

Kursanalys (kursutvärdering)

Kurskod 1AU049	Kurstitel Tal och ljud - produktion och perception HT22	Högskolepoäng 10,5
Termin (vt/ht-år) HT-23	Tidsperiod 06.11.2023 - 29.12.2023	

Kursansvarig Allison Mackey	Examinator Åsa Skjönsberg
Momentansvariga lärare Allison Mackey Petra Bodén Malina Szychowska	Övriga medverkande lärare

Antal registrerade studenter vid treveckorskontrollen 17	Antal godkända vid sista kursdatum 4	Svarsfrekvens kursvärderingsenkät 59% (10 / 17)
Övriga metoder för studentinflytande (utöver avslutande kursvärdering) Muntlig kursforum med studenterna		
Återkoppling av kursvärderingsresultat till studenterna Yes, through email and course web		

Observera att...

Analysen ska (tillsammans med sammanfattande kvantitativ sammanställning av studenternas kursvärdering) delges utbildningsnämnd vid kursgivande institution samt för programkurser även programansvarig nämnd.

Analysen har delgivits utbildningsnämnd följande datum: [Klicka här för att ange text.](#)

Analysen har delgivits programansvarig nämnd följande datum:

1. Beskrivning av eventuellt genomförda förändringar sedan föregående kurstillfälle baserat på tidigare studenters synpunkter

General: the course web was restructured for better flow. The exams in phonetics and auditory perception were divided into different days. A statistics module was added to an optional "math basics" course hosted on Canvas in preparation for Psychoacoustic methods.

Phonetics: Quizzes were added to help students learn the concepts in the course (optional). Quizzes were also added as a supplement to the obligatory labs. The course book was replaced to one that was more relevant for audiologists. Course material was adjusted to reflect course book. A group assignment was replaced with individual assignment.

Auditory Perception: Course material was adjusted for better flow and understanding. Some material was simplified and removed. One group assignment was removed and instead Concept Maps were introduced as a method to improve the red thread and replaced guest lecturers. Psykoakustiska Metoder had a new teacher who placed much less emphasis was on statistical methods. Individual grading of the oral presentation was done whereby the instructor randomized who would present which part of the presentation. Questions were directed toward individuals and not the group as a whole.

2. Kortfattad sammanfattning av studenternas värderingar av kursen

(Baserad på studenternas kvantitativa svar på kursvärderingen och centrala synpunkter ur fritextsvar. Kvantitativ sammanställning och ev. grafer bifogas.)

The participation rate of 59% was higher than last year. The students in general had very mixed feedback about the course. Two students clicked through questionnaire answering "i mycket liten grad" for all questions. This was even the case for the question "Jag tog eget ansvar för mitt lärande i kursen," which suggests that they did not read the questions but were generally displeased. These two students did not leave written comments, so it is difficult to assess why they were displeased with the course. In contrast, others answered "i mycket hög grad" for general questions about the quality of the course and what they have learned. This wide distribution makes it very difficult to provide a general summary of the course itself.

For example, two students answered that the course contributed to their development of knowledge, to a very low degree, five answered partly, and three answered to a very high degree.

Notwithstanding these two students who were very dissatisfied, the other students felt that the partly or to a high degree met the learning outcomes; the other students were (in part or to a high or very high degree) stimulated to think critically, search for information, etc. All students found (in part or to a high or very high degree) that the examination was reasonable for learning goals and tested the course material. Most students found the teacher to be approachable during the course, though the responses were mixed.

A new question about whether students took responsibility for their own learning is very relevant for this course. All students (except the two aforementioned) responded to a high or very high degree.

Most students found the course web to be helpful. Like last year, students had mixed feedback about the course literature, where responses ranged from very little degree to very high degree. No descriptive feedback was provided about the course literature, however.

An improvement from last year was that most students reported that they saw a red thread throughout the course.

Central comments in the free-text answers were in relation to group work. Students had difficulties working in groups, and would like more direction from the teachers. The auditory perception part was criticized in that they sometimes took tangents based on students questions, and thereafter seemed rushed.

3. Kursansvarigs reflektioner kring kursens genomförande och resultat

Kursens styrkor: The course is the first-time students are exposed to thinking in a scientific way, which is exciting for some students. The course web is well designed. Teachers are engaged.

Kursens svagheter: The course is challenging for students who have trouble with motivation to study in their own time. Concept maps do not work for all students. Effective group work remains a problem.

3. Övriga synpunkter

4. Kursansvarigs slutsatser och eventuella förslag till förändringar

(Om förändringar föreslås, ange vem som är ansvarig för att genomföra dessa och en tidsplan.)

Adjustments to the course are suggested.

- More adjustment to course material to allow more time for discussions in class.
- Organize lectures better so that question periods can be scheduled in so that lectures are not stressed, and flow is not disrupted, but also gives space also to those students who are interested in deeper discussions
- Make the quiz in the statistical module of the Math Basics quiz obligatory so that all students understand the definition of mean and standard deviation.
- Consider allowing an alternative assignment to concept maps to accommodate students individual learning styles.

Bilagor: