

## Annual debriefing faculty meeting

10 May 2021

Hosted by ESI via remote connexion

### Summary of discussions and decisions taken

Slides available at <https://indico.cern.ch/event/1037241/>

#### Members in attendance (29):

- Jean-François ADAM
- Etienne AUFRAY
- Éric CHABERT
- Laurent CHEVALIER
- Christian JORAM
- Yann COADOU
- Johann COLLOT
- Marco DELMASTRO
- Lucia DI CIACCIO
- Daniel DZAHINI
- Romain GOUATY
- Bruno GUERARD
- Roberto GUIDA
- Bob HOLLAND
- Anja HIMMERLICH
- Jens KROEGER
- Beatrice MANDELLI
- Michael MOLL
- Alberto PACE
- Enrico PASQUALUCCI
- Patrick PITTET
- Sebastien PONCE
- Erika PORCEL
- Josh RENNER
- Lise RIBET
- Jean-Baptiste SAUVAN
- Rob VEENHOF

#### 1. PROGRAMME EVOLUTION

- ❖ First edition in full remote
- ❖ The Course 2 was almost totally reprogrammed thanks to many and in particular de J.F. Adam for the medical application part

#### 2. FACULTY

- ❖ A huge THANK YOU to lecturers for their outstanding quality (expertise & availability for students). It has become a hallmark of ESIPAP
- ❖ 23 universities and research institutes are involved (**check if your preferred logo is there**)
- ❖ 54 speakers involved

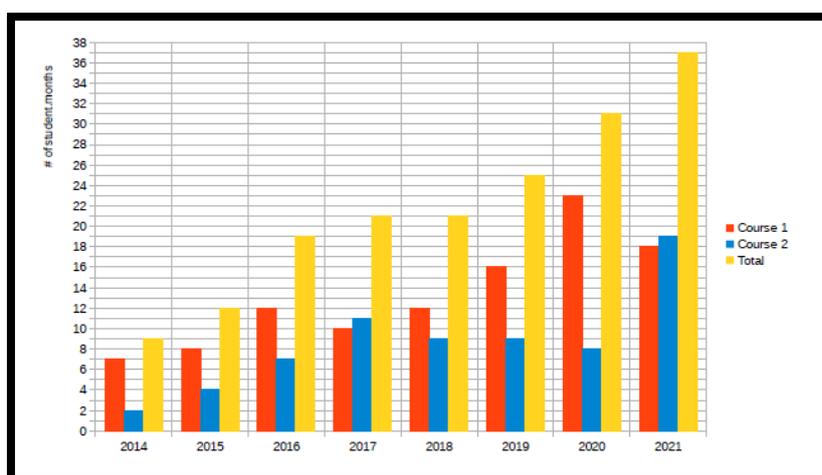


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### 3. a) ATTENDANCE CURVE

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- ❖ The attendance is highly satisfactory, both courses are balanced. It was not the case in the previous years
- ❖ Course 2 has been reprogrammed according to participants' recommendations with advanced lectures, more hands-on and practicals



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### 4. EXAM RESULTS

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- ❖ Less students opted to take exams this year (5 students for course 1 and 6 students for course 2)
- ❖ Multifield exam is not satisfactory (average of 9.92) and must be revised for next years

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### 5. STUDENTS EVALUATION

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#### Johann slides:

- ❖ All lectures are separately evaluated by student. All lecturers and labs tutors must have received it by email, if not please contact Lise
- ❖ Most evaluation are very positive
- ❖ Remote labs met the objectives despite the conditions. It is the result of a very good preparation from the Lab tutors. They managed to make it very lively, adapted the subject
- ❖ End of school project was a great success despite the fact that it took time to find the relevant objectives
- ❖ The medical applications talks were very well received even if it took place after 7 weeks of school
- ❖ Students call for more hands-on, practicals, tutorials, exercises. Students wants more actions. We have to move towards more of this in the close future.
- ❖ The student satisfaction of course 2 is now as high as course 1

#### Lise slides:

- ❖ We had 24 students following course 1 and/or course 2. The global average of their experience at ESIPAP is 8,6 out of 10. The less good grade is 6 for 14% of the students. And almost half of them gave a 10.
- ❖ To the question "To what extent did technical issues hinder your participation in some activities / sessions?" students answered:

- Difficulty to follow 8 weeks of zooms session from 9:00 to 17:15
- Poor internet connection from some faculty member (not a stable connexion) but it was not a problem as all the student were having a permanent zoom link
- Remote = less human interactions
  
- ❖ To the question “*How could we improve the organisation of ESIPAP as a remote-format school?*” students answered:
  - Record of the lectures. Indeed, it was not an option this year as it was a we had the handle the online format for the first time over 8 weeks. And also, this will push students to be even more passive.
    - Ideas: recording of some session/lecture and having discussion/Q&A session in live. Anticipation on that point for next edition.
  - Less time at noon (1h45) to be able to finish earlier than 17:15
  - Give feedback of the lecturer every morning/afternoon to really reflect the impression of participants
  - More tutorials and exercices
  - More projects in groups like in week 8. Maybe start the project earlier to have time to work on it
  - More interactive lab session
  - Having ice-breaker activity at the beginning of the course
  
- ❖ The use of online tools was well appreciated and user friendly. Everyone was connected to slack and it makes administrative work much easier and more effective.
  - Slack: really appreciate as you can easily reach people and got information through well-organised channels
  - Zoom: the permanent zoom link was appreciable
  
