



KURSANALYS

- kursansvarigs summering och reflektioner

Denna blankett fylls i av kursansvarig efter avslutad kursomgång.

Kursanalysen anslås på KTH:s webb under rubriken Kursens utveckling och historik, på Kursinformationssidan

Kurskod: DM2213	Kursnamn: Musical Communication and Music Technology (muscom)	
Läsår: 2019	Period: 4	
Högskolepoäng: 7.5	Antal studenter: 20	Svarsfrekvens kursvärdering: 35%
Examinationsgrad/prestationsgrad: 17 A-E, 3 F	Läraktiviteter: Project, lectures, tutorial, labs, writing, peer review	
Examinationsmoment fördelade på högskolepoäng: LAB1 1.5 ECTS, PRO1 1.5 ECTS, TEN1 4.5 ECTS		
Undervisande lärare: Kjetil Falkenberg Hansen, Roberto Bresin, Bob Sturm, Martin Ljungdahl Eriksson, Hans Lindetorp, Adrian Latupeirissan, Ludvig Elblaus		
Examinator: Roberto Bresin		
Kursansvarig lärare: Kjetil Falkenberg Hansen		

Beskrivning av eventuella genomförda förändringar efter tidigare kursanalys

Changed a lot in project work. It had never been totally satisfactory. Changes: no free selection of topic, no free selection of project group members, project infrastructure decided by teacher, closer coupling to course syllabus. TEN1 closer connected to PRO1 in terms of less waste of time. LAB1 closer connected to PRO1. Added work in labs by having introductory lectures before each lab. Public presentation of projects.

Sammanfattning av kursdeltagarnas svar på kursvärderingen

Grafer och citat från kursvärderingen kan läggas som bilaga om så önskas

"I felt like I learned the material (PD, concepts, etc) without being overburdened by useless assignments."

"Teacher said the most important thing is that we learned something, and it was actually true. The learning curve was perfect with good examples in the labs before trying ourselves."



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"This course was so different than other courses that I've taken in my college career which made me enjoy it greatly."

"Äntligen kommer en sån kurs som jag har väntat på"

" Absolut den roligaste kursen jag läst hittills på KTH"

" Best course I've had so far. Thanks!"

It is nice to see that the course is enjoyed; I wish more had replied to the LEQ, but experience that there were very few complaints this year.

Kursens starka sidor utifrån kursvärderingen och lärares reflektion, även i förhållande till de förändringar som genomförts inför kursomgången

"The course material was so unique and was paced very well in that I never felt like I couldn't complete a task because we learned everything we needed to know in lab sessions."

"It was very practical, fun exercises"

"Yes, it felt like it all came together with the project and we were able to implement the things we learned in the course before the project. The literature review could have been placed earlier though, to more easily implement the knowledge in the project and add more if necessary."

"Att vi fick göra "handfasta" saker som att bygga och programmera till hårdvara. Och att vi fick göra projektet med barnen och att det var på museet, roligt att få visa upp utanför skolan !"

" To connect implement the course's theoretical knowledge in practical tasks."

I put much emphasis in coupling the material in the different activities, which apparently was both noted and appreciated.

Kursens svaga sidor utifrån kursvärderingen och lärares reflektion, även i förhållande till de förändringar som genomförts inför kursomgången

"I would have preferred more PD assignments and less literature reviews."

There is always a question of balance and previous experiences, but I would not like to reduce the theoretical part. Rather, the course could possibly have a more narrow scope in future versions.

"The project needed more time. Since it takes place in the end of the semester when all other courses are pretty demanding as well, it's not reasonable to expect us to be able to finish the entire project during only one week. There were a lot of schedule conflicts within our group."

This comment seems not particularly representative, but duly noted. The project time was just over 3 weeks; a bit shorter than usually when the students could start right away and define their own project. The comment above comes from a situation where work outside KTH was a parameter, and it is a challenge to schedule courses that take this aspect into account.

"Vissa uppgifter kändes lite irrelevanta."

"Vissa av föreläsningarna var lite abstrakta."

It was the first year where the lab exercises and lectures were attuned to the project work, which might have seemed a bit abstract to some.

"More defined instructions for the different assignments or examples of what a completed assignment would look like. Explanation of what the different requirements mean in practice."

This is a good point which will be taken into account. It is related to the grading rubric.



KURSANALYS

- kursansvarigs summering och reflektioner

"The guest lectures was really good and with interesting topics. But they got a bit repetative at a point. They all wanted to discuss the question "what is music" which I get is a question that is good to have different perspectives to. But it ended with us discussing it with each other just one to many times. But otherwise I have nothing to improve!"

I agree that this particular question was repeated, and next round I will communicate the issue.

Ansvarig lärares sammanfattande synpunkter

Vad tyckte du om att projektet var bestämt på förhand och att man blev tilldelat uppgiften?

"Bra. Hatar att komma på egna projekt och det blir oftast bättre om man blir tilldelad."

"I enjoyed the final project a lot because we were given a specific task by the children. No time was wasted thinking of our own project; we had a specific goal from the very start."

"Bra eftersom det var ett jätteroligt projekt!"

"Good, it is such a fun idea for a project. I still think we got room to express opinions about how the project should be done though."

"I liked it"

This was one of the changes I was most unsure about how it would be received. I didn't hear one single objection, however, so the conclusion is that it is a good strategy in this course and in the way it was implemented.

Vad tyckte du om att projektgrupperna blev indelade av läraren?

"Det var bra då medlemmarna i min grupp var bra på olika saker och kompletterade varandra"

"I prefer it that way, it also makes it more interesting in maybe working with people you might not normally have thought of working with."

"This was useful because there were no awkward interactions trying to make a group with student who I did not know, especially because every group needed a native Swedish speaker."

"Bra, vi fick också påverka om man ville jobba med några speciella"

"Good since you listened to those who had a reason why they should be with each other"

"Good, fun to get to know new people and work with people with different skill sets"

This was the other major course change which I was unsure about how it would be appreciated. Again, the reactions were uniform and it will be kept in future courses.

I also asked if grading was seen as motivation, but all answered a clear "no" to this.



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Förslag på eventuella förändringar av kursen

"vissa föreläsningar var lite långsamma och det hade varit kul med ännu mer tillfällen att labba/bygga, kanske att man kan göra mer föreläsningar som workshops"

This year was a first step towards this, and it seems to work. However, I would like to move slowly in that direction so as not to lose the theoretical foundation.

Some planned changes are to require students to produce promotional videos for the projects as a learning activity, streamline the reporting even more to aim for publications, include researchers outside of the course who can use the project for research purposes.

