

MAULWURF

Magazine of the Student Council Bau, Geo und Umwelt

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Edition 29 SS22



Exciting Interviews with Lecturers
University Elections
Live, Laugh, Love in Munich
The Great Environmental Excursion
The Work of a Tutor
Department for Environment
The BGU Student Council Introduces Itself
Seminar Trip of the BGU Student Council

Editorial



Dear Mauli fans,

Isolation instead of parties or lively discussions with fellow students - for 4 semesters, thanks to online teaching, we experienced our student life differently than many before us.

Meanwhile, we, the people, are the TUM.

Our cohesion creates insights, opportunities and most importantly: joy in life.

This Maulwurf shows what you can experience at TUM, how lecturers perceived the return to TUM and much more. Also included: Election special - learn more about the university election and the candidates.

Many thanks to all authors, the layout team, the printing team of the mechanical engineering student council and everyone who worked on this edition!

We put a lot of work and love into this edition and wish you a pleasant and enlightening reading journey!



Elisabeth Sofie Barth
Editor

Dates

Monday at 19 Uhr	Meeting of the BGU student council	Room N2157
01.04.2022 - 30.09.2022	Summer semester 22	Main campus
25.04.2022 - 29.07.2022	Lecture period SS 22	Main campus
15.08.2022	Deadline for re-registration WS 22/23	TUMonline
01.10.2022 - 31.03.2023	Winter semester 22/23	Main campus
17.10.2022 - 10.02.2023	Lecture period WS 22/23	Main campus
02.11.2022	BGU Student Council full meeting	Main campus
15.11.2022	Student Council full meeting	Main campus/Online
01.12.2022	Dies Academicus	Main campus

You can get more information about all events by following us on Facebook and Instagram.

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We gave our best to keep the error rate in the layout as well as in the text as high as possible.

We expressly do not want to apologize for mental flatulence!

Content

Main Topic Back to the TUM

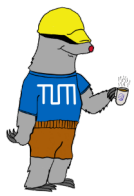
Events in and around TUM	
Activities in Munich	4
Can You Study Like This?	6
Problems of the Lockdown Studies - Interviews	10
Back to the TUM - Interviews	20
The Big Environmental Excursion	27
Hacks to Make Studying at TUM Easier	28
A Yogini at the TUM	30
Live, Laugh, Love in Munich	34
Back with a Bang!	36
Swimming through the Oceans of Knowledge till the Island of TUM	37
Commuting to TUM and How the U9 Will Change	38
A Bus in Beirut or a Tram in Munich	40
Sustainability in My Perspective	42
The Work of a Tutor	44
Fachschaftenrat & Asta	46
What is the Department for Environment of the Student Council	

ELECTION SPECIAL

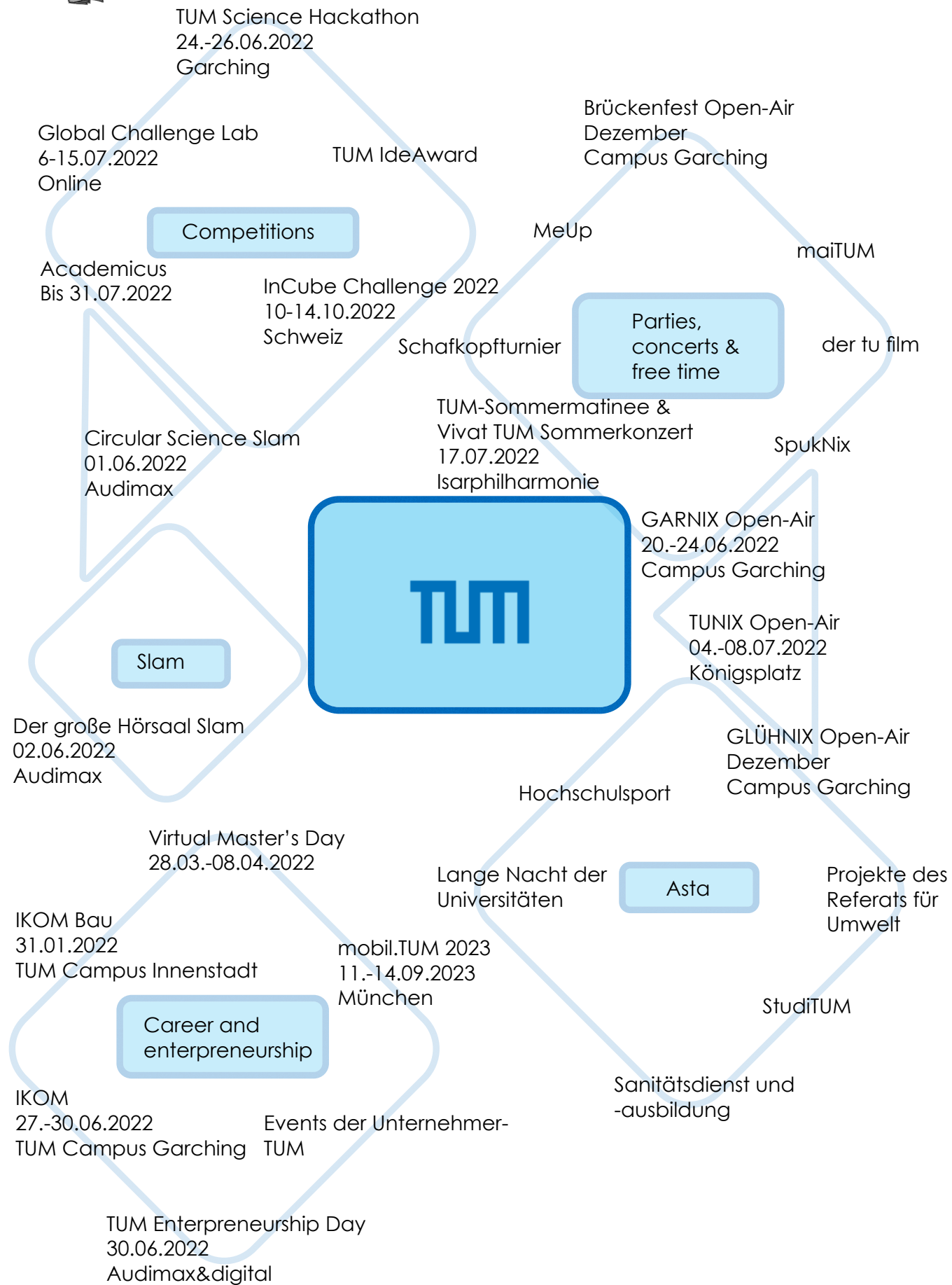
University Policy Explained	47
University Elections and School Council	50
Candidates for the School Council	51

BGU Student Council

BGU Student Council - Who Are We?	52
Seminar trip of the BGU Student Council	58
AK Dammbau	60
The Recipe of the Semester - Spaghetti with Lentil Bolognese	62
Offices of the Student Council Introduce Themselves	63
Common Abbreviations	64
	72



Back to the TUM



Back to the TUM





Back to the TUM

Can You Study Like This?

A joint review of three semesters of online learning

Most of those currently studying at TUM have witnessed it. From the beginning of 2020 to the beginning of 2022, many of the lectures have been taking place mainly online. Students studied at home in front of their PCs, switching from one Zoom meeting to the next. There was always only the lecturer to see, everyone else turned their cameras off. When you got up from your desk chair in the evening, you rarely had already spoken a word to anyone. How did students deal with this situation, and did they find it more difficult than face-to-face study? It's possible that you were able to find your way around online study, and even take advantage of it.

In order to answer these questions, I spoke with many of my fellow students over the past few weeks - in the cafeteria, at parties, or on the way home. I wanted to get an overall impression of how the last semesters have gone for them, and with what attitude students are now starting their first real semester of attendance. Because of the Corona measures, tens of thousands of students in Munich were suddenly thrown into an online semester.

Interestingly, most of them neither had great difficulties with the online semester, nor rave now about the university in presence. **"The beauty of the university is the interaction with others, not the buildings,"** said one student. Learning and practising is still exhausting, both at home and on campus. And there is plenty of room for improvement at the latter, too. Nevertheless, there was a great sense of relief when TUM resumed normal operations. In the first few weeks, it was visible everywhere. The lawn in front of the Pinakotheken was buzzing with people, the first university parties were sold out, and after lectures, small groups were forming to go out to eat together. The blemishes didn't wait either. Waiting times at the Mensa became quickly longer, the coffee machines emptier, and the first toilets became clogged. For now, everything seems to be back to the way it was.

Although very few people missed the online semester in general, almost everyone was able to take advantage of it. For example, those who didn't live close to campus could do so without the long commute by public transport, car or bike. Instead, many knew how to use the time more wisely. **Everyone said that lectures should continue to be offered hybrid** (online and face-to-face) in the future. At the very least, they should be recorded and uploaded to Moodle. Among other advantages, this would offer the opportunity to work through difficult lectures privately, at one's own pace and with breaks. Hardly anyone wants to attend no more face-to-face lectures at all anymore. First and foremost, everyone should have the option of spontaneously skipping lectures and catching up. The reasons for doing so varied widely: taking care of family members; forgoing two hours of round-trip travel for a single lecture; or travelling for a few days. "During the online semester, I was able to visit my family and still continue studying," international students in particular commented.

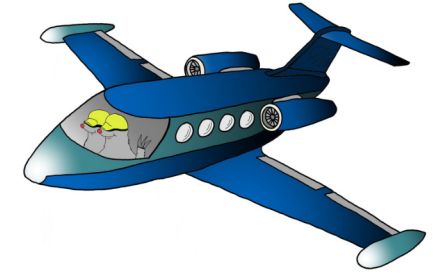
A few specialists even said they prefer online studies to face-to-face semesters. According to them, professors put more effort into teaching in the digital world than they would otherwise. In addition, reporting is easier because of the anonymity, switching between courses is faster, and some examination formats make more sense online. Only for internships and tutorials one should still come to the campus. A medical student told me that in one of her lectures, 40% had voted to remain in the online format.



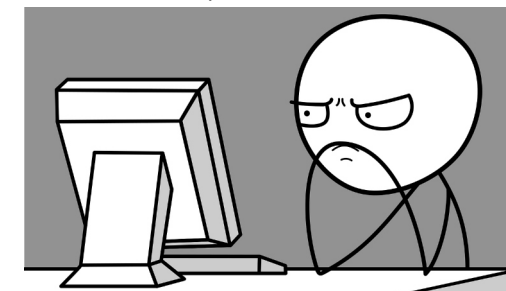
Back to the TUM

The individual coping strategies of the online semesters were diverse. Suddenly, everyone had to adjust to several months to years of online study. Some were all alone, others lived with family or flatmates under the same roof. For the average student, it was a case of closing their

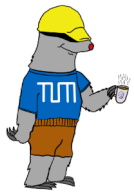
eyes and going through the motions. Sometimes you might be more or less motivated, sometimes incredibly tired, sometimes not concentrated at all. Somehow the time went by anyway. Some discovered their self-discipline and completed as many exams as possible at once. Freely after the incentive: if the time is unpleasant anyway, then at least the university degree should follow. One student reported, "My acquaintance studied even more back then so he could be done with his bachelor's degree when it was over." A few students chose more fun alternatives and took vacations. After all, online lectures can be watched after surfing at the beach, or after skiing at the cabin - at least as long as there's wifi. Since the study progress control in Bavaria was suspended during this time, everyone got three 'free semesters' in addition to the regular study time. Some are now using these to catch up on missed exams, attend lectures in other subjects, or start student projects. For others, however, the situation was also a reason to drop out. Some saved themselves the stress and didn't even start studying, and for others it was simply too much - especially when the lockdowns caused further problems.



For very few people, home study was entirely pleasant. After a short time, the desire for online meetings was over. The daily number of meetings was reduced as much as possible. Nevertheless, most people spent 5-10 hours at the same place in front of the computer, sinking into their desk chairs day after day. **This same daily routine** was also felt in health and mentally. Individuals reported that their circulation did not get going, they were constantly freezing, their



attention was impaired, and sadness and fatigue frequently started to set in. The way out of this never seemed far away - all one had to do was go outside, get some exercise, take a break, or call friends. Often, though, one lacked the clarity to do so. Instead, people distracted themselves with video games or social media while lecturing. Others scheduled too much work for the day, much more than one would normally do. Especially for students who lived and studied alone in a small space, **it became harder to distinguish between university and personal life.** Regularly, a day consisted only of getting up; studying; eating; (Netflix) and sleeping. Everything always took place in the same room. There was a lack of the spatial separation that lecture halls and libraries provide, and the walk home where the after-work mood sets in for many. These circumstances were compounded by other factors, such as family, noisy neighbours, financial problems - or technical hurdles, such as a lack of laptops, or wifi. Each problem meant additional stress. I cannot estimate how many students at TUM were affected and how severely. But media reports from the surrounding area indicate that not everyone was able to shrug off the time.



Media reports on the problems of online learning:

1. - "Many have abandoned their studies," Marcel Burkhardt, ZDFheute, Jan. 18, 2021.

The report deals with the new realities. Although the universities are trying hard when they open e.g. test centres, many students struggle with stress and technical difficulties.

2. Female students more stressed by Corona semesters than male students, Research & Teaching, 04.12.2021.

According to a forsa survey commissioned by KHH, a large proportion of students suffered from demotivation, fatigue, exhaustion and, in some cases, physical complaints, as a result of the pandemic stress.

3. Study: Existential fears caused by Corona among students, Anna Klein, BR24, 28.12.2021

According to a study at the University of Augsburg, more students have suffered from anxiety since the restrictions imposed by the pandemic.

4. Psycho-stress: So stressful are Corona studies, Anna Giordano, BR24, 07.02.2022.

The report retrospectively addresses the problems of online semesters. Although the majority of students rated the pandemic management positively, reports of mental strain were significantly higher than before.



The most important thing was to **maintain social contacts**. Friends, family and social groups could cheer each other up and support each other. But was it still possible to make acquaintances? Those who had studied before going online generally stayed with their old circle of friends. Some continued to live with family, and were able to make arrangements there. Very few, however, got to know people in Zoom lectures.

One student said: "Classroom lectures are much more free. You can talk to people sitting next to you. In online meetings, only one person can speak at a time."

People joined in, the camera and microphone stayed off, and when it was over, everyone left the meeting immediately. The new social meeting places were study groups, or project work. Some also met face-to-face for this purpose. Sometimes there were online game nights, but rarely with success. Hardly anyone could find the desire, time or energy for another online meeting.

The first opportunity to meet all fellow students were the exams. Already in the summer semester of 2021, some of them took place in presence again. Nevertheless, the first face-to-face lectures after the online period were briefly something special. For many, student life began for the first time, something they had only heard about before. Not everyone felt immediately at ease among so many people, and some still wear a mask in the lecture hall until this day.



Nevertheless, it is clear that the university does not only consist of subjects and degrees. **It only comes to life through interaction between students, lecturers and professors** - through critical questions, spontaneous discussions and shared enjoyment.

An online university worthy of the name **must create spaces** in which this is possible. Otherwise, it is not a real alternative to face-to-face teaching. Now is the time to anticipate mistakes made during the last pandemic. The problem areas that became apparent during the pandemic must be taken into account in the future. There was a lack of sufficient support and relief services for students. In addition, technical and methodological support for digital teaching would have helped in some courses.

We as students should learn how important **a strong social environment is for everyone**. With mutual awareness and care, we can ensure that everyone can endure stressful times. Together, we can also work to ensure that studying does not become a burden for anyone. Online semesters may return sooner than we hope.

Until then, it is important to enjoy the semester of attendance and to take care of each other already.

Kilian Steinberg

Translated by Mahmoud Kansa





Problems of the Lockdown Studies - Interviews



Dr. Nicole Estrella
Research Associate
Chair of
Ecoclimatology

1. After more than three pandemic-related online semesters, face-to-face lectures are possible again. How well do you think the switch back to the lecture hall has worked?

