

## Kursanalys (kursutvärdering)

<b>Kurskod</b> 1AU049	<b>Kurstitel</b> Tal och ljud - produktion och perception HT20	<b>Högskolepoäng</b> 10,5
<b>Termin (vt/ht-år)</b> HT-21	<b>Tidsperiod</b> 08.11.2021 - 31.12.2021	

<b>Kursansvarig</b> Katrín Vonderschen	<b>Examinator</b> Katrín Vonderschen
<b>Momentansvariga lärare</b> Katrín Vonderschen, Anna Eriksson, Parivash Ranjbar	<b>Övriga medverkande lärare</b> Ulrika Löfkvist Pia Rasmussen Iris Corinna Schwarz

<b>Antal registrerade studenter vid treveckorskontrollen</b> 19	<b>Antal godkända vid sista kursdatum</b> 4	<b>Svarsfrekvens kursvärderingsenkät</b> 58% (11 / 19)
<b>Övriga metoder för studentinflytande (utöver avslutande kursvärdering)</b> Muntlig kursforum med studenterna 04.01.2022		
<b>Återkoppling av kursvärderingsresultat till studenterna</b> 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: **VT22 till utbildningsråd**

Analysen har delgivits programansvarig nämnd följande datum:

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

- 1) Guest lectures were scheduled at meaningful moments between the phonetics and auditory perception part.
- 2) An extra opportunity was created to train understanding and explaining central concepts of auditory perception in small groups with guidance of the course instructor.
- 3) To enhance group work quality and assessment of the individual's performance during group work, peer-evaluation was introduced: After each completed group task each student was asked to fill out a form to rate and comment on each group member's performance. Satisfactory results were

required to pass the task. All comments were collected for each student and sent to him as formative feedback at the end of the course.

## 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 survey was answered by 11 out of 19 students (58%).

Of the 5 degrees of agreement that can be chosen in all answers, the mean agreement values across questions ranged between 3.7 and 4.4 with an average of 4.1 points. This was a higher satisfaction level than obtained in the previous year (average of 3.4 across questions, range 3.0-3.7), but probably mostly reflects the variation between groups. As an example, the same guest lectures were perceived much more positive in this year's group (mean answer value:4.3) compared to last year's group (mean answer value: 3.0). While being overall satisfied with the course content, their own success in reaching learning goals, the logic and design, the pedagogical tools, literature, course web and examination methods, the least positive evaluation obtained on the course's ability to stimulate scientific thinking and on the approachability of the teachers (each question obtained a mean of 3.7 points). The strongest agreement was obtained on the alignment between the course content and the examination (mean agreement value 4.4 points).

In this year's free text answers and the 'kursforum' session the students expressed high satisfaction with the design and topics of the course. Some students highlighted the guest lectures on research questions as an important complement to the course content. Several students suggested improvements in the psychoacoustic methods part. Some students felt that goals and structure needed to be communicated more clearly in that course section.

## 3. Kursansvarigs reflektioner kring kursens genomförande och resultat

**Kursens styrkor:** The course sheds light onto the human communication process from different perspectives: Basics in phonetics and auditory perception are backed up by lab exercises and interspersed with guest lectures that reveal the interrelations between the topics from research and clinical viewpoints. Theoretical and practical approaches of psychoacoustic methods are followed by the opportunity to design and carry out a psychoacoustic experiment. Most students appreciated the rich variance in topics and didactic methods.

**Kursens svagheter:** At the same time the course bears the risk for individual students to lose orientation among the number of subjects covered and tasks to be accomplished. This is a difficult balance to hold and hence a challenge to communicate clear learning goals and provide support through the course web, learning activities and course material.

## 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. )*

The key to future successful runs of the course is a clear communication and structure complemented by supportive course web for easy orientation in this long and rich course.

- The peer evaluation after group work was a good start to enhance the student's feeling of meaningfulness and justice, when it comes to distributing workloads in a group. However, the process of collecting formative feedback for each individual could be improved. It should be checked whether a dedicated digital application is available for use at KI.

**Bilagor:**