



### **Studienævnets konklusion på evalueringsrapport for studieaktiviteter**

Årstal:	2024
Campus	Aalborg
Semester	DVML8
Koordinator:	Tianyi Li
Dato:	September 2024

Dette dokument udgør den offentligt tilgængelige evaluering af studieaktiviteter på semestret. Dokumentet udgør sammen med evalueringsrapporten for studieaktiviteter grundlaget for eventuelle justeringer i semestrets beskrivelse, planlægning, afholdelse og/eller evaluering af næste gennemløb af semestret, og benyttes af den kommende semesterkoordinator og semesterplanlægningsgruppe.

Dokumentet udgør ligeledes studienævnets tilbagemelding til de studerende, undervisere, koordinators og øvrige interessenter om eventuelle konsekvenser af forhold påpeget i forbindelse med evalueringen af studieaktiviteter på semestret.

### **Semesterkoordinatorens offentligt tilgængelige opsamling og anbefalinger**

- The semester started well with an informative introduction, outlining key information about the courses, projects, and exams, quickly followed by students setting up in their group rooms. Two steering meetings were held, proving effective as students engaged actively, providing feedback that was directed to faculty for improvements. There was an enhancement in balancing course and project this semester. Finally, all courses concluded before the final month of the semester. This allows students to dedicate more time to their projects.
- Students think the project topics are relevant to this semester's courses and valued the practical experience gained from collaborating with a company. Initially, they faced communication issues with the company and delays in data acquisition. This problem was solved later in the semester. Moreover, students call for clearer regulations on external collaborations to prevent the above issues and a system for compensating project-related travel expenses.
- Students had extremely good experiences with the Process Mining course. Students felt that the course was well-prepared and found the course content highly relevant and effectively tailored to their educational needs. The quality and scope of the teaching materials, as well as the exercises and assignments, were praised. Moreover, the teacher was noted for exceptional skills, preparation, and commitment. The teaching methods were also rated highly.
- Students generally view the Numerical Scientific Computing course positively but have identified areas for improvement. Students appreciate the scope of the materials, the exercises, the teaching methods, and the teachers' skills. Students like the mini-project and exam format but think the requirements for mini-projects are confusing. The teachers have been informed of this problem and have encouraged students to ask questions. However, according to the evaluation results, this problem still exists. A potential improvement is to keep the final requirements unchanged. Another suggestion from students is to offer a broader selection of topics for the mini-projects.
- Students' views toward the Time Series and Forecasting course are mixed. They value the course's relevance and praise the teachers' skills, preparation, and commitment. However, there are areas that require attention; specifically, the effectiveness of the teaching materials and assignments are perceived as average, which suggests a need for enhancement. Moreover, students rate the teaching format and scope poorly, finding the course too theoretical. It is better to make the teaching content more practical and students suggest adopting teaching methods like those used in the Process Mining course.
- Students generally think the study environment is good. They are enjoying their education and the academic community among their peers. However, students question the purpose and relevance of the mandatory PBL workshop and the submission of the PBL competence profile.
- Things that work well during the semester:
  - The semester started well, and group room allocations were quick.
  - Students like the practical experience gained from collaborating with an external company on their projects.
  - The Process Mining course was particularly well-received due to the teacher's emphasis on understanding content, principles, and practical applications.
- Things that worked less well and give suggestions on how they can be improved:
  - Students faced challenges in communicating with companies and experienced delays in data acquisition at the beginning of their projects. Clearer regulations on external collaborations should be set to prevent these issues.
  - The Time Series and Forecasting course were seen as too theoretical, with students suggesting a need for more practical teaching methods.
  - The updating of mini-project specifications led to confusion among students, indicating a need for more stable and clear requirements.

## Studienævnets konklusion



Studienævnet har på sit møde på ovennævnte dato besluttet, at følgende ændringer skal foretages / anbefales foretaget i semestrets beskrivelse, planlægning, afholdelse og evaluering af næste gennemløb af semestret:

- Studienævnets kommentarer
  - Intet yderligere
  
- **Generelt for alle semestre:**
  - Igen bemærkes det, at der generelt er lave svarprocenter.
  - Flere studerende mangler det sociale sammenhold med de nære medstuderende. Man kunne måske sætte mere fokus på "ryste-sammen-aktiviteter" på semester-niveau.
  - Mange af de kritikpunkter, der nævnes af enkelte studerende i spørgeskemaerne, kunne løses via dialog gennem semesteret og styregruppemøder. Man spørger ikke underviser gennem semesteret, og så kommer alle kritikpunkter frem til evalueringen.
  - Studerendes følelse af manglende sammenhæng mellem kursusmodul og projekttema kan måske afhjælpes ved at forklare, at ikke alle kurser er direkte relateret til det gældende projektmodul, men skal evt. bruges senere eller være noget grundlæggende, som bare skal læres. Dette bør italesættes på hvert semester, så også kursusholdere kan forklare det for de studerende.
  - Der laves studeordningsrevisioner for en del uddannelser med virkning fra optag 2025. Indkomne kommentarer til struktur og indhold er taget med i uddannelsesgruppernes arbejde med revisionen.
  - Kun få indberetninger om krænkende adfærd, som alle er blevet adresseret, hvis muligt.
  - PBL-workshop har begrænset deltagelse trods det nye format med heldags arrangement.
  - Gruppedannelse er en kompleks størrelse; nogle studerende ønsker faste regler, fx max 3 fra forrige gruppe, andre ønsker selv at bestemme.
  
- **Beslutning**
  - Semesterkoordinators anbefalinger for næste gennemløb videreformidles til kommende koordinator. Studienævnets generelle og semesterspecifikke kommentarer sendes videre til semesterkoordinator for DVML8, F25 og uddannelsesgruppen for DVML.