



**INSTITUT FOR ENERGITEKNIK**  
AALBORG UNIVERSITET

# **SEMESTER EVALUATION**

## **AUTUMN SEMESTER 2023**

The Study Secretariat, AAU Energy

June 2023

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# 1. Introduction and follow-up on the results

## 1.1 Contents of the report

This report contains the quantitative data from the semester evaluation of the autumn 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. For the first time, the semester evaluation does not include an evaluation of the study environment since that is now being evaluated in a national survey ('Danmarks Studieundersøgelse') instead.

## 1.2 Follow-up on the results

The survey's response rate reached 68 % which is another record high. 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**

- EN1: The sequencing of electro-physics and energy systems will be changed to the reverse order.
- EN1: The Math department will attempt to improve the online teaching in Calculus with more comprehensive workshops and improved video material.
- PED1: The study board will arrange a workshop in PCB-design. The lecturers will be asked to recommend relevant extra-curricular materials in PCB-design as well.

#### **Projects**

- EE5: The study board has asked the supervisors to restudy the demands of the semester's project.
- IV5: The study board has discussed how to improve the integration of the IV-students in the study environments outside the Energy department with the relevant study coordinators.
- HYTEC/TEPE1: The department will try to avoid allocating supervisors who will be going on long holidays during the semester.

### 1.2.2 The BEEM Study Board

#### **The semester's coherence and planning**

- EN1: The sequencing of electro-physics and energy systems will be changed to the reverse order.
- BYG3: The department will try to improve the coordination between the internal and external supervisors.
- BYG5: The course 'Kontinuummekanik' will be removed from the curriculum the future.

## Projects

- AIE: The study board will inform the supervisors and coordinators about the rules regarding funding for projects. If the amount of funding is below 1000 DKK then there is usually no issues but amounts above need to be approved by the study board.
- AIE5: Some students wish for more courses in electronics, but the study board would like to instead encourage the students to consider the projects goals in the study programme where there is plenty of scope to learn a great deal about electronics. However, the study board will explore the options for a joint course in power electronics between the two specialisations.
- MA5: A student felt that they lacked knowledge in statistics and control to live up to the demands of the project. The study curriculum has since been changed effectively from September 2024. It must also be noted that there is a leap in the theory complexity from 4<sup>th</sup> to 5<sup>th</sup> semester which might explain the comment.
- OES1: The study board will improve the communication regarding the introduction to writing scientific papers.



## 2. Response rate

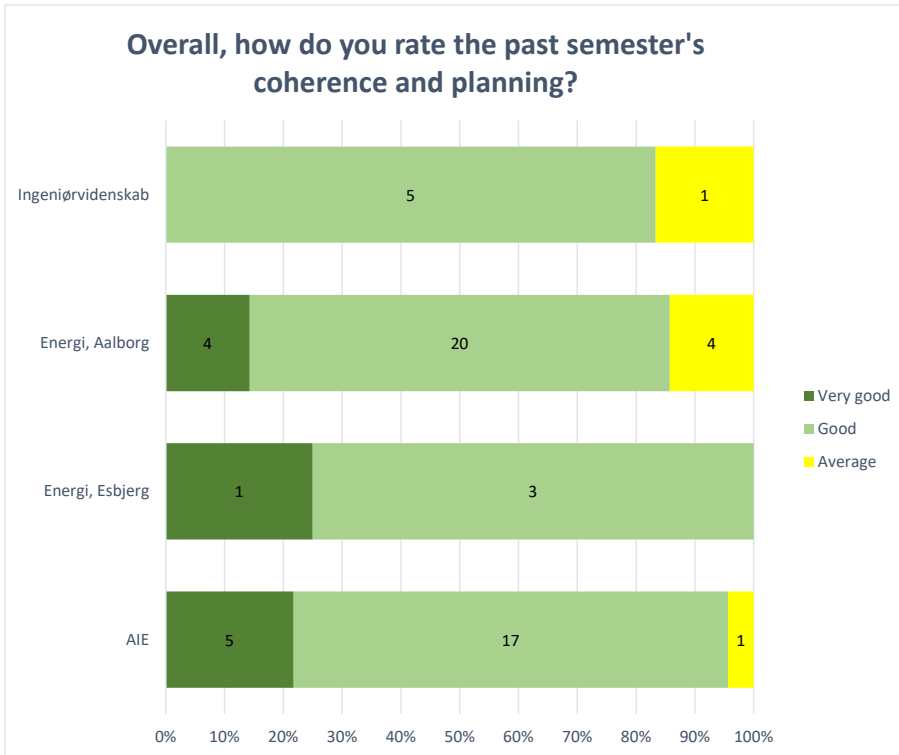
Study programme	Semester	Campus	Responses	Students	Response rate E23
Energi	1	Esbjerg	7	7	100%
AIE	1	Esbjerg	22	26	85%
Energi	1	Aalborg	40	49	82%
Ingeniørvidenskab	1	Aalborg	6	6	100%
Byggeri og anlæg	1	Esbjerg	2	5	40%
Maskinteknik	1	Esbjerg	3	4	75%
Energi	3	Esbjerg	5	7	71%
AIE	3	Esbjerg	8	17	47%
Energi	3	Aalborg	24	33	73%
Ingeniørvidenskab	3	Aalborg	8	11	73%
Byggeri og anlæg	3	Esbjerg	3	6	50%
Maskinteknik	3	Esbjerg	4	8	50%
Ingeniørvidenskab	5	Aalborg	5	6	83%
ME	5	Aalborg	9	18	50%
TE	5	Aalborg	8	11	73%
EE	5	Aalborg	14	18	78%
TP	5	Esbjerg	0	0	0%
DS	5	Esbjerg	2	4	50%
AIE - IE	5	Esbjerg	2	7	29%
AIE - ITCS	5	Esbjerg	6	13	46%
Byggeri og anlæg	5	Esbjerg	7	13	54%
Maskinteknik	5	Esbjerg	4	6	67%
Energi (dipl.)	7	Aalborg	3	11	27%
Byggeri og anlæg	7	Esbjerg	0	3	0%
Maskinteknik	7	Esbjerg	0	2	0%
EPSH	7	Aalborg	10	13	77%
PED	7	Aalborg	14	16	88%
WPS	7	Aalborg	2	2	100%
MCE	7	Aalborg	14	16	88%
TEPE	7	Aalborg	11	17	65%
HYTEC	7	Aalborg	5	7	71%
OES	7	Esbjerg	6	7	86%
PECT	7	Esbjerg	2	2	100%
APEL	7	Esbjerg	4	7	57%
EPSH	9	Aalborg	8	11	73%
PED	9	Aalborg	7	9	78%
WPS	9	Aalborg	0	0	0%
MCE	9	Aalborg	6	13	46%
TEPE	9	Aalborg	12	19	63%
HYTEC	9	Aalborg	3	6	50%
OES	9	Esbjerg	2	3	67%
PECT	9	Esbjerg	1	1	100%



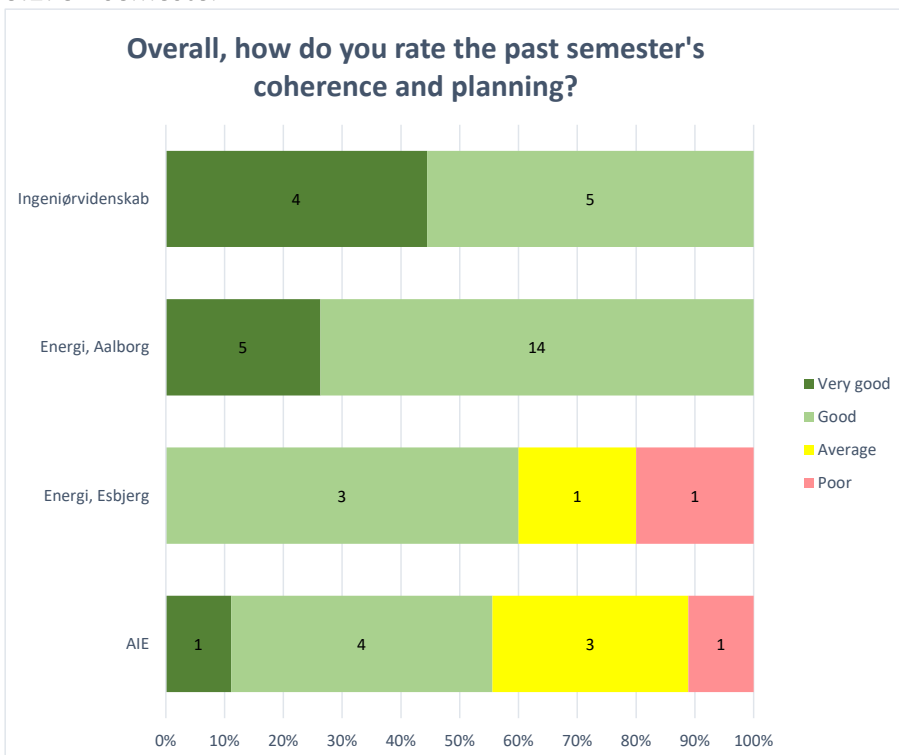
IRS	9 Esbjerg	2	2	100%
APEL	9 Esbjerg	1	5	20%
<b>I alt</b>		<b>302</b>	<b>447</b>	<b>68%</b>

### 3. Semester evaluation

#### 3.1: 1<sup>st</sup> semester

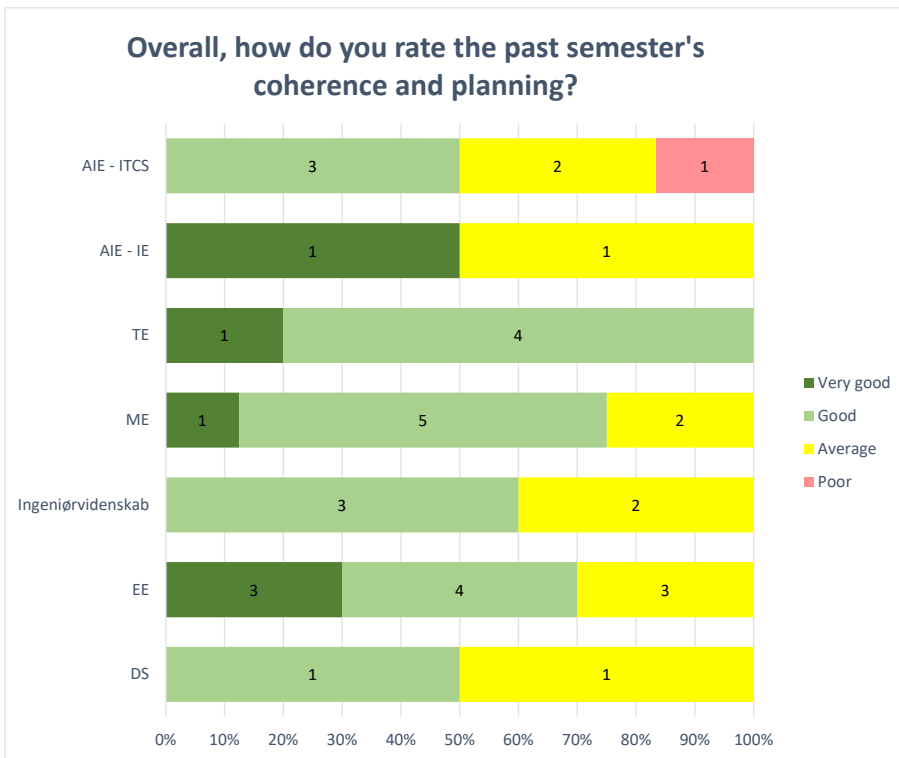


#### 3.2: 3<sup>rd</sup> semester

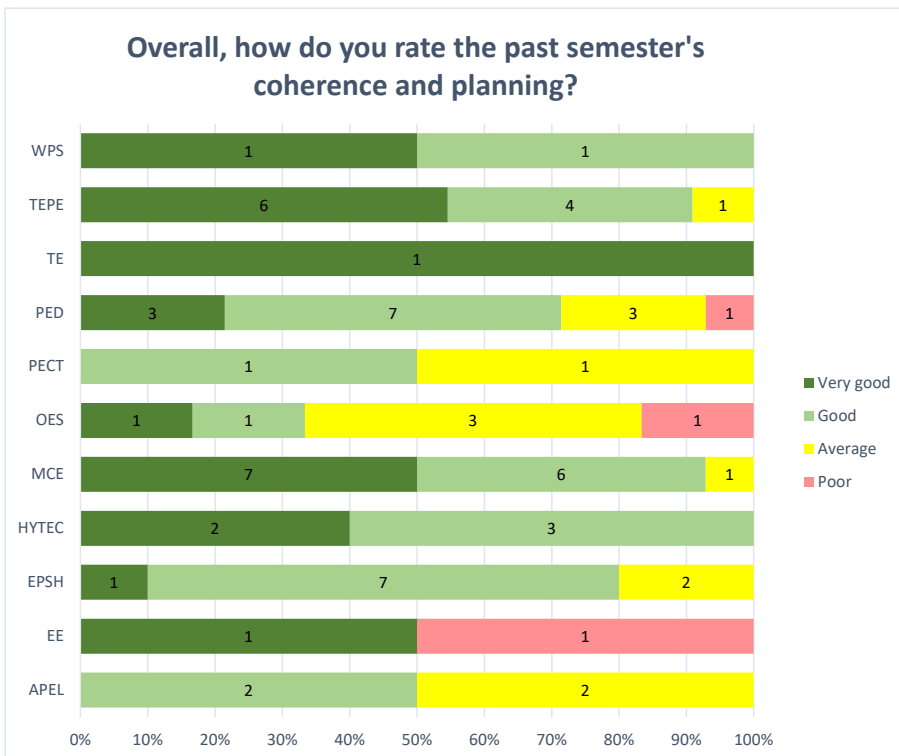




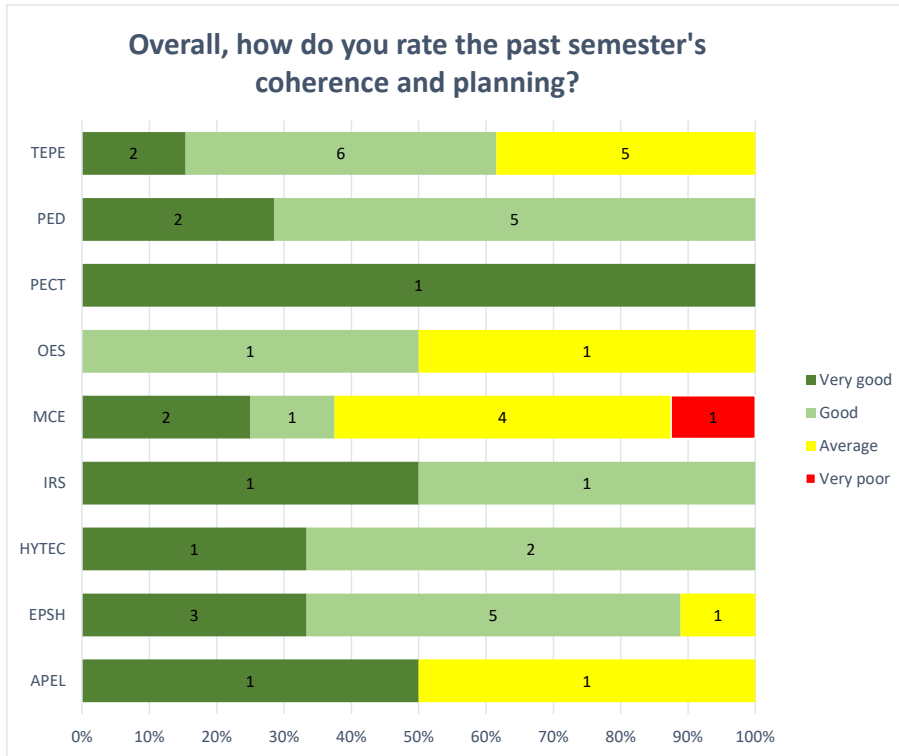
### 3.3: 5<sup>th</sup> semester



### 3.4: 7<sup>th</sup> semester



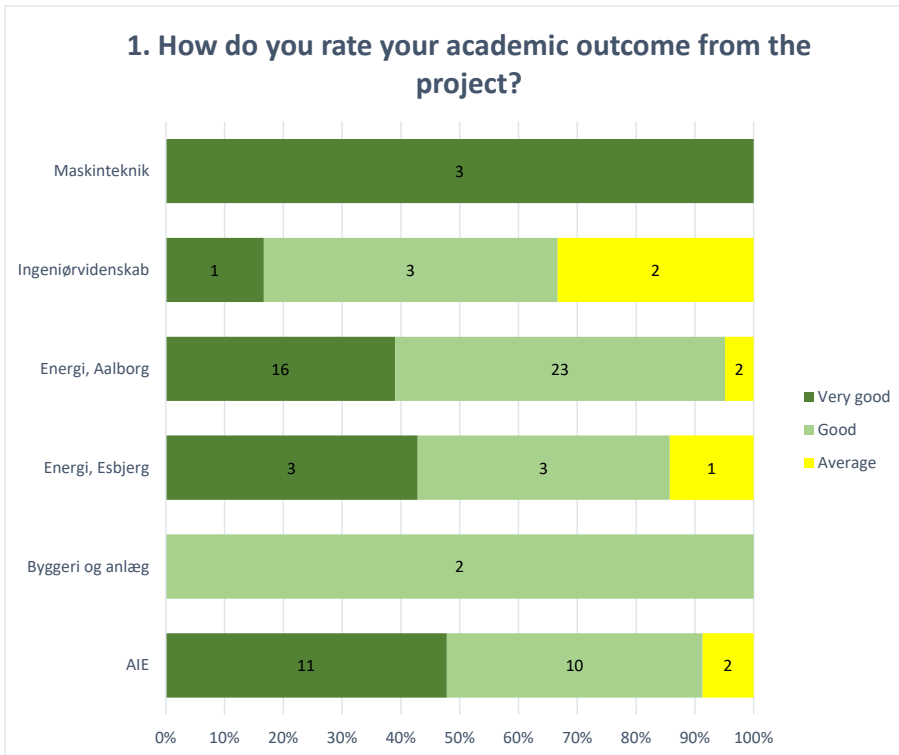
### 3.5: 9<sup>th</sup> semester



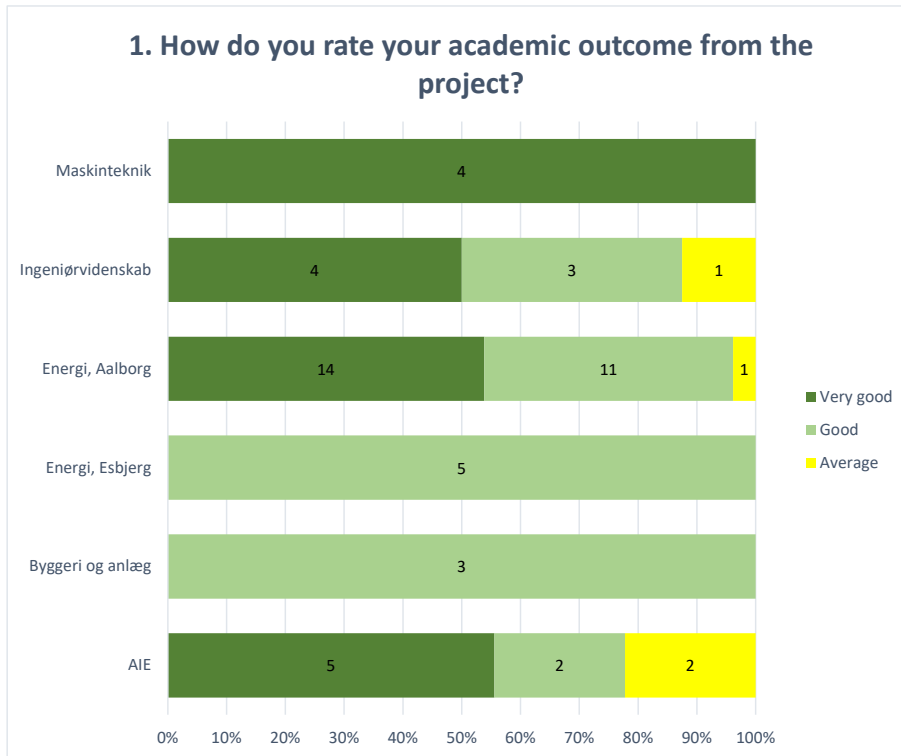
## 4. Project Evaluation

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

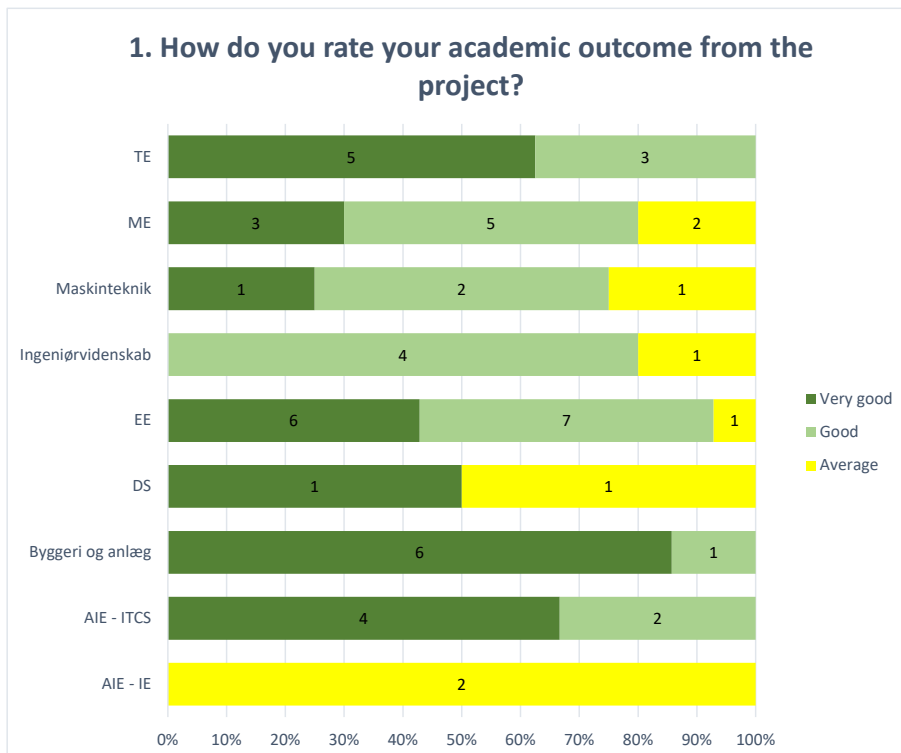
#### 4.1.1: 1st semester



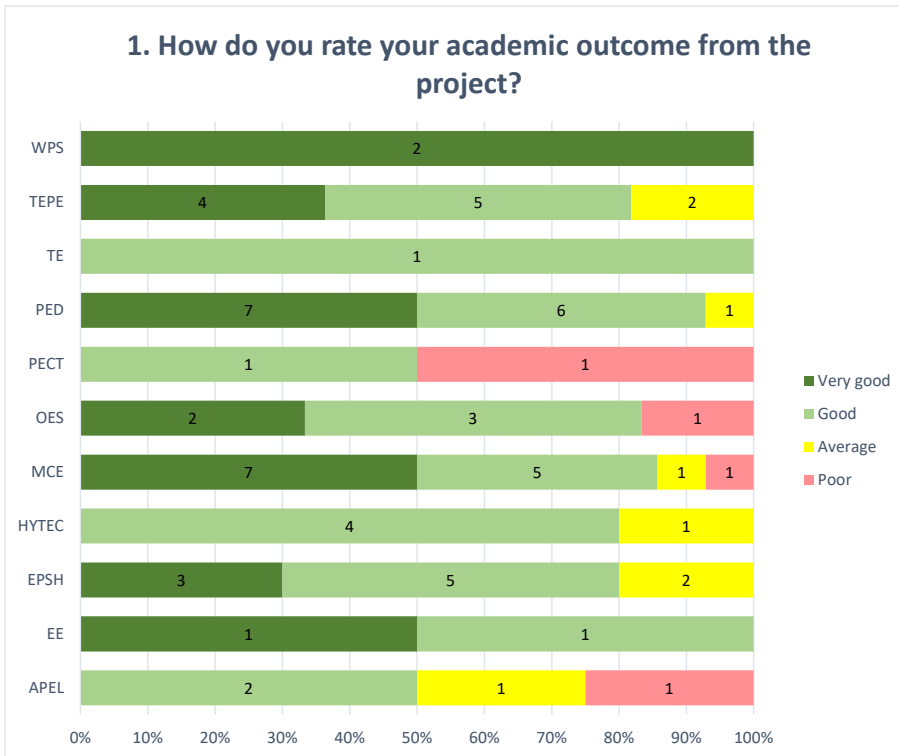
4.1.2: 3rd semester



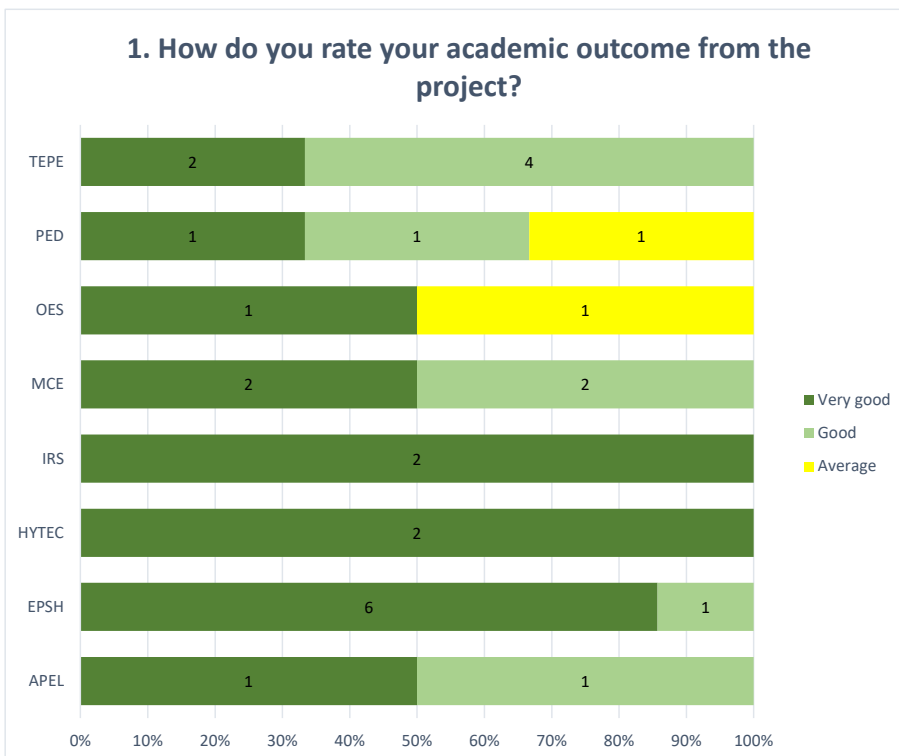
4.1.3: 5<sup>th</sup> semester



4.1.4: 7th semester

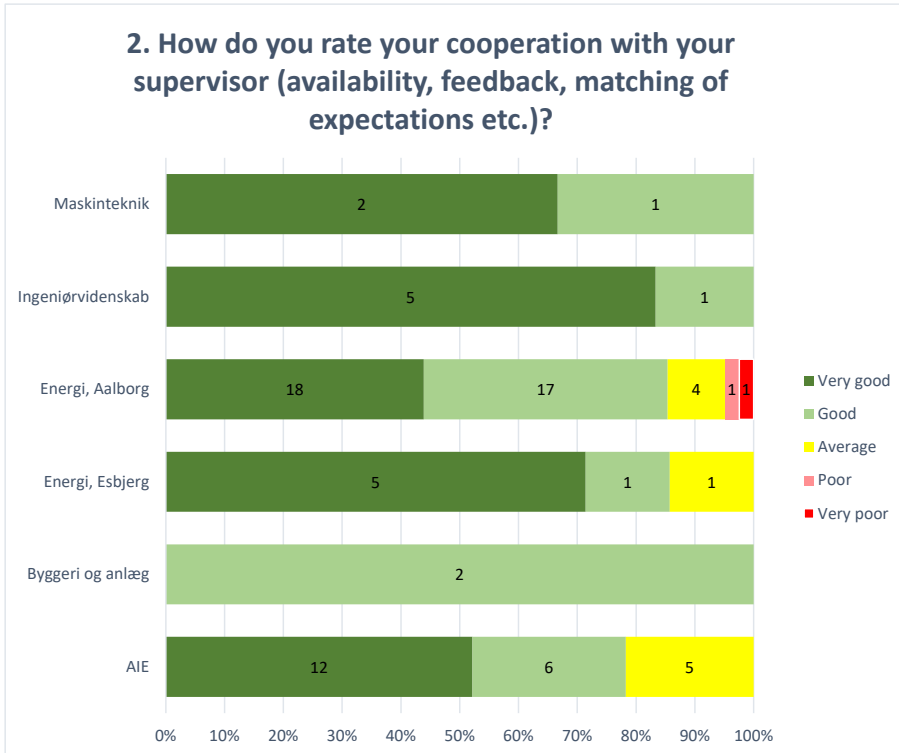


4.1.5: 9th semester

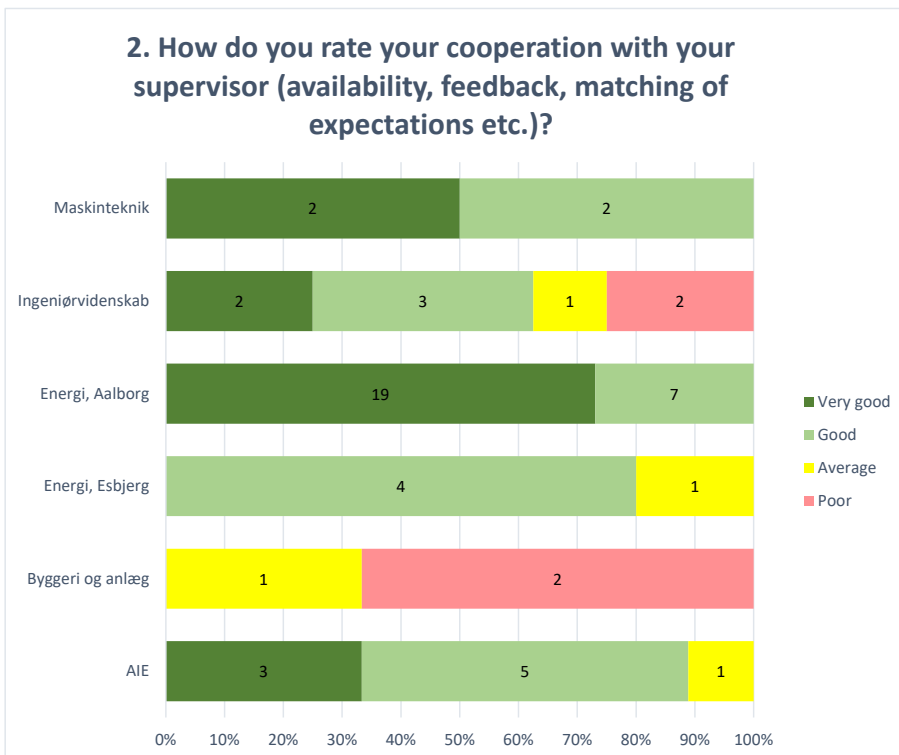