Kursansvarig: Kjetil Falkenberg Hansen _____

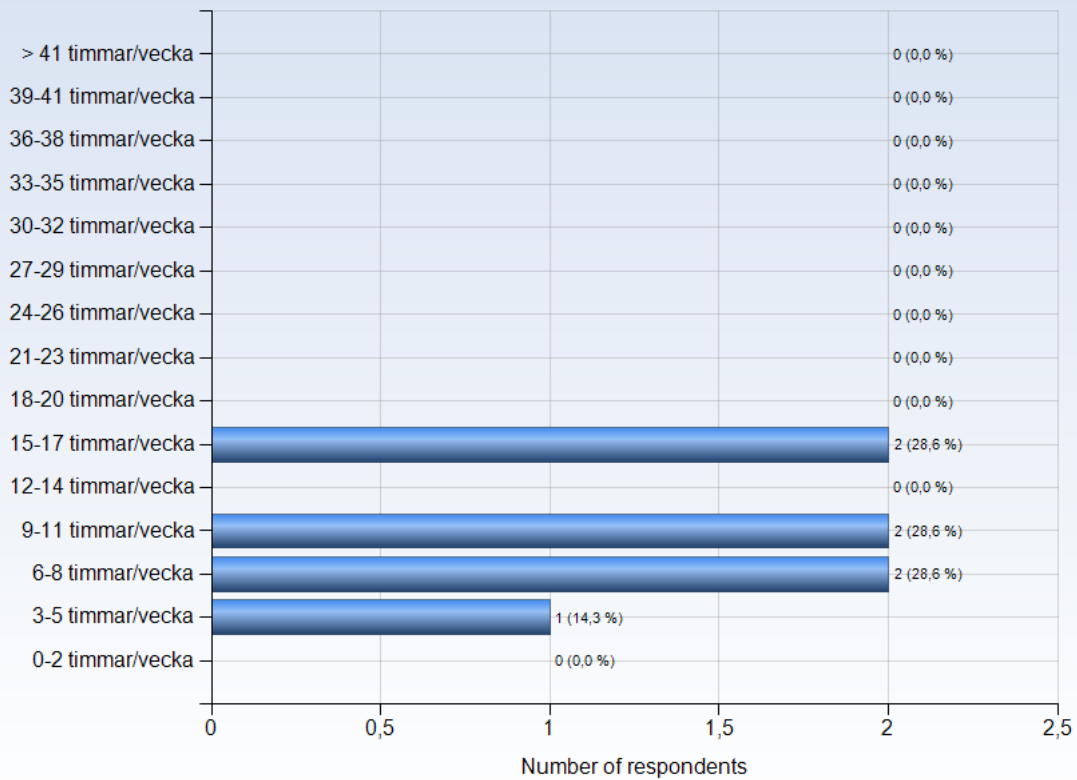


DT2213 - 2019-06-21

Antal respondenter: 20
Antal svar: 7
Svarsfrekvens: 35,00 %

ESTIMATED WORKLOAD

On average, how many hours/week did you work with the course (including scheduled hours)?



Comments

Comments (I worked: 3-5 timmar/vecka)

The course gave just the right amount of work to complete at home. I felt like I learned the material (PD, concepts, etc) without being overburdened by useless assignments.

Comments (I worked: 6-8 timmar/vecka)

The work load could have been more evenly spread out throughout the course. A lot of it took place in the end



LEARNING EXPERIENCE

The polar diagrams below show the average response to the LEQ statements for different groups of respondents (only valid responses are included). The scale that is used in the diagrams is defined by:

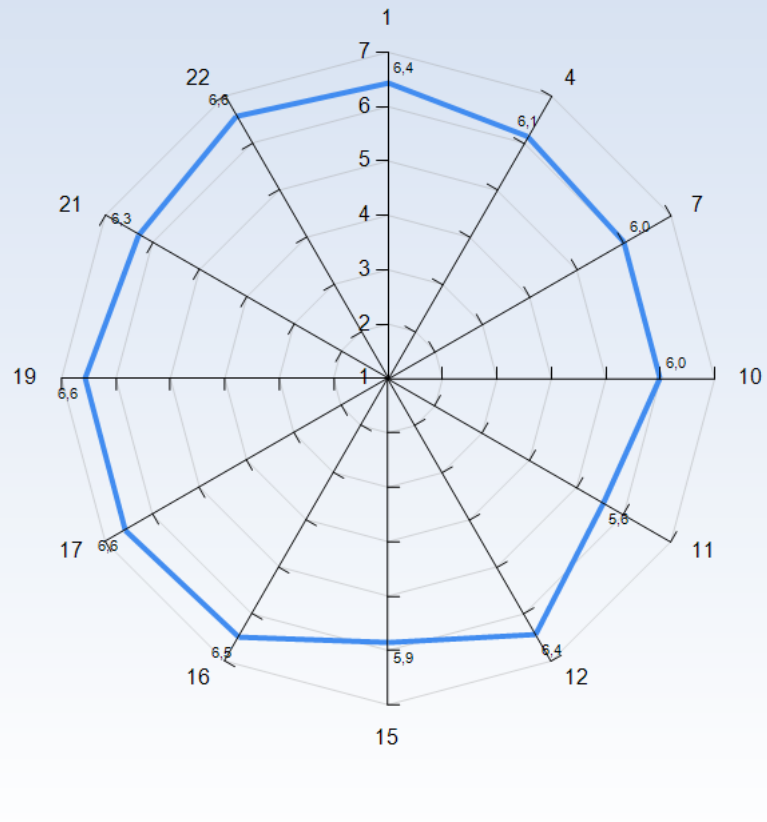
1 = No, I strongly disagree with the statement

4 = I am neutral to the statement

7 = Yes, I strongly agree with the statement

Note! A group has to include at least 3 respondents in order to appear in a diagram.

Average response to LEQ statements - all respondents





KTH Learning Experience Questionnaire v3.1.4

Meaningfulness - emotional level

Stimulating tasks

1. I worked with interesting issues (a)

Exploration and own experience

2. I explored parts of the subject on my own (a)

3. I was able to learn by trying out my own ideas (b)

Challenge

4. The course was challenging in a stimulating way (c)

Belonging

5. I felt togetherness with others on the course (d)

6. The atmosphere on the course was open and inclusive (d)

Comprehensibility - cognitive level

Clear goals and organization

7. The intended learning outcomes helped me to understand what I was expected to achieve (e)

8. The course was organized in a way that supported my learning (e)

Understanding of subject matter

9. I understood what the teachers were talking about (f)

10. I was able to learn from concrete examples that I could relate to (g)

11. Understanding of key concepts had high priority (h)



Constructive alignment

- 12. The course activities helped me to achieve the intended learning outcomes efficiently (i)
- 13. I understood what I was expected to learn in order to obtain a certain grade (i)

Feedback and security

- 14. I received regular feedback that helped me to see my progress (j)
- 15. I could practice and receive feedback without being graded (j)
- 16. The assessment on the course was fair and honest (k)

Manageability - instrumental level

Sufficient background knowledge

- 17. My background knowledge was sufficient to follow the course (f)

Time to reflect

- 18. I regularly spent time to reflect on what I learned (l)

Variation and participation

- 19. The course activities enabled me to learn in different ways (m)
- 20. I had opportunities to influence the course activities (m)

Collaboration

- 21. I was able to learn by collaborating and discussing with others (n)

Support

- 22. I was able to get support if I needed it (c)



Learning factors from the literature that LEQ intends to examine

We tend to learn most effectively (in ways that make a sustained, substantial, and positive influence on the way we think, reflect, act or feel) when:

- a) We are trying to answer questions, solve problems or acquire skills that we find interesting, exciting or important
- b) We are able to speculate, test ideas (intellectually or practically) and learn from experience, even before we know much about the subject
- c) We are able to do so in a challenging and at the same time supportive environment
- d) We feel that we are part of a community and believe that other people have confidence in our ability to learn
- e) We understand the meaning of the intended learning outcomes, how the environment is organized, and what is expected of us
- f) We have adequate prior knowledge to deal with the current learning situation
- g) We are able to learn inductively by moving from concrete examples and experiences to general principles, rather than the reverse
- h) We are challenged to develop a true understanding of key concepts and gradually create a coherent whole from the content
- i) We believe that the work we are expected to do will help us to achieve the intended learning outcomes
- j) We are able to try, fail, and receive feedback before, and separate from, each summative assessment of our efforts
- k) We believe that our work will be considered in an honest and fair way
- l) We have sufficient time for learning and devote the time needed to do so



m) We believe that we have control over our own learning, and not that we are being manipulated

n) We are able to collaborate with other learners struggling with the same problems

Literature

Bain, K. (2004). *What the Best College Teachers Do*, Chapter 5, pp. 98-134. Cambridge: Harvard University Press.

