

Report - DT2300 - 2024-01-03

Respondents: 1
Answer Count: 1
Answer Frequency: 100.00%

Please note that there is only one respondent to this form: the person that performs the course analysis.

Course analysis carried out by (name, e-mail):

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DESCRIPTION OF THE COURSE EVALUATION PROCESS

Describe the course evaluation process. Describe how all students have been given the possibility to give their opinions on the course. Describe how aspects regarding gender, and disabled students are investigated.

The course evaluation has been conducted with the online KTH Learning Experience Questionnaire v3.1.4 (LEQ).

The course responsible (Roberto Bresin) has added the course evaluation as a course assignment and encouraged students to complete it since it is one of the important instruments for helping improving the quality of the course and provide a better course for future students attending the course.

Students have been automatically contacted and reminded via the course evaluation system.

The course evaluation was done after the final project presentation

DESCRIPTION OF MEETINGS WITH STUDENTS

Describe which meetings that has been arranged with students during the course and after its completion. (The outcomes of these meetings should be reported under 7, below.)

Continuous discussion with the students have been conducted during the entire duration of the course, during lectures, laborations and project work. During the first introductory lecture students were invited to first briefly present expectations they had from the course. At the beginning of the course two student course representatives were nominated, but since the relative small number of course participants (16) it was possible to have a continuous dialogue with all of them. 11 out of 16 students completed the course evaluation providing useful feedback about the course edition 2023.

In their course evaluation participants provided a generally very positive view and experience of the course. They agreed that the course was well organized, inclusive, challenging in a stimulating way. Participants experienced that the course was enabling them to work with interesting issues and to practice and receive feedback. They enjoyed the soundwalk, the study visit and working on a project of choice.

COURSE DESIGN

Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.

The 2023 edition of the course has followed basically the same effective structure of the 2020 edition: 11 lectures (given by 6 different researchers), 1 study visit at Europa Foley and Adr with a presentation by well-known foley artist Ulf Olausson, 1 sound walk (for the fourth time, following the success of this activity started with the 2020 edition of the course), 3 laboratory sessions, 1 project, and 5 assignments. Also this in 2023 (as from 2020) we had a general theme for the course project: "soundscape of the future". This has been proved to help students in their project design and implementation as it has happened in previous years.

As from the 2021 edition of the course, we make lab sessions 4-hour long (and not 3 hours) so that students felt less stress to finish in time and this worked well.

Because of the pandemic situation it was not possible to have all students working on their project in our labs and/or coming to KTH. For this reason we introduced several project suggestions, mainly based on sonification, which could be implemented by working at home and/or online.

As in previous editions of the course (following student suggestions), the course has two non-compulsory modules about two software tools that can be used in laboratory sessions and projects. One module about SuperCollider and one about Pure Data. The SuperCollider module is based on the OLI method, and it is question-based. The Pure Data module is a short video lecture. The modules are complemented with PDF files with text instructions and suggestions, and some useful code examples which could be used in the final project. These modules are for students who were not familiar with these tools.

THE STUDENTS' WORKLOAD

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If there is a significant deviation from the expected, what can be the reason?

The course is usually about 11 weeks long, that means that the expected workload should have been about 18 hours/week.

Students reported a workload with median 10 hours/week (with a minimum of 6-8 hours/week (for 3 students) and a maximum of 24-26 hours /week (for one student).

THE STUDENTS' RESULTS

How well have the students succeeded on the course? If there are significant differences compared to previous course offerings, what can be the reason?

There were 16 students registered to the course. 16 have successfully completed the course in the scheduled time.

Overall the students succeeded very well on the course and we observed that the overall quality of the sound design works developed both at laboratory sessions and projects were of high quality. Final results were similar to those of recent editions of the course: 9 As, 7 Bs

Results from previous editions of the course were:

2022: 14 students: 6 As, 7 Bs, and 1 E

2021: 15 students: 12 As, 3 Bs

2020: 21 students: 16 As, 5 Bs

2019: 8 students: 5 Bs, 2 Cs, and 1 E

2018: 14 students: 3 As, 8 Bs and 3 Cs

2017: 14 students: 4 As, 6 Bs, 4 Cs

HT16/VT17: 19 students: 6 As, 8 Bs, 2 Cs, 3Ds

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

QUESTION

What was the best aspect of the course?

ANSWERS

- The labs were really enjoyable!
- It was very nice that you could notice how Roberto is very knowledgeable in sonification. It felt like he understood exactly which problems we had in our project.
- To know about the different ways sound is used in applications - the knowledge base of the course is really good. going to the file studio was also really fantastic.
- That you could choose your project freely among many related things to the course.
- The course content is interesting and the sound walk is nice too. But I think the project would be the best aspect of the course as we are able to access to different technologies and create our own soundscape. That's nothing better than having practical experience.
- The hands on labs
- The sound walk & Foley student visit
- The project work
- The project was tough but it was very rewarding to put theory to practice. The final exhibition was very nice, I liked visiting my peers' projects
- The degree of freedom in choosing our project area, and the support we got from the supervisor about our project idea. I thought the lectures were very engaging, and such a great and thorough resource in themselves (thank you for including references in slides!), and there were interesting recommended readings on each topic.
- The teachers/supervisors, the study visit and learning so much.
- The best aspect of the course was the possibility to learn about the course topic through the lectures, laborations and the project in an interesting way. I especially liked the practical aspects of the course, such as the laboration and the project, were it was possible to really focus on interesting topics.
- The project, the study visit and that the course covered many related topics

QUESTION

What would you suggest to improve?

SUMMARY OF ANSWERS

- Incorporate a short workshop session for using the sound software tools before the labs. For example, quickly show how to make a sound /soundtrack etc (the basics)
- I think everything was good but maybe a bit more of previous introduction to how to work on lab 3
- Possibility to submit the lab later and not on the same day, as this left no time for learning or playing with the material, or for critically analysing it ourselves and attempting to improve.

QUESTION

What advice would you like to give to future participants?

ANSWERS

- Start with the project in good time, and work on it continuously until deadline.
- Don't focus too much on the literature, but try to continually keep track of what paper had what information. It makes the reviews easier.
- Do not forget to enjoy the course in between all the lectures and project work, its' really cool!
- Just to enjoy the course and do a good project.
- Have a good time management so you can handle the assignments and project.
- Start the project early!
- Start with the project ASAP
- Be brave when choosing a project, be proactive in asking for help from teachers/supervisors, don't miss the soundwalk.
- Take the course! Try to learn as much as possible.
- I would advice future participants to plan ahead since the course have multiple deadlines.

QUESTION

Is there anything else you would like to add?

ANSWERS

- This was a really fun course and the work was very interesting!
- More soundwalks and other class activities would be great. A class trip to the Sound Forest, a showcase of past projects... in general more actually interacting with sound!
- No. Thank you for a great course.
- The course has been really valuable and interesting! It has a good structure which I appreciated and I see a lot of value from having taken this course.

SUMMARY OF STUDENTS' OPINIONS

Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.

The overall impression is that students appreciated and enjoyed the course content and its organization as it was for the previous editions of the course.

Also this year the introduction of soundwalk and its relation to Lab sessions was appreciated. We have noticed who even this year the soundwalk and lab exercises have contributed to an overall increased quality of the projects since students became more aware of the importance of sound qualities in general.

The introduction of a general theme for the course project ("soundscape of the future") has proved also this year to positively help students in their project design and implementation.

Our positive impression is also validated by the good course results this year too: 9 As, 7 Bs.

OVERALL IMPRESSION

Summarize the teachers' overall impressions of the course offering in relation to students' results and their evaluation of the course, as well as in relation to the changes implemented since last course offering.

The overall impressions of the course is that students find the course content interesting and engaging. This was reflected by the very good results and the quality of the projects, and in the answers from the course participants to the question "What was the best aspect of the course?" (see all answers above, here we report a few):

"The labs were really enjoyable!"

"To know about the different ways sound is used in applications - the knowledge base of the course is really good. going to the file studio was also really fantastic."

"That you could choose your project freely among many related things to the course."

"The sound walk & Foley student visit"

"The project was tough but it was very rewarding to put theory to practice. The final exhibition was very nice, I liked visiting my peers' projects"

"The best aspect of the course was the possibility to learn about the course topic through the lectures, laborations and the project in an interesting way. I especially liked the practical aspects of the course, such as the laboration and the project, were it was possible to really focus on interesting topics."

Some of the student projects were further developed and resulted in publications at international conferences and/or master thesis projects. Two of the students have been employed as assistants at the Swedish Museum of Performing Arts (Scenkonstmuseet) for the maintenance of the Sound Forest permanent installation.

ANALYSIS

Is it possible to identify stronger and weaker areas in the learning environment based on the information you have gathered during the evaluation and analysis process? What can the reason for these be? Are there significant difference in experience between:

- students identifying as female and male?

- international and national students?

- students with or without disabilities?

We did not notice significant differences in experience between students and this is confirmed by the answers in the questionnaire. Female students reported that at any point they felt like their experience was different than that of their male colleagues.

A couple of students with dyslexia reported that from their perspective, it was good that the course did not have a written exam since they could take their time with the assignments.

A student with ADHD reported that this course had the best way for handling attendance that he/she have experienced thus far.

PRIORITIZED COURSE DEVELOPMENT

What aspects of the course should be developed primarily? How can these aspects be developed in short and long term?

As in previous editions of the course (following student suggestions), the course has two non-compulsory modules about two software tools that can be used in laboratory sessions and projects. One module about SuperCollider and one about Pure Data. The SuperCollider moduls is based on the OLI method, and it is question-based. The Pure Data module is a short video lecture. The modules are complemented with PDF files with text instructions and suggestions, and some useful code examples which could be used in the final project. These modules are for students who were not familiar with these tools.

Since not all students who actually needed to take these two modules did not do it, this year we will organize a preparatory workshops about them.

New for 2024 edition of the course, for training the active listening of course participants, will be a weekly quiz about "Guess the sound of the week", after the suggestion from a student of the 2023 edition of the course.