## 4.2 How do you rate your cooperation with your supervisor (availability, feedback, matching of expectations etc.)?

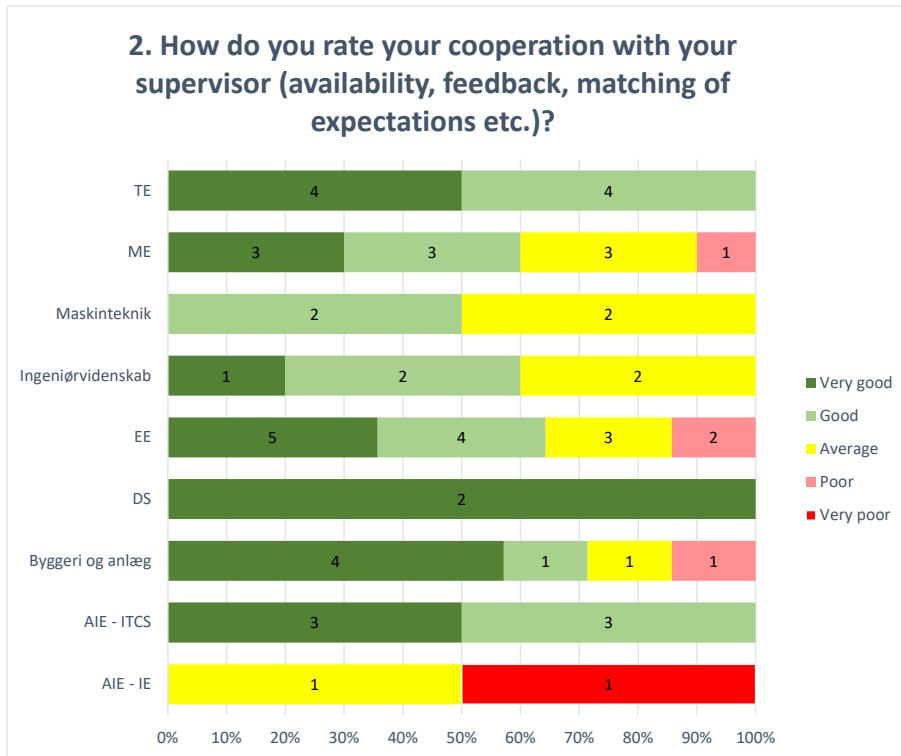
### 4.2.1: 1<sup>st</sup> semester



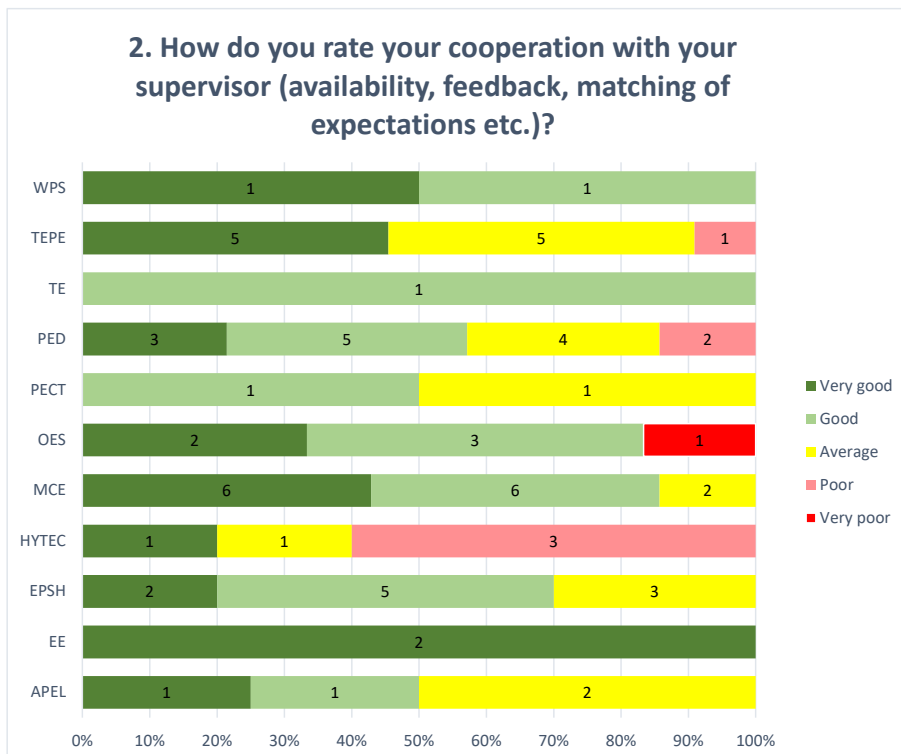
### 4.2.2: 3rd semester



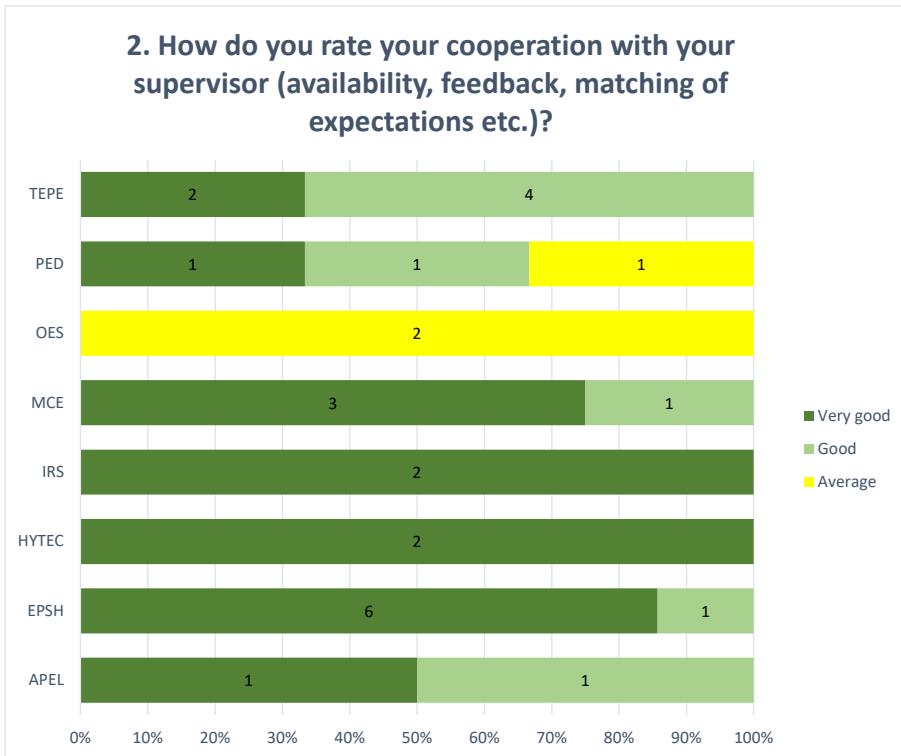
#### 4.2.3: 5th semester



#### 4.2.4: 7th semester



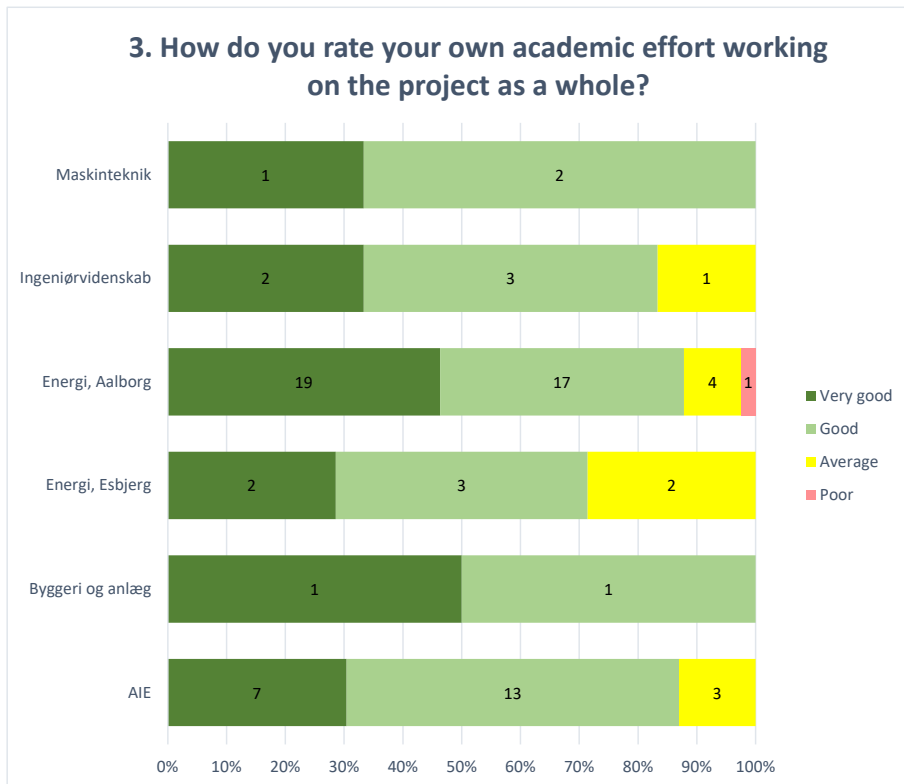
4.2.5: 9th semester



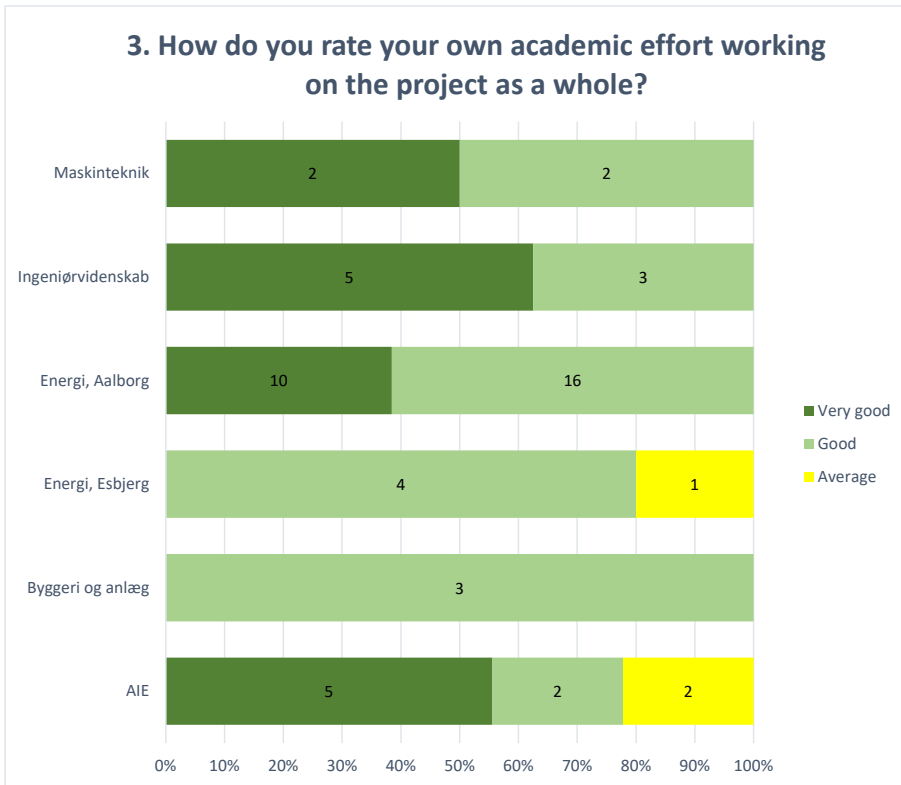