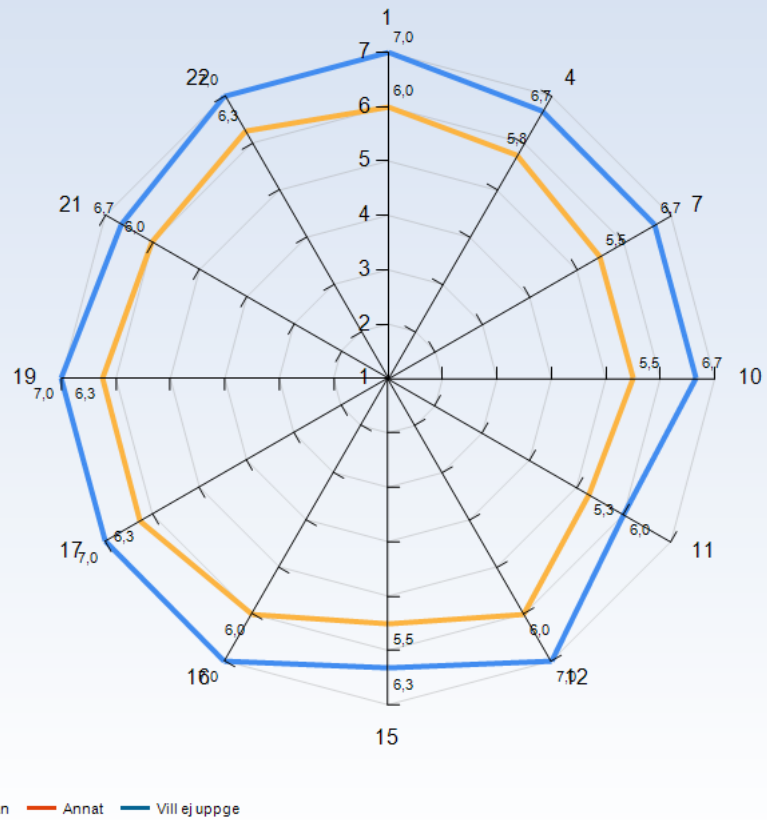
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

Elmgren, M. & Henriksson, A-S. (2014). *Academic Teaching*, Chapter 3, pp. 57-72. Lund: Studentlitteratur.

Kember, K. & McNaught, C. (2007). *Enhancing University Teaching: Lessons from Research into Award-Winning Teachers*, Chapter 5, pp. 31-40. Abingdon: Routledge.

Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



Comments

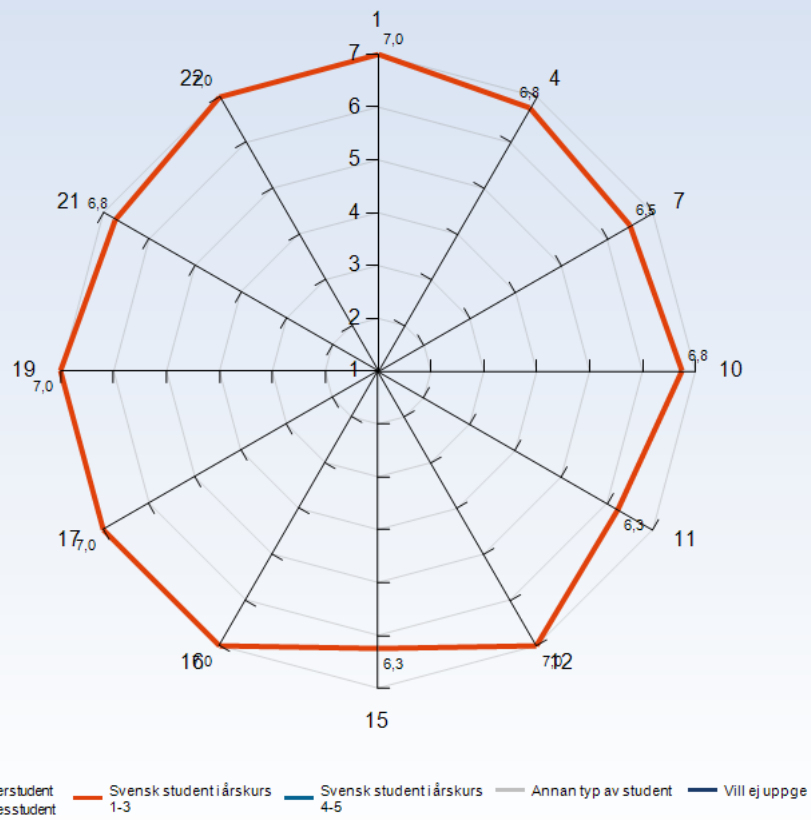
Comments (I am: Kvinna)

Kursen är likvärdig för kvinnor och män

Comments (I am: Man)

I never felt like the class was biased due to gender.

Average response to LEQ statements - per type of student



Comments

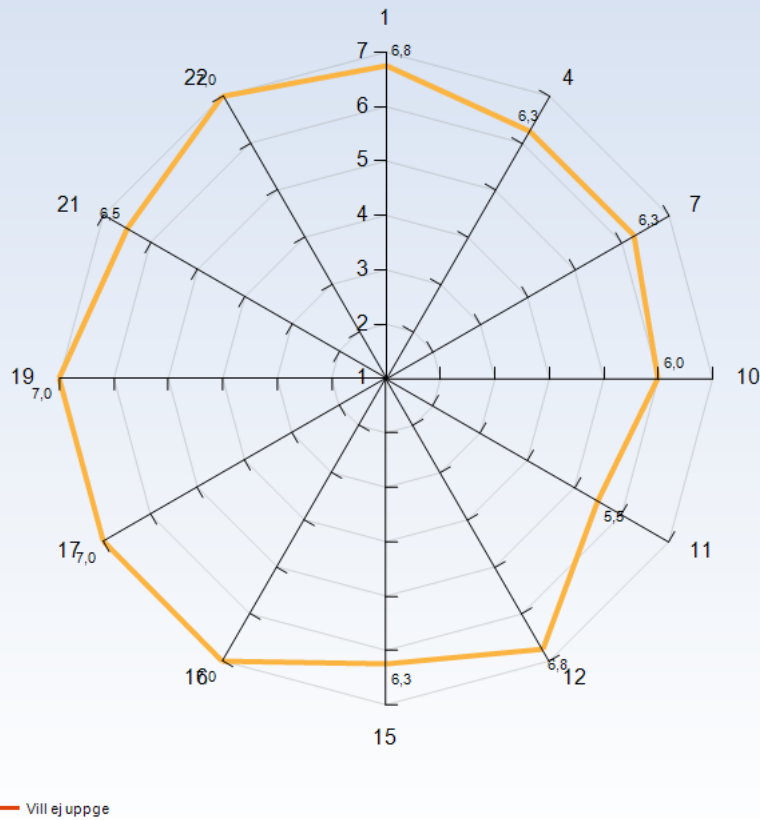
Comments (I am: Internationell utbytesstudent)

This course was so different than other courses that I've taken in my college career which made me enjoy it greatly.

Comments (I am: Svensk student i årskurs 1-3)

Äntligen kommer en sån kurs som jag har väntat på

Average response to LEQ statements - per disability



Comments

Comments (My response was: Ja)

I did not mention this at all to the teachers during the course. In situations where it became a problem I tried to address each single issue as it came up. I felt that this worked out really well and always got a good reception every time.

Inga problem har adhd och då är det jättekul att få bygga saker och träffa barnen och allt, vissa föreläsningar var lite långsamma och det hade varit kul med ännu mer tillfällen att labba/bygga, kanske att man kan göra mer föreläsningar som workshops



GENERAL QUESTIONS

What was the best aspect of the course?

What was the best aspect of the course? (I worked: 3-5 timmar/vecka)

The course material was so unique and was paced very well in that I never felt like I couldn't complete a task because we learned everything we needed to know in lab sessions.

What was the best aspect of the course? (I worked: 6-8 timmar/vecka)

It was very practical, fun exercises

What was the best aspect of the course? (I worked: 9-11 timmar/vecka)

Projektet

Att vi fick göra "handfasta" saker som att bygga och programmera till hårdvara. Och att vi fick göra projektet med barnen och att det var på museet, roligt att få visa upp utanför skolan!

What was the best aspect of the course? (I worked: 15-17 timmar/vecka)

To connect implement the course's theoretical knowledge in practical tasks.

Teacher said the most important thing is that we learned something, and it was actually true. The learning curve was perfect with good examples in the labs before trying ourselves.

What would you suggest to improve?

What would you suggest to improve? (I worked: 3-5 timmar/vecka)

I would have preferred more PD assignments and less literature reviews.

What would you suggest to improve? (I worked: 6-8 timmar/vecka)

The project needed more time. Since it takes place in the end of the semester when all other courses are pretty demanding as well, it's not reasonable to expect us to be able to finish the entire project during only one week. There were a lot of schedule conflicts within our group

What would you suggest to improve? (I worked: 9-11 timmar/vecka)

Vissa uppgifter kändes lite irrelevanta

Vissa av föreläsningarna var lite abstrakta

What would you suggest to improve? (I worked: 15-17 timmar/vecka)

More defined instructions for the different assignments or examples of what a completed assignment would look like. Explanation of what the different requirements mean in practice.

