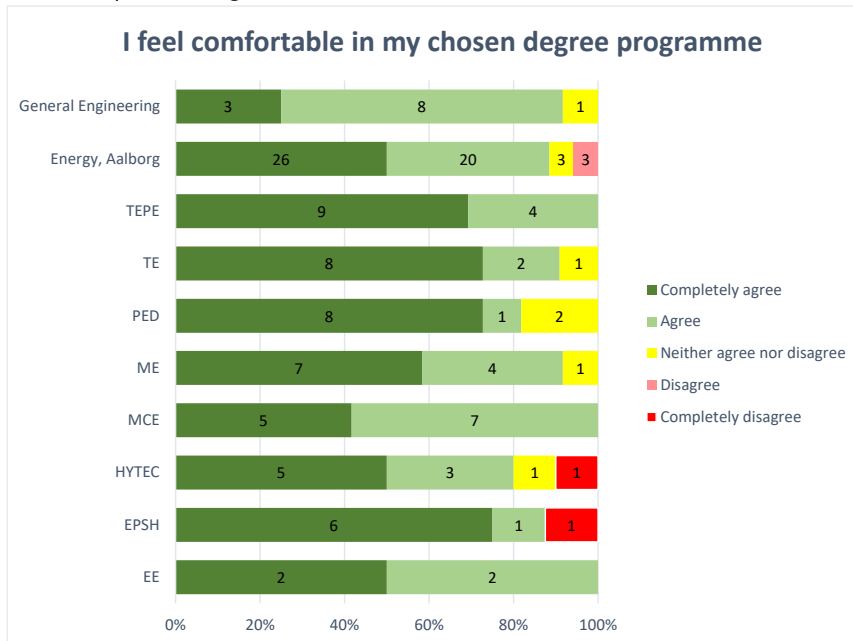
#### 5.3.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester



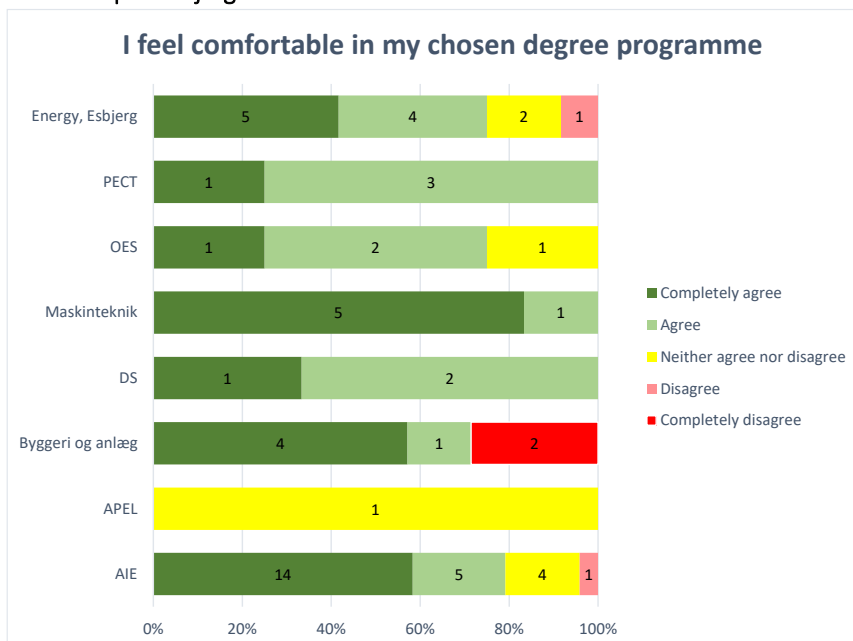


## 5.4 I feel comfortable in my chosen degree programme

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

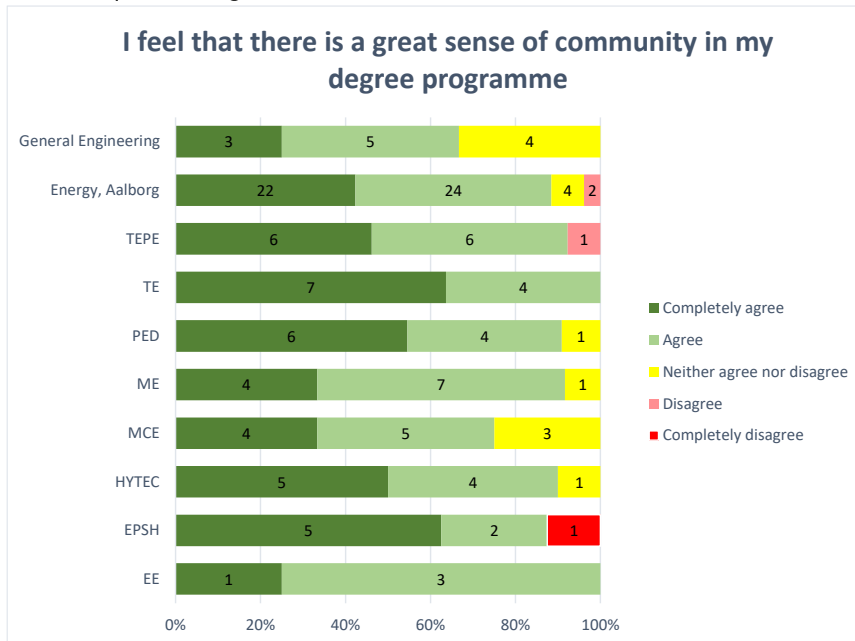


### 5.4.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester

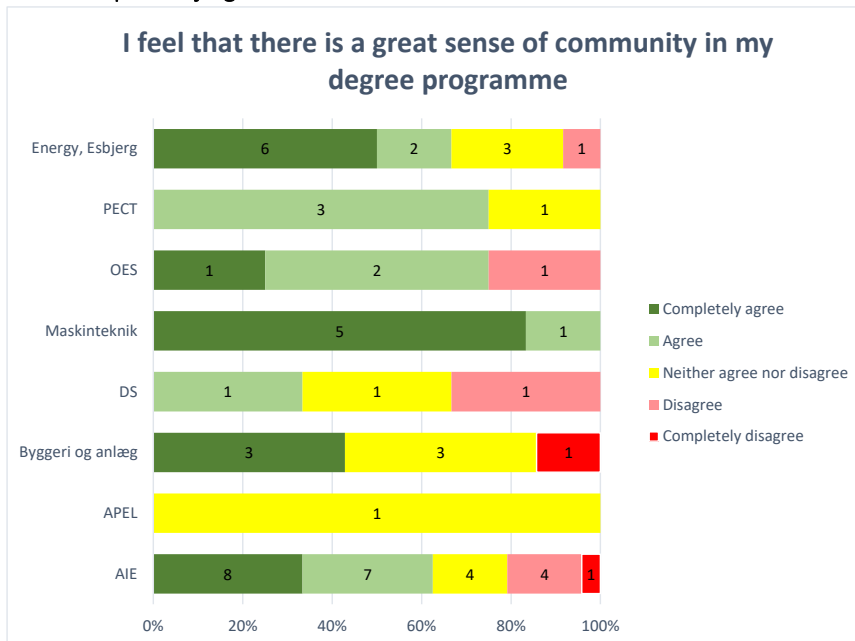


## 5.5 I feel that there is a great sense of community in my degree programme

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

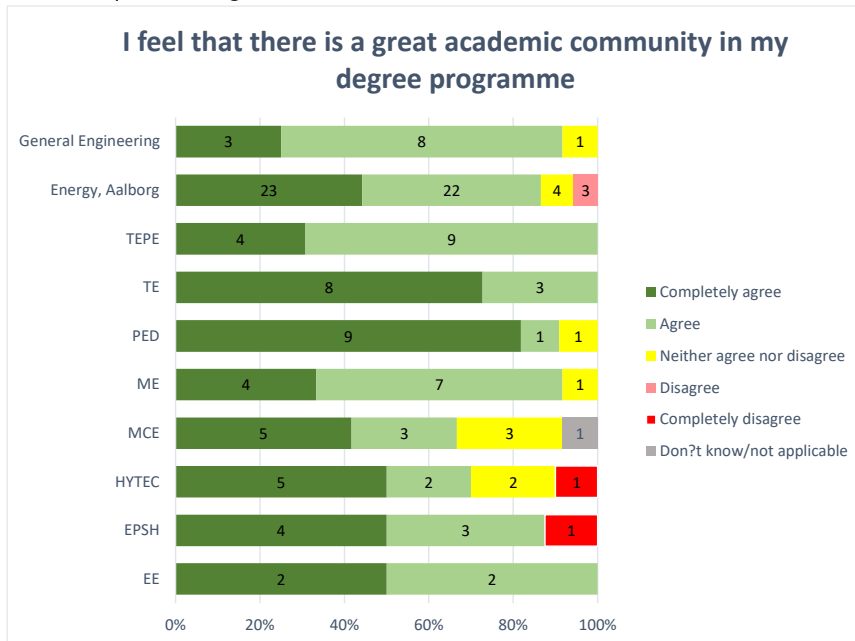


### 5.5.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester

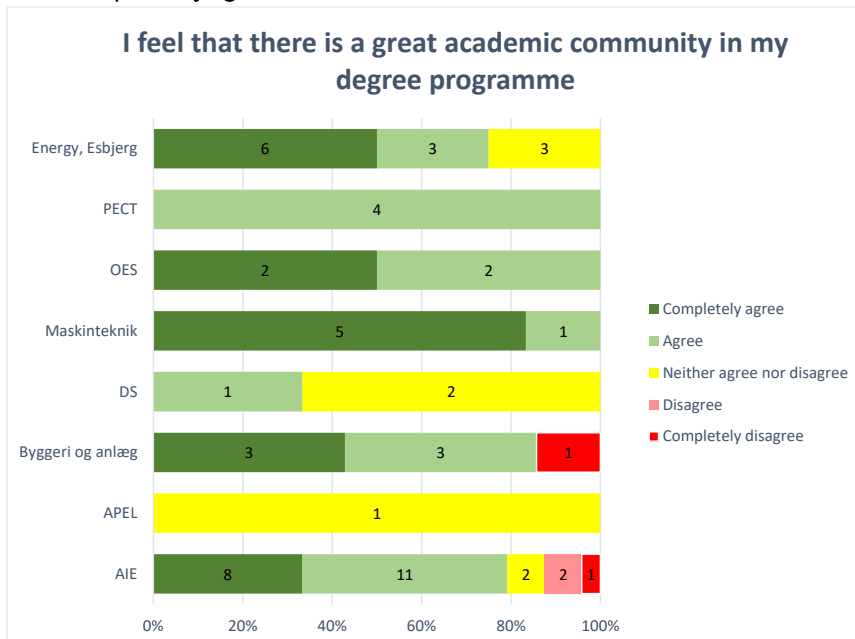


## 5.6 I feel that there is a great academic community in my degree programme

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

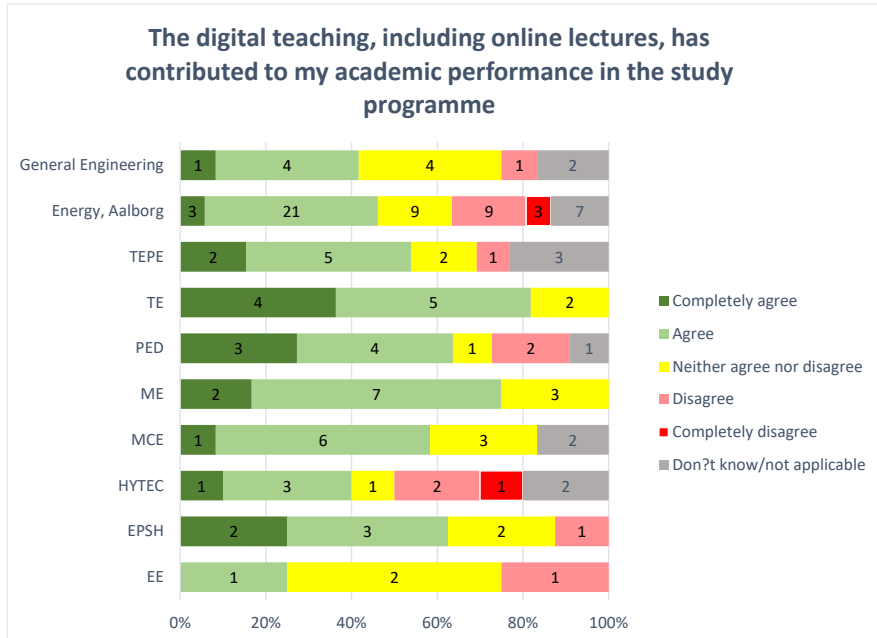


### 5.6.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester

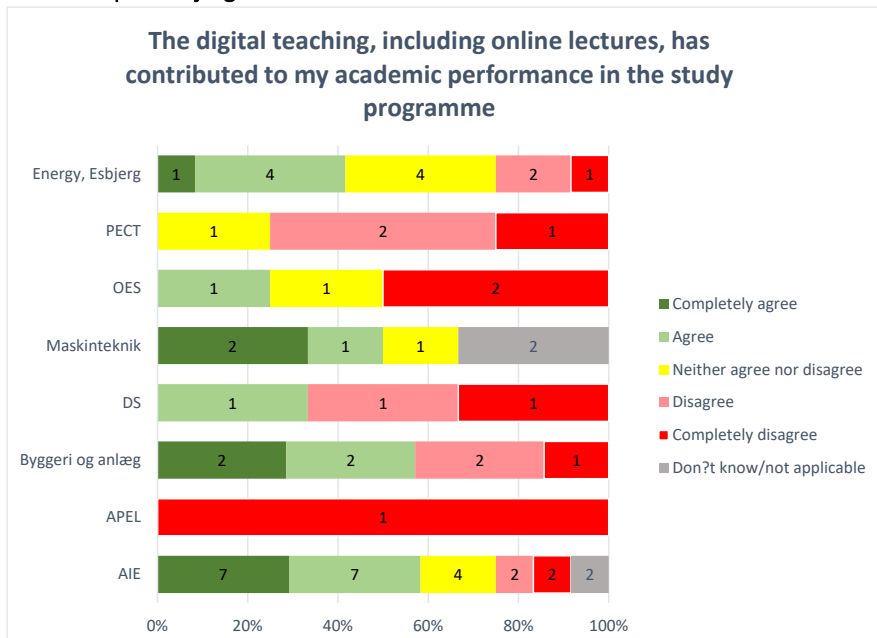


## 5.7 The digital teaching has worked well enough for me to be able to keep up with my studies

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