It was indeed a change again at first. You need more time if you first have to go to the lecture hall and get the technology up and running. In addition, we also had to check the compliance with 3G at the beginning, which was unusual at first. The first few times, I also had problems with the microphone and the beamer, but after a few lectures, everything worked again the way you were used to (so sometimes better or sometimes worse).

2. Has online teaching had advantages that you want to maintain?

Online teaching certainly has had a few advantages. Some students no longer want to miss the fact that they can study according to their own schedule. I can even understand that and therefore I stream the current lecture in summer from the lecture hall in parallel in Zoom, which means I reach more students than with a purely classroom-based event.

In addition, I upload the recordings of the past, if available, to Moodle. Thereby I will hopefully reach everyone who has any interest in the lecture.

3. What do you think is the most important difference between online and face-to-face study?

The feedback and interaction are for both sides faster and better in presence. Especially with questions, face-to-face lectures are easier and faster, you can see if you understood the question correctly and if the answer is understood. On the other hand, you can supplement topics well online, in the lecture you often lack the time to show videos or animations.

4. How do students accept the different teaching formats? With which format is their collaboration better?

I had the impression the combination of both formats was well received - so partially asynchronous lectures and partially lectures on zoom and question sessions. It is rather difficult to judge how high the cooperation really is. You usually get answers to questions in Zoom, but it takes a lot longer. But in face-to-face lectures, I think people are more likely to ask questions.

Some students no longer want to miss the fact that they can study according to their own schedule.

Face-to-face lectures are easier and faster

In face-to-face lectures, people are more likely to ask questions.



5. Was teaching during the online semester less demanding, compared to face-to-face teaching?

The time that one really saved was getting to the lecture hall and back. For me, online teaching involved a lot more work, especially in the beginning. I first had to familiarize myself with the different ways to record lectures. I wasn't satisfied with just PowerPoint recording. I finally used Camtasia to create the recordings. I tried not to make the sections too long and to include animations. Therefore I had to adapt the content accordingly. I was surprised that even the upload of the Zoom sessions often took a lot of time. In addition, one usually offered question and answer sessions during the lecture time as well, even when one had already had the recordings. Furthermore, the effort to communicate with students via email was much higher than in face-to-face semesters.

Online teaching involved a lot more work, especially in the beginning.

6. What was your daily life like as a lecturer and researcher during the online semester?

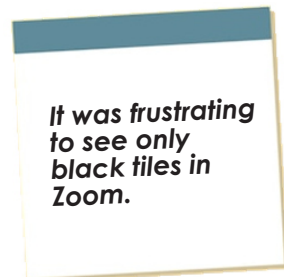
Other than the online lectures, my work day didn't change that much at all because I work on the computer most of the time and that went smoothly from the home office. There was a little more administrative work to do. Otherwise, there was actually the advantage of home office and lockdowns that you could quickly and easily set up zoom meetings with colleagues and we could keep a pretty good overview of our research projects. However, the lack of informal conversations also meant that some creativity was lost. In addition, more elaborate preparations were required for experimental work.

We could keep a pretty good overview of our research projects.

7. In Germany, there were some reports from students who saw the online semester as a burden. Some even quit their education or took a break because of it. Were you able to observe such cases as well?

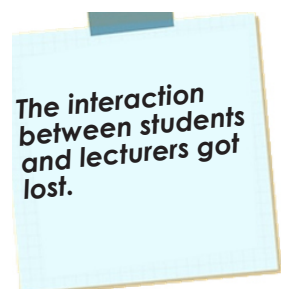
I can well imagine that we have 'lost' students. The way of studying has changed a lot due to the online study, it certainly needed more self-motivation to stay with it. I could observe that some students had problems financing their studies because their families could no longer afford financial support.

We have 'lost' students.



8. Did professors and staff find online teaching difficult, as well? What circumstances caused problems?

As mentioned above, the rapid changeover to online teaching was very stressful, especially in 2020, and the whole situation was also burdensome. In the beginning, we didn't even get the necessary equipment (microphones, webcams, etc.), so working in the home office didn't go smoothly right away. It was always frustrating for us lecturers to see only black tiles in Zoom and, as mentioned, it was sometimes very tough to get any feedback from the students. Sometimes it was hard for me to stay motivated during the zoom sessions.



9. How do you evaluate the past online semesters in a review?

The first online semester especially didn't run smoothly, there were definitely some problems. But after that, there was something like a routine, everyone had sufficient experience and was able to cope with the technology without any problems. We tried to give the students the opportunity to carry out their studies as planned, even if they were not on site. Nevertheless, due to purely online teaching, the interaction between students and lecturers got lost, and that is actually also part of studying.



10. Assuming another lockdown, what would have to be done better at the university?

Overall, I think we are well prepared. For a while in the winter of 2021, it was unclear whether we should offer a face-to-face or an online format - by now, I would do both in case of doubt (see above). Here, the university should equip the lecture halls with the necessary technology. At the moment, I run Zoom in the lecture hall via the laptop - without another microphone, that's not quite optimal.

Translated by Mahmoud Kanso



1. After more than three pandemic-related online semesters, face-to-face lectures are possible again. How well do you think the switch back to the lecture hall has worked?

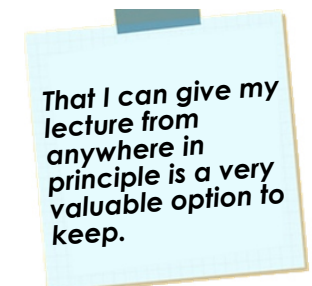
It went well. Do you know the feeling of finally taking off that scratchy sweater in the evening that you had to wear all afternoon at a family party for mom's sake? That's what it was like to return to face-to-face teaching. I enjoy pacing back and forth in front of the blackboard with chalk in one hand much more than sitting in my kitchen talking into an iPad. However, I feel the difference especially in my special mathematics lecture; the current HM (Higher Mathematics) still feels quite remote to me when almost a hundred students crowd into the last three rows of the Audimax, occupying themselves with their cell phones more than with my slides.



Prof. Dr. Daniel Matthes
Professorship
Advanced
Mathematics and
Analytical Mechanics

2. Has online teaching had advantages that you want to maintain?

The fact that I can give my lecture from anywhere in principle is a very valuable option to keep during the attendance period. By that, I don't just mean from my kitchen because I'm sick - but also, for example, from the Canadian Rocky Mountains when I'm at a conference in Banff. However, I emphasize the "for emergencies". It is an option that is certainly also very tempting.

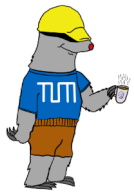


3. What do you think is the most important difference between on-line and face-to-face study?

What's the difference between a beer alone at home on the couch and the one with your buddies in the beer garden? The same beer can be very different amounts of fun.... So I find studying where you can't talk to anyone during or after the lecture about what you have understood (and especially what you haven't understood) to be incredibly dull.



Image Source: <https://www.professoren.tum.de/matthes-daniel>



5. Was teaching during the online semester less demanding, compared to face-to-face teaching?

Absolutely not. In the beginning, the time factor for online versus face-to-face teaching was two to three. Coming up with a "plot," copying PDFs, adding my pages, drawings, and comments, then recording the soundtrack reasonably flawlessly (occasionally three or four times), creating the movie from that, uploading, linking - that was tremendously time-consuming, even for a twenty-minute film. As I got the hang of it over time, it got better. In the end, however, I never got below the typical three and a half hours of a face-to-face lecture (90 minutes of "audience contact" and one hour each of preparation and wrap-up) for an online lecture.

In my case, the time factor for online versus face-to-face teaching was two to three.

6. What was your daily life like as a lecturer and researcher during the online semester?

At the beginning, from March to July 2020, our son's daycare center was closed and my wife and I worked shifts to take care of him. I had shifts 6-9 am, 12-2 pm, and 7-11 pm for research, teaching, and administration. Those times were largely consumed by making my lecture videos - I had another lecture in addition to HM. From summer 2020 on, things got somewhat easier, and I actually had some time for my research projects in addition to the lectures. However, everything was tough: whether it was a PhD student from Markt Schwaben or a colleague from CalTech, you only ever saw each other via Zoom and tried to develop big ideas on the tiny screen of an iPad. There are people who can do that, but I found it very difficult. And then the formation of our school coincided with pandemic time. That meant numerous sessions in front of the screen that felt endless and with few results.

However, everything was tough.



8. Did professors and staff find online teaching difficult, as well? What circumstances caused problems?

How well do you think you can motivate yourself for your event when all you do is talk to a screen that shows black tiles the whole time? I don't know a single colleague who really enjoyed teaching online.

Not a single colleague really enjoyed teaching online.



10. Assuming another lockdown, what would have to be done better at the university?

A clear and early announcement by the university management on the permitted formats would be helpful. Especially, if hybrid models are favored again, online lectures and face-to-face events would have to be better coordinated in terms of timing.

A clear and early announcement by the university management on the permitted formats would be helpful.



Hinna Khaleqjar
2. Semester Electrical Engineering

How are your studies going so far? Are you enjoying it? Is this how you imagined it?

I definitely enjoy it, especially because of the people. Getting to know so many people has made studying easier for me. At the beginning I had a lot of difficulties getting in, there was so much at once and I was a bit overwhelmed with the material. But when I saw that the other students around me were having the same difficulties, I was like, "Okay. I'm not alone." That helped me get a better attitude towards studying.

You started your studies during the time when the studies were online and partly in presence mode due to corona. How did you feel about the change to presence mode?

Initially, I was hopeful that hybrid lectures would continue to be offered - so that even when there are face-to-face lectures, you have the option to catch up on a video or watch online from somewhere else. Those were real advantages of the online format. Now that it's all face-to-face, I've realized how much more exhausting studying is like that. Because of the hybrid/online format, we did have advantages. A few lectures are still being recorded, and other instructors are uploading last year's videos.

It would be nicer if all lectures were still offered in hybrid. I know - the professors think they would rather have a lot of students come into the lecture hall and watch the lecture.

Asking questions went much better online. People felt more confident to speak or to write in the Q&A. There are 400 to 600 people in Zoom, but it's a different feeling when you want to ask a question there than in the lecture hall.

Have you also been doing more outside now, catching up on things that weren't possible during the lockdown?

I started working at a radio station. But in the last semesters I have also been outside a lot, despite closures.



What about university parties?

In general, I don't go to parties. I can now meet with friends in larger groups again. In the meantime, I've gotten to know a lot more people and meetings with them are much easier because there are hardly any strict mask and distance rules anymore.

Because of the pandemic, part of your studies had to take place online. Were your studies more difficult during that time?

I imagined it to be much harder than it ended up being. Despite the limitation of watching the lecture in front of the screen, you had many other ways to learn better. For example, you could pause the video, rewind it, or catch up on the entire lecture - not just the transcripts - if the lecture was recorded. I didn't find it that much harder to learn online than it is now in presence. Maybe it's also because I'm only in my second semester, and it will be even harder in the future.

The worst part of all the online classes were the online exams we had. Especially with open-book [exams], you had very few chances to perform the same - compared to the semesters before. It was really all very chaotic. If you couldn't study at home, you certainly couldn't write an exam there - that is, if you didn't have your own room, laptop, or internet. I know a lot of people who came to the university during the online exams [because of that]. For them, that's really a big disadvantage.

What was your daily life like during the online semesters?

The first few weeks I was still at home. But then I tried to have as many of my tutorials as possible in presence so that I still had to go back to the university. Even for the hybrid lectures I was almost always present on site, because I liked face-to-face events much more. But I noticed that my concentration was better online. I can concentrate better when I'm alone and focused at my screen. It wasn't like that at home, but by December I had started studying only at the university.

How well did it work to learn only from home?

In any case, it worked less well than at the university, because I have other distracting factors at home. I live with my family, have younger siblings, and it's noisy. I had many lectures in the afternoon. On Tuesdays, my lecture was from 12 to 6 p.m., and that's exactly the time when everyone gradually gathers at home. Then you just can't find any peace, especially because I don't have my own room and had to share a laptop. My siblings also had online [classes] and it was difficult to keep up with who was working in which room or who got the

The worst part of all the online classes were the online exams.

My concentration was better online.



Back to the TUM

one available laptop. Spatially, the three of us had at most two rooms in which to study. Although the door was closed, the siblings or parents went in and out. Even during the lecture I got into conversation with my mother or others. But, I have to be honest, that's no different in the face-to-face lectures, when you get a little distracted by your bench neighbors or strike up a conversation with them.

What have you done to make learning better?

I started coming to the university every day in December and really doing everything there. I was there from eight in the morning until eight in the evening because the EIKON (learning room for Electrical Engineers) closed at 8 pm. Sometimes, when I was in the library, I studied a little longer. If I still had to study at home, I could only do it after everyone had gone to bed. That was usually only possible at midnight, so only really late.

How many people are living with you?

Seven. Mother, father, three siblings, a baby and me.

According to reports, some students had to deal with Corona stress. What was it like for you? Did studying online become more mentally taxing?

For me, it didn't make much of a difference once I started going to uni every day. But I also have friends who found it hard to join in online because they didn't have that learning feeling yet. I had already spent my high school years online, so I was more used to it than people who had taken a two-year break or something else before studying at the university. For them, the online semester then came suddenly. I heard from them that it was much more exhausting to keep up and do the exercises. Maybe it was also because we were in our first semester and you had to get used to university life in general. At school, much more is predetermined by the teachers. At university, everyone is responsible for themselves. Maybe it was harder for some people because they no longer had the pressure of having to do something.

I don't have my own room and had to share a laptop.

I definitely still need the contact with people in presence.

I started coming to the university every day and really doing everything there.

It would be helpful to be able to borrow laptops or other equipment.



Back to the TUM

In your view, good online teaching is entirely possible, and the stressful part is more the adjustment to something new. You can also arrange it to get something out of it and maybe even enjoy learning. Did I understand that correctly?

Exactly. That was my perception throughout the semester. However, I definitely still need the contact with people in presence to not spend the study alone.

Let's assume there is another lockdown in the future. What would have to happen to make it more bearable?

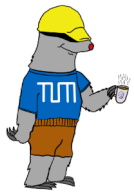
What helped was the possibility to study here on campus, even if there were fewer places and you had to keep your distance - in the library, in EIKON, or in StudiTUM. Likewise, having the option to come here when you don't have a place at home to set up the online study. It would be helpful to be able to borrow laptops or other equipment to participate online - or if the opportunity already exists, to make more aware of it.

Thank you.

Thank you too.

Led and edited by Kilian Steinberg

Translated by Elisabeth Sofie Barth



Back to the TUM - Interviews



Dr. Nada Sissouno
Department of
Mathematics

1. Is there an anecdote you would like to share from the current semester?

I'm not sure if this really counts as an anecdote, but I experienced a very good example of how written communication sometimes raises hurdles that many don't think of. One of my students had emailed a complaint about an exam. The e-mail was written in such a way that I found it almost rude. When the seminars began, I got into conversation with this student in person. It turned out that he just had a particular way of speaking. In personal exchange, it became clear to both of us that in this case, the e-mail simply seemed much harsher and harder, as facial expressions and gestures are not also conveyed.

2. How was the transition back to face-to-face teaching for you?

For me personally, the transition was actually very pleasant and unproblematic.

3. In your opinion, has research/teaching recovered from the past corona waves?

In the case of research, the question cannot be answered so simply. What are the aspects it needs to recover from? This probably depends in many respects on the type of research. Another point is that in general women tend to have published less than men for various reasons; as has been examined many times. This discrepancy does not simply recover.

In terms of teaching, I think we still need a while. One example is that many students have never showed up in person again. It remains to be seen to what extent they can really study in a meaningful way.