The guest lectures was really good and with interesting topics. But they got a bit repetitive at a point. They all wanted to discuss the question "what is music" which I get is a question that is good to have different perspectives to. But it ended with us discussing it with each other just one to many times. But otherwise I have nothing to improve!

What advice would you like to give to future participants?

What advice would you like to give to future participants? (I worked: 3-5 timmar/vecka)

Don't miss the lab sessions, everything you need to learn is taught during them.

What advice would you like to give to future participants? (I worked: 6-8 timmar/vecka)

Go to lectures, they were interesting

What advice would you like to give to future participants? (I worked: 9-11 timmar/vecka)

Ta den här kursen om du är intresserad av ljud och att bygga saker då kommer den bara vara rolig!

What advice would you like to give to future participants? (I worked: 15-17 timmar/vecka)

Ask questions. If something is unclear, contact the teacher and ask for an explanation.

Ask the assistant a lot during the labs. Not because the labs are hard but because it's fun to have more Pure Data and Bela knowledge to the project.



Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 3-5 timmar/vecka)

Thank you to both instructors for being very patient and available to help whenever an issue came up. Your willingness to help with Pure Data made the class very enjoyable.

Is there anything else you would like to add? (I worked: 9-11 timmar/vecka)

Absolut den roligaste kursen jag läst hittills på KTH

Is there anything else you would like to add? (I worked: 15-17 timmar/vecka)

Best course I've had so far. Thanks!

SPECIFIC QUESTIONS

Innehållet i föreläsningar, uppgifter och labbar anpassades till projektarbetet. Tycker du att det är en bra idé?

Innehållet i föreläsningar, uppgifter och labbar anpassades till projektarbetet. Tycker du att det är en bra idé?

Ja

Yes, it felt like it all came together with the project and we were able to implement the things we learned in the course before the project. The literature review could have been placed earlier though, to more easily implement the knowledge in the project and add more if necessary.

Yes, I felt like I was well prepared to do the project by the time I finished all the labs and lectures.

Ja

Yes!

Yes

Vad tyckte du om att projektet var bestämt på förhand och att man blev tilldelat uppgiften?

Vad tyckte du om att projektet var bestämt på förhand och att man blev tilldelat uppgiften?

Bra. Hatar att komma på egna projekt och det blir oftast bättre om man blir tilldelad.

I liked it very much, restrictions make for more creative solutions I think. When you have an outside person as the client, you can focus on finding solutions instead of spending on defining the project and reaching agreements within the group.

I enjoyed the final project a lot because we were given a specific task by the children. No time was wasted thinking of our own project; we had a specific goal from the very start.

Bra eftersom det var ett jätteroligt projekt!

Good, it is such a fun idea for a project. I still think we got room to express opinions about how the project should be done though.

I liked it

Vad tyckte du om att projektgrupperna blev indelade av läraren?

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Det var bra då medlemmarna i min grupp var bra på olika saker och kompletterade varandra

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This was useful because there were no awkward interactions trying to make a group with student who I did not know, especially because every group needed a native Swedish speaker.

Bra, vi fick också påverka om man ville jobba med några speciella

Good since you listened to those who had a reason why they should be with each other

Good, fun to get to know new people and work with people with different skill sets



Hur viktigt var betygen för motivation till att prestera i kursen?

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Inte viktigt

None at all for me, the knowledge acquired during the course was what motivated me, to try and understand and implement the information as well as possible.

I did not care for grades very much.

Inte viktiga

Not at all.

Not very

RESPONSE DATA

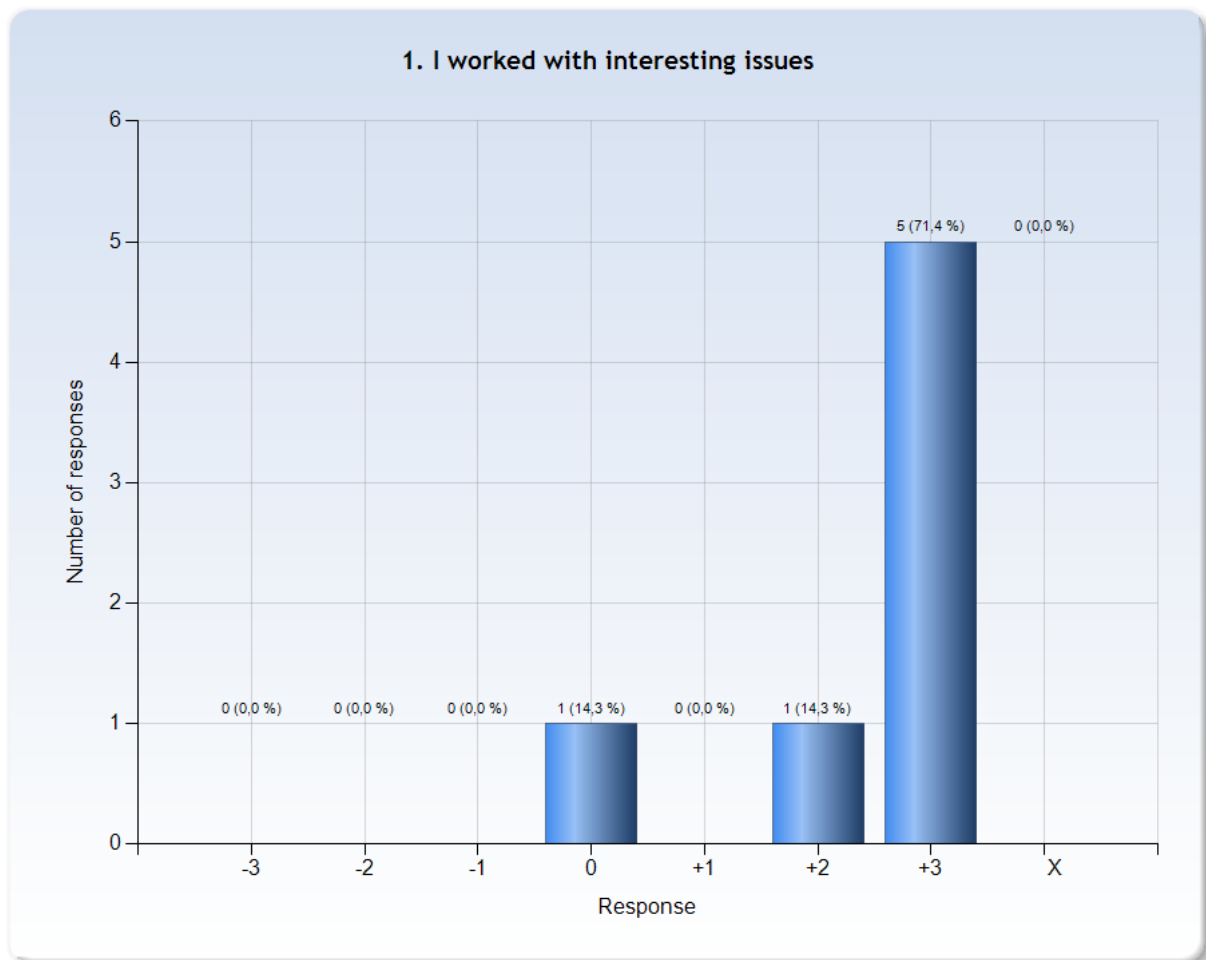
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-3 = No, I strongly disagree with the statement

