Meeting date: 22 June 2026
Meeting place: 1520-737
Subject: Education Committee meeting for Physics and Astronomy
Participants: Hans Fynbo, Aurelien Dantan, Sergio Ioppolo, Asger Petersen, Marie Vinkler Kristensen, Simon Mosgaard Jørgensen, Victor Kvist Loft Pedersen, Nanna Elizabeth Rosa Kalmar, Christoffer Emil Juul Hansen, Sarah Benthin Smith, Mette Lie, Asta Thøgersen (ref).

Agenda:

1. **Approval of the minutes from the previous Education Committee meeting, 21 April 2026**
2. **Course evaluations, Spring 2026**
3. **Course evaluation for Advanced Mechanics**
4. **Joint recommendation for feedback following course evaluations**
5. **Draft of best practices for artificial intelligence**
6. **Any other business**

Ad 1:

Names needs to be updated in the minutes.

In point 4: lectures who make PowerPoints should make them available for the students. In the minute it says that everyone should make PowerPoints.

Ad 2:

Bachelor:

Lasers & Optics: The committee discussed the results of the course evaluation.
No respondents indicated agreement with the statement that the course is appropriately organised. During the discussion, it was also noted that the instruction has not, to a sufficient degree, supported the students' learning.
The committee pointed out that some of the challenges may be related to communication between instructors and students, including potential language-related barriers. In addition, there was agreement that the large number of students enrolled in the course may have contributed to the less satisfactory outcome.
The committee discussed possible adjustments going forward. One suggestion raised was to reconsider access to the course for students in the fourth semester. No final decision was made.

Statistical Physics and Solid State Physics: The committee discussed the course evaluation for Statistical Physics and Solid-State Physics.
The course is generally perceived by students as academically demanding. In response to the question of whether the instruction supports student learning, the evaluation shows considerable variation in student satisfaction.

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During the discussion, the committee emphasised the importance of strengthening coordination among instructors. The committee therefore recommends introducing regular weekly meetings for instructors to support alignment on teaching and to improve the overall learning experience.

Advanced Electrodynamics and Quantum Mechanics: The course has generally functioned well. It was noted that the examination time is relatively short, and that this may present a challenge for the students. The committee therefore emphasised the importance of preparing students more thoroughly for the examination conditions.

Masters:

Practical Programming and Numerical Methods: The committee discussed the course evaluation for Practical Programming and Numerical Methods.
It was noted that the course currently does not include practical exercises in connection with the teaching. From the students' perspective, this is problematic. The students expressed a clear preference for dedicated practical sessions, as these are perceived to have a stronger learning effect than situations where the instructor simply offers the possibility to ask questions during class.
The committee also noted a discrepancy between the course description and the actual teaching, as the course catalogue states that practical exercises are included.
The committee discussed the need to better align the course structure with the course description and a general talk about how time is used best.
Artificial intelligence can be used beneficially in teaching and learning activities.
At the same time, it is emphasised the importance of clarity in how artificial intelligence is integrated into the course. The organisation and intended use of artificial intelligence should be clearly described and communicated to the students.
The course catalogue needs to be updated to what is decided.

General relativity: The students expressed a preference for adjusting the teaching format. Instead of three-hour teaching sessions, they would like to include an element of joint discussion and feedback. Two-hour lectures following a brief discussion would be a good model. The course catalogue should be updated in case this change is made.

Physics of Magnetic Resonance Imaging (MRI): Students expressed worry about the exam format; however, no concrete proposals for changes were presented during the discussion. The relatively small number of students enrolled in the course introduces some uncertainty regarding the scope and significance of the identified issues.

Ad 3:

The committee discussed the course evaluation results related to the organisation and workload of the course.
Approximately 30 per cent of the students disagreed with the statement that the course is appropriately organised, while around 18 per cent tended to disagree. The students generally experienced the workload in the course as too high. They noted that the workload has been discussed several times, but that the situation has worsened over time. From the students' perspective, there is a general frustration with the course having been changed repeatedly.
A student suggested using the accompanying textbook more actively, highlighting that it is pedagogically meaningful and could better support learning. More concretely, the students recommended that the responsible academic staff reduce the number of assignments and exercises. They pointed out that too many exercises may negatively affect learning outcomes.
The students also raised concerns about being expected to use artificial intelligence as a way of managing the high workload.
The committee discussed potential ways forward. The students suggested that if the workload issue is not resolved, the course could be expanded from a 5 ECTS course to a 10 ECTS course. The committee noted the points raised and agreed to follow up with the responsible academic staff.

Ad 4:

The committee discussed a case where a lecturer presented anonymised written feedback from students during teaching activities. The students expressed dissatisfaction with this practice. The committee also noted that the lecturer attempted to respond to and defend the student feedback in the situation.
The committee discussed how feedback should be handled in a constructive and supportive way. The committee agreed that lecturers may be curious about the feedback they receive, but should not ask students to justify or elaborate on specific comments in a way that puts them in an uncomfortable position.
The committee decided to update the existing guidelines for a good feedback culture and to distribute the revised document to all course coordinators. The updated guidelines will clearly state that lecturers must not share anonymised written comments from course evaluations during teaching.

Ad 5:

The committee discussed the results of a survey conducted to explore how lecturers, instructors, and students use artificial intelligence in teaching and learning.

The committee agreed that the use of artificial intelligence is an evolving area, and that it remains a challenge to determine how it can best support learning in practice.
Looking ahead, the committee plans to initiate a coordinated effort after the summer break. The aim is to ensure that all course coordinators actively engage in dialogue with instructors and students about appropriate and effective use of artificial intelligence in their courses.
Student representatives noted that they do not expect students to make active use of guideline documents alone. It was also highlighted that the use of artificial intelligence is inherently difficult to regulate.
The committee discussed possible initiatives to support a more consistent practice. One suggestion was to introduce a dedicated teaching session on the use of artificial intelligence. At the same time, the committee emphasised that it is important for students to develop competencies in using artificial intelligence, as it is increasingly difficult to avoid in the labour market. 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 agreed to continue the work on developing shared practices for the use of artificial intelligence and to follow up on the proposed initiatives.

Ad 6:

Climate physics: the course is right now being designed.

Meeting ended: 11:35