

**Faculty of Engineering** 

# Minutes

Subject	Education Committee	
Date and time	February 23 <sup>rd</sup> , 10am	mskau@tek.sdu.dk T +4565501984
Location	Tesla	
Invited	Associate Professor Massimiliano Errico, Program Coordinator, Chair	
	Associate Professor Knud V. Christensen, Program Coordinator	
	Associate Professor Shuang Ma Andersen	
	Associate Professor Ciprian Cimpan	
	Associate Professor Muhammad Tahir Ashraf	
	Program Coordinator Mette Smølz Skau	
	Program Coordinator Hannah Zuschke	
	Student representative Christian Ringskær	
	Student representative Thomas Nordentoft Andersen (participating online)	

Cancellation from

Shuang Ma Andersen

#### 1. Introduction of Hannah

Hannah is taking over as IGT's programme coordinator from March 1st.

#### 2. Study-start survey

Some students were unsatisfied with the administration and supervision. Mette had long covid and wasn't present physically for much of the study start which might have led to some dissatisfaction.

Some students were unsatisfied with the mentors. The mentors were very qualified- so it is difficult to say what caused the dissatisfaction. It might have to do with one of the instructors being a bit harsh and overly confident. It might also have to do with the new students having unrealistic expectations.

#### 3. Master introduction survey

- Only 3 students filled out the survey, so it is not representative.
- 4. Exam statistics (https://kvaser.analytics.sdu.dk/eval\_og\_exam/)

#### • IFG1 72%

This exam is not very hard. The students who are failing this course, are the ones who does not show up for the lectures.

- Design of Ideal Chemical Reactors 68%
  - This is perceived as a difficult course, and many students fail it at the first attempt. One student failed her 5<sup>th</sup> attempt, despite getting extra

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supervision and classes. It appears that the students do not read through the exercise before attempting to solve it. They then panic.

- They need to be more skilled at math, it is usually this part they struggle with. They look at the formula but they don't look into how to modify the base formula. They are not used to manipulate the variables.
- Fysisk kemi 72%
  - The exam form is very extensive. It includes 6 reports done during the semester, and then they can be asked questions about any of them. They do not have sufficient time at the exam to look at the reports, so you have to remember everything you have done in all 6 without hesitation.
  - They haven't learned the theory behind it and therefore are not able to answer questions about things they have just memorized.
  - If the student has admitted that they can't answer a specific question, the teacher will keep asking about it.
  - There will be a meeting with the students to hear more about their exam experience and see what the next step should be.
- Kemisk production og miljø 63%
  - Out of the group of students who actually submitted a report and therefore could attend the exam, 11 failed (1 was for the 4<sup>th</sup> time), 2 didn't show up.
  - At the reexam 10 showed up, 9 passed, 1 didn't show up, and only 1 failed.
  - The students who are failing the exam are the ones who don't show up for the lectures.
  - Some students don't participate much in the group work and therefore have troubles explaining it on the oral exam. Many students are very bad at group work. It is very hard to exclude students from groups.
  - Some of the students work a lot outside the education and don't priorize studying. They put much less work into the programme than they are supposed to. They report to spend about 35 hours a week, whereas they are supposed to spend at least 50.
- Grundlæggende organisk og uorganisk kemi 63%
  - Same as above
- Applied Material Characterization Techniques 70%
  - This is based on lab reports. Massimiliano will look into why 3 students didn't complete it, as it is rather surprising. It appears that of those 3 1 didn't show up and 2 did not deliver to the level required to pass. At the re-exam, out of three, two passed.

#### 5. Approval of contracts (bachelor projects, final projects, and master thesis)

- Do not "accept with changes"
- Make sure the student has checked "in cooperation with company" if relevant.

#### 6. Sustainable Engineering replaced by Transport Phenomena on the master

- Sustainable Engineering will be substituted with a new course Transport Phenomena (Tahir)
- Sustainable Engineering will not be offered as an elective
- Both master students and bachelor students will be offered to take the summer course Engineering for Sustainability

The summer course Process control will be extended to 2 weeks.

- 7. Changes to the bachelor program 2023 due to ministerial interference with the educations.
  - The course descriptions for the semester project courses has been changed and are now differentiated between the diploma programme and the bachelor programme
  - Thus far, the ministry has not answered Knud's question of what else is necessary. Therefore, this is all that will be changed until we hear back.

#### 8. Changes to the bachelor program 2024 due to financial cuts.

- Combined math for all bachelor students and combined math for all diploma students
- Co-reading: physics and electromagnetism
- Theory of Science will be a combined course.
- Co-reading with FKF but probably not physical chemistry
- Organic Chemistry 10 ECTS: Natural product chemistry might be taken out.

#### 9. Planning of advisory board meeting

- The meeting will be held August or September.
- The environmental advisory board just had a meeting at Miljøstyrelsen. 5 former students participated and talked about the transition from being a student to employee. This might be a good idea for the chemical engineering and biotechnology programme.
- It can be held at the monastery.

#### **10. News from the student representatives**

- Some students wish to have the course "Modeling and Simulation of Non-Ideal Reactors" brought back. However, the students are struggling to pass the Ideal Reactor course, so bringing back the non-ideal reactors, would be risky. However, if anyone wants to do it as an ISA it can be done.
- Some students wish the schedules could be more compact, but it is not easy to schedule for Diana, as there are many courses and few rooms. It could be an idea to have a 4-day teaching week.
- Some students have concerns about an ISA project with a specific teacher, because of the reputation of having unreasonable expectations of the students and of not spending sufficient time supervising. This hurts the reputation of doing ISA's all together.



• Knud and Massimiliano will follow up with the supervisors.

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

End of semester, possible the first week of June.

## 12. Any other business

N/A