0 = I am neutral to the statement

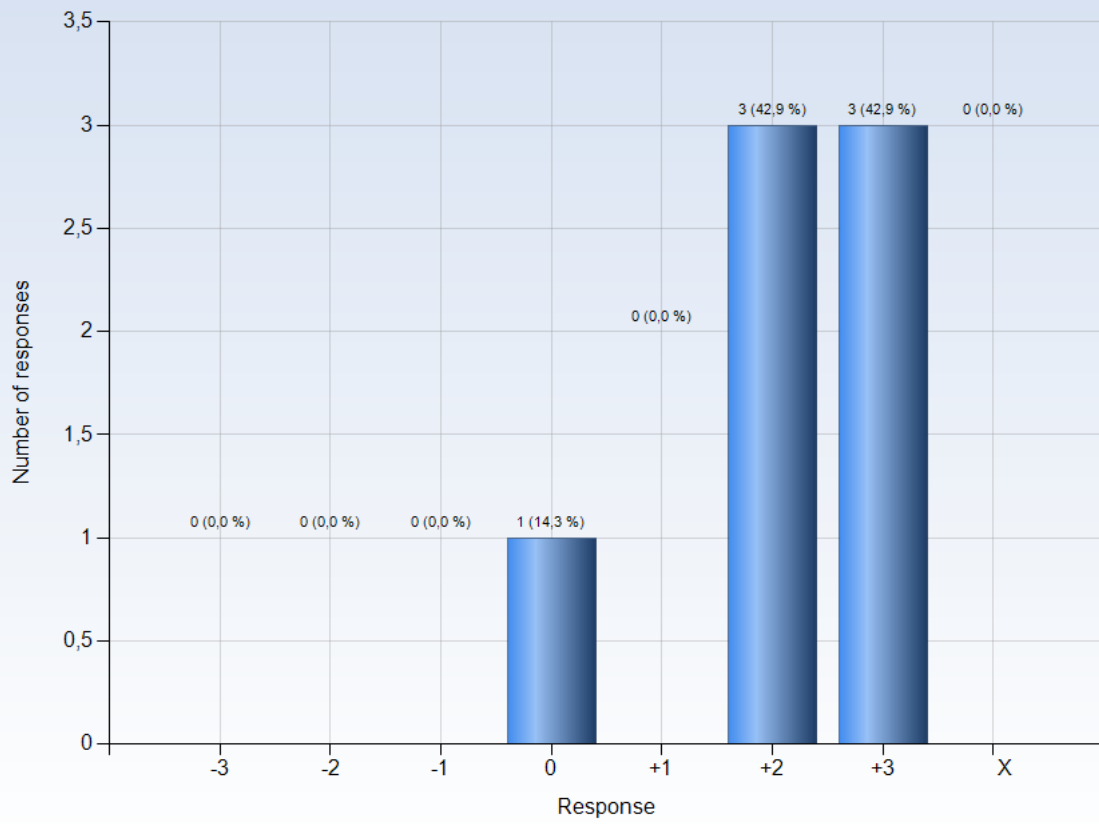
+3 = Yes, I strongly agree with the statement