4. Do you miss online teaching or individual aspects of it? If yes, which aspects?

I have to drive to the main campus for classroom teaching. In order not to spend too much time commuting to work, I currently work 3 days a week at the main campus. As a result, I rarely see my colleagues in mathematics. That's a pity, but of course this was also difficult during the period of online teaching. I just had more time overall without the trips; for example, to meet up with colleagues online for a coffee.

5. What has been adopted from online teaching to face-to-face teaching?

Supplementing communication at major events with online tools. I am currently trying out different ways to optimally integrate these elements with classroom teaching. In addition, many old recordings of the event are available to the students. As far as the exams are concerned, it makes it easier to have trips abroad, at least in mathematics, because in some cases we can now offer video-monitored individual exams simultaneously from the lecture hall. I hope that the regulations will continue to allow this in the future.

6. What aspects of online teaching do you definitely not miss?

Black tiles and the soliloquy felt as a result.

7. What do you wish your students for the current and the upcoming semester?

I hope that they now get the chance to experience the "real" student life. Of course, this also includes spending free time at student parties, but I also mean the studying itself with direct teamwork, learning together, for example in cafés and the exchange amongst each other and with the lecturers, not only via chats or videos.

In mathematics, it makes it easier to stay abroad because we can now offer video-monitored individual exams simultaneously from the lecture hall.

Women have generally published less than men.

Many students have never showed up in person again.



PD Dr.-Ing. Konrad Koch
Chair of Urban Water Systems Engineering

1. Is there an anecdote you would like to share from the current semester?

It is not an anecdote, but rather an observation that the noise level in the lecture has decreased extremely. Regardless of the number of participants, I always hold my lectures without a microphone and before Corona, after two back-to-back lessons, I was sometimes hardly able to talk anymore, because you were permanently fighting against a relatively high noise level. I know that you are supposed to speak more quietly instead of louder (which indeed helps a lot), but when you are immersed in the subject, you (or at least I) no longer think about such didactic refinements. In any case, the usual muting in Zoom has thankfully been saved in the current semester, so that you may not be able to hear a pin drop, but your voice is getting less hoarse than before Corona.

Maybe we have to rewrite the calendar: Then B.C. would stand for "before Corona" and A.C. (as we know, actually A.D.) for "after Corona". It is only the question, how long the time is in between and whether there will be an A.C. at all!

Your voice is getting less hoarse than before Corona.

2. How was the transition back to face-to-face teaching for you?

Very good! 😊

3. In your opinion, has research/teaching recovered from the past corona waves?

My impression is that the students, especially the first-year students, have suffered massively from the restrictions. Studying does not only consist of absorbing knowledge, but also (or maybe even especially) of student life, i.e. socialising in one of the best phases of life, learning together and of course also partying. Those who graduated from high school at the time of Corona and then came to university were deprived of these wonderful years, and I can only hope that they will be able to make up for this time in some way!

For research, of course, Corona was also a bitter blow. Unfortunately, there are also Ph.D. students who have been set back considerably by the forced breaks and the subsequent measures with significantly reduced staffing. Many project sponsors have generously offered help to extend projects, but experiments that actually ran for several months or even years cannot be so easily revived after a forced termination.

B.C. for „before Corona“ and A.C. for „after Corona“

For research, of course, Corona was a bitter blow.

Image Source: <https://www.konvent.tum.de/konvent/wahlen/soed-listen/gemeinschaftsliste-der-fakultaeten/konrad-koch/>



4. Do you miss online teaching or individual aspects of it? If yes, which aspects?

The great thing about teaching online was that you didn't have to see the students! 😊

5. What has been adopted from online teaching to face-to-face teaching?

To be honest, not much. One positive aspect in general is certainly that online meetings can now be easily convened via Zoom, etc., which would hardly have been possible in the past. As a member of the old BGU faculty with the chair in Garching, it was indeed often annoying to always have to travel to the main campus for individual meetings. Now we often meet online; not because of infection control, but simply because it is much easier for all the people involved.

Now we often meet online simply because it is much easier for all the people involved.

6. What aspects of online teaching do you definitely not miss?

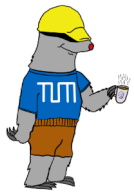
All except the ones mentioned above! For me, the worst thing about online teaching was when all the students had switched off the microphone and video, especially in smaller groups. I no longer knew whether there was anyone out there in the depths of the internet who was listening to me at all. A frequently observed phenomenon was that despite saying goodbye three times and saying nothing for five minutes, there were still some people in the meeting who probably either fell asleep or who in any case were not really actively involved.

The worst thing was not knowing whether there was anyone out there in the depths of the internet who was listening to me at all.

7. What do you wish your students for the current and the upcoming semester?

That we can teach in presence as long as possible, preferably permanently, and that every student can enjoy the many benefits of a shared university life (from cramming to partying)!

Translated by Taizeem Fayaz



**Univ.-Prof. Dr.-Ing.
Gerhard Müller**
Chair of Structural
Mechanics

completely
different group
dynamics

1. Is there an anecdote you would like to share from the current semester?

I use a quiz format in almost all lectures, with which students playfully compete among themselves, logging in with anonymity via names they give themselves. It would be worth a study to track the dynamics of the naming visible on the screen for all to see. In some lectures, the students are very earnest and use their correct first names. In other lectures, they somehow pick-up on quirky or memorable elements of the lecture and call themselves, for example, "Kleinwinkelnäherung" (Small Angle Hypothesis), which is a 100% regular occurrence in every course, and in other lectures, there are not just weird but also funny nicknames - in short, completely different group dynamics that are always entertaining to watch at the start of a lecture. Last time, all students had consistently "styled" animal names, e.g. "Cleavereagle" or "Deserttiger" - kind of bland and without much surprise. I was rather dismayed by such a 100 % consistent group dynamic and inquired whether the group had probably had a common, very impressive visit to the Munich Zoo. Later, I learnt that we had accidentally set an option of fixed naming by animal (there are probably other options as well) when starting the quiz, which was unknown to me until then. We won't do that again...

2. How was the transition back to face-to-face teaching for you?

I found the transition back to face-to-face teaching wonderful - not only because TUM became a place of lively encounters again, but the Corona period gave us an enormous push in the direction of "blended learning". Now that digital material was available, new ideas for modern teaching could be implemented. In addition, we had gained experience with new discussion formats, which were also accompanied by good suggestions and handouts from our service facility ProLehre Medien und Didaktik. My events, which of course take place to the same extent as before, now have a completely different character: Significantly more discussion, and via the quizzes we also succeed - in my opinion - in keeping students on task better, and I see great potential for teaching here. I am pleased that we can live the topic of "blended learning" in the new classroom teaching in a completely different way than we did in the past.

TUM became a
place of lively
encounters
again.

Image Source: <https://www.cee.ed.tum.de/bm/mitarbeiterinnen/gerhard-mueller/>



3. In your opinion, has research/teaching recovered from the past corona waves?

Teaching had significantly greater challenges than research during the Corona period. Research was still functioning comparably well. It has made very good progress even during the corona period. However, we are all looking forward to face-to-face meetings and exchanges with colleagues in the scientific community again, since remote meetings really did not work comparatively. Scientific exchange depends on physical encounters, conferences consist of more than lectures, but above all also of conversations and the initiation of contacts.

Scientific ex-
change depends
on physical en-
counters.

4. Do you miss online teaching or individual aspects of it? If yes, which aspects?

I am very happy about our lively university and the physical encounters we have regained - that is what a university thrives on. We have also seen that modern teaching does not function purely virtually and requires presence, and that the discussions take place much better in the lecture hall than in front of a screen. Therefore, I don't really miss anything from online teaching. Nevertheless, online teaching elements may be necessary and open up new possibilities, such as for joint formats for student groups distributed across different locations, as we are currently implementing in our European university initiative EuroTeQ, for example. That's where the experience we've gained with online teaching helps us. Of course, some students who - for whatever reason - cannot be on site miss online teaching. But: Studying is more than just taking part in modules; studying is an enormously formative time for one's own contacts, the resulting network, the interaction with each other in working groups and with the lecturers, but also the interaction beyond studying. And for that we should all be physically together.

Studying is more
than just taking
part in modules.

5. What has been adopted from online teaching to face-to-face teaching?

A lot of valuable digital material has been adopted, which allows difficult materials that require high concentration and may generate little immediate discussion in lectures to be taught in a different supplementary form. The online lectures offer students the opportunity to scroll back or forward, to listen multiple times if necessary. I also do not mind - I am not there and have not to listen to it - if the students think they can efficiently bypass a slow speech by a somewhat accelerated playback. Nevertheless, and this is important: In addition, there is a need for a face-to-face event in which the contents are taken up and discussed.

Studying is an
enormously
formative time.



Back to the TUM

6. What aspects of online teaching do you definitely not miss?

In no way do I miss the image of a large number of silent people behind anonymous tiles, not daring to turn on their camera, let alone activate their microphone for questions.

7. What do you wish your students for the current and the upcoming semester?

I wish the students for the current and the upcoming semester a lot of joy in their subject, a lot of joy in studying, great openness and that they build networks and friendships through the cooperation with their fellow students, that they experience working in student groups and that they enjoy, just like me, a lively university. And that the resulting contacts will accompany them throughout their lives.

I wish the students that the resulting contacts will accompany them throughout their lives.

Translated by Taizeem Fayaz

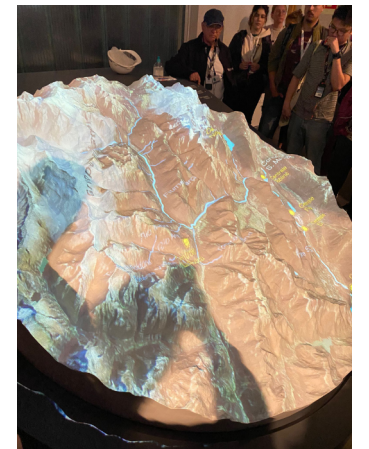


Back to the TUM

The Big Environmental Excursion

From June 7th to June 10th, 2022, the big environmental excursion took place. The bachelor students visited together with Prof. Dr. Chiogna and Prof. Dr. These different places in Italy, Germany and Austria that are relevant for environmental engineers such as:

Santa Massenza hydroelectric power station



Tagliamento



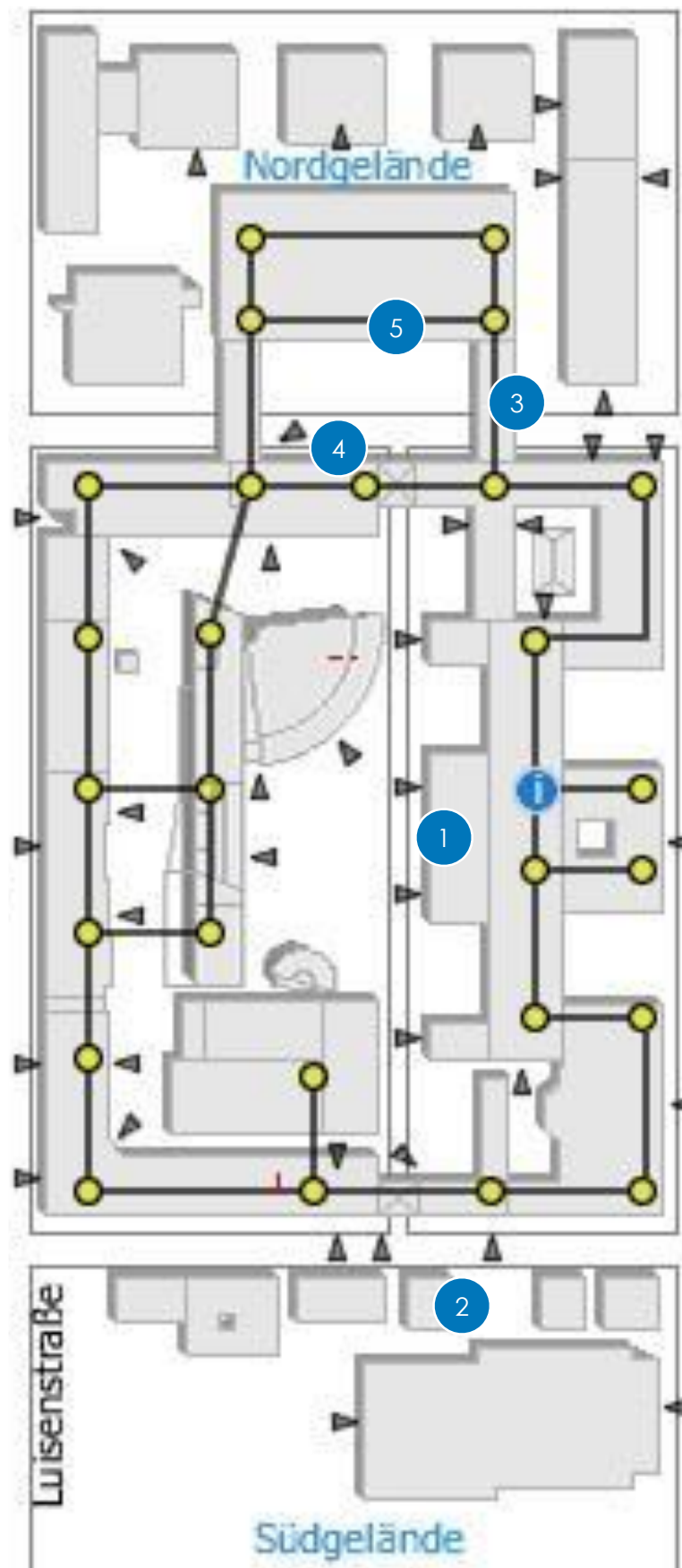
Brenner Basis Tunnel





Back to the TUM

Hacks to Make Studying at TUM Easier



Learning places on campus

1 | TUM-Library

- Best to learn alone
- For getting a place during exams, it is best to arrive no later than 8.30 am or after 8 pm

2 | StudyTUM

- For individual or group work
- Availability of places can be checked at:
<https://www.devapp.it.tum.de/iris/app/>
- Bonus: Armchairs on the top floor, in case you need to catch up on some sleep

3 | N1160 (for group work) 4 | 2710 (for individual work)

- Access via student ID card after activation. Simply scan the QR code on the door and accept the terms of use.
- During the exam period, the upper drawing room (3701) is usually also open. The opening hours can be found on the website of the student council BGU.

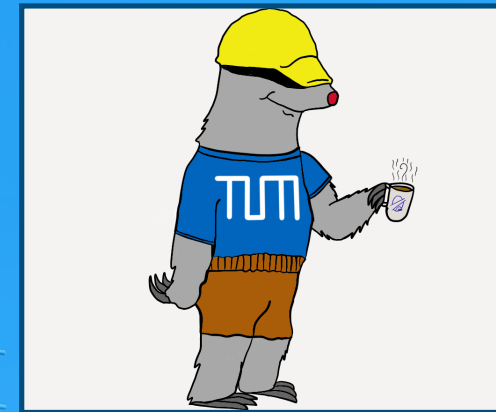
5 | Tables inside the Nordbau

- Good for group works

Additional locations

- Study and work rooms of the Catholic university community. Open to all students - regardless of religion or denomination.
(Karlstraße 32, 80333 München)
- Free lecture halls: Between the end of lectures and the exam period, you can often find free lecture halls where you can study in a relaxed atmosphere.
- State Library (Stabi) at the LMU. However, a library card is required.

Where can you get coffee?



- StuCafé (price performance is absolutely right, garbage can also be reduced by the cup)
- Coffee machines at the library, at Lidl and in the north building at the lockers (coffee is mediocre, machines only work part-time).
- Otherwise, the cafés around the university are a good place to go if you want to put some distance between you and the university.

Borrow a book from the library

Basketball

What to do between lectures

Stop by the student council BGU for a drink!

Bar tour

Yoga

Trip to the English Garden

Weißwurstfrühstück at the StuCafé

Where can you print?

- **In the room of the student council BGU:** You can print for cheap 3 ct per page (10 ct color). Please pay for each printed page so that this service can continue. If you want to print a larger number of pages please contact us in advance: fs.bgu@tum.de. Binding is also possible: bindungen.fs.bgu@tum.de
- **Copy center next to the Stehcafé** (Mo-Fr, 9 till 16 o'clock)
- **Printly** (Mo-Fr, 9:30 till 17 o'clock)
- **Quick Druck** (Mo-Fr, 10 till 17 o'clock)

Translated by Maximilian Schmidt



Back to the TUM

A Yogini at the TUM

Yoga - What is it?

What most people think of as yoga is actually hatha yoga, one of the six types of yoga. Hatha yoga consists of postures (asanas), breathing exercises (pranayama) and deep relaxation (savasana). This body-oriented type of yoga stretches and strengthens the body. Along with meditation, which is part of raja yoga - the type of yoga that involves training the human mind - hatha yoga can calm our minds and lead to a reduction in stress.

But don't I need a teacher to practice yoga?



Wheel (backward bend)

In the beginning, it is highly recommended to take face-to-face lessons at a local place, as you get to know your own body in the different postures and a teacher can help with the right exercise and mental attitude. In my opinion, yoga is all about feeling yourself in the moment and being completely present. When I first started yoga, I would do a move or two every day during the day to release tension and practice the asanas. As time went on, I had a larger repertoire of movements to use. Now I mainly practice yoga without a teacher and I really enjoy it as I can adapt the movements to my own needs. So, step by step, I went on my way to independence in movement.

How does one of your yoga routines look like?

I always do different variations of the sun salutation several times. This is followed by at least one forward and one backward bend, at least one twist and at least one reversal. After that I relax for a short or long moment and do breathing exercises.

What does one need for yoga?

Definitely wear stretchy clothes! Other useful utensils for a yoga practice: A filled drinking bottle and a yoga mat. The yoga mat ensures that the floor is a little padded which is making movements, for example on your back or with your knees on the floor, more comfortable. A yoga mat is also a good barrier against dirt. If you're not that stretchy, it's a good idea to have something to sit on, such as your jacket or perhaps a folded blanket. In the end, however, in my experience, only the stretchy clothing is really necessary.



Sitting forward bend



Back to the TUM

Where can I practice yoga at the TUM?

For this I have practiced several times over the past few months in different places in order to be able to give you some feedback on the yoga places on the main campus. Have fun ! :)



Plow Pose (reversal)

Place between Audimax, StuCafé and sculpture by Fritz Koenig



+ Close to halls, usable shortly after rain, plates are suitable for the size of a yoga mat, no noticeable inclination of the floor

- The area is a parking lot for cars -> you might get in the way

- Close to the StuCafé, Audimax, exhibition hall -> possibly a lot of people walking by and talking

-> You have to be calm inside to practice in a relaxed manner

-> Not very recommended unless it is supposed to be a short session (10 min).



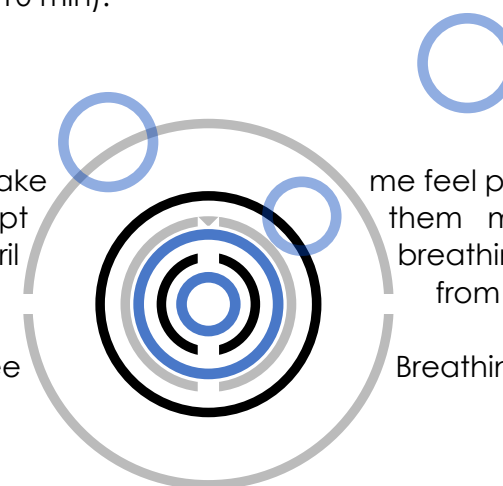
Seated twist (twist)

Breathing exercises are what make moment. However, I have kept integrating alternate nostril my practice again, as I know increase body awareness.

Fun Breathing Exercises: Bee

me feel particularly alive and in the them minimal lately. I will be breathing or fire breathing into from experience that they can

Breathing & Gorilla





Back to the TUM

Of course, you can practice yoga in more places.
The places mentioned here are only a selection.

Place between Audimax and 0506

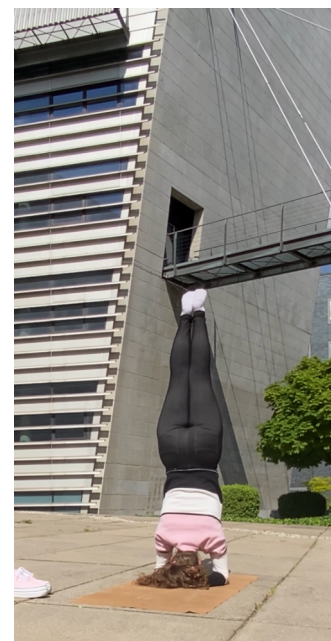
- Slope of the ground noticeable
- At the moment many students walk along the square because of a construction site
- + Proximity to halls
- + Usable shortly after rain
- + Slabs are suitable for the size of a yoga mat
- + When the construction is finished, less pedestrians have to pass that area, even though it is right on campus
- > Ideal for practicing in the sun between lectures.



Variation of the headstand
(reverse position)



Variation of the clown (reverse position)



Headstand (reverse position)



Back to the TUM

Park around the Glyptothek and behind the canteen



- Not suitable after rain
- Greater background noise and more shade from the trees than around the old Pinakothek
- + In sunny weather, the heat is pleasant & enough shade is available
- + The soft grass is perfect for lying down and relaxing
- + Cooling effect of the plants



The Arch (Backbend)

Park around the Alte Pinakothek

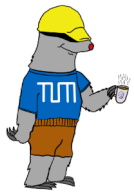


The Sprinter (Part of Sun Salutation)

- Not suitable after rain
- + Offside -> few people
- + In sunny weather, the heat is pleasant, with less shade than around Glyptothek
- + Fresh air and quietness and little noise, directly in Munich
- + The soft grass is perfect for lying and relaxing
- + Cooling effect of the plants
- > Perfect for yoga

Please feel free to approach me.
If you want to, we can even do some yoga together.

Elisabeth Sofie Barth



Back to the TUM

Live, Laugh, Love in Munich

It all started when I was in India and thought a lot about my future, I found so many options to build my future on and I was thinking should I go to Canada or Germany because everyone around me was suggesting moving to Canada. They were questioning me:

"Why are you so obsessed with Germany? Go to Canada you will feel better there, you will find people around there! We have some friends there in Canada but in Germany we do not have any connections, there you have to handle all alone. Think about it, are you sure, are you ready to go there?"

I started overthinking but, you know, it's okay to choose a path less travelled, it's okay to take your time if you haven't accomplished anything in your life. It's okay to not be okay in this perfectly imperfect world. Because it's your aspiration, it's your dream to first find yourself, first know yourself and I did that and guess what: After so many rejections from German universities, I finally got admitted from TUM.



Olympian Park in Munich

And finally on 4th August I arrived in Munich, a big city with rich people... rich by money, principles and by heart because they have a heart full of beer. Beer here is so much integrated into the culture that, in fact, it is considered one of Germany's national drinks! Germany holds the world record of having more brands and varieties of beer than any other country, boasting over 5,000 brands and 40 different types of flavours!



Traditional food, customs and drinks

Now it's already been ten months and the journey has been beautiful with some ups and downs that I handled gracefully. Since then whenever I sit by the window, with the tea in my hand, I still wonder: Am I literally here 7000 km away from my house? My first cultural shocks that I faced were the silence and respecting other's time and peace. I used to stay in a country where there was a lot of traffic noise and chaos with no silence even during the night. However, everyone here keeps a good work life balance and everything becomes quiet at night and it is even illegal to have loud noises after 10 p.m. Another shock was the weather and temperature which I got used to in a few months. Last but not least was the language here. Surviving without German is not difficult but learning a local language is fun and everyone should just give it a try. I came to Germany without prior knowledge of German but now as I speak broken German here and there, I find it more fun to live.



Back to the TUM



Oktober Fest in Munich

Munich, a city which has so much to offer that the people can never get bored of. Here, I am studying in a university which is well recognised in the world, it has students coming from all around the globe. I have now friends from the countries which I never thought of and we are so connected and supportive for each other. We study, have fun, learn and support each other in difficult times. With all the local German and international friends, we share a lot of culture, food, language and understanding which helped everyone to broaden their horizon and which is also helping everyone to have an understanding in such a way that the world is a beautiful place to live together.

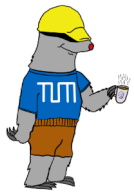
Munich is a name that has now integrated into my soul and I am in love with. This city has something to offer in each and every situation of us no matter what. When it's sunny outside, you can go visit the Marienplatz or stroll around the Viktualienmarkt and munch something that suits you. You can never get bored of the Isar and the beauty of the English garden. When it rains outside, you can still go to the astonishing museums like Deutsches Museum and Alte Pinakothek or also visit the boulder world and the sports club at the Olympia Park. It rains a lot and when it's raining, you can always go to play indoor games like bouldering or go swimming in the local pools. And during the days of laziness, you can always visit one of the many lovely bakeries and cafés around the city. So, for fun there are a lot of options. Now, are you wondering where to find this information? You can always check muenchen.de. There are also a lot of advertisements on notice boards of the universities and on the road. Seasons here are very amazing with a mesmerising beauty, whether it is snowing or it's spring season or it's summer, nature never disappoints and always amazes you with its beauty.



Art Gallery in Munich

In early days, I used to feel very confused and lonely but now, Munich feels like a second home. When the body needs nutrition, we try to take multivitamins, in the same manner when my heart demanded for beauty and fun, I found my vitamin M(unich). And this is me today savoring the fleeting moments of summer at Isar, a totally awesome place. It's moments like this, that make me wish things could stay this way forever.

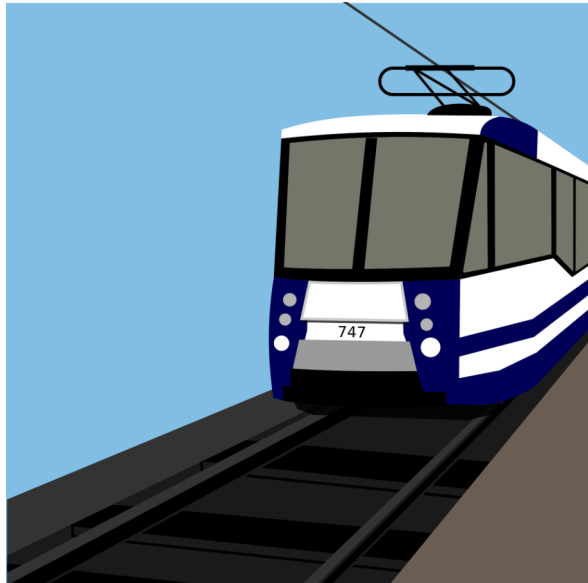
Darshita Singal



Back to the TUM

Back with a Bang!

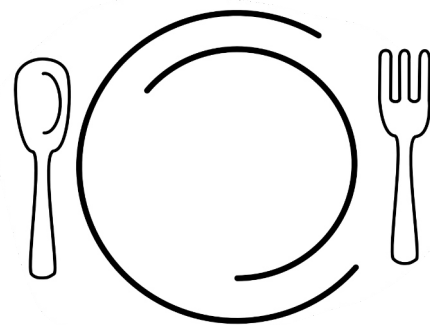
The last winter-semester started with a not so good note as only few students started with their classes offline and the university didn't look as vibrant as it looks now in the summer semester, thanks to the ease in Covid restrictions by government. Also, not many people like to go out in the winters but this semester everyone is out with full energy like the sun.



But with classes back in offline mode, many challenges come forward, like the commute to TUM, whether it be main campus or Garching campus. Some students live nearby but I understand from my experience that some live very far away like Freising or Rosenheim and have to spend a lot of time travelling. Also, if you are unlucky enough to miss the Regional Bahn or the S-Bahn, then you have to wait again for 20 minutes or 1 hour which means you're already late for the class. A lot of students have some classes in the main campus and other classes in the Garching campus and then again, they must travel, finding the class in the beginning of the semester might be yet another challenge. I want to also share what one of my friends has experienced. While he lives in Maxvorstadt, he has no class in the main campus but has all the

classes in the Garching campus. This was easy in the last semester but this semester, it's kind of challenging for him especially the 8 a.m. classes that almost every student hates.

Moreover, back when the classes were offline, everyone ate what they liked at home but now we must find something to eat at the Mensa that might be really challenging sometimes. But I believe there are some Turkish restaurants on the way to university that have some good options for good prices and sometimes it might be very fast and convenient. Another thing is that the students need a place to study or rest in the break between the classes and in the summers it's great to just go out and study near the Pinakothek which is just besides the Mensa. Also, playing table tennis can be a good idea to relieve stress in between the classes.



All in all, offline classes can be fun but at times, it can be really difficult to handle, especially after a long span of being used to online classes. Also, due to ease in Covid restrictions now everything is slowly moving back to normal. So, we students must be vigilant and fully active to start the semester in the presence mode.

Taizeem Fayaz



Back to the TUM

Swimming through the Oceans of Knowledge till the Island of TUM

Have you ever thought about the feeling of getting out of school by force? I think the young students of wars such as Syria since 2012 or Ukraine just recently can describe to you how bad it really looks. 15 February 2012 marks my first day to be labelled as a refugee in Lebanon when we left our home. "Dad can I get my books?" Our backpacks in my first travel were out of books as my dad was sure we are getting back home in a few days. The war was supposed to end in 10 days but took 10 years to finish.

For 8 months, I was out of school working in some simple work sectors supporting the financial differences we started witnessing as foreigners. Then we started realising that we should look for alternatives integrating to the new lifestyle in our new hosting community. When I got back in track in grade 9, I felt I was finally back on my educational boat. In a new educational system, I was still learning the difference between an "e" and an "i" when my colleagues were learning about generation gap, optics and digestive system. I survived 4 years with an acceptable average to be lucky enough to win a full scholarship to study at the American University of Beirut, the best university in Lebanon. Using the Bus, I moved to the capital, Beirut. I chose Civil Engineering as my field as I believed this will be my weapon fighting against wars and healing its scars on social livelihoods.

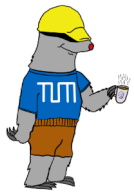
Few months ago, I was lucky again to get the chance to move to the land of opportunities. My airplane landed in Germany where I was feeling new dreams of education are happening. When I first arrived at the Technical University of Munich, I had mixed feelings of happiness and enthusiasm for learning from experienced professors using heavy resources. The introduction session of my master's program had students from everywhere. I was excited that my program will also have a long journey of cultural exchange from Africa to the US reaching Asia and Europe.

When you look into the news, you see some people who are surviving by fulfilling their basic needs. Therefore, education is a luxury to them. We might be lucky to have a continuous straight line of education but others might have stopped their learning journey in the ages of 16, 12 or even younger. We are blessed to have homes as others have lost or are losing theirs. This is why I want to use this platform to tell every TUM student three main messages: Be grateful, supportive and adaptive. We should be proud of what we have achieved and what we have. We should value our learning journey and look at everyone as a new teacher and everyday as a new lesson. We should also think of others. Giving back can be as simple as sending a warm message to your friend who is passing through certain stressful experiences. It can get as big as helping dropout students get back to their educational journey in your home countries. Finally, we should never be afraid of failure. We should recognise it as a new step to start a shorter or even better journey. Always remember that:

"Lighting a candle is better than cursing the darkness."