- ❖ The main weaknesses and strengths of the school as a participant’s point of view:
  - Concerning the weaknesses, what came up the most often was:
    - High volume of hours
    - Redudancy of some topics
    - Too much information
    - Difficulty to follow lab sessions
    - The remote and creation of social link
  
  - Concerning the strengths, what came up the most often was:
    - Team of specialist
    - Expert in their domains
    - Number of faculty members
    - Diversity of the programme
    - Quality of lectures
    - International context
    - Friendliness
    - Team spirit
    - Dynamic
    - High level of organisation and assistance
  
- ❖ Organisation of some online social event:

- In the past, ESI regularly organised afterwork with ESIPAP Alumni. The programme was a burger, a beer and nice discussion with our former students...This year, creation of an e-working lunch every Tuesday with an ESIPAP Alumni as a guest. Depending on the week we had between 2 to 7 students connected. Not a total success but those who were connected were really enthusiast to speak with alumni.
- ❖ To conclude, here some participants testimonies:
  - “The fact to exchange with teachers, and people from different nationalities is an enormous strength.”
  - “I have also gotten the opportunity to learn new concepts, to look at things from different perspective. I was also able to make connections to several path on completion of the degree of which I never thought of before.”
  - “I really enjoyed this period of ESIPAP, meeting people from different horizons, having different teachers to explain us what we have to know, and where we are in research. It is sincerely one of the best parts of my formation, even if it was in distance.”

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## 5. QUESTIONS/REMARKS FROM FACULTY

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### QUESTIONS:

Jens KROEGER: Does the project on week 8 was done for the first time?

- Yes, the was medical lectures on the morning and tutored session on the afternoon. They were really acting as researchers in a team. We have to do it again for next edition, maybe longer, and start immediately at the beginning of course 2.

Yann COADOU: There is a higher satisfaction for Course 2, what have changed?

- The programme is more attractive (thanks to advanced lectures) and with a better communication. We had student who applied for Course 2 and not Course 1.

### REMARKS:

Jens KROEGER: “During the lab session, the were no interaction between tutors and students. I have tried to make it interactive with polls. I had a 3 or 4 reactions/reply or asking question. It is really strange that they liked it that much but during the class they did not make any effort to participate.”

Alberto PACE: “Same as Jens, few students were interacting but some of the were only connected but never reply to question. I had doubt if they were active! And this is appearing in my question at the multifold exam, as if they did not follow the lecture.”

Christian JORAM: “Same lines as Jens and Alberto. I only saw 3 or 4 cameras of participants really devoted, and I tried to stimulated question from other but I got no response... I was unsatisfactory for me.”

Johann COLLOT: “I am teaching every day at UGA and I have the same experience. I see that the unsatisfaction is more on the faculty side than on the student’s side.”

Lucia DI CIACCIO: “Same for me but I am using some tricks. I call them by their name when I ask question. I believe that they are doing other things in parallel...”

Daniel DZAHINI: "Its is really complicated to received feedbacks/answers to question. It is the same when I deliver lectures to UGA. The lab was more difficult to simulate circuit and following the work of each one. I am working, for next edition, on how we may have software locally on some computer."

Mickael MOLL: "Same conclusion, for our labs we make effort to prepare it and we had almost no feedbacks, it was really frustrating. It was really difficult to handle and to understand to which extent they can follow what we did because they did not reply."

Eric CHABERT: "Really difficult for our session, we had no answers. It is quite discouraging to wait for answers all day long. Exams results are really weak compared to face to face exams/lab."

→ Solution to interaction problem can be:

- Polls on zoom/slack
- Surprise oral questioning: call them by their names,
- Breaking rooms and working in groups with the visit of the lecturer from time to time

It is a remote teaching organisation and its take time.

→ Concerning the activation of student's camera: it is not possible to force them to switch on their camera but strongly encouraged them to do it and make a virtual background if needed.

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## 5. PERSPECTIVES FOR 2022

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- ❖ Given the uncertainty but also considering the satisfaction, let's aim for a mixed/hybrid edition in 2022 (remote and on-site)
- Concerning hybrid, Bob Holland (ESI director) explain that hybrid required to have a sufficient equipment quality. Indeed, ArchParc (the industrial parc where ESI is located in Archamps) is planning to invest in upgrading the teaching remote at ESI. ESI is in a process of securing some funding from the AURA region. To conclude, it is not sure that ESI will be equipped for January 2022. **In September 2021, ESI will be able to give a concrete information on that point.**
- It also concerned the pandemic evolution and allocation of a VISA
  
- ❖ Dates for ESIPAP 2022:
  - **Course 1: 17 January – 11 February**
  - **Course 2: 14 February – 13 March**
- An email will be sent to all faculty members for a save the date and an acknowledgement of their participation for next year
  
- ❖ Keep working on the Alumni network and involve more alumni as teachers/tutors
  
- ❖ More exercises/tutorials/hands-on/labs: it is valid for all of faculty members/tutors, especially if it is remote. As an example of Marco Delmastro with the really good use of breaking rooms and polls.
  
- ❖ Rethink multifeild exams and make sure students understand the expectation of this exam. At the end of the lecture, add a list of the most important points of the lecture.
  
- ❖ Keep improving pre-school marketing and communication (new flyer, social networks, community...)

**THANK YOU FOR YOUR INVOLVEMENT!**