X = I decline to take a position on the statement



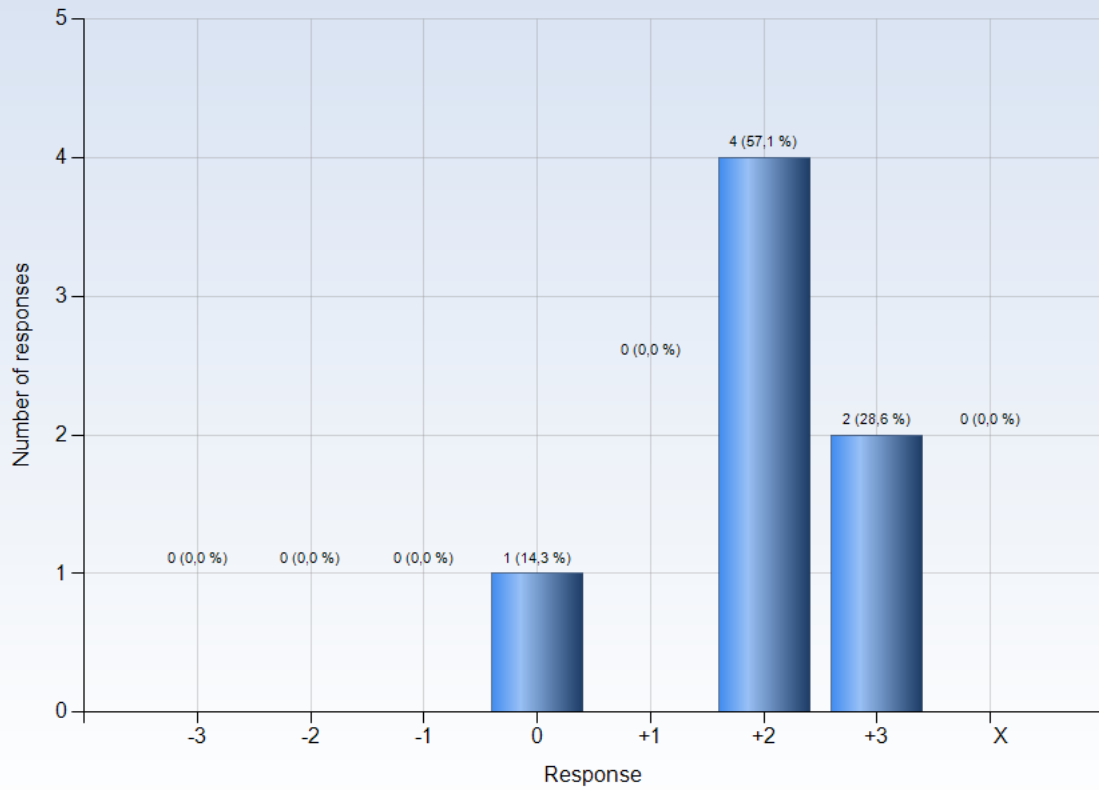
Comments

4. The course was challenging in a stimulating way



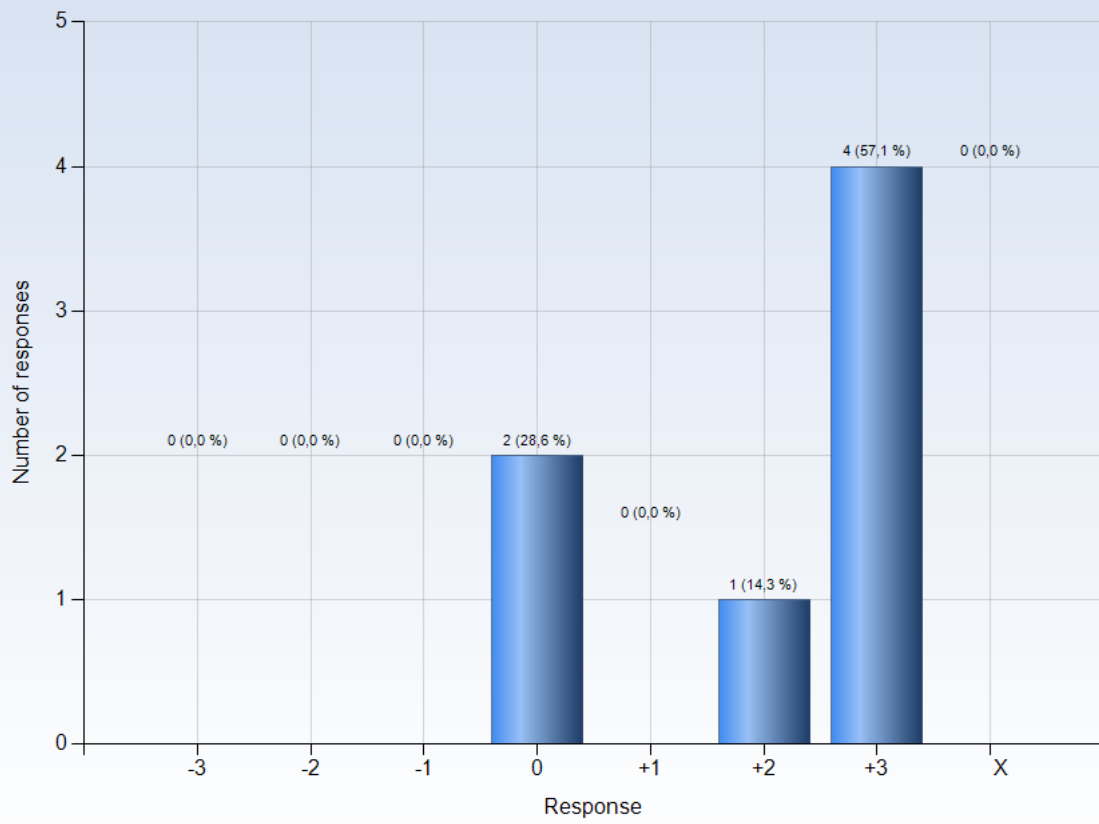
Comments

7. The intended learning outcomes helped me to understand what I was expected to achieve



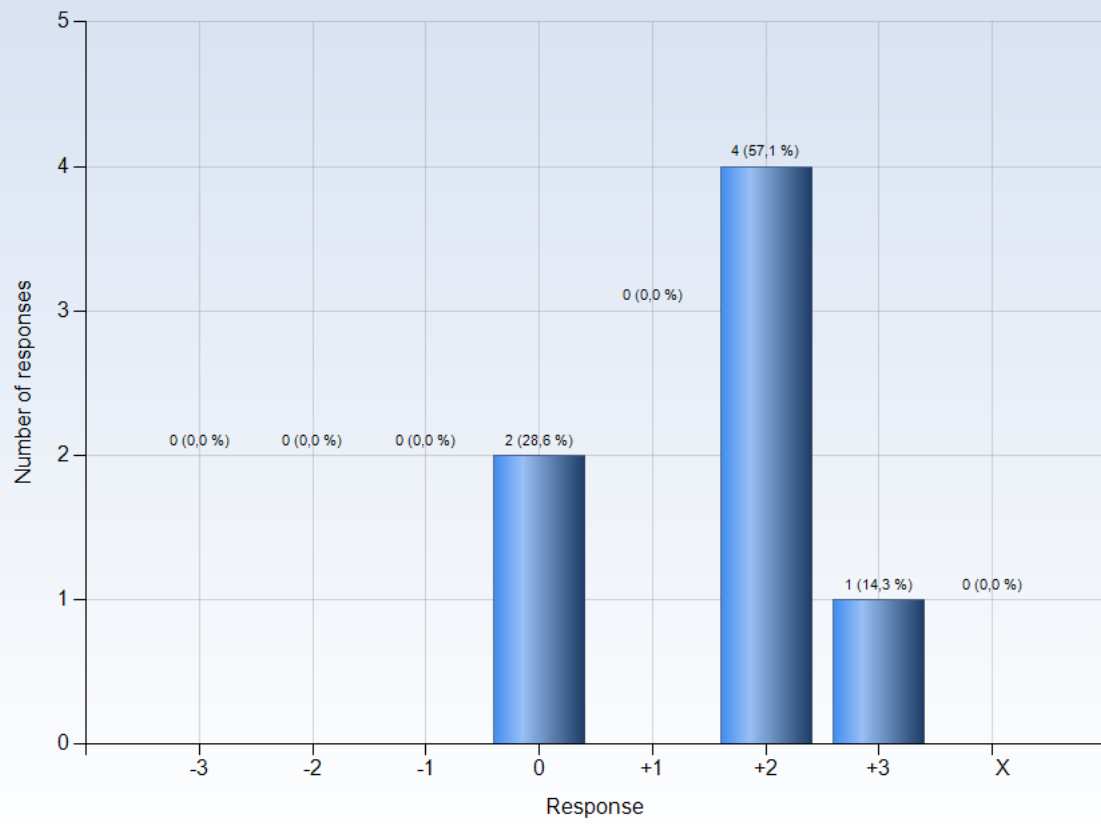
Comments

10. I was able to learn from concrete examples that I could to relate to



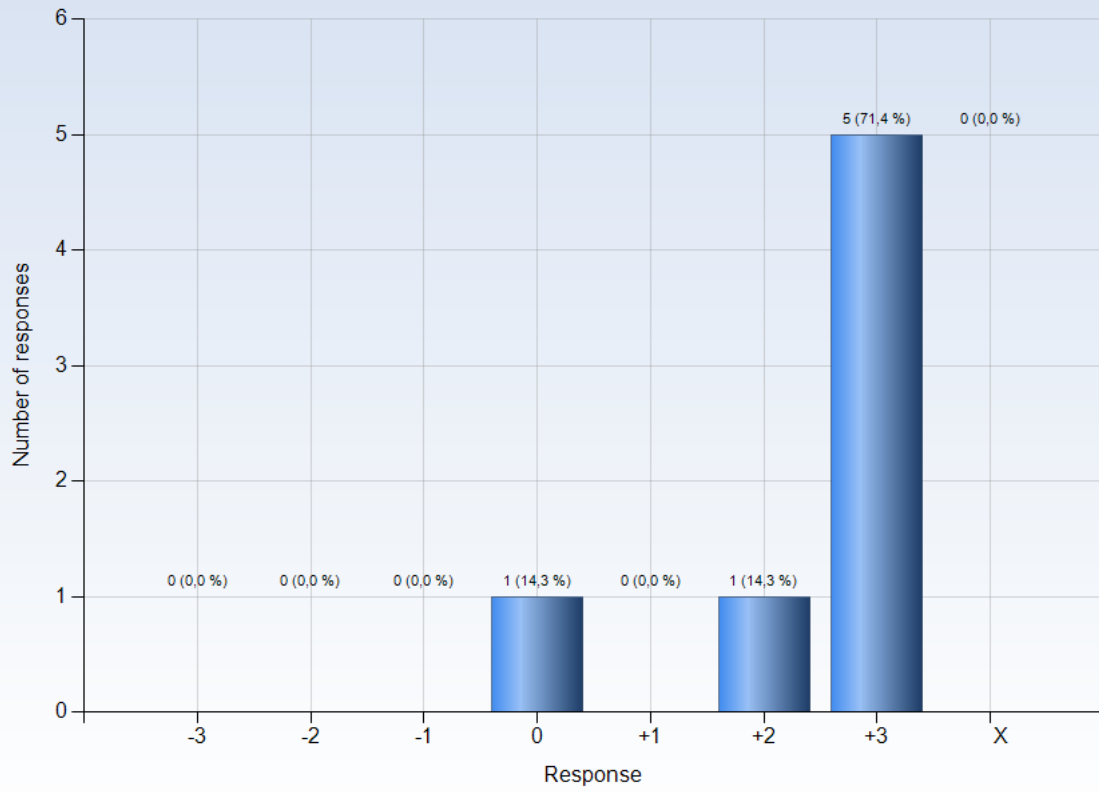
Comments

11. Understanding of key concepts had high priority



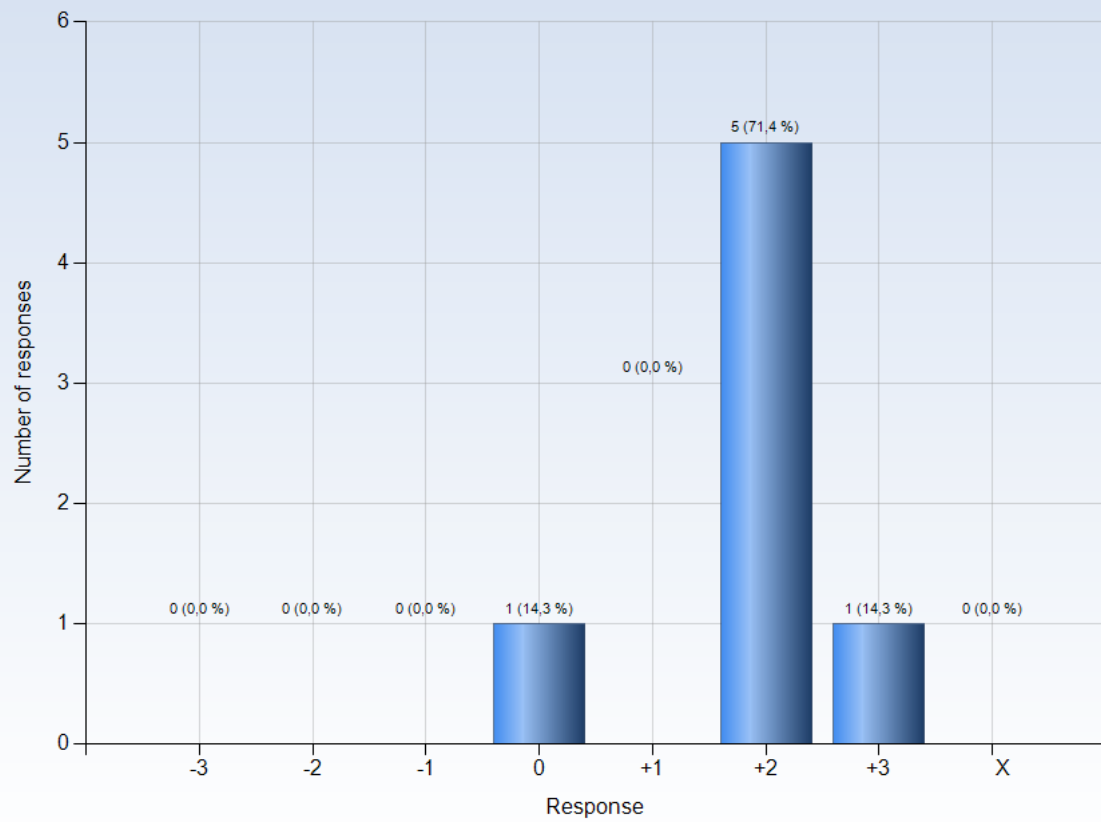
Comments

12. The course activities helped me to achieve the intended learning outcomes efficiently



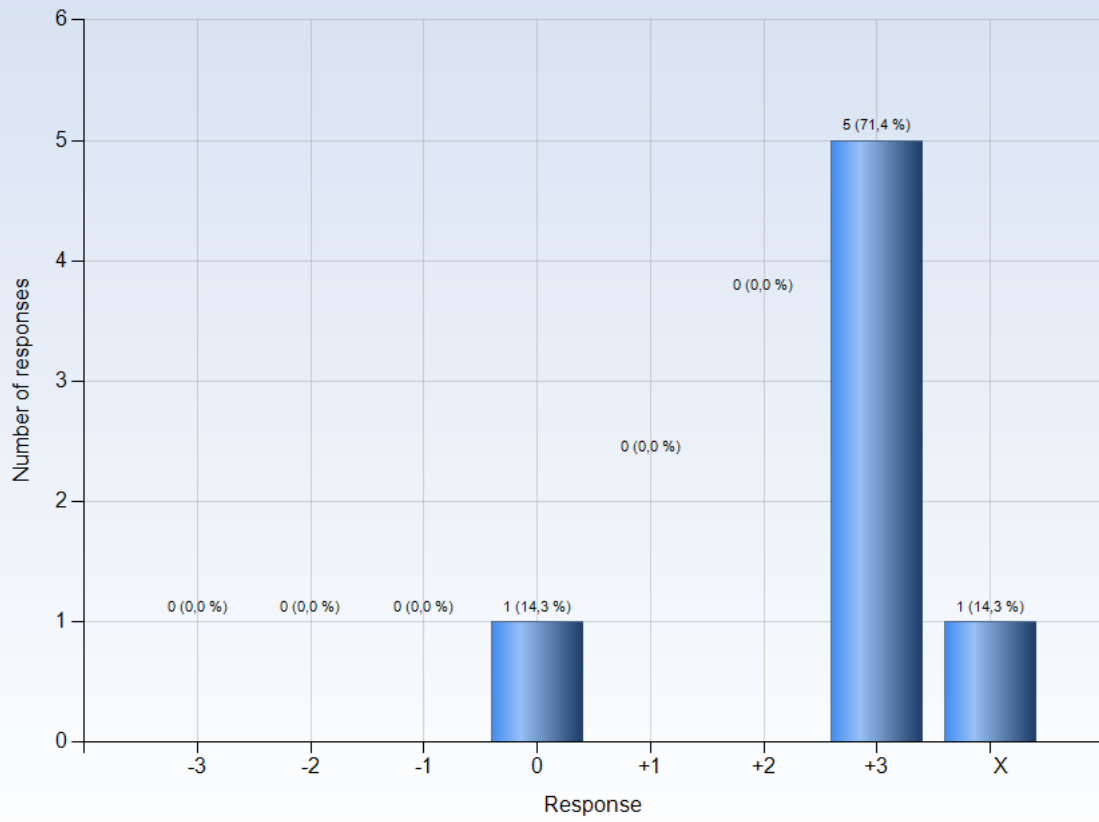
Comments

15. I was able to practice and receive feedback without being graded



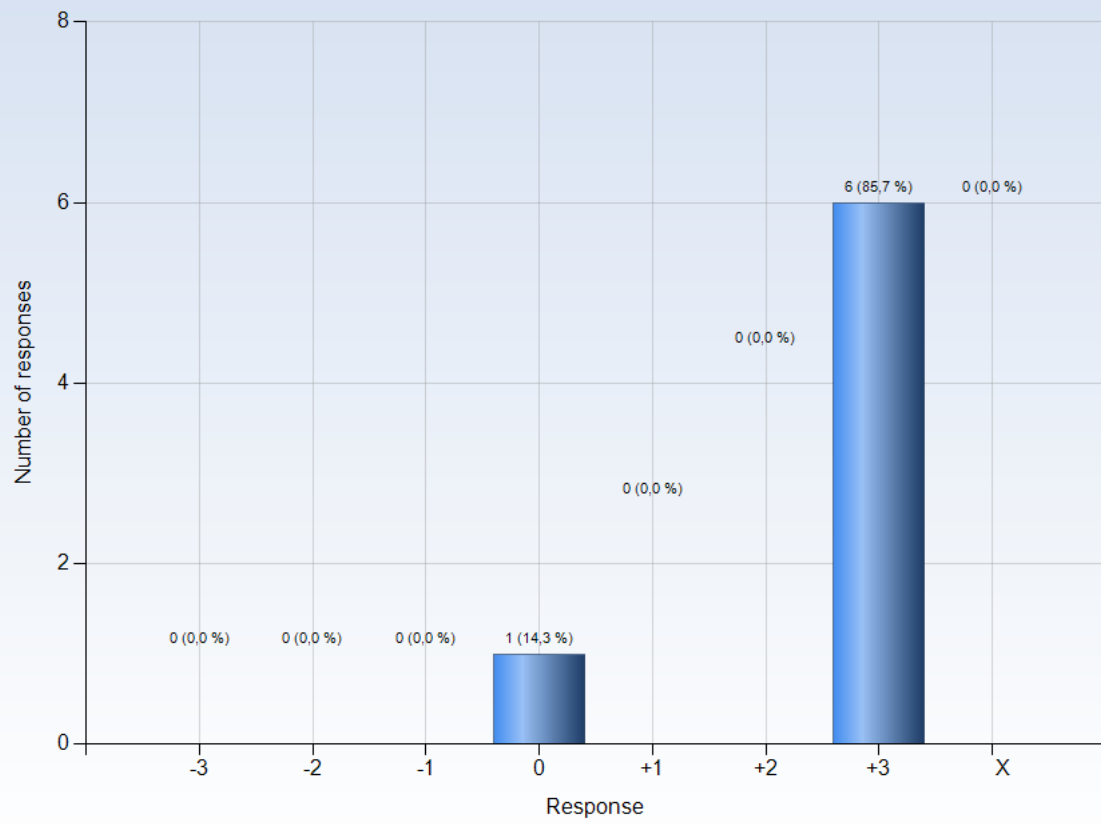
Comments

16. The assessment on the course was fair and honest



