



Date: 10.9.2012

Semester evaluation ArT2 2012		
Study programme:	Art & Technology	2nd semester 2012
Semester Coordinator:	Jakob Sabra, Betty Li Meldgaard	
Note-taker	Emilie (student)	
Meeting attended by:	Students:	Emilie, Carl, Sari, Agatha, Susanne, Gerda,
	Coordinator:	Jakob Sabra, Betty Li Meldgaard
	Supervisor:	Jakob Sarbra, Betty Li Meldgaard
	Teacher:	-

This document contains:

1. Semester evaluation report made by the students 5.9.12 (page 1-4)
2. Semester report made by the coordinators (page 5-6)

1. Semester evaluation report

1.	Follow up and approval of the minutes of the last meeting -all steering group meeting minutes (15.3, 20.4, 24.5) approved.
2.	Announcements / guest lecturers / excursions.
3.	<p>The semester modules (purpose and content)</p> <p>Main Module: The students experience a lack of practical skills with regard to the structural design and construction. The students experience a lack of pedagogical and organisational skills regarding group work and PpBL tools and methods.</p> <p>The students feel very differentiated with regard to own study effort, ambitions and engagement with the study programme. It is found difficult to take this into account in the everyday group work/planning. Some students feel they carry a greater workload than others and do not know how to address this.</p> <p>The students would like more focus on analysing methods and theory discussion in the beginning of the semester, together with basic academic report reading and writing classes.</p>
4.	<p>The courses (purpose, content, syllabus, pedagogy, relationship to the relevant module and the semester).</p> <p>The individual course evaluations can be found in the attached minutes from the steering group meetings below this part of the document.</p> <p>The relations between the individual courses and the main project module were on a satisfactory level. The Max Msp course was held within 1 week which was found good by the groups.</p>
5.	<p>Project work (organisation, process, supervisors)</p> <p>Supervision: The groups felt the need for more proactive supervision. That the</p>



supervisors were more critical during their weekly presentation of the project work. That the supervisors would assist and help the groups more in technological matters. Some groups found it very motivating that their supervisor was enthusiastic and seemed to care about the project. All groups would like to receive more supervision during the writing period and more information and teaching in academic writing.

The supervisor must push the groups more to start the writing process at the beginning of the main module.

The group must work together with the supervisor to find the simplest technical solutions for the project.

The groups must be able to respect that there is a limit to how much they can expect from supervisors, assistants and service personnel.

The supervisors have very different views upon how to supervise – this both on pedagogical, organisational, and professional levels. It is a benefit that the supervisors possess different skills, educational backgrounds – it is up to the groups to utilise the supervisor and seek specific assistance elsewhere if the supervisor cannot meet the group demands.

Betty Li Meldgaard held text editing sessions with her groups which serves as inspiration for other groups and supervisors. It was a hard but good learning experience.

Exhibitions of workshops and the main project must not be held during a holiday where the service personnel is rightfully absent.

The project needed more funding – the groups would like to get more funding for materials during the semester or help for where to find funding.

The amount of written pages for the report was found too high. If the amount was a minimum of 20 a maximum of 30 written pages per group (3-5 pages per. Student) the groups could concentrate on writing more precise academic content instead of having trouble meeting the minimum demands.

The report hand-in procedure went well. The students found it relevant to learn about graphical design and visual layout through the portfolio course and the portfolio hand in since it was the students chance to work on an individual assignment. It was found very problematic that the portfolio hand in was the same day as the report hand in since certain group member were focusing on the individual portfolio instead of the group report. The portfolio should not be there, or be an integrated part of the group report, a collective assignment or have a separate hand in deadline e.g. 4 weeks prior to the hand in of the main report.

Examination of the group projects were individual examinations, the students were a bit confused about the group presentation and afraid of competition in the exam room. Some students were confused about the level of preparation ahead of the exam.

