

# Minutes

<b>Subject</b>	Education Committee	
<b>Date and time</b>	February the 9 <sup>th</sup> at 12 pm	mskau@tek.sdu.dk T +4565501984
<b>Location</b>	Zoom	
<b>Invited</b>	Associate Professor Massimiliano Errico, Program Coordinator, Chair Associate Professor Knud V. Christensen, Program Coordinator Associate Professor Shuang Ma Andersen Professor MSO Henrik Karring Associate Professor Martin A.B. Hedegaard Professor MSO Morten Birkved Associate Professor Morten Østergaard Andersen Program Administrator Mette Smølz Skau Student representative Christian Ringskær Student representative Mathilde Snijder	
<b>Cancellation from</b>	Martin A.B. Hedegaard, Morten Østergaard Andersen	

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## 1. Welcome to new student representatives

Quick introduction to the rules of confidentiality.

Mathilde and Christian were welcomed and the rules of confidentiality were explained.

## 2. Follow up on the teaching price implementation from the students

- Introducing a teaching price on department level.
- The students have had a meeting and constructed a proposal for implementing the price. The students can send in nominations with  $\frac{1}{4}$  or  $\frac{1}{2}$  page of reasons on how this teacher had benefitted the students.
- The Department Counsel have clarified that it's not just for teaching but also for supervising, lab workers, Ph.D.-students etc.
- The Department Counsel and Jens has decided that the students are completely in charge of the price.
- It will most likely not be ready until spring 2022

## 3. Teaching evaluations

- Advanced Natural Product Chemistry

- Critique of prerecorded lectures and lack of communication between teachers
  - There was a lack of coordination between the teachers.
  - This is a typical problem for courses that are co-taught. The division of the tasks were not optimal, since one person was giving the lectures and the other person had to answer the student's questions.
  - When teachers are pre-recording the lectures, it is not enough to just read the PowerPoint slides.
  - The course was taught for the first time by these teachers and it is always difficult to get it right the first time
  - Rime has left SDU and thus there will be no action for this course.
  - There is a capacity issue in the labs. There are 40 students and currently it is only allowed to be 5 people together at a time
- Techno-Economic Assessment of Process Technologies
    - Critique of the content overlapping with former courses and students from other programmes included instead of keeping focus on what's specifically relevant for chemical engineers. The course did not follow the course description and ASPEN was not included.
    - ASPEN was not provided due to problems with the license. Further, the course had to be done online and the participants were not allowed to go to the computer room
    - The teacher was informed about his responsibilities very late and he did not receive the support he was promised.
    - There was an overlap with EM-BEM and other courses
    - Since students with other academic backgrounds were allowed to take the course, there was a limit to what the teacher could expect from the students and what content he can include due to lack of the competencies that our own students possess.
    - The plan for this course will be discussed under point 5
- Bioteknologiske processer
    - Lack of structure
    - The students were alone for most of the time while construct a fermenter in the lab and the guide was confusing. The guide needs to be updated.
    - The teacher did not stick to the curriculum and the course ended up overlapping with other courses
    - When organizing a course, the teachers have to look at the other courses so this doesn't happen. Also, they have to follow the curriculum.

- The slides and the materials the teachers received were in Danish and it was difficult to convert them to English.
  - The teachers are currently re-organizing it so it will be better next year.
- **Kemisk Produktion og Miljø**
    - Some of the teachers speak too fast and the students don't like to have to present
    - It is not unreasonable to expect the students to participate actively and have them do presentations. However, they might be allowed to present in groups going forward
    - Presenting is a useful skill and the students must overcome their fear for this as it will benefit them greatly
    - Some students appear to be afraid that a bad presentation during the semester will be held against them at the exam because they are used to receiving "standpunktskarakterer" in high school
    - Some students questioned the relevance of the course, which was surprising to the teacher and the UUV. The teacher will be sure to explain the relevance going forward.
    - The students complained that the groups were made late which is not correct. They were made in August. However, some students de-registered from the programme, some got credit transfer and didn't need to go to the lab etc. The groups could then not be finalized before the study board had decided this.
    - Mortens part of the course is new.
    - It is a first semester course and thus the students background interests and motivation are very different. Some students do not seem curious about the content of the programme. The student representatives remarked that some of the students applied to the programme because there wasn't a limiting grade needed to get into the programme and thus to get S.U.
    - The perspective will be more targeted. Going forward, there will be more prospecting so the students can see how the different parts are relevant.
    - The students didn't read and objected to getting "homework" and "being told what to do". In this case, they will have a very hard time passing the exam.

#### **4. Semester and programme evaluations**

- The students were overall positive
- The communication between the head of programme and the students has increased, and the students appreciate that.

## **5. Plan for Techno-Economic Assessment of Process Technologies**

- It saves resources to offer the course not only to our students but also to students from other programmes.
- It is mandatory for the Environmental Engineering
- The course description will be revised to be able to build on common ground. It is a work in progress.
- The course is not about optimizing chemical processes but rather about the economic part.
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- Perhaps the name doesn't match the content well.
- The course was initiated from the previous head of the LCA section and there might not be the relevant competencies in the future.
- We might be trying to do too much by taking in students with a broad variety of backgrounds and expect them to be able to do what chemical engineers can do.
- One-size fits nobody. For the chemical engineering students, the course has too much repetition of what they have already been through. For other students, everything is new, and they don't possess the necessary competencies.
- The problems arise when the technical component of the course comes in.
- The teachers will meet with the head of the sections to find a solution. This will happen on a management level.
- Perhaps the groups can be mixed so there are chemical engineers in all groups.

## **6. Counting activities are no longer allowed**

- The rules for the counting activities and the extra credit activities were explained and discussed

## **7. Planning of Future Education Committee meetings**

- Next meeting will be planned after easter (April)

## **8. Any other business**

- When changes in the teaching is made, it is important to inform Diana. It is not enough to tell the students that someone is taking over someone else's teachings. Otherwise somebody who hasn't taught the course will be evaluated for it.