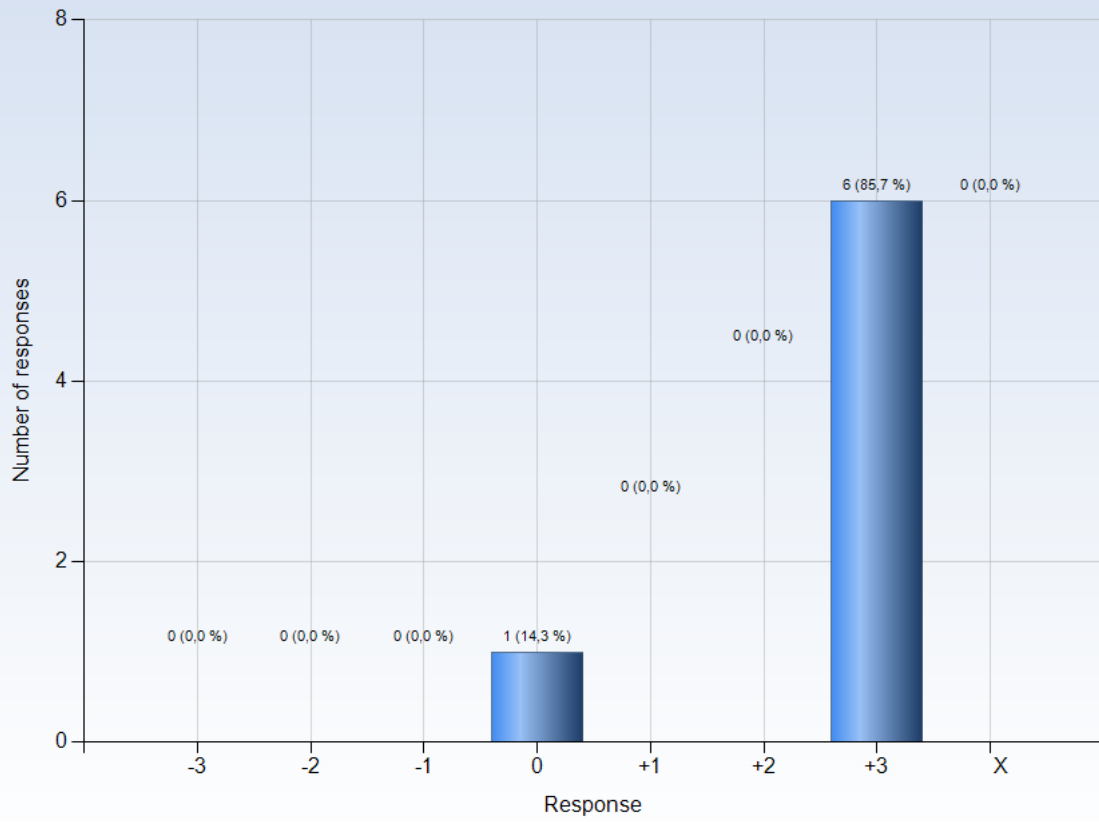
Comments

17. My background knowledge was sufficient to follow the course



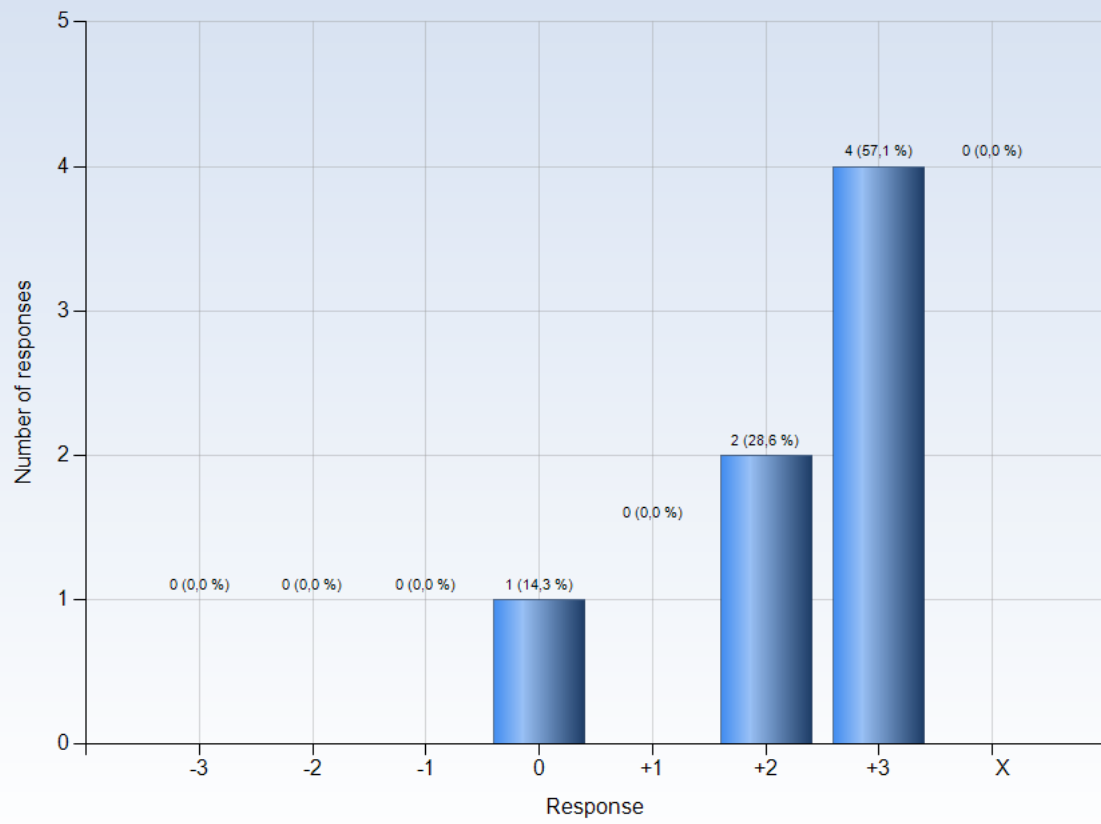
Comments

19. The course activities enabled me to learn in different ways



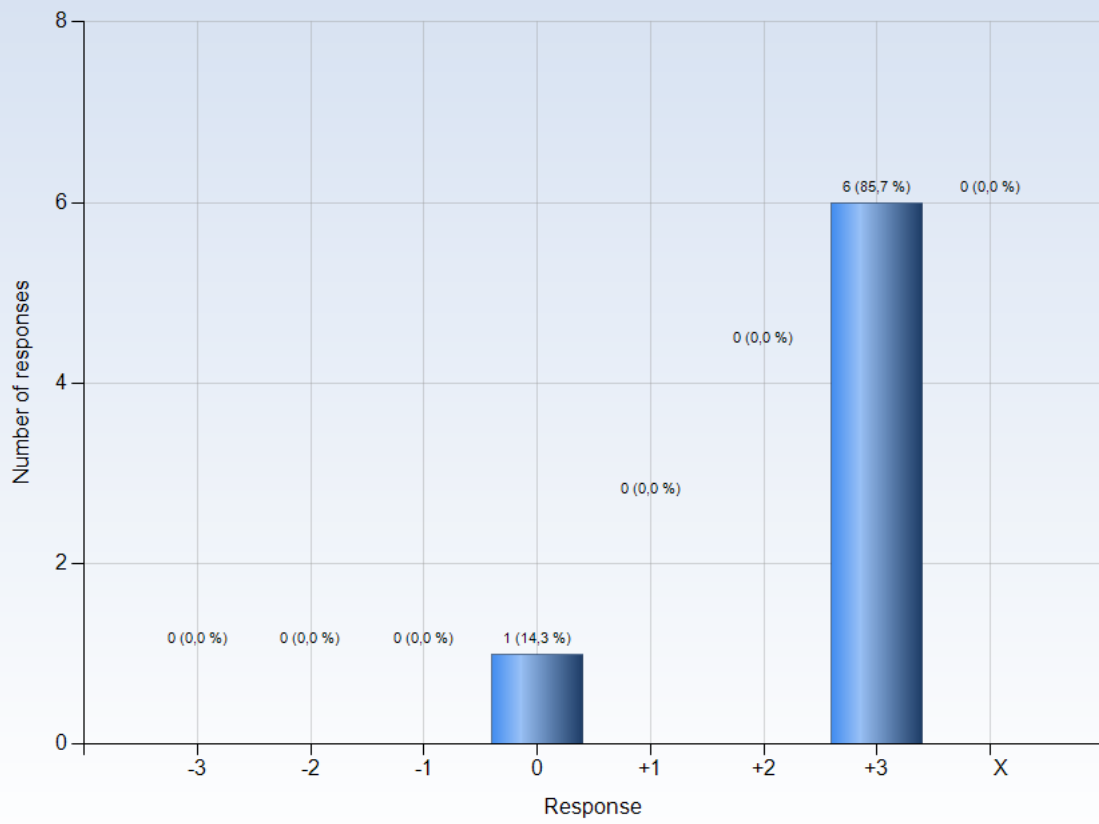
Comments

21. I was able to learn by collaborating and discussing with others



Comments

22. I was able to get support if I needed it



Comments