Some groups were disappointed with the grade and the outcome of their exam. Censor should pick up on this in a overall feedback session after the last student have



	<p>been examined. The supervisors should explain the procedure of the exam and what the overall expectations to the students are. Remember to go through the learning goals etc. in the study guide and the curriculum.</p>
6.	<p>Communication channels (venues, labs, materials, etc.)</p> <p>The study need more transportation wagons for materials. Each group should have a whiteboard on wheels.</p> <p>The students would like to have wood workshop facilities in the main semester room as well as a place for large tools.</p> <p>The students would like a room with adequate ventilation for spray painting.</p> <p>The students find that they would have liked a complete guided tour of all the workshop facilities of the university both wood, metal, electronics, paint, cardboard etc.</p> <p>The students would like to have study card access to all the relevant facilities for building and working with materials.</p> <p>The students would like tutors to help new students with workshop operation, e.g. elder students from ArT or other educations.</p> <p>Upstairs at Toldboden, the “hangers” (spær) is in the way for wall projections, a test room for projections would be good to have.</p> <p>The art laboratory need to be open all days of the week. At stressed situations, such as the week before a exhibition, the laboratory needs to be occupied by more than one person. There needs to be an additional assistant at the laboratory.</p>
7.	<p>Social conditions (groups work, general social environment etc.)</p> <p>There need to be made a regular updated arrangement regarding the kitchen duty, cleaning up and emptying the dishwasher.</p> <p>The kitchen need an additional water boiler.</p> <p>Steering group meetings are found very well as a space where information is distributed but also a space where the students can be heard. There is a tendency of loss of information between the group representative and the rest of the group. The steering group need a student chairman-/woman who is responsible for sending out agendas, minutes, appointing minute takers, contact between steering group and coordinators.</p>
8.	<p>Any other business</p> <p>The campus police should be more aware of the problems with alarms going off all the time, especially after normal closing hours (4 pm).</p>
9.	<p>Next meeting</p>
10.	<p>Problems that the study board should be aware of:</p> <p>It is important that the supervisor from the beginning try through group meetings to get an impression of the groups competences in order to be able to help limiting the group from having to high ambitions and experience cases of non functioning installations,</p>



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Art
Art & Technology

milestones and deadlines they are not able to meet, to high dependence on factors they cannot directly control (contractors, materials, venue, technical assistance etc.)

Each group needs to have technical supervision provided by the study. A technical co-supervisor.

The study board needs to hire a laboratory assistant for 2-3 weeks during a semester to help with the workload during workshops, exhibitions and exam preparations.

Study guides and schedules need to be sent out before the Christmas holiday, even a temporary one if it is not complete.

Send out a welcome letter to new students at 2nd semester.



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2. Semester report by the coordinators
Jakob Sabra, Betty Li Meldgaard

1. A general description of the semester

All in all it was an exciting and busy semester, with good student participation and engagement. The general confusion, which is typical in the first year, was still a bit present. There were a variety of activities ranging from large a construction project, urban investigation, a study trip to Berlin and the outdoor main semester exhibition at Aalborg Harbour.

The students worked under the semester theme; Emotionscapes and found the theme a bit difficult to understand, which was helped by giving them a more tight assignment relating to the Harbour and the transsition between Land and Water.

The students had various workshops and courses dealing with the analysis of public space, artistic collaboration and architecture.

2. What should the future coordinator and planning team be aware of?

Coordinators of future 2. Semester, should incorporate the outdoor possibilities of the spring semester. Depending on the number of students, it is important to have a strict organisation of students working in public spaces to ensure a good spirit between students and citizens. Further it is suggested that 2. Semester find external partners to collaborate with, both in the form of invited artists and in relation to cultural events and venues. It is advised, since architecture and urban interventions are a big part of the semester, that the connection to art and technology is explicated thoroughly, as the students can find it hard on their own to make the connections between the different fields.

3. What should the lecturers be aware of?

At the second semester the students are not still fully accustomed to attending a university, so it is advised that lecturers incorporate this experince into their communication style while teaching. Too many implicit, scientific terms that are left unexplained, too much jargon, leave the students with a bad feeling which should be avoided. Communicate clearly, lower the bar at this level with the pedagogical aim to keep students interested, even in complicated subjects.

4. What must the department and service personnel be aware of?

It is very important that technical personnel and the secretary is present at the pivotal moments of the semester, such as workshops given by external partners, exhibition run-up and exams.

5. What should the Study Board act upon?

We recommend that the study board take more firm action towards students who, for one reason or another, cannot fulfill the requirements for a study like this. It is the coordinators belief that too much compensation is given to students who do not show engagement. The problem is;



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- a) it creates a negative atmosphere in general on the semester that some students are being perceived as having other privileges than the large group.
- b) it creates problems for the group work, as these students become wanderers from group to group.
- c) it requires an extensive engagement from supervisors to service special need students.