Mahmoud Kansa



Back to the TUM

Commuting to TUM and How the U9 Will Change

Overview

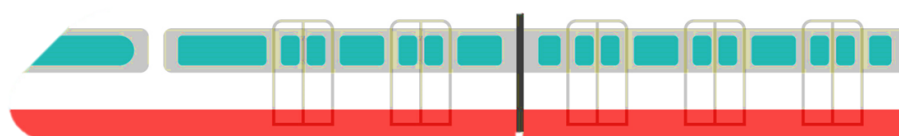
This semester, lectures and events are back in person, so as the daily ritual of commuting. How mobility patterns change is a frequently investigated question in academia, especially in recent years when there is a trend to shift to active mobility following the coronavirus pandemic. As Munich develops, the transportation system needs to evolve to meet the peoples' needs. Almost everyone knows the second S-Bahn Stammstrecke but a project that is less heard of is the U9, the new U-Bahn line connecting Hauptbahnhof and Garching. This may seem to be none of your business because it's still in the planning stage and is projected to open by 2040 but this line will dramatically change the commuting behavior of the TUM community in both the main and Garching campuses.

Main campus: Great connectivity

The main campus in Maxvorstadt is just over a kilometer away from Hauptbahnhof which takes about 20 minutes to walk. It's also common to use public transport to bridge this last mile, either using the U2 at Theresienstraße, or the bus at the edges of the campus. Both options provide fast and frequent connections to the central station. For those who are using the U-Bahn, the U2 is connected to every other line at either Hauptbahnhof or Sendlinger Tor, thus offering one-seat or two-seat rides to the university. Regional train and S-Bahn riders can also benefit from the frequent bus and U-Bahn connections at Hauptbahnhof and access the main campus easily. There is also a tram line running along Barer Straße to Karlsplatz (Stachus) and Sendlinger Tor, offering a connection to the Altstadt. Being one of the most bike-friendly cities in Germany, many students in Munich commute by bikes, and with the introduction of the MVG Rad and shared e-scooters, micromobility has been embraced not only on its own but also as a last-mile solution. The main campus hosts two bike sharing stations and there are bikes and scooters scattered in and around the campus during the day. Micromobility enables trips which are too long to walk but inconvenient to complete by transit and thus improves accessibility to the campus.

Garching: How dare you

The Garching campus relies on a single service, the U6, to connect with the city. Although there are some crosstown bus routes, including an express service to Dachau, using these buses in conjunction with the S-Bahn is never a competitive alternative to the U6. Even though the U6 connects with other S-Bahn and U-Bahn lines in the city center, there is a lack of crosstown U-Bahn connection between the northern branches of U6 and the U2 and riders must go all the way to Sendlinger Tor to transfer between lines. Despite the existence of a bus route between Scheidplatz (U2/U3) and Kieferngarten (U6), the circuitry and low reliability of buses means that using this service could end up taking the same time as going via Sendlinger Tor. Another problem of the U6 is that it does not go to the Hauptbahnhof which means regional train riders need to take the S-Bahn to reach Marienplatz before catching the U6 to Garching. Lastly, while the MVV launched the ExpressBus-Ring - a series of crosstown express bus lines in the counties around Munich - due to the geography, the bus lines intersect at Hochbrück, two stops away from the campus and thus the express line to Ismaning and Haar does not serve the campus with riders having to take the local service.



Back to the TUM

Inter-campus connections

One of the thoughts that popped up during writing is the connectivity between different campuses. Even though most of our BUW community stick to the main campus, we must consider the entire TUM community and think of those who do need to commute between campuses. Unfortunately, it's not very convenient to travel between different campuses. With more departments relocating to Garching, there will be a higher demand between the main and Garching campuses. Universität station on the U6 is about 1 km away from TUM. Although it is still reasonable to walk, micromobility has become an attractive mode to bridge this gap. In fact, a researcher found out Universität station was the most common origin for MVG Rad trips to TUM which implies a strong demand between the U3/U6 trunk line and the main campus and by extension, also a high demand between campuses.

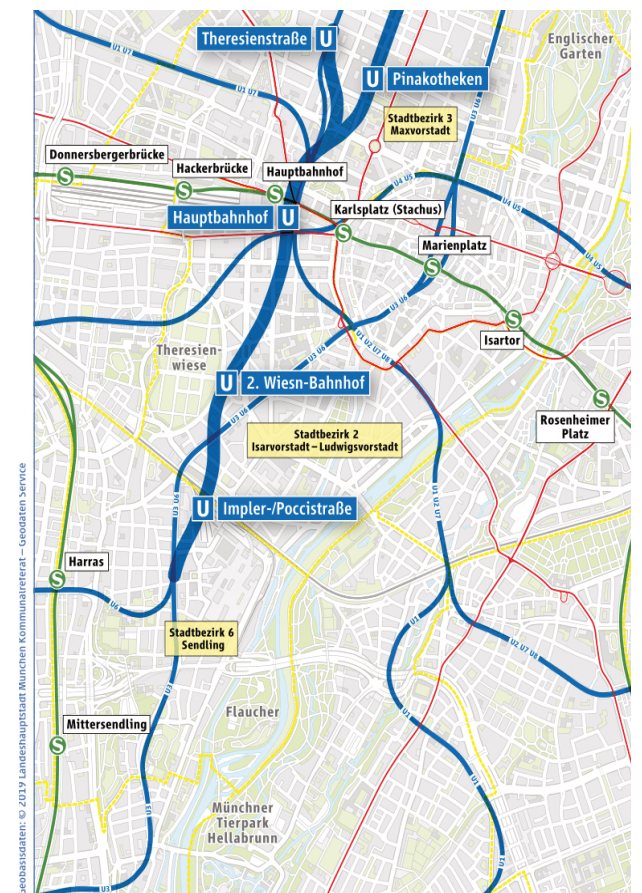
What's the U9 and how will it change?

The U9 is a major project that will transform the U-Bahn network dramatically. Expected to open between 2035 and 2040, the project will add a third north-south trunk line through the city, relieving the existing overcrowded U3/U6 trunk via Marienplatz by allowing the two lines to run independently, as well as connecting major points of interest such as the Garching campus and the Allianz Arena to the Hauptbahnhof, allowing a seamless connection to the second S-Bahn Stammstrecke, regional, and long-distance trains. Once completed, the new U9 will replace the U6 between Implerstraße and Münchner Freiheit, between which trains are going to be rerouted through the new trunk. Notable new stations include a second U-Bahn stop at the Theresienwiese and a stop under the Pinakotheken, right next to the TUM main campus.

The U9 will drastically improve the accessibility of the Garching campus, especially for those who commute by regional trains, and with the Pinakotheken stop, it will no longer be necessary to walk or bike to LMU to catch the U-Bahn to Garching. Of course, there would be some drawbacks because when the U9 opens, Garching will lose the direct connection to Marienplatz, but considering campus accessibility, a connection at Hauptbahnhof would be a much better alternative to attract commuters further away.

Conclusion

Munich has a large commuter catchment area stretching hundreds of kilometers out of the city limits. Transit accessibility considerations should not be confined within the city but the entire catchment area should be considered. This is especially important for students who mostly rely on public transport. Establishing a direct link between universities and major transit hubs, as in the U9, will reduce the hassle of multiple transfers during commuting.



Lena Chan

Map of the proposed U9 (www.mvg.de)



Back to the TUM

A Bus in Beirut or a Tram in Munich

"Only 9 Euro for three months in all over Germany? This must be a JOKE!"

This was my friend's response in Lebanon when I was explaining to him that we will be able to use almost all public transportation means for three months in Germany. Why don't I walk you through a road of comparison between public transportation here in Germany as a European example and Lebanon as a Middle Eastern one.

It is 4:00 AM. This used to be the time I leave my family when the weekend ends from the Lebanese mountain. I have to wait next the highway for rarely 1 minute, mostly 20 minutes, or sometimes 40 minutes. This is when a van's driver decides to start making income and drive all through the mountain till reaching the capital. The travellers of such early van are mostly students or office workers. Our means unfortunately are not yet suitable for elderly or people with disabilities. In contrast, I can see people here from all ages and with all capabilities who can smoothly use any type of transportation. This fairness is a lesson to adapt.

This travel used to cost between 2€ and 10€. Such range is given by the economic and diesel crisis our region has been facing. One driver can sometimes get cheaper diesel or he is just OK having less profit than others. For a 100 km distance, I think a better option for a student in Germany will be probably a regional train. This used to cost 26€ with good travel quality and easy accessibility. Now with the 9 euro-elongated peak hours and increase of trains demand, a student might need maybe to wait 10 or 20 minutes for another coming train. The savings of those 26 euro must compensate the cost of waiting and less quality of travel. There is nothing for free!

Getting back to our travel in the middle east. We don't have stops. I am not sure if this is quite common in other countries or shocking to you but yes, we just shout for the driver to stop and this is how we get outside. The regional van has one constant path to follow. We might need then to use another smaller van or a taxi to reach our exact location.



A Train in Munich



Non functional Train station of Beirut



Back to the TUM

I believe fixed plans of stops like here are definitely more efficient and effective. There it needs plenty of plans and projects to be done but it just requires proper leadership and management systems. The road network there has vehicles only, in contrast to here which has additional bikes', trams' and bus' lanes. One of my professors here was reporting to us how policies of green mobiles in Munich are slow not having one meter of bike lanes starting 2022 and till now. It saddens me saying that we don't have one meter of bikes cycling system in all the country. He was also mad that there is still no actual implementation of faster railway to Munich airport. It saddens me more to say there is a whole ministry for trains but with no single meter of railway across Lebanon. They are not even slow, such systems are not even functioning.

Public transportation is a friend for most students. Getting back to physical classes must have required from us to wear our masks and get underground to those running trains. On the other hand, the highly decreased price of using them expanded our choices of movement across Munich and even to other cities further away. Leisure activities and trips would mostly require private transportation vehicles in Beirut.



A Bus in Munich

Trying all means of transportation leave an impactful vision on every international student who comes to live and study in Munich. I believe each of us has a different reflection on these systems and policies.

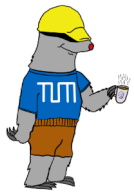
I hope one day we can get back to our countries to scale such experiences and voice out sustainable and human friendly technologies, systems, and policies. I hope one day we can translate our ideas into realistic impactful projects.



A School Bus in Beirut



Mahmoud Kansa



Back to the TUM

Sustainability in My Perspective

The city Dhaka where I was born and raised, is one of the most densely populated cities in the world. The city government had to devise an innovative solution to accommodate such an enormous number of people. What was the innovative solution? It was to go higher! As a result, the entire city is in a frenzy to build a high-rise building so that more floor areas can be achieved on a small property. What was the repercussion? Dhaka joined the cohort of cities with the worst air quality in the world which is tanking higher in the Air Quality Index (AQI). I believe the trend of focusing solely on infrastructure development and poorly regulated construction, neglecting the long-term consequences or the so-called sustainability, has a profound, measurable and visible impact on the air quality that, in turn, has ramifications on human health. Due to the poor air quality, the respiratory system of the general citizens is compromised which has been exacerbated by the pandemic. Instead of solving the root causes of the disease, the medical system is busy treating the disease itself. Poor air quality due to unregulated construction is not the Prime factor that bothered me; instead, my disturbance can be equated with a psychological standpoint. I consider myself a person who loves to envisage bigger dreams like the infinite sky. For this reason, it is vital for me that my views don't get restricted by those taller buildings.

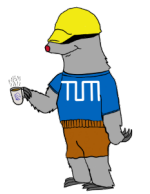
Upon coming to Munich, I felt fascinated by the organized and well-planned Munich's urbanization system. I asked myself, amongst all the good deeds, what is it noteworthy that makes Munich special? The answer my inner self gave was simple yet overlooked by the policymakers of many countries. The answer was to create an infrastructural system that can reconcile the space demand of the city dwellers and their views to witness the clear blue sky so that they don't feel confined in a concrete jungle like I felt while residing at my birthplace. Munich, being one of the most economically robust cities in Europe, could have followed the same trend in depicting the opulence through tall skyscrapers that many mega cities worldwide embraced.



Due to the haphazard infrastructural development it has become difficult for the citizen to find the sky in Dhaka.



Redundancy in finding tall structures in Munich unlike other cities makes the city dwellers in Munich to perceive the infinite sky.



Back to the TUM

Although high-rise building construction in Munich was prohibited, considering the famous Frauenkirche as the benchmark that came as a blessing for a dreamer like me who always thrived to dream while looking at the infinite sky. Despite becoming aware of the ongoing accommodation crisis and the demand from the real estate company, the city government stood steadfast on their regulations which resulted in a higher price in accommodation but ensured the optimal sustainability that has a profound impact on the mental health of a dreamer like me.

While working in a real estate company back in my home country, I observed a crazy competition within the company's design team to build a structure as high as possible so that the company can be profited by selling out the greatest number of areas to the customers. Out of curiosity, I asked my manager whether this is the only way our infrastructure development should proceed in the forthcoming days? He replied that we should look for a strategy that generates more revenue to keep the company growing and profitable. I didn't have any counter-argument for him at that time. However, now I think I do as the example is my present destination since Munich has one of the most powerful economies in Europe while ensuring a sustainable infrastructure system, at least in my point of view.



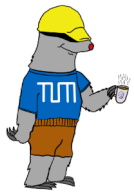
The top of the Frauenkirche provides the height limit for other buildings.

Needless to explain how much I accentuate sustainability and how it impacts my mental health. During the past few months of my residence in Munich, I have taken full advantage of this city's natural diversity and I am overwhelmed by its natural beauty and greeneries. However, I am far from being satiated because I want it all to be implemented in my home country. Since I came here to learn, I observe the city closely more than any other because I dream of being a change-maker for my country to bring all the good deeds from Munich to Dhaka!



Aerial night-time view of the city Dhaka that looks beautiful but could have been better with greeneries which I expect to see in the future.

Sajjat Hossan Jubair



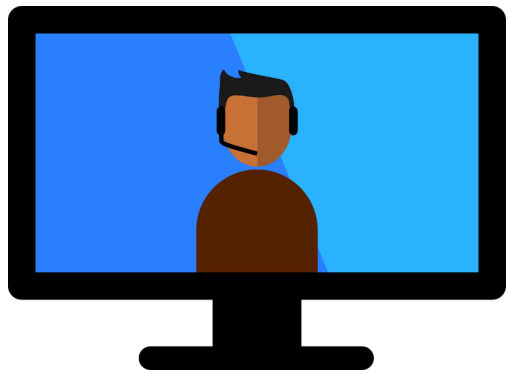
Back to the TUM

The Work of a Tutor

For some students, tutorials are the part of their studies where they become active for the first time and have to solve tasks themselves. For others, it's another hour and a half of snoozing comfortably hidden behind black tiles. The tutorial is the point where you really start to understand the material for the first time. But it's often also the place where you can watch tutors of the same age being nervous because they haven't quite internalized the material either, and simply start dictating or copying down the sample solution. In this short text, I want to change the perspective and give a few insights into the work of a tutor.

How does one get a tutorship in the first place? Most of the time it is quite unspectacular. Often, you are contacted directly by a chair before the start of a semester. Decisive for being selected are sometimes the grades, sometimes the personal preference of the central exercise instructor, and sometimes the degree of desperation of the chair. Once you have the more or less coveted job, you first have to go through several pages of contracts in which you swear not to be a follower of Scientology or other extreme associations. At some point, after a long bureaucratic back and forth, one stands somewhat lost in front of the door behind which the first tutorial takes place. When all students have found the room, one stands alone in front and tries spontaneously to find a few suitable introductory words. At this point, the course of the tutorial depends on the module and can vary greatly. In my case, the subject was and is Civil and Environmental Engineering Informatics. When helping students with programming assignments, I am always impressed by some people's ability to hide or close any windows and menus of the programs they are using. When asked how this could happen, I usually get the answer: "I really didn't do anything". In response, I often refer to the technical universal solution: restart the program or the computer.

