Meeting date: 2 September 2026
Meeting place: 1520-737
Subject: Education Committee meeting for Physics and Astronomy
Participants: Hans Fynbo, Aurelien Dantan, Sergio Ioppolo, Asger Petersen, Simon Mosgaard Jørgensen, Victor Kvist Loft Pedersen, Nanna Elizabeth Rosa Kalmar, Christoffer Emil Juul Hansen, Sarah Benthin Smith, Mette Lie, Asta Thøgersen (ref).

Agenda:

- **Approval of the minutes from the previous Education Committee meeting (22 June 2026)**
- **Course Revision, Part II – Course Content and Examination Form**
- **Examination Overview, Winter 2025/2026 and Summer 2026**
- **Teaching Assistant Handbook**
- **Artificial Intelligence in Teaching**
- **Any Other Business (AOB)**

Ad 1: Approval of the minutes from the previous Education Committee meeting (22 June 2026)

The committee reviewed the minutes from the previous meeting.
The committee agreed to add a clarification under Item 5 of the previous minutes stating that the Education Committee does not share a common view on the relationship between labour market needs and the demand for graduates with competencies in artificial intelligence.
The committee approved the minutes subject to this amendment.

Ad 2: Course Revision, Part II – Course Content and Examination Form

Bachelor's Degree Programme

The committee reviewed the proposed course revisions for the Bachelor's degree programme.

Only a limited number of changes had been proposed. No new courses were introduced.

The committee reviewed the changes to *Statistical Physics and Solid State Physics*. The members had no additional comments and approved the proposed revisions.

The committee also discussed *Advanced Electrodynamics and Quantum Mechanics*. The discussion focused on how the use of artificial intelligence and the applicable

rules can be communicated more clearly to students within the course. This will be discussed with the lecturer to identify appropriate clarifications.

Master's Degree Programme

The committee reviewed the proposed revisions for the Master's degree programme.

No new courses had been introduced, and the proposed changes were generally minor. One course had changed its title primarily to avoid confusion with other courses. The committee approved the change.

The committee discussed *Quantum Engineering part 1*. Members noted that the course description does not currently make it sufficiently clear that students are required to prepare a final report. The course description will therefore be updated to include a clearer description of this requirement.

Ad 3:

Winter exams 2025/2026 first and third semester – bachelor degree:

The committee reviewed the examination results for the first semester course *Mechanics and Thermodynamics* from the Winter 2025/2026 examination period.
The discussion focused on the distribution of grades, particularly the observation that a relatively high number of students received the grade -3. Members agreed that this is an important issue to discuss as part of the ongoing evaluation of assessment practices.
The committee considered whether there should be a greater distinction between the grades 00 and -3 and discussed the signals that the different grades send regarding student performance. In this context, members noted that it may be appropriate to review the grading intervals and consider whether adjustments are needed to clarify when each grade should be awarded.

The committee reviewed the examination results for *Quantum Mechanics and Atomic Physics* from the Winter 2025/2026 examination period.
Members noted that the course had introduced new elements and had been taught by new lecturers. As a result, the course differed from the format that students had been familiar with for a number of years. This change had led to some concerns among students during the course.
The committee discussed the examination results and noted that overall student performance had been satisfactory. The results did not indicate any significant issues related to the changes made to the course.

The committee emphasised the importance of clearly communicating the structure and practical conduct of the examination to students. Members agreed that additional attention should be given to explaining the examination format and expectations in future course offerings to help ensure that students feel well prepared.

Winter exams 2025/2026 second and fourth semester – bachelor degree:

The committee reviewed the examination results for *Advanced Mechanics* from the Winter 2025/2026 examination period.
Members noted that many students had expressed concerns about the examination and felt nervous about the assessment format. The committee also discussed the relatively high absence rate, with 24 per cent of enrolled students not attending the examination.

Summer exams 2026 fourth semester:

Statistical Physics and Solid State Physics is a challenging exam.

Selective compulsory courses winter 2025/2026 and summer 2026:

Stellar Evolution: From Interstellar Clouds to Supernovae: Members noted that several issues had affected the course and examination during the semester. The committee discussed these circumstances in relation to the examination outcomes and noted that the pass rate was 60 per cent. The committee will continue to monitor the course and its examination results in future evaluations.

Practical Programming and Numerical Methods: Members noted that the examination is currently relatively easy to pass because it is designed as a take-home examination that allows students access to a wide range of resources, including artificial intelligence tools. Student representatives stated that the lecturer actively encourages students to use artificial intelligence as part of their work on the examination.
The committee discussed whether the current examination format remains appropriate in light of the widespread availability of artificial intelligence tools. Members agreed that the use of a take-home examination should be reconsidered, as the format may no longer assess student achievement in the intended way.
The committee also noted that similar challenges apply to Introduction to Medical Physics.
The committee agreed that a dialogue should be initiated with the course coordinators and lecturers responsible for the two courses to discuss the current examination formats and consider whether adjustments are needed. No decisions were made at this stage.

Ad 4:

No comments.

Ad 5:

Student representatives argued that courses should not be designed in a way that requires students to use artificial intelligence. They expressed concern that reliance on artificial intelligence tools may have negative consequences for learning and may reduce students' opportunities to develop their own academic and problem-solving skills. The discussion was based in part on material prepared by the student representatives, which outlined these concerns and reflected student perspectives on the use of artificial intelligence in education.
Some noted that if the use of artificial intelligence forms part of a course's intended learning outcomes, it is reasonable to expect students to use such tools. Conversely, if artificial intelligence is not explicitly included in the learning objectives, its use may be regarded as a permitted aid rather than a required component of the course.
The committee agreed that the use of artificial intelligence in teaching should always serve a clear educational purpose. Members emphasised that the purpose should not simply be to produce an answer or complete an assignment more efficiently. Instead, artificial intelligence should contribute to learning, for example by supporting students in analysing complex problems, exploring alternative approaches, or developing new insights.
The discussion also highlighted the practical challenges associated with regulating and monitoring the use of artificial intelligence. Members acknowledged that it is difficult to maintain full control over how students use these tools and that educational approaches must take this reality into account.
Several members stressed that the focus should remain on learning processes rather than on the production of a final product. The committee discussed whether the intended use of artificial intelligence should be reflected more explicitly in course learning objectives when relevant.
The committee agreed to continue the discussion at future meetings. The student material discussed at the meeting may also be shared with the Vice-Dean for Education as part of the ongoing dialogue on artificial intelligence in teaching and assessment.
Members further noted that teaching staff should retain the flexibility to determine how artificial intelligence is addressed within individual courses.

Ad 6:

Bachelor's exam: Students who were registered for their bachelor's project in spring 2026 but did not pass on their first or second attempt do not have to take

an oral examination on their second or third attempt. However, from autumn 2026, all bachelor's projects must be assessed through an oral examination.

People from the 75 ECTS master in Science Communication have asked if they can attend lectures to inform students about the programme, but the committee decides that this is not a good form.

Members briefly discussed a faculty event with the Vice-Dean for Education held on 3 September 2026. During the event, portfolio examinations can be highlighted as a format that can work well when expectations are communicated clearly and assessment activities are distributed appropriately throughout the semester.
The committee also noted that students continue to value more traditional examination formats, including oral examinations.

The committee discussed *Experimental Physics 3* and noted that the course catalogue does not currently reflect the exercises used in the course. The course description should therefore be updated.

Finally, the committee discussed the work-integrated Master's degree programme and noted that enrolment in this part of the programme remains low. The committee will continue to monitor developments in student numbers.

Meeting ended 11:48