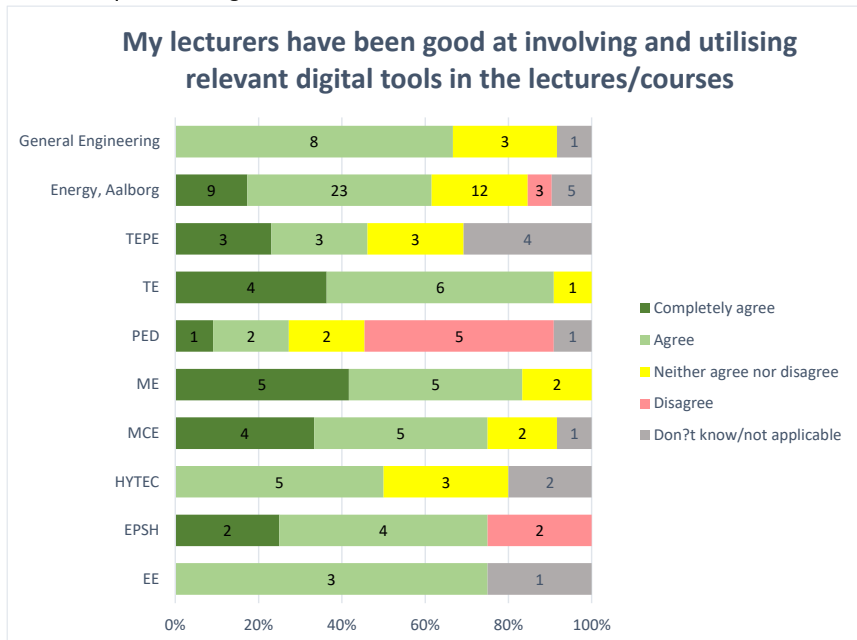


### 5.7.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester

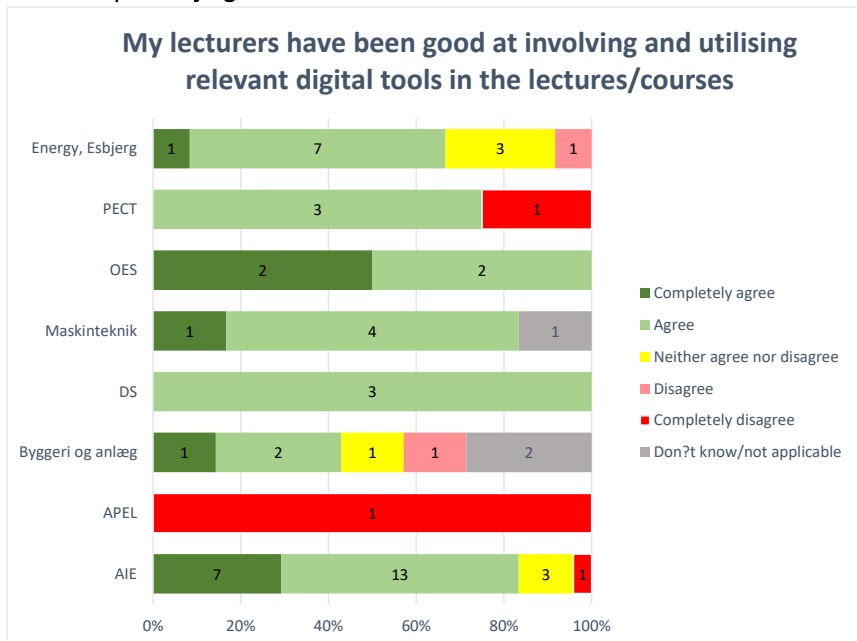


## 5.8 My lecturers have succeeded in including and utilising relevant digital tools when teaching

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

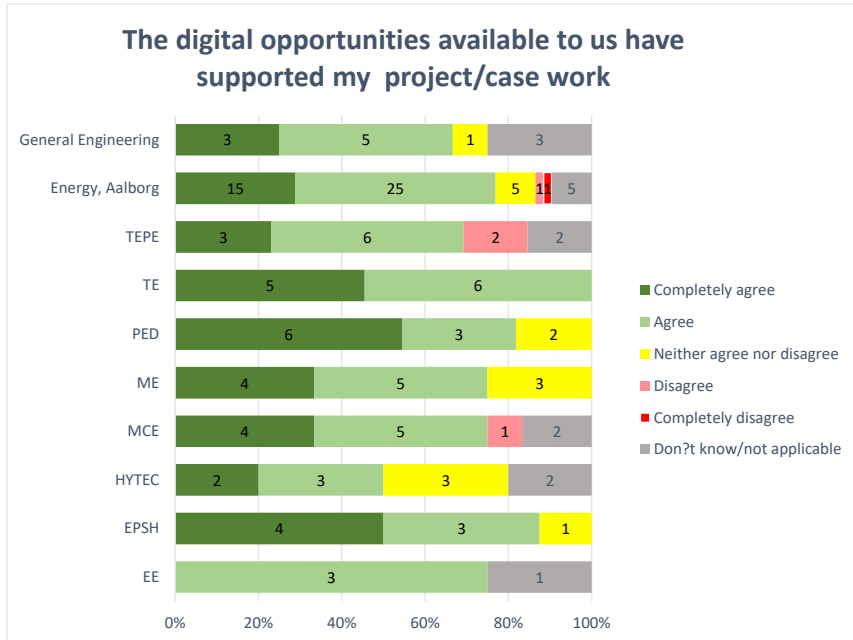


### 5.8.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester

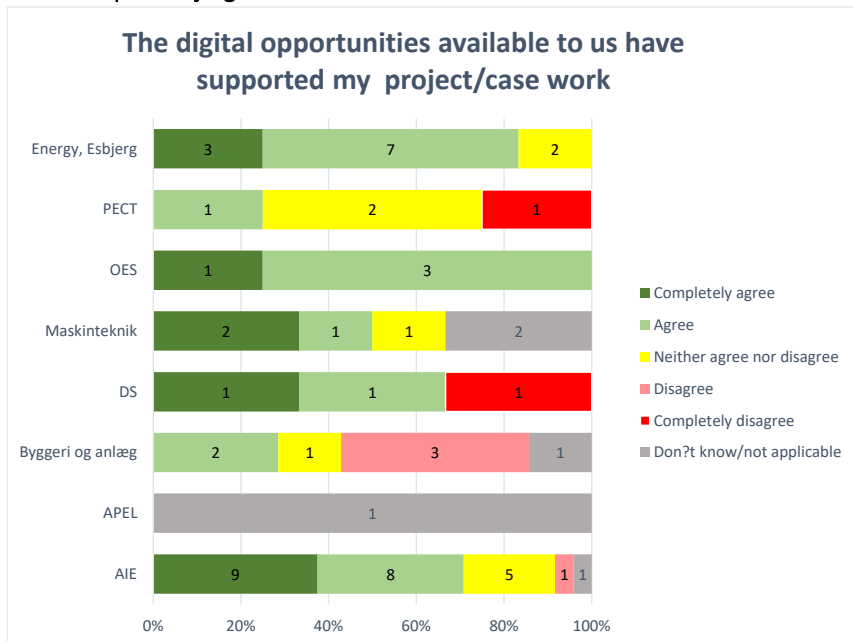