Experiencing a tutorial in the university building was something many students had only quite late in their studies, or so far only very briefly because during the pandemic, online tutorials were rather the rule and these had their very own facets and peculiarities. A great advantage on the student side at that time was, of course, that you could participate in the tutorials no matter what state you were in - because turning on the camera was never mandatory. From



the tutors' perspective, it was always a bit awkward to talk only to black tiles and to get to know people only by their voice and name, while you yourself always had the camera on. So it happened to me that months later, I was addressed by name at a party by seemingly complete strangers. In the first moment, you question your ability to recognize other people. Only to realize immediately afterward that the voices from the online tutorial came from people who were sometimes significantly taller and sometimes even older than you.

But apart from such anecdotes, the tutorial can be a clear enrichment on a professional and human level in my opinion. You can repeat and deepen the material of the module in peace and without exam pressure. In addition, the interaction with the students is usually very pleasant and can create new acquaintances over the years. With friendly interaction on both sides, it can be fun to look for the decisive error in the program or in a calculation together. Overall, I can recommend to everyone to hold a tutorial once, if the opportunity arises.



Back to the TUM

How much do you earn as a tutor?

11,70 € per hour. With four hours of working time, i.e. two tutorials and one hour of preparation time, one receives approximately 200 € per month.

How much work is it besides studying?

It is possible to prepare the tutorials within the allotted time of one hour. However, the quality of the tutorial then suffers greatly because you often can't answer the questions directly. So it takes a total of about 5 hours per week and does not limit your studies very much.

Do professors give you good briefings, or are you on your own?

You have no contact with the professors, as the tutorials are mostly coordinated by the central exercise instructors. They give you an introduction at the beginning of the semester and then send you another email each week, which contains further information on the current worksheet. Overall, however, there are very few fixed guidelines and you are on your own.

Are there also exhausting days when you would rather not give the tutorial?

Giving the tutorial is actually the best part of the job and is usually fun. On the other hand, correcting the worksheets, for example, as required in Construction and Environmental Informatics 2, is much more strenuous.

How much responsibility do you have as a tutor for student learning success?

Since you are only responsible for answering questions in computer science, the main responsibility here lies with the students. However, in my opinion, it does make a difference whether you as a tutor only dictate the sample solution or give the students the opportunity to come up with the solution themselves through small hints.

How could the tutorial be enhanced?

Ultimately, one is so free in the design of the tutorial that one can implement suggestions for improvement oneself. For example, you can give a small introduction to difficult topics at the beginning of the tutorial, so that more frequently occurring questions are already answered at the beginning. Overall, however, I find the concept quite suitable.

Sebastian Sändig

Translated by Elisabeth Sofie Barth



Back to the TUM

Fachschaftenrat



What does the FSR do?

- Gather all student bodies
- Discuss issues that affect all students
- Elect and control the AStA
- Approve events
- Recognize university groups

What is the AStA?

The Student Representative Council (formerly: General Student Committee) consists of representatives and speakers elected by the FSR

The next parties:

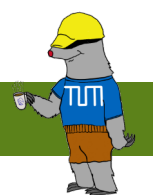


Fachschaft Bau, Umwelt und Vermessung
TU München

Student Council of Civil, Environmental, Geo Engineering
TU Munich

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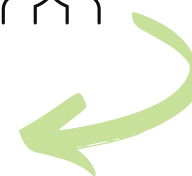


Studentische Vertretung
Technische Universität München
Referat für Umwelt

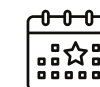
Are you passionate about sustainability?



👤 join us 👤



or come to our next events



07.07. (Thursday) **sustainable walking tour**

12.07. (Tuesday) **Kleidertauschparty** (clothes swap)

@umweltreferat umwelt.asta.tum.de umwelt@fs.tum.de



Back to the TUM

Who are we?

We, that is the **Department for Environment of the Student Council** -
or **URef** for short :)

With over 60 members from many study fields and locations of TUM,
we organize sustainable events and projects of all kinds:



What do we do?



... and much more



Back to the TUM

How can you participate?

You can join one (or more) departments and projects, or just help out for an one-time event. How much time you want to invest is entirely up to you!

At URef you can pursue your talents, discover new ones and meet great like-minded people!

- Have you always wanted to organize your own lecture series? Then the **Ringvorlesung** (environmental lecture series) is just right for you!
- Do you know about website design or are you passionate about social media? Then we are looking for you to join our **PR** and **IT department**!
- Or would you rather be active practically? How about the urban gardening project **Plant a Seed**, a **tree planting event** in the fall or the **bicycle repair shop** in Garching?
- Organizing events is your hobby? Then help us plan **team events**, **clothing swap parties** or the big **TUM Sustainability Day** in October. Your own ideas are always welcome!
- Or would you prefer to exchange ideas with students from other universities or sustainable initiatives (also international)? Then join **networking** or support the **Sustainable Student Initiatives Forum** (SSIF).
- You want to actively participate in the sustainable transformation of our university? Then we need you for our **university policy department** or the project groups **energy & PV**, **TUM on Ecosia** and **Grüne Mensa**!

You don't have any experience yet, but would like to learn something new?
No problem, we will find someone who knows the ropes and teach you!

We have aroused your interest? Then send us your contact details
(QR code on the first page) and we will get in touch with you!



Sofia Schwarz



University Politics



What does the School-Council do?

- Highest official committee of the School
- Elected at the university election (place 1-4)
- Link between HoPo and School
- Represents the interests of the students
- Informs the student council about the contents
- Entitled to vote on university policy decisions of the School
- Coordination with the other study program bundles of the School

What do the other committees do?

- Decision on the use of tuition fees (SZK)
- Student suggestions for the improvement of studies and teaching (StuKo)
- Advisory selection interviews of applicants for Master's programs (EV)
- Evaluation of new professorships and selection of candidates (Appointment)
- Networking conferences with other universities from all over Germany

School-Politics

School-Council (SC)

Appeal Commission

Study Committee (StuKo)

Suitability Procedure (EV)

Interdisciplinary Qualification (ÜQ)

Tuition Grant Committee (SZK)

University Politics

Student Council
(Studentischer Rat)

Student Council
(Fachschaftenrat)

Inter- University Policy

Construction Council
Conference (BauFaK)

Environment Council
Conference (FaUSt)

Fachschaft Bau, Umwelt und
Vermessung
TU München

Student Council of Civil,
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TU Munich

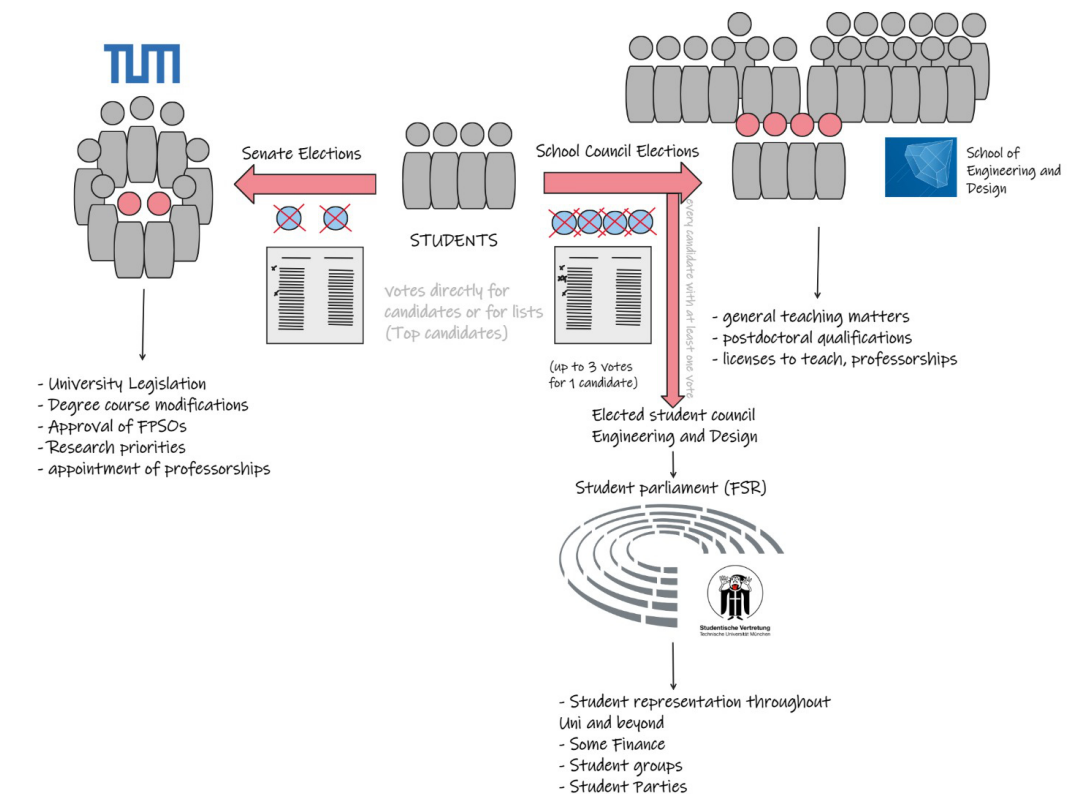
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Hochschulwahl and School Council

TUM, SoED UNIVERSITY ELECTIONS



Marius Priemer

The **School Council** is the highest body of the SoED in which student representatives are elected during the university elections. There are currently 12 university lecturers, four academic staff members, two non-academic staff members, one women's representative, and four students. Regular meetings are held to discuss and decide on issues and strategies for the entire school - such as study and examination regulations, strategies for digital teaching, and the structuring of the school. The School of Engineering and Design (SoED) consists of eight departments: Aerospace & Geodesy, Architecture, Civil and Environmental Engineering, Energy and Process Engineering, Mobility Systems Engineering, and Materials Engineering. The School consolidates many former faculties and places them under the control of only one dean and one council, instead of one per department as in the past.

Therefore, in the election on 05 July, you can vote for students from all the departments mentioned.

On the LitFaS (list of your student representatives) Marius Wagener (Mechanical Engineering), Kilian Steinberg (Environmental Engineering), Jona Paulus (Engineering), and Marius Priemer (Aerospace) are running together for the School Council. Besides LitFaS, no other list is running at SoED.

Kilian Steinberg

Translated by Elisabeth Sofie Barth



Back to the TUM

Election Special

Candidates for the School Council

Kilian Steinberg, 24 years old, 4. Semester Environmental Engineering (B.Sc.)



Hello! This is my first time running for a university political office. I am currently studying environmental engineering in the fourth semester and have already completed a computer science B.Sc. degree at LMU. Since the studies are possible in presence again, I am active in the student council, the former faculty BGU. I already brought some experience with me. During my last studies, I did a lot of activist campaign work with Students for Future Munich and Germany. There, I was particularly involved in the "Public Climate School" project, which aims to make climate justice and sustainability a part of all curricula in the long run. It still takes place every semester at schools, universities, and other educational institutions.

My goals for School Council are:

- No tuition fees for non-EU foreigners
- Better organization of exam dates and exam retakes
- Further development of digital teaching
- Representation of current concerns of the student council

Studying takes a lot of time, and not everyone has time to help shape the university politically. For the work in a university political committee, I, therefore, see it as my fundamental task to collect the criticisms and impulses from the students and to pass them on in a bundled form. My preferred sources for this are the student council meetings, regular conversations with fellow students, and publications from various educational policy alliances. In addition, I would like to orient my work on some fundamental points of view.

I am in favor of a generally free education and equal opportunities. That is why I am **against the introduction of tuition fees for non-EU foreigners**, as the current draft of the new Higher Education Act would allow. Speaking of nationwide rules: I consider the co-determination opportunities at Bavarian universities to be unbalanced. **Students, academic and non-academic staff should be entitled to significantly more votes** than they have now. In the School Council, for example, they all together have less than half of the seats. Professors have the most leverage. Students can take on more responsibility, but this must also be attributed to them.

A current concern is the design of the exams. Fellow students repeatedly criticize the way they are conducted. **The system of repeating exams should be revised** so that more students show up for the exam. For example, students should be able to repeat exams they have passed to improve their grades. In addition, the examination dates should be chosen in favor of both the examiner and the examined. Students need time during the semester break for vacation, internships, or other projects and are happy when the exams are over beforehand.

During the Corona pandemic, it was possible to get a taste of digital teaching at the university. Yet it already had enormous significance before that. For a long time, many have been sup-



Back to the TUM

plementing their studies with YouTube videos and online tutorials, exchange platforms, or on-line private tuition. However, far from being exhausted, the digital possibilities have only just been touched upon; more and more tools are being added that can potentially be integrated into teaching.

I am also in favor of classical teaching formats with lectures, exercises, a script, and textbooks. However, the curricula are clearly too tightly timed, especially for reading. There needs to be significantly more time for students to engage intensively and critically with the materials. If more digital formats are tried out in the future, I support that and would like to play a constructive role in it. However, it should be clear that digital formats do not guarantee greater learning success and that attention must be paid to student feedback. Proven formats should therefore not be discarded without consideration. I advocate the expansion of **both classic and digital formats to be well-financed** and not to cut corners at any end.

In the long term, and beyond this office, I see an urgent need for **more funding for education**. Many universities would need to be renovated, and provided with more technical, human, and financial resources to ensure effective study for everyone. Learning opportunities on our campuses should be steadily improved and student-managed spaces expanded. In addition, student offices in student councils and student representative bodies should no longer be a financial hurdle. If these offices are performed conscientiously and responsibly, they are comparable to a job or part-time job. It happens again and again that students attend fewer lectures or take a break semester for it. In the future, their efforts should be appropriately compensated.

I see independent research, as well as **strong basic research**, as essential for nonprofit science. Meanwhile, research is increasingly dependent on third-party funding. For some research projects, this is an advantage. High-tech research in particular benefits. For others, the belt is being tightened. In particular, basic research and the humanities and social sciences are receiving significantly less funding. These important research areas must not be slowed down.

Within the framework of university policy committees, it is difficult to bring about changes in such fundamental areas. The chances of success are limited by the co-determination options, as well as by the committees' areas of action.

The responsibility for a fair, independent, sustainable, and future-oriented university can therefore not only lie with the future representatives in the School Council or the student representation. I think every student should stand up for fellow students, not look away in the face of injustice and make good ideas heard. Of course, studying is already exhausting and time-consuming enough, but without pressure and good initiatives from our side, only little will change.

Therefore, I would like to encourage everyone to get involved, be it in the student council, in committees, in university groups, or in political groups outside the university structures. Only together and in critical exchange can we make education and research better and fairer for everyone.

As a representative in the School Council of the SoED, I would like to contribute to this, and I am looking forward to your vote.





Back to the TUM

Marius Wagener, 22 years old, 6. Semester Mechanical Engineering (B.Sc.)



My name is Marius Wagener. I am 22 years old and I am studying Mechanical Engineering in the 6th semester.

Since my first semester, I have been involved in the student council for mechanical engineering in the team for university politics and international students, which I led for several semesters. In university politics, I was mainly a representative in the study grant commission of the former faculty of mechanical engineering for several years.

In my free time, I have been a passionate scout for many years and have led many camps, trips, and weekends. I also lead weekly Pen&Paper roleplaying rounds.

Now I hope to represent you in the School Council of the SoED, in order to bring in the interests of the students and to promote school-wide exchange between the former faculties.

Jona Paulus, 21 years old, 6. Semester Engineering (B.Sc.)



Back to the TUM



Marius Priemer, 19 years old, 2. Semester Aerospace (B.Sc.)



