



AALBORG UNIVERSITET

Minutes

Subject: Study board meeting – No. 2023.09
Date: 11 October 2023
Minute taker: Tatiana K. Madsen
Participants: Tatiana K. Madsen, Peter Koch, Henrik Schiøler, Troels Bundgaard Sørensen, Henning Olesen, Heidi Sørensen, Thomas Gundgaard Mulvad (CE), Marianne Enslev Mikkelsen (EIT), Mads Steentoft (COMTEK), Daniel Vitagliano (CCT), Rikke Skov Udengaard (EIT)
Observer: Ove Andersen (OA)
Cancellations: Miad Anbari (ROB), Thomas B. Moeslund

Agenda

1. Approval of agenda
2. Approval of minutes from meeting in September 2023
3. Update in ROB bachelor and ROB master study regulation
4. Update in CYBER master study regulation
5. Update in DCLEAD master study regulation
6. Update in ICTE and Nordic master in Sustainable ICT Solutions (ICTE specialization) study regulation
7. Dispensation
8. Generative AI
9. Messages
10. A.O.B.

Minutes

Ad. 1. Approval of agenda

Agenda is approved.

Ad. 2. Approval of minutes from meeting in September 2023

The minutes were approved.



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Ad. 3 Update in ROB bachelor and ROB master study regulation

OA in his role of Head of Studies at ES is participating in the meeting and participate in discussions on this item. JDN in his role of ROB education coordinator has been invited to participate, however he was not available.

The Study Board has requested the education coordinator to consider updates in the ROB program. The reason for this request is the following:

1. ROB bachelor: the update in EIT bachelor program will have an impact on ROB. On the 6th semester ROB bachelor has a number of elective courses and 3 of them are from EIT program, and these courses have been modified in the updated ESD.
2. ROB master: we have observed that many students are choosing to do an internship on their 9th semester. E.g. in Fall23 there are only 3 students that are staying at AAU and taking a regular semester. On ROB9 students can select among some elective courses and there are some obligatory courses, however the problem is that these courses are only for ROB9 students. With a low number of students these courses run as a self-study. ESN suggests to extend the list of elective courses and include courses that are attended by many students. This is an approach taken in ES and CE curriculum (elective courses from 9th semester are obligatory for some educations on the 7th sem).

JDB on behalf of the education group (EG) confirms that the update in ROB bachelor electives should be done to accommodate changes in EIT curriculum. For majority of the elective courses there exists a course in ESD program (basically, "old" courses have been modified, and the updated courses could be included as ROB elective courses). For ROB master, EG confirms that they agree with the suggestion to extend the list of elective courses and include obligatory courses in this list as well, thus providing greater flexibility for the students.

Since the list of elective courses has not been sent to ESN explicitly, TKM will prepare such course and send it to the education group for final approval.

Conclusion: the proposed changes are conditionally approved (final confirmation from EG is pending)

Action Point: to contact EG to have final approval of the list with elective courses for both bachelor and candidate. **Responsible:** TKM

Action Point: submit the changes for approval by the faculty. **Responsible:** HSO

Ad. 4. Update in CYBER master study regulation

OA in his role of Head of Studies at ES and JMP in his role of CYBER EC are participating in the meeting on this item.

The Study Board has received a request about a module description update in CYBER curriculum. JMP has presented the new module description. The reason for this change is 1) to make the topics of the course more focused; 2) to make the description less specific in relations with technologies used and thus less dependent on concrete technologies changes and development.

Conclusion: the change is approved.



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Action Point: submit the changes for approval by the faculty. **Responsible:** HSO

Ad. 5. Update in DCLEAD master study regulation

OA in his role of Head of Studies at ES and AH in his role of DCLEAD EC are participating in the meeting on this item.

AH has shared the thoughts on the future development of the education. It is an Erasmus? Education and the track at AAU is focused to a larger degree on technical subjects compared with other tracks. The content is gradually adjusted, based on the current development of society and with focus shift to AI, sustainability and cybersecurity.

Due to a limited number of students, the course portfolio for DCLEAD consists of courses offered also at ICTE and CYBER. With closure of ICTE, there is a need to offer courses covering sustainability topics. DCLEAD EC presents a suggestion for curriculum update, incorporating two courses offered by other departments.

Conclusion: the change is approved.

Action Point: submit the changes for approval by the faculty. **Responsible:** HSO

Ad. 6. Update in ICTE and Nordic master in Sustainable ICT Solutions (ICTE specialization) study regulation

OA in his role of Head of Studies at ES and HO in his role of ICTE EC are participating in the meeting on this item.

ESN has received a request from ICTE EG on the update in the curriculum. HO has presented the update and the reasons behind it. The last intake for ICTE is in Fall 2024. However, ES is in the process of developing and applying for a new master education within Computer Engineering field. The adjustment proposed for ICTE will be bridging these two educations and helping both students and teachers to have a smooth transition. The suggestion for revision introduces a number of technical subjects in the field of Computer Engineering into ICTE.

Conclusion: the change is approved.

Action Point: submit the changes for approval by the faculty. **Responsible:** HSO

Ad. 7. Dispensation

Two applications have been processed.

Ad. 8. Generative AI

Generative AI is bemoaning widely used and TECH vice-dean has asked all study boards under TECH to provide feedback on Generative AI literacy among students and how it is incorporated in the educations. During the meeting, we went through the questions and discussed the answers. Summary of discussions are presented below (in Danish, since they are sent further to the faculty).

1. Hvilken AI literacy skal vores studerende have? Skal vi have fokus på andre modaliteter og/eller på skaberkompetencer?



Svar: Vores studerende skal være i stand til at anvende generativ AI til udarbejdelse af tekstafsnit; idé generering; udarbejdelse af en kode. De skal være i stand at forholde sig kritisk til det output fra de anvendte AI værktøjer.

2. Skal generativ AI tilbydes som fag eller være integreret i fag? Og skal det/de pågældende fag være obligatoriske eller valgfag?

Svar: Nej, som sit eget fag (det er urealistisk at det kan findes plads til et 5 ECTS-kursus i vores studieordninger). Det skal ikke tilføjes ny læringsmålerne (vi har allerede læringsmålerne som er relateret til brug af moderne digitale værktøje og kritisk tænkning). Det kan godt være integreret i PBL-kursus på 1. semester. Vi vil gerne at vores studerende lærer at forholde sig kritisk til generativ AI værktøjers output, men det er ikke anderledes, når man er kritisk over forskellige informationskilder og output af andre værktøjer. Det kunne være en fordel hvis studerende kan få online materiale om Prompt Engineering (online kursus eller en fysisk kort kursus/ mini-credentials eller en fri studieaktivitet)

3. Skal generativ AI anvendes i kursusmoduler og/eller projektmoduler? Og i så fald hvordan?

Svar: Vi forventer at vores studerende bruger det allerede i forskellige grad. Generativ AI er værktøjer som bliver mere og mere brugt. Som med alle andre værktøjer, er det op til en enkelt underviser at vurdere hvordan man bruger det i moduler og anvender det i undervisning.

Projektmoduler: Det er en god ide hvis de studerende skriver i rapporten hvordan og i hvilke afsnit generativ AI blev brugt (inspiration fra Datalogi). Det er dog en forvirring om det modsiger AAU reglerne. Derudover, er det uklart omkring plagiat reglerne ved brug af f.x. ChatGPT (plagiat er forbudt, men hvad gør man hvis det er ChapGPT som plagierer og det bliver ikke optaget af studerende?)

4. Hvordan forholder vi os til generativ AI i eksamenssituationer?

Svar: Flest af vores prøve er mundtlige, uden forberedelse tid, eller skriftlige med begrænset brug af hjælpemidler. Vi vurderer, at det er ingen behov for ændring af måden vi kører kurser og projekt eksamener på.

5. Hvordan kan vi fremme generativ AI som en kognitiv partner for de studerende snarere end en genvej?

Svar: Vi har en pragmatisk holdning til generativ AI: det kan være et nyttigt værktøj, som effektiviserer arbejdsgang.

En udfordring: i vores felt for at bruge generativ AI effektivt skal man først opnå en vist grad af ekspert viden på område, ellers risikerer man ikke at være i stand at verificere AI værktøjers output.

Ad. 9. Messages

- Ongoing work at AAU to formalize agreements between departments on providing teaching. In the module database a module will be registered as owned by the department who is delivering teaching. Regardless this, study boards are responsible and can make changes in the study regulations, including modules which are owned by other departments.
- TKM and HSO have participated in a course on good SB management (Forvaltningskursus; on September 22, 2023)
- The election for study boards has been announced

Ad. 10. AOB

None