### 4.3 How do you rate your own academic effort working on the project as a whole?

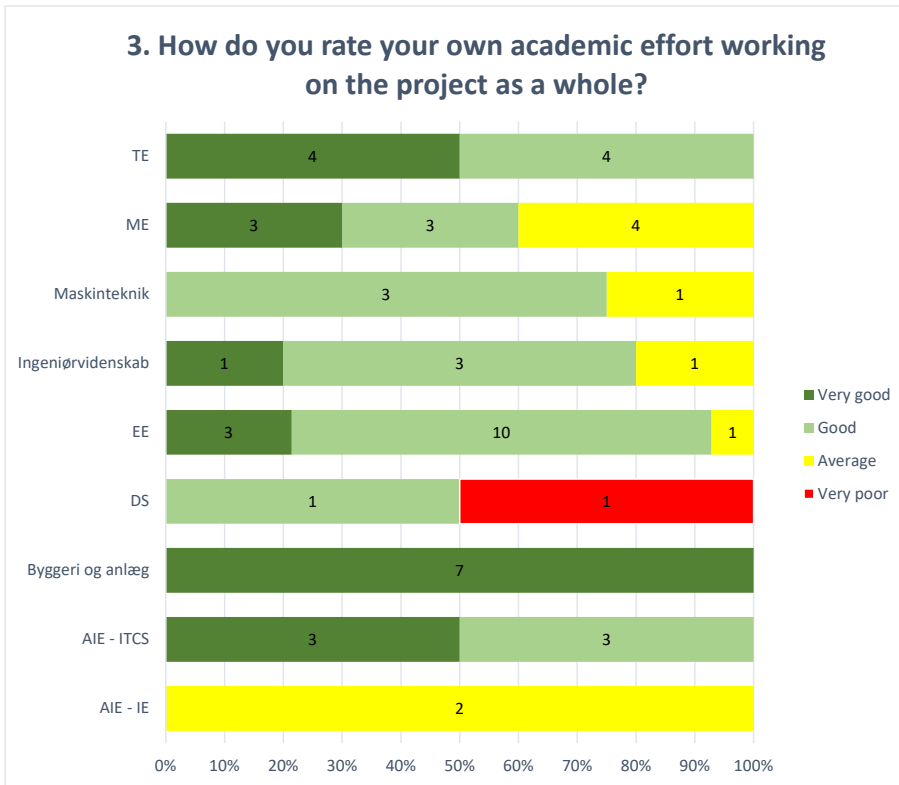
#### 4.3.1: 1<sup>st</sup> semester



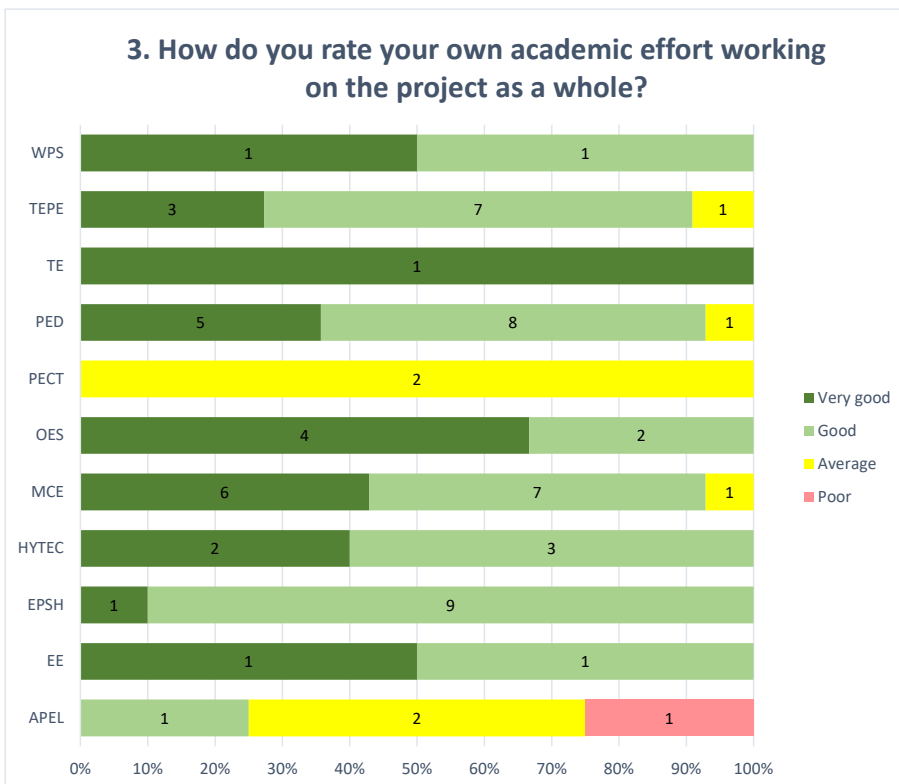
4.3.2: 3<sup>rd</sup> semester



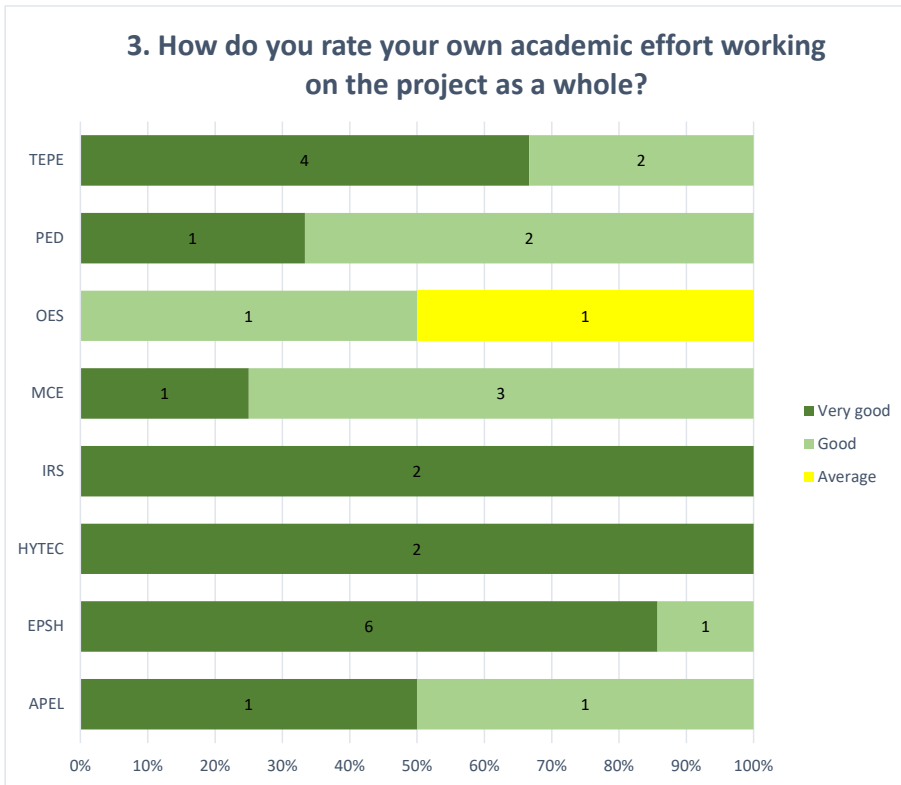
4.3.3: 5<sup>th</sup> semester



4.3.4: 7<sup>th</sup> semester

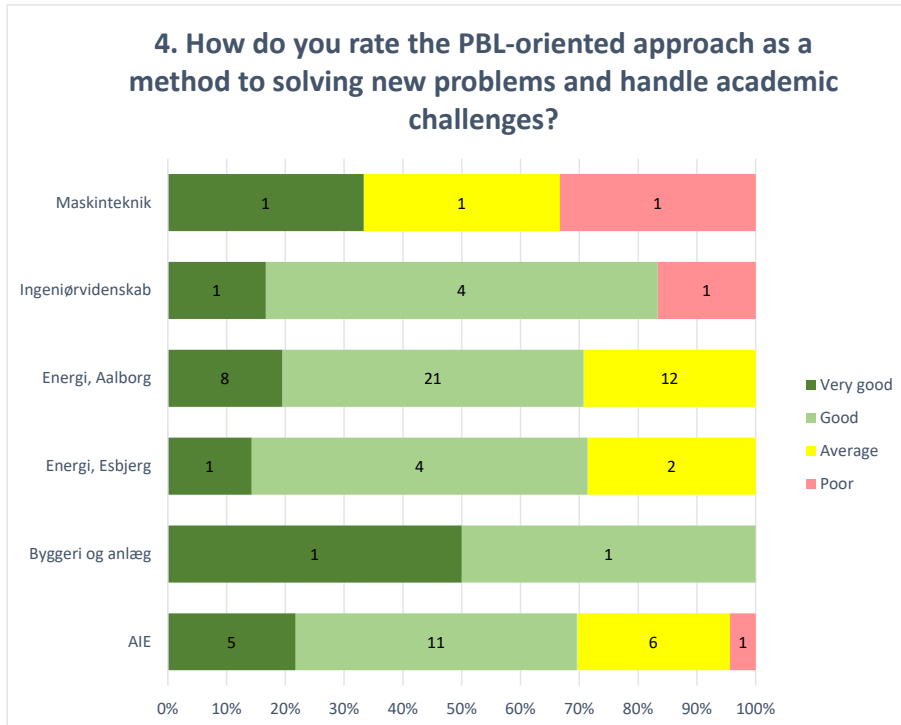


4.3.5: 9<sup>th</sup> semester

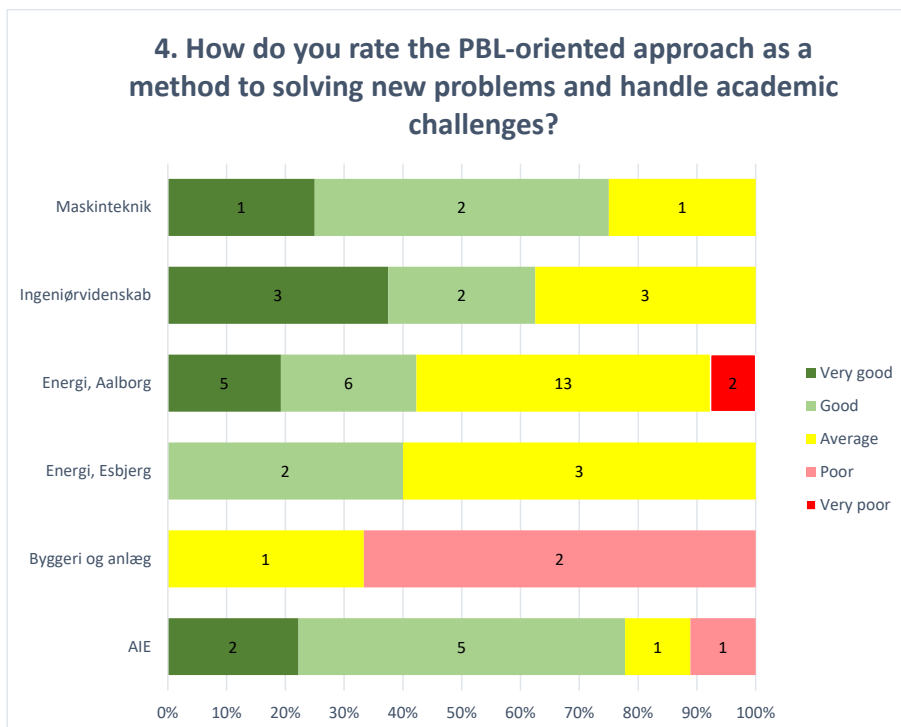


#### 4.4: How do you rate the PBL-oriented approach as a method to solving new problems and handle academic challenges?

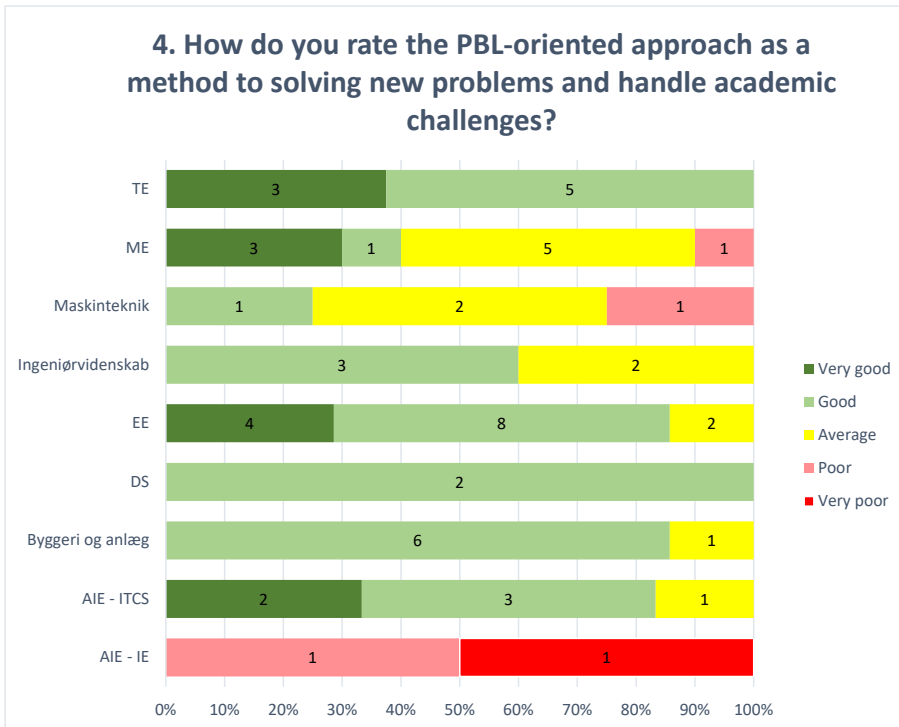
##### 4.4.1: 1<sup>st</sup> semester



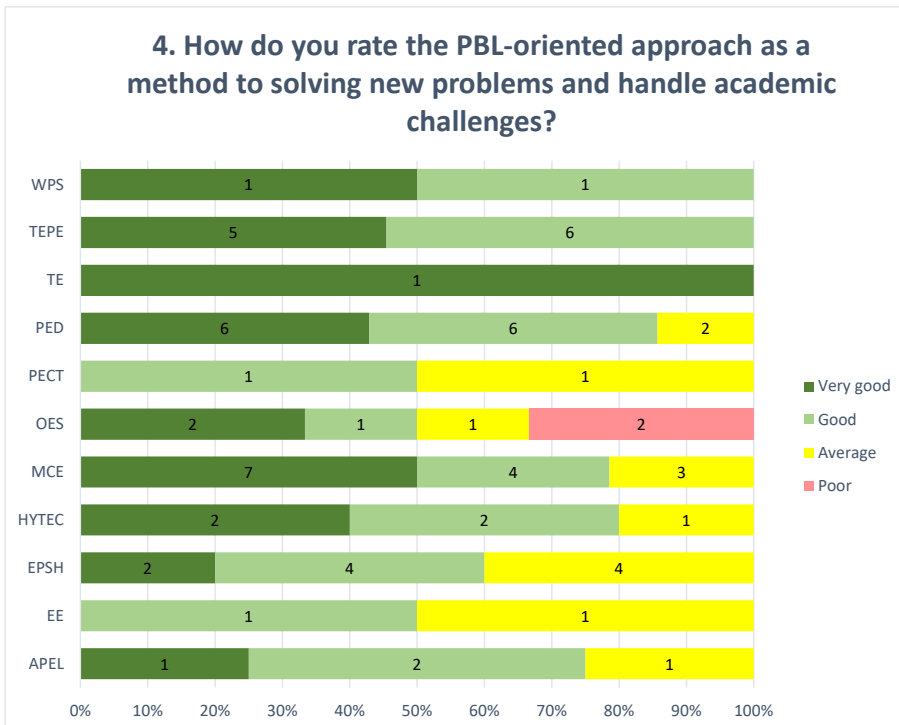
##### 4.4.2: 3<sup>rd</sup> semester



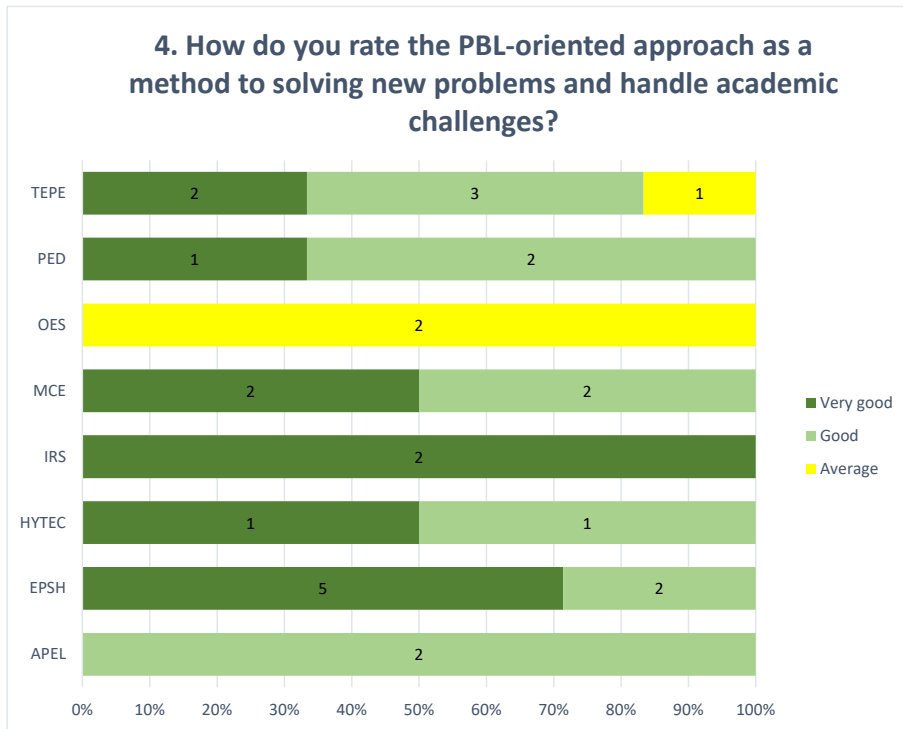
4.4.3: 5<sup>th</sup> semester



4.4.4: 7<sup>th</sup> semester

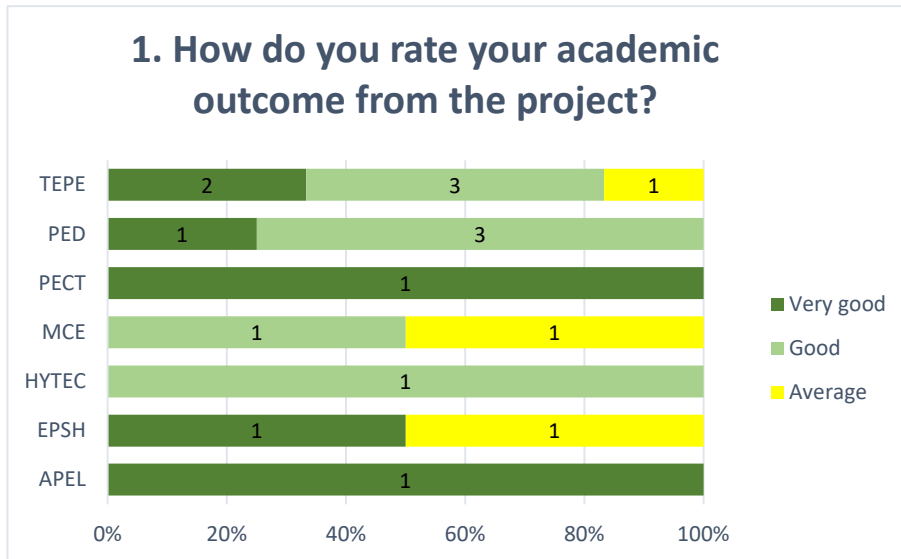


4.4.5: 9<sup>th</sup> semester