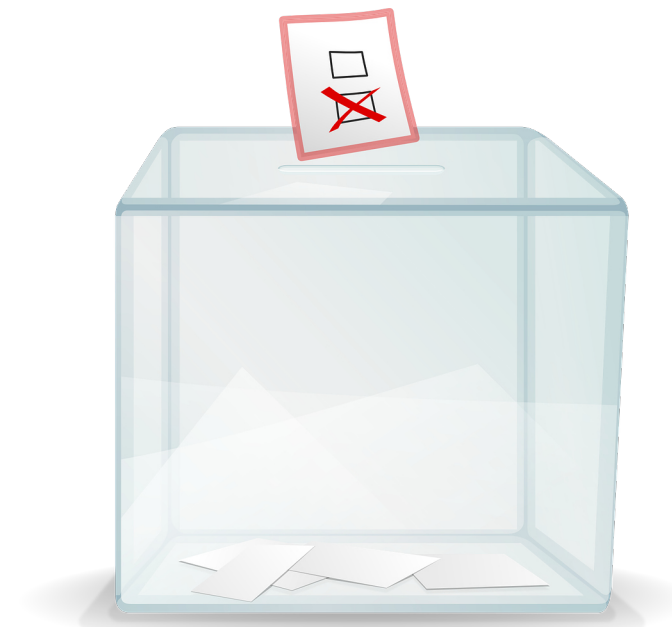
I'm Marius Priemer, 19 years old and I'm studying Aerospace in the 2nd semester.

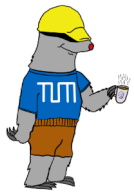
Since the beginning of my studies, I have been active in the team for university politics of the student council for aerospace and geodesy. As part of this, I am currently awaiting the start of an appeals committee and am very motivated to stay involved at every opportunity to help advance SoED and the LRG.

When I'm not studying or at the student council, I'm most likely to be found playing sports or with a good book in my hand.

Finally, I hope to be able to represent you, together with the other candidates of the student councils.

Translated by Elisabeth Sofie Barth





Back to the TUM

Election Special

University Elections on 05.07.2022



Lisa-Marie Kubitsch, 6. Semester Environmental Engineering (B.Sc.)

I have been an active member of the BGU student council since my 4th semester and immediately took over the first-semester organization for the class of 2021/22. Since October 2021, I have been the 3rd BGU student council representative. I have also taken on the leadership of the social media team and the PR. Furthermore, I am part of the newsletter team. I enjoy meeting the challenges of these offices and continue contributing to the BGU student council in other ways. With your voice, I am committed to improving teaching and everyday life at our newly founded School. Furthermore, I would like to stand up for your interests towards other student representatives and lecturers.

Stefan Höhenleiter, 1. Semester Environmental Engineering (M.Sc.)

I have been involved in the Student Council since my second semester. In that time, I have held many offices and served in many roles. I was on the executive board and head of the BGU student council for two years, and I am currently still on the School Council (faculty council) and the Student Grants Committee. I enjoy being in contact with people and am always working on improving things. I think it's great how you get to take responsibility and influence what happens at the university. As a student representative, I learned a lot and helped shape things. I will keep that up in my master's and continue to advocate for the BGU student council and the students.

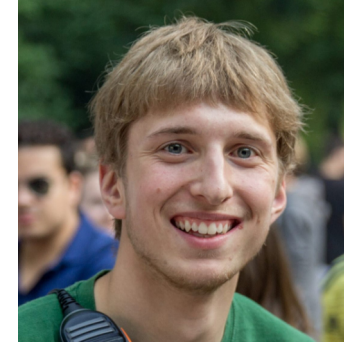


Lena Weigl, 8. Semester Civil Engineering (B.Sc.)

Hello! I have been involved in the BGU student council since my first semester because I enjoy organizing parties and working for the students' interests. I currently represent the BGU student council in the student council (Fachschafenrat). There I exchange information with other students about internal and cross-faculty issues and advocate for your interests. I would like to continue doing this.



Back to the TUM



Jonas Schubert, 10. Semester Civil Engineering (B.Sc.)

Hello! I study construction in the tenth semester and have been active in the BGU student council since the beginning of my studies. Since 2018 I organize the Brückenfest and in 2019 also the TUNIX Open-Air at Königsplatz. Since my third semester, I represent us students in the student council at university level. There I would like to continue representing your interests to the other student bodies at TUM.

Philipp Gigla, 6. Semester Environmental Engineering (B.Sc.)

Hi, I'm Philipp and I'm in the 6th semester of the environmental bachelor. Officially, I don't have a position in the BGU student council, but you can find me at every party of the BGU student council, either in the orga, setting up and serving, or celebrating. I would like to continue to organize various events for you, such as the Schafkopfturnier so that you can enjoy student life in addition to the lectures.



Julian Schneider, 8. Semester Environmental Engineering (B.Sc.)

Hello, I am Julian,

I have been active in the BGU student council since last semester. I am the beverage supervisor and I like to help organize events for you.

Sarah Rauch, 8. Semester Civil Engineering (B.Sc.)

Hi, I'm Sarah and I'm in the 8th semester of my bachelor's degree in Civil Engineering. Since the beginning of my studies, I have been active in the BGU student council, where I currently take care of the lockers. I also have a lot of fun at the weekly meetings and the seminars. In the coming semester, I would like to represent you in the student council and stand up for your opinions. Go vote and give us a strong voice for your representation in university politics!



Leonid Grützner, 2. Semester Civil Engineering (B.Sc.)

Hello, I'm Leonid, I've been involved in the BGU student council and the AStA for a good half year. I want to get involved in university politics in the future to help represent our student interests.

Otherwise, I like to play Schafkopf and beer pong in my free time.

Translated by Elisabeth Sofie Barth

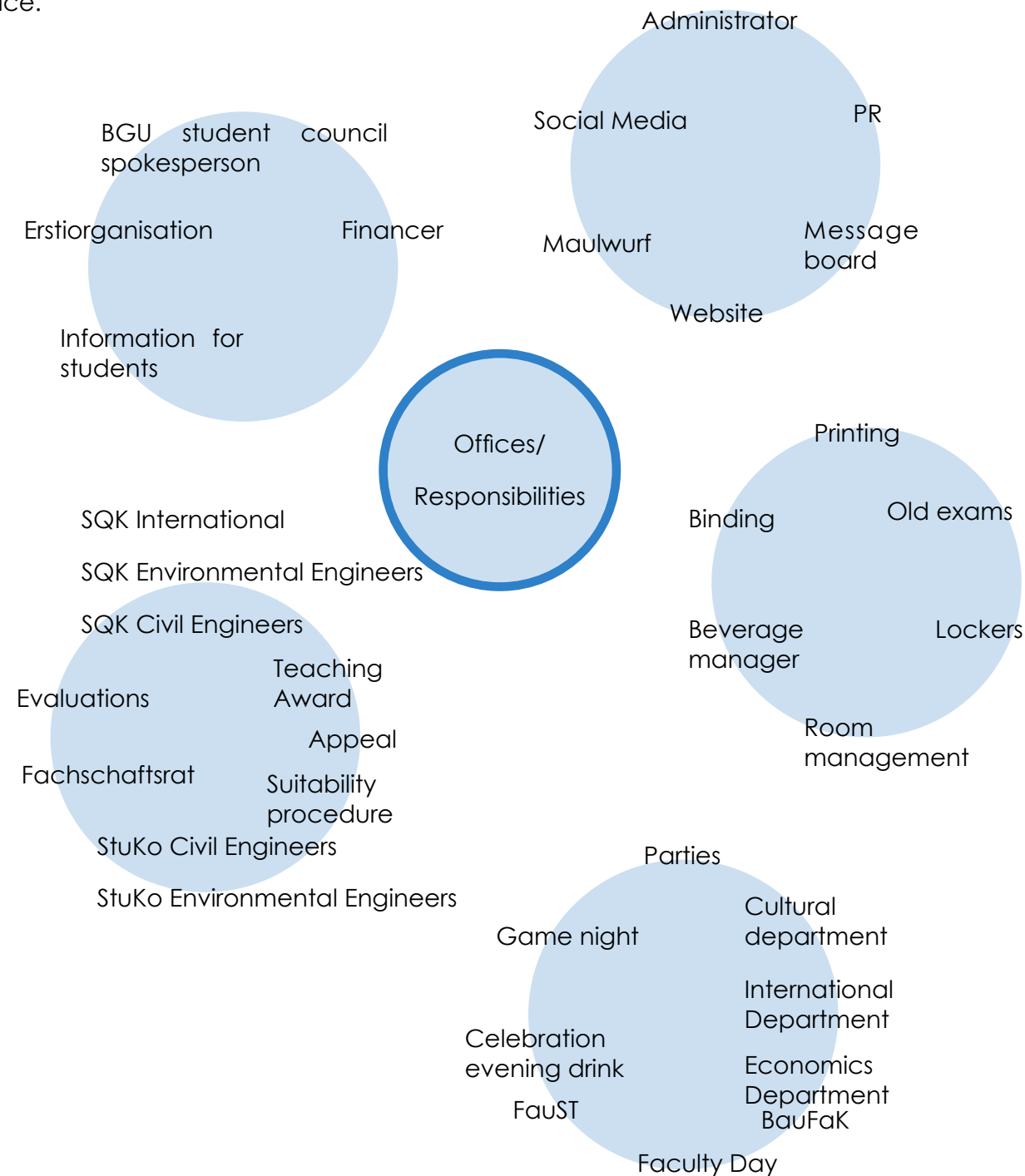


Back to the TUM

BGU Student Council - Who Are We?

The student council is students like you and me who represent students in a particular department by participating in appropriate university activities.

Everyone enrolled is automatically a member of the student council and may participate in student council events or actively advocate for their fellow students with or without holding an office.



Back to the TUM

Questions for the BGU Student Council

Is the student council a party or politically involved?

According to the law, a student council or student representation may only advocate for issues that affect students - it may not take a position on general political issues.

Do I have to pay dues to be in the BGU student council?

No, there are no extra fees in addition to the normal tuition fees.

I don't understand some of the designations on the left. What do you do in the offices?

The best thing is to come directly to the BGU student council room N2157 for a drink and talk to us about the corresponding office. We will be happy to help you!

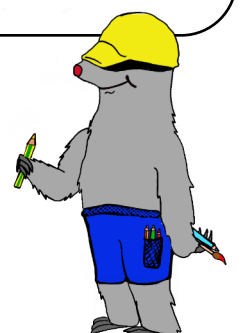
You can also send an email to fs.bgu@tum.de, but it usually takes longer to get an answer than to contact us directly.

Are old exams only sold for Bachelor's programs or also for Master's degree programs? For which Master's degree programs are there old exams?

We do not sell old exams for Master's degree programs. However, if there is a module with great demand, you are always welcome to email us at altklausuren.fs.bgu@tum.de. Otherwise, every student can print out old exams at the BGU student council. The BGU student council has no fixed opening hours, but during the week, it is mostly open. So if the traffic light is green, you are welcome to print.

We can always use helpers for the sale. If you are interested, just send us a short mail!

Next semester, a few of the offices will be up for grabs. If you are interested, you can already talk to the current incumbents to get more information. For example, there will be new appointments to the Editor-in-Chief of the Maulwurf and the executive committee.





Back to the TUM

Seminar Trip of the BGU Student Council



During the summer, the BGU student council was really productive again.

From May 20 to May 22, we went to the summer seminar for the first time in two years. There was no beer, nicotine, or sugary stuff - just as you'd expect from environmental and civil engineering students-living sustainably. Jokes aside -productive time, real internet detox, and group bonding - in English and German. Here are a few more impressions:



Group-bonding through games

Productive cooperation in AK HoPo+Organizing, AK Ersti-Organization, AK Games & AK Maukwurf



Volleyball à la engineers: shoes as field staking & a shovel + tape as net

Water pong



Werewolf



Delicious food



Thank you dear kitchen team!

I'll be back in an hour and then I expect a one-meter-high dam.

A goodbye with suspense.

The fellow student who got an electric shock the day before.

It was a very exciting seminar!

Sometimes you have to disconnect to connect with your close ones.

This and that

Don't you notice how it vibrates in the air?

Well, I've already walked 4,000 steps in one day today, so that's enough.

"I had something completely different in mind when I thought of dam because I've been reading so much about births lately.

Dam(n), the Asta Dam looks small now.



Damn, our dam is big!



AK Dammbau

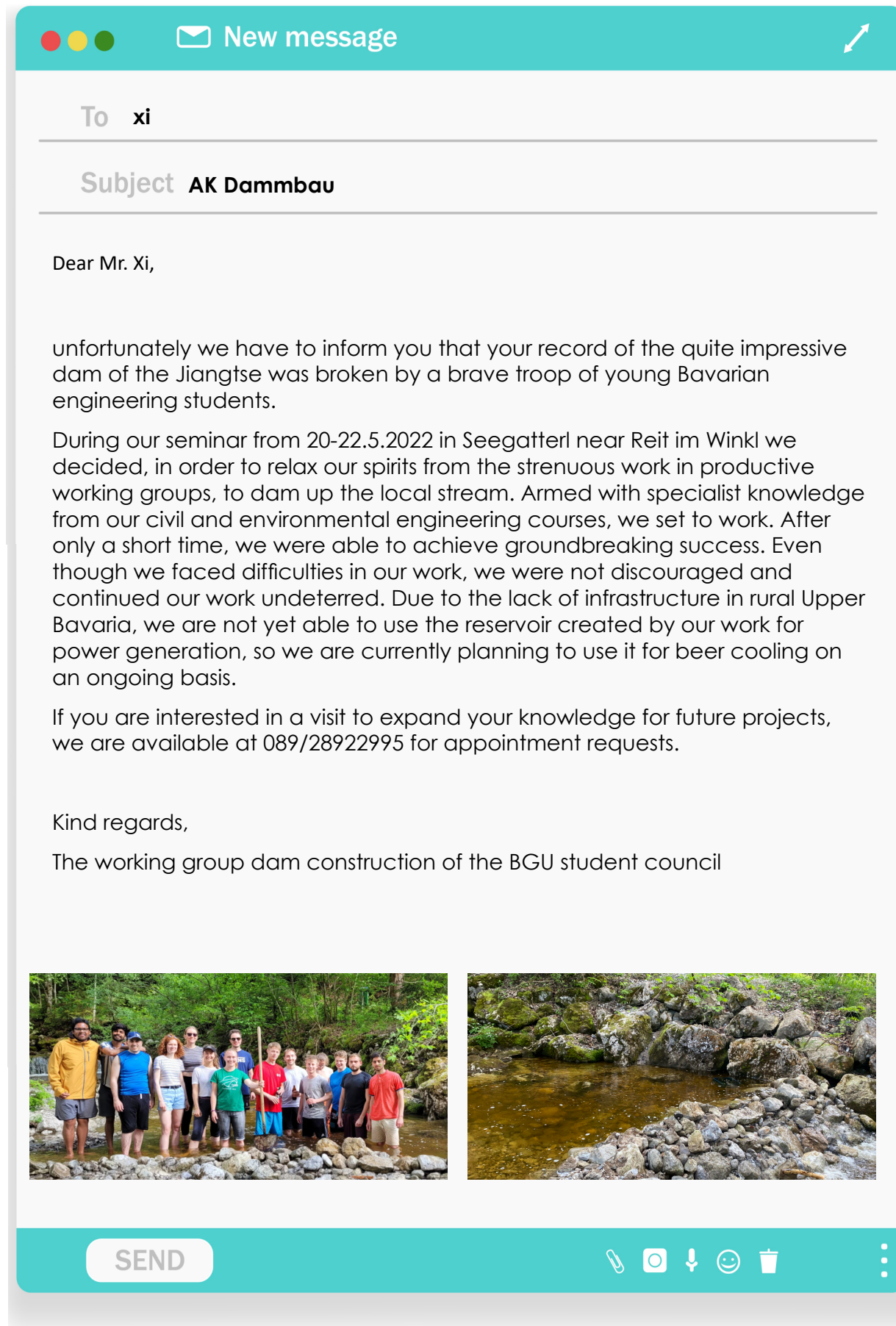
Translated by Taizeem Fayaz



Back to the TUM



Back to the TUM



The Recipe of the Semester - Spaghetti with Lentil Bolognese

The most requested recipe of the seminar!

For all seminar participants and all other readers of the Mauli there is now the so often requested recipe!

