

Agenda

April, 2020

Subject Education Committee

Date and time August 4th, 2020

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Location Benz

Invited Associate Professor Massimiliano Errico, Program Coordinator, Chair
Associate Professor Knud V. Christensen, Program Coordinator
Associate Professor Birgitte Lilholt Sørensen, 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 Sebastian Krog
Student representative Lasse Frank Nissen

Cancellation from Birgitte Lilholt Sørensen, Morten Birkved

1. Status meeting report (Uddannelsesberetningen)

- SWOT: last year's SWOT was discussed and modified appropriately
- Selection and discussion of at least one of the official [elements of the quality policy](#)

4. Sub-policy for University Teaching and Learning and Teaching Staff Development

1. The employees involved in teaching activities are invited to a seminar to discuss the strategy and best practice for online teaching
2. The employees have an update teaching portfolio that includes the pedagogical approach
3. The programme coordinator is in contact with the SDU Center for Teaching and Learning to promote support tools for teaching staff
4. Course evaluations are used to tune staff teaching competences

- [SDG](#)

The focus will be on:

3. Ensure healthy lives and promote well-being for all at all ages
6. Clean water and sanitation
7. Affordable and clean energy
9. Industry, innovation and infrastructure
12. Responsible consumption and production
13. Climate action

2. Employment rate

There was a discussion about the unemployment rate. One of the main differences between this program and others is, that the mathematics is less visible in this programme. The companies are not likely to refuse our graduates due to this, but it might mean the programme attracts students that aren't very strong and that is why, they can't get a job afterwards.

3. Teaching evaluations

The evaluations were overall positive, and the participation rates were high. A few courses caused a discussion.

- **Teknisk Spektroskopi**

The course is built up by short lectures followed by group work. When the lock down came, it was difficult to change the structure to fit online teaching. The teacher stated that no students had given him any feedback or asked him to change anything until two weeks before the exam. The students did not watch the videos until two weeks before the exam, which means that the teacher did not have a chance to give feedback. It would be helpful if the students communicated before the end of the semester, when is not too late to apply correcting actions. Some of the dissatisfaction might have been resolved by better communication both ways. This will be a focus point going forward.

Further, it is a hard course, which usually means that it scores lower in the evaluations.

The students did not get lower grades than last year so the students might have gotten the same out of it.

- **Grundlæggende biokemi og mikrobiologi**

Since some of the online courses was delayed for days or a week, the students had some time, where they could not study, which was frustrating lowered their motivation.

The students were also frustrated that the lectures were often shortened considerable, since there was less interaction with the students, so the teachers got through the material faster.

The teachers reported, that some of the videos have been seen by less than half the class. Some students need the physical presence in a structured time since they aren't able to structure their own time when they don't have

to go to university. It could be helpful if the online courses would be at a specific time to mirror the physical teaching. It would also be helpful to have more live interaction with the students. The lockdown happened very fast and it was not always possible, especially for teachers with children to be as flexible as they would like to be. The courses were not planned as online courses so there were certain challenges.

Some of the low evaluations seem to be caused by wrong expectations. Going forward, the communication about what to expect need to be clearer.

One of the teachers stated, that it is an old school course where you have to sit down, read the book, and memorize it. When the students don't do it, they will not learn it. It is very different from courses where they have to do a lot of calculations.

- **Sustainable bioresources and bioenergy**

This course got many comments about lack of structure. This is a repeating problem. It was suggested, that the teacher can have a colleague follow her lectures and give her feedback.

Lasse said he had taken one of her courses and did not agree with the criticism.

The content of the course is good, and the teacher is competent. It is only the structure that is lacking.

Massimiliano will talk with the teacher to see if she has any requests about how to help her attain a better structure.

Shuang Ma did online course in live format. The first week, there was 60 students, the following, there were only 20 students. It is a lot more work for the teachers to teach online live, and it is concerning that so few students participated.

The students could watch the course on video afterwards but often they postponed it and never actually watched it. Shuang suggested that the videos should only be available for a few days after the online live teaching. However, as highlighted by Maer the students have different learning styles and we can't force them to do things in a certain way.

Birgitte did online courses on Zoom and recorded the lectures as well. Lasse said it worked well and was happy that the videos stayed available so he could re-watch it when preparing for exam.

Some of the issues with the online teaching had to do with technical issues and bad equipment. There was a lot of noise which made it difficult to hear some of it. It might be the settings.

4. Evaluation of the programme

The students need more communication, especially about getting access to the lab.

They request more biotechnology electives. However, the entire elective system has been changed with the new structure of the programme and it is now clear to the students, which electives have which competencies.

The students do not like EiT. Morten Ø was teaching part of the course. He would like to do some bio-technology subjects as part in the course in order to make it relevant for our students, but it was not possible, because the students from the other programmes will not be able to follow it.

5. Communication from the students

- Teaching language on the website. This issue has been resolved.
- Cancelled Lab hours:
In Biorefining there has only been 12 out of the 52 lab hours. 24 of them have been cancelled due to corona outbreak. 16 hours is cancelled in Protein Technology last semester.
There is also a concern that the week of lab in Advanced Natural Product Chemistry will be cancelled. This depends on the corona situation at the time.
- There have been cut downs, which means that there are less lab hours. This is unfortunate, but the institute do not have the economy to keep the number of lab hours. The lab courses are the most expensive courses, and the institute have been fighting hard to keep them but the Ministry has cut down 25% of the STÅ
- The institute is having an ongoing discussion about what to do about it, since the staff agrees that it is an issue.
- It is uncertain, how the corona situation will develop, and if more lab hours will be cancelled this semester or in the spring.

6. Planning of Future Education Committee meetings

Next meeting will be the end of September

7. Any other business

N/A