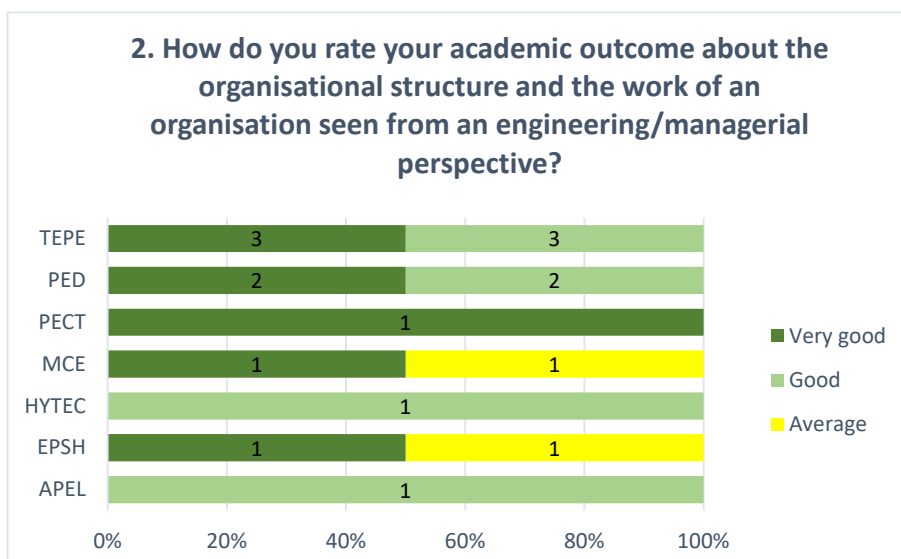


## 5. Project-Oriented Study in an External Organisation

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

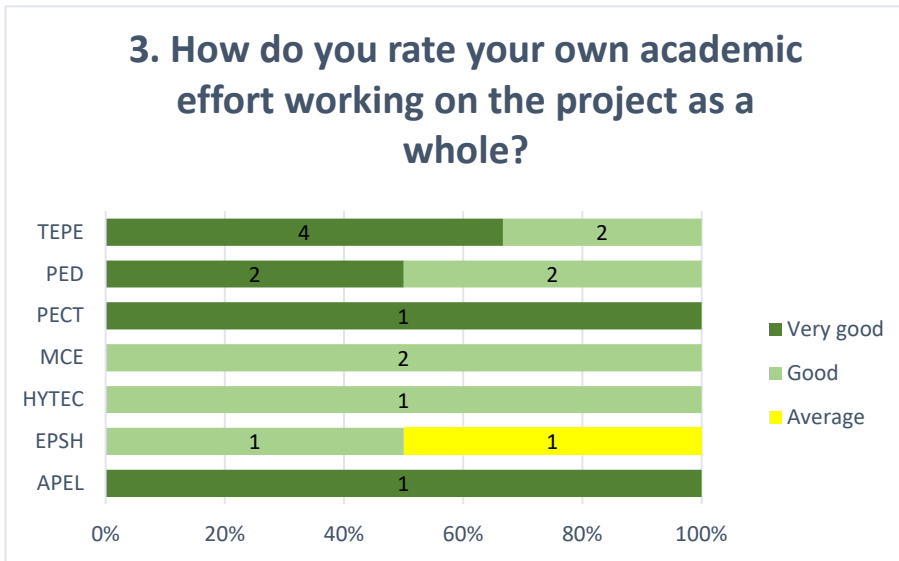


### 5.2 How do you rate your academic outcome about the organisational structure and the work of an organisation seen from an engineering/managerial perspective?

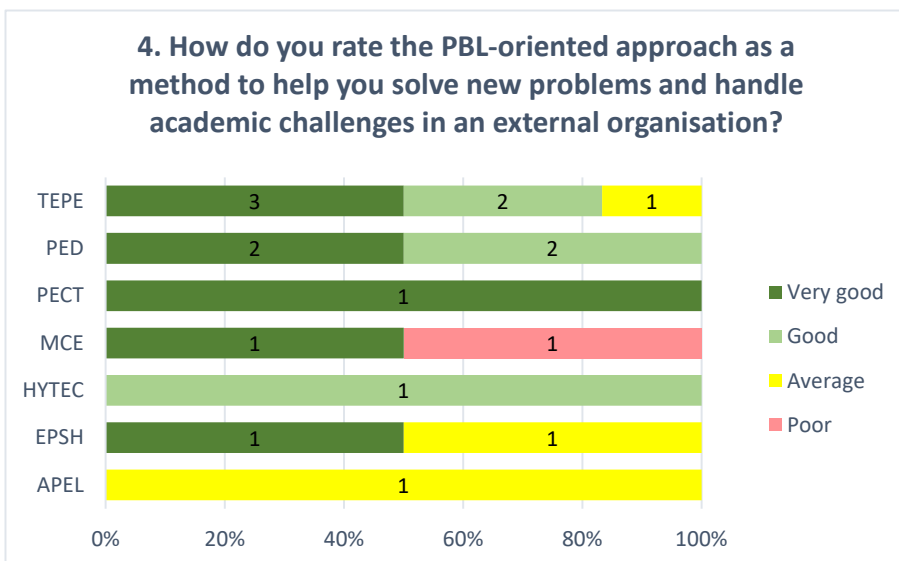




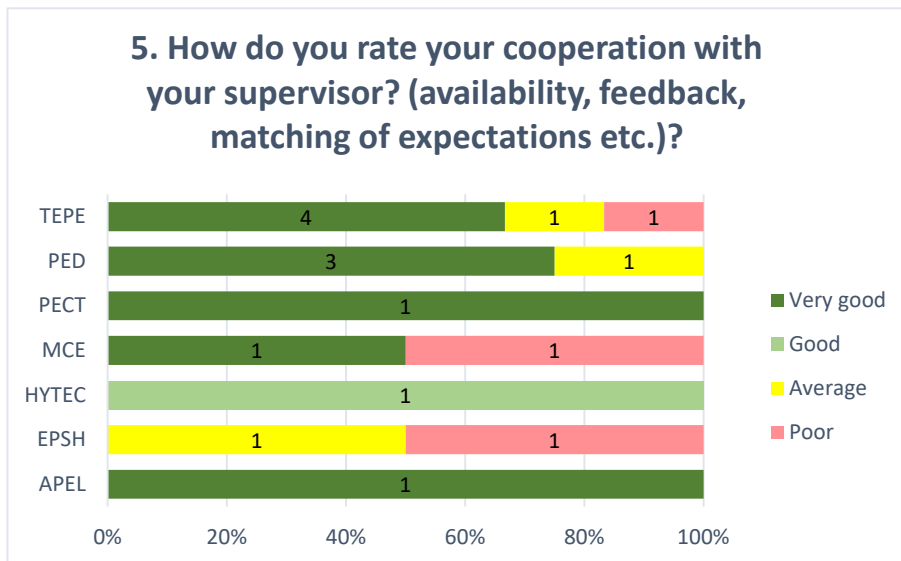
5.3 How do you rate your own academic effort working on the project as a whole?



5.4 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?



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



## Abbreviations

AIE: Applied Industrial Electronics  
APEL: Advanced Power Electronics  
BYG: Civil Engineering  
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  
MA: Mechanical 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