You need for 4 servings:

500 g spaghetti
150 g red lentils
2 tablespoons olive oil
1 carrot
1 onion
1 tablespoon yeast flakes
500 ml vegetable broth
salt, bell pepper, paprika powder
200 ml strained tomatoes



Finely dice the carrot and onion and sauté in olive oil. Add the red lentils and season well. Add yeast flakes and pour in vegetable broth. Simmer with lid on for about 10 minutes, then add strained tomatoes and season if necessary. Let simmer about 10-15 minutes until the bolognese becomes creamy. At the same time, cook the spaghetti as indicated on the package.

Now serve and enjoy.

Antonia Appel

Translated by Elisabeth Sofie Barth

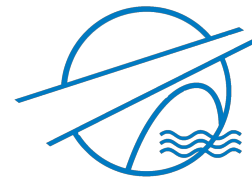


Source: <https://stinaspiegelberg.com/liensenbolognese-im-zucchinischiffchen/>



Back to the TUM

Head of the BGU student council



- **First student council head:** chairs the meetings and is the contact person for student concerns
- **Second student council head:** writes the protocol for the BGU student council meetings and helps with the organization of events
- **Third student council head:** takes care of team building and organizes the seminar
- **Financier:** manages our finances
- Feel free to write us an email: vorstand.fs.bgu@ed.tum.de



Fachschaft Bau, Umwelt und Vermessung
TU München

Student Council of Civil, Environmental, Geo Engineering
TU Munich

www.fs.bgu.tum.de
F.s.bgu@tum.de
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[ig] [Instagram.com/...](https://www.instagram.com/fsbuv)



Back to the TUM

Kulturreferat (Cultural department)

From the student body for the student body

What we have done so far:

Bouldering and skiing together

Movie and game nights

Cooking culinary together in the student council



What else we will do:

Visiting TUM campus (Garching, etc.)

Mister X through Munich

Scavenger hunt through Munich

Visiting trade fairs

Movie and game nights in the Fachschaft or at the Pinakotheken

Doing sports together (bouldering, tennis, hiking, etc.)

Culinary cooking evening



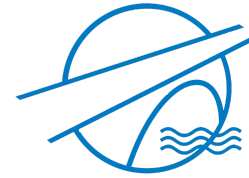
We are looking forward to you and your suggestions!





Back to the TUM

Promotion



Social Media

Wir verteilen Infos auf Zahlreichen Kanälen
We are distributing Info on various Channels

Facebook (FSBUV)

Instagram (@fsbgu)

mehr? *more?*

We need you! Wir brauchen dich!

as Website-Designer
as Newsletter-Texter
as Social-Media Manager
Chat with us!

Website

Wir schaffen eine Große Übersicht über alle Themen und Dienste der Fachschaft.

We offer a big overview of all topics and services of the student body.

Die Website soll bis nächstes Semester neu gestaltet werden.

We plan to redesign the website until next semester.



Website
fs.bgu.tum.de



Newsletter
Website > Kontakt



Instagram
@fsbgu



Facebook
FSBUV

Fachschaft Bau, Umwelt und Vermessung (BGU / BUV)

TU München

Student Body of Civil, Environmental, Geo Engineering

TU Munich
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Back to the TUM

Organizing



Analysieren / Analyzing

Welche Anliegen haben die Studierenden?

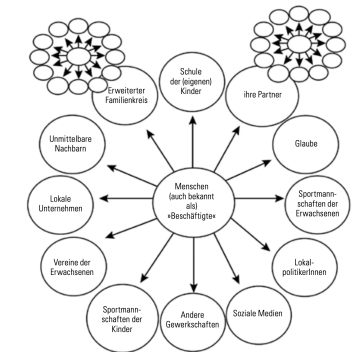
What Concerns do Student have?

Wie gut ist die Fachschaft in den Semestern vertreten?

How well is the Fachschaft represented in the semesters?

Welche Studierenden erreichen wir noch nicht?

Which students do we not reach yet?



► Arbeitskreise, Fachschaftstreffen / Working Groups, Fachschaft Meetings



Organisieren / Organizing

Regelmäßig mit Studierenden in Kontakt treten

hold regular contact with all other students

Meinungen von Studierenden einsammeln

collect concerns of students

Studierende in die Lösung der Anliegen einbinden

involve students into solving the concerns

► FVV, Umfragen, Infostände, Events / FVV, Surveys, Infopoints, Events

Handeln / Acting

Gemeinsam mit Uni-Verantwortlichen in Kontakt treten

hold regular contact with all other students

Unsere Meinung öffentlich Kundgeben

collect concerns of students



► Demonstrationen, Reden, Verhandlungen / Protests, Speeches, Negotiations

Fachschaft Bau, Umwelt und Vermessung (BGU / BUV)

TU München

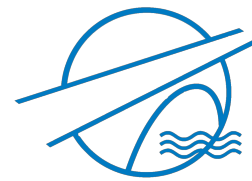
Student Body of Civil, Environmental, Geo Engineering

TU Munich
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Druck - Service

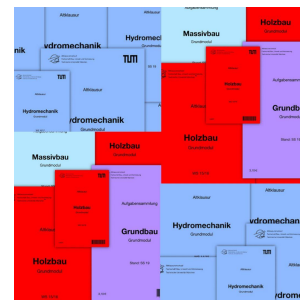


Altklausuren

Wir verkaufen euch zum Druckkostenpreis Altklausuren, die euch die Lehrstühle zur Verfügung stellen

Wann werden die Altklausuren verkauft?
Ca. einen Monat vor dem Vorlesungsende.
Genaue Daten immer aktuell auf Social Media.

Wann bekomme ich meine Normen?
Jederzeit in der Fachschaft
Am Anfang des Semesters in den Vorlesungen



Druck

Was bieten wir an?

Drucken, Kopieren, Scannen

Wie viel kostet das?

S/W Druck, Kopie, 3 ct pro S/W Seite

Farbdruck, Kopie, 10 ct pro 80 g Farbseite
12 ct pro 100 g Farbseite

Scannen, kostenfrei

Wann kann man drucken?

Immer wenn die Ampel vor der Fachschaft grün ist
Allerdings: Kein USB – Stick, nur vom PC

Fragen? altklausuren.fs.bgu@tum.de



Bindungen

Was bieten wir an?

Klebebindung, Ringbindung, Plastikbindung
Farbiger Ausdruck auf 100 g Papier für
Bachelor- und Masterarbeiten

Wie viel kostet das?

Klebebindung	2 € bis 120 Blätter
Ringbindung	60 ct
Plastikbindung	50 ct

Wann kann man binden?

Ring- und Plastikbindung immer wenn die Ampel an der Fachschaft grün ist
Für eine Klebebindung machst du am besten einen Termin

bindungen.fs.bgu@tum.de



Fachschaft Bau, Umwelt und
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Print - Service

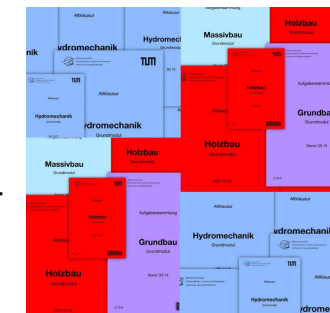


Old exams

We sell you old exams that the chairs make available to you at the printing cost price

When are the exams sold?
About a month before the end of the lecture period.
Exact dates on social media!

When do I get my standards?
Anytime in the Fachschaft
At the beginning of the Semester in the lectures



Print

What do we offer?

print, copy, scan

How much does it cost?

b/w print, copy, 3 ct per b/w page

colorprint, copy, 10 ct per 80 g page
12 ct per 100 g page

scan is free

When can you print?

When the traffic light at the Fachschaft is green.
But: No USB – Stick

Questions? altklausuren.fs.bgu@tum.de



Binding

What do we offer?

Adhesive binding, ring binding, plastic binding
Color printing on 100 g paper for
Bachelor and Master Theses

How much does it cost?

Adhesive Binding	2 € up to 120 sheets
Ring Binding	60 ct
Plastic Binding	50 ct

When can you bind?

Ring and plastic binding anytime when the traffic light at the Fachschaft green is
For adhesive binding it is best to make an appointment under:

bindungen.fs.bgu@tum.de



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Maulwurf



... ist die **kostenlose Zeitschrift** der Fachschaft BUV, in der Studierende jedes Semester ein brandaktuelles Leitthema aus interessanten Perspektiven beleuchten.

...is the **free magazine** of the student council BUV, in which students present every semester an up-to-date topic from interesting perspectives.



So kannst du mitmachen:

- Einsenden von Texten, Spielen & Fotos
- Mitgestalten des Layouts
- > Einmal im Semester findet dafür das Layoutwochenende statt, an welchem du mit anderen in der Fachschaft das Aussehen der aktuellen Ausgabe gestalten kannst.
- Über diese Mail kannst du Kontakt mit uns aufnehmen: maulwurf.fs.bgu@tum.de

Here's how you can join:

- *Submission of texts, games & photos*
- *Help shape the layout*
- > *Once in a semester the layout weekend takes place, where you and other students can work on the appearance of the current magazine.*
- *With this mail you can contact us: maulwurf.fs.bgu@tum.de*

Du möchtest die Maulwürfe sehen?
Scan den Barcode!

Wanna see the published magazines?
Scan the barcode!



Das aktuelle Leitthema:

Back to the TUM

Was kann man an der TUM erleben? Was macht sie für dich besonders?

This semester's topic:

Back to the TUM

What can one experience at the TUM? What makes TUM special to you?

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Back to the TUM

Neu: Fachschafts-Newsletter



- Published every 1-4weeks
- Mail: Text-version
- Online: PDF-version
- Printed version is in the showcase
- Suggestions: info.fsbgu@ed.tum.de

fs.bgu.tum.de/de/kontakt/newsletter

SOMMERSEMESTER 22 | AUSGABE 0
FACHSCHAFT BGU
NEWSLETTER DER FACHSCHAFT BAU, GEO & UMWELT



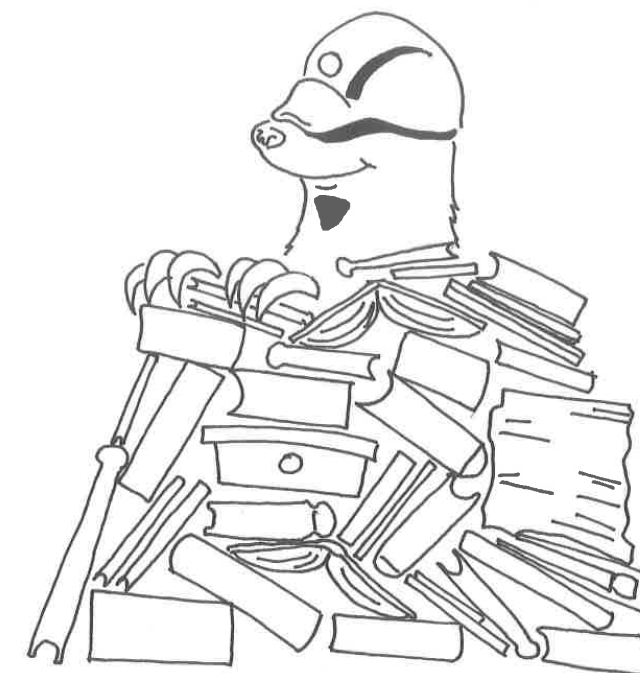
Willkommen!

Liebe Kommiliton*innen,
die Fachschaft-BGU hat ab jetzt einen Newsletter,
und ihr habt ihn bereits entdeckt. Teilt den
Zugangslink gerne mit euren Mitstudierenden, vor
allem wenn sie nicht in einer der WhatsApp-Gruppen
erreichbar sind.

Anmeldung zum Newsletter
fs.bgu.tum.de/de/kontakt/newsletter



Topics: Events, deadlines, university policy, calls, student projects





Common Abbreviations

Abbreviations Explanation

AKV	Altklausurenverkauf
APSO	Allgemeine Prüfungs- und Studienordnung
ASBau	Akkreditierungsverbund für Studiengänge des Bauwesens
ASIIN	Akkreditierungsagentur für Studiengänge des Ingenieurwesens, Informatik und Naturwissenschaften
AStA	Allgemeiner Studentischer Ausschuss
B.Eng.	Bachelor of Engineering
B.Sc.	Bachelor of Science
BauFaK	Baufachschaftekonferenz
BayHSchG	Bayerisches Hochschulgesetz
BGU	Bau, Geo und Umwelt
BI	Bauingenieur
BUV	Bau, Umwelt und Vermessung
BV	Bauingenieur- und Vermessungswesen
COME	Computation and Mechanics
CP	Credit Point
DAAD	Deutscher Akademischer Austauschdienst
DFG	Deutsche Forschungsgesellschaft
ECTS	European Credits Transfer System
EFV	Eignungsfeststellungsverfahren
EHL	Erweiterte Hochschulleitung
EHP	Erweitertes Hochschulpräsidium
ENB	Energieeffizientes und nachhaltiges Bauen
EV	Eignungsverfahren
FBR	= FR
FBT	Fachbereichstag
FG	Fachgebiet
FPSO	Fachprüfungs- und Studienordnung
FR	Fakultätsrat
FS	Fachschaft
FSR	Fachschafteerrat
FTBG	Fakultätentag Bauingenieurwesen und Geodäsie

Abbreviations Explanation

FVV	Fachschaftsvollversammlung
GO	Geschäftsordnung
GOP	Grundlagenorientierungsprüfung
GS	Graduate School
GuG	Geodäsie und Geoinformation
HaW	Hochschule für angewandte Wissenschaften
HoPo	Hochschulpolitik
HRK	Hochschulrektorenkonferenz
HRSL	Hochschulreferat Studium & Lehre
IO	International Office
JP	Juniorprofessur
KMK	Kultusministerkonferenz
LRZ	Leibnitz-Rechenzentrum
LS	Lehrstuhl
LV	Lehrveranstaltung
M.Eng.	Master of Engineering
M.Sc.	Master of Science
MSDNAA	Microsoft Developer Network Academic Alliance

Abbreviations Explanation

AKV	Sale of old exams
APSO	General examination regulations and study regulations
ASBau	Accreditation association for study programs in civil engineering
ASIIN	Accreditation association for study programs in engineering, informatics, natural science
AStA	General student committee
B.Eng.	Bachelor of Engineering
B.Sc.	Bachelor of Science
BauFaK	Conference of construction student councils
BayHSchG	Bavarian Higher Education Act
BGU	Civil & Environment Engineering and Geoscience
BI	Civil Engineer
BUV	Civil & Environment Engineering and Geodesy
BV	Civil Engineering and Geodesy
COME	Computation and Mechanics
CP	Credit Point
DAAD	German academic exchange service
DFG	German research society
ECTS	European Credits Transferr System
EFV	Suitability assessment procedure
EHL	Extended university executive board
EHP	Extended university presidium
ENB	Energy-efficient and sustainable construction
EV	Suitability procedure
FBR	=FR
FBT	Department Day
FG	Field of expertise
FPSO	Examination regulations and study regulations
FR	Faculty council
FS	Student council
FSR	Student council
FTBG	Faculty council for Civil Engineering and Geodesy

Abbreviations Explanation

FVV	Student Council general meeting
GO	Rules of procedure
GOP	Basics orientation exam
GS	Graduate School
GuG	Geodesy and Geoinformatics
HaW	University of Applied Science
HoPo	University policy
HRK	University Rectors' Conference
HRSL	University Department of Studies and Teaching
IO	International Office
JP	Junior professorship
KMK	Conference of Ministers of Culture
LRZ	Leibnitz data center
LS	Department Chair
LV	Course
M.Eng.	Master of Engineering
M.Sc.	Master of Science
MSDNAA	Microsoft Developer Network Academic Alliance





You can find the colourful
version on our website:
www.fs.bgu.tum.de/mauli