## 5.9 The digital opportunities available to us have supported my project/case work

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

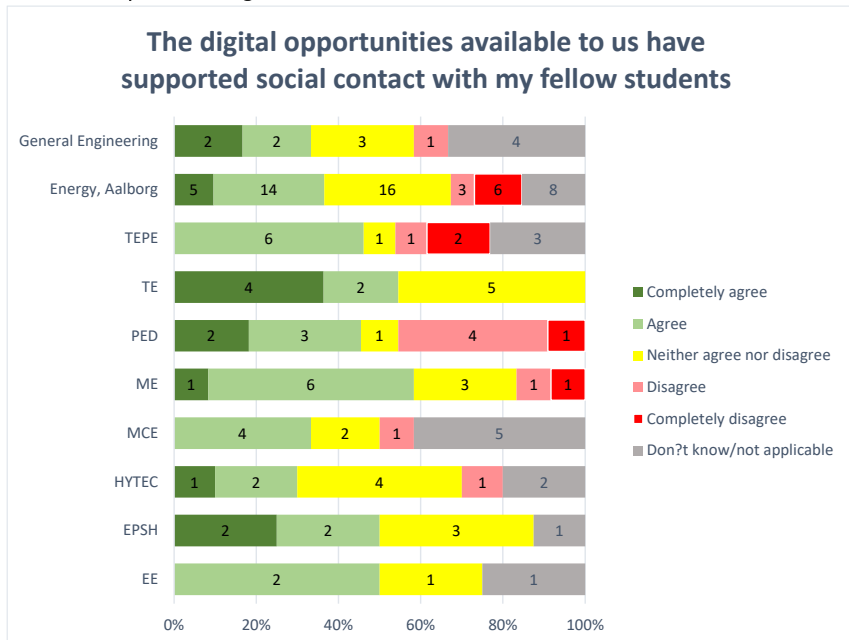


### 5.9.2 Campus Esbjerg 2<sup>nd</sup>-10<sup>th</sup> semester

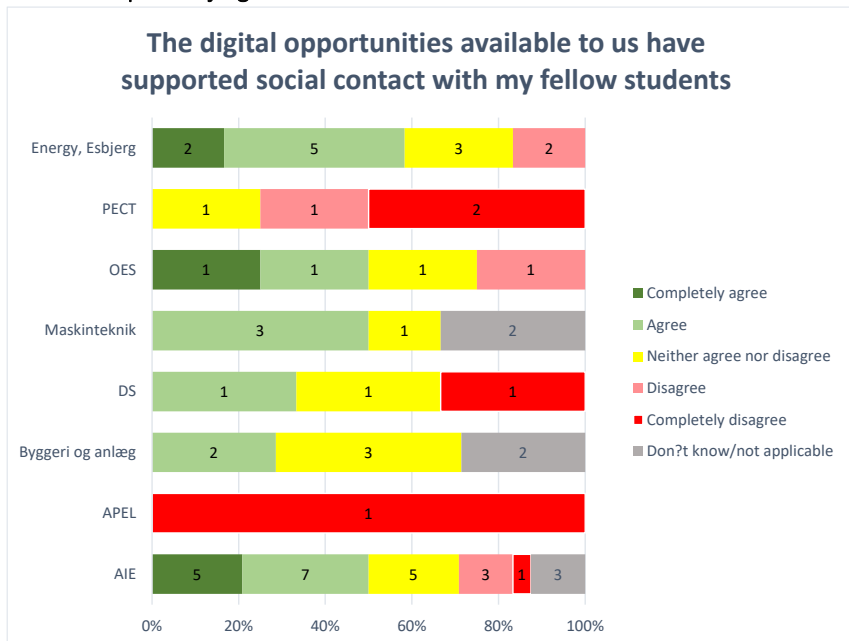


## 5.10 The digital tools have supported me in keeping in touch with my fellow students

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



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



## Abbreviations

- AIE: Applied Industrial Electronics
- APEL: Advanced Power Electronics
- BA: Byggeri og anlæg
- DS: Dynamic Systems
- ED: Electronics and Computer Engineering
- EE: Electrical Energy
- EN: Energy
- EPSH: Electric Power Systems and High Voltage Engineering
- GE: General Engineering
- HYTEC: Fuel Cells and Hydrogen Technology
- MA: Maskinteknik
- ME: Mechatronics
- MCE: Mechatronic Control Engineering
- 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