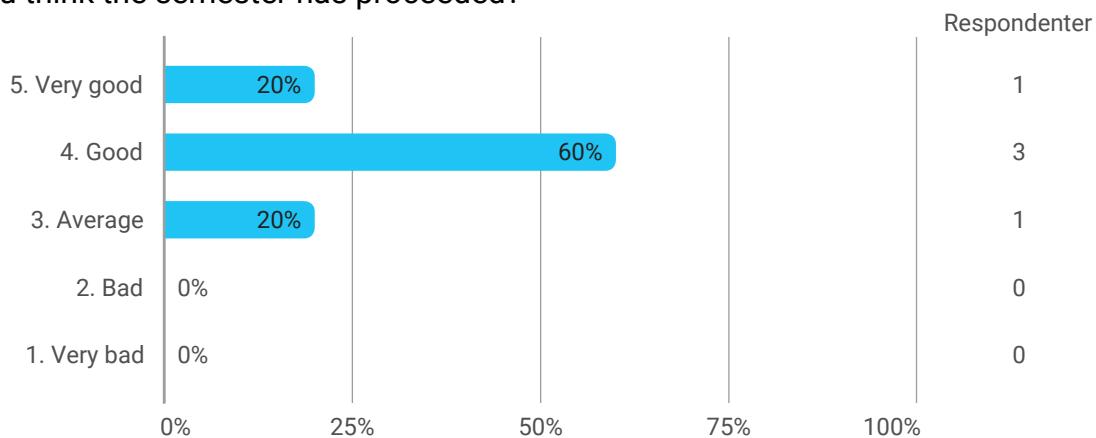
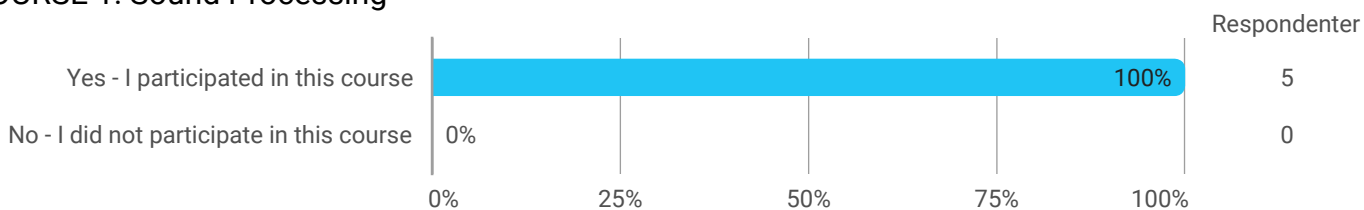


In general, how do you think the semester has proceeded?

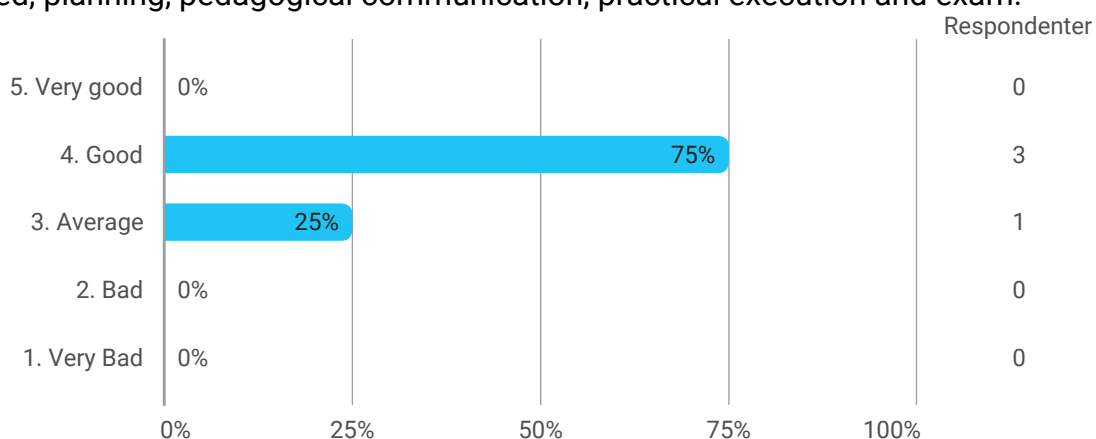


COURSE 1: Sound Processing



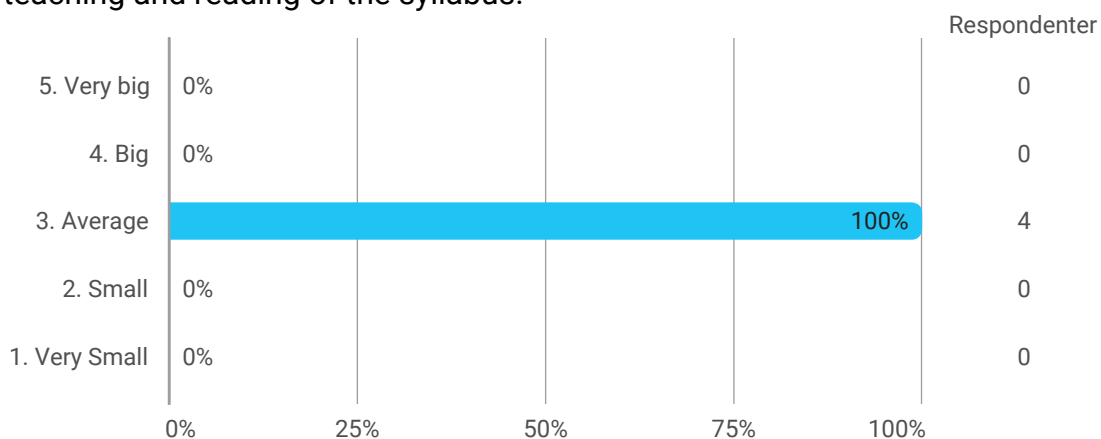
How do you assess the course as a whole?

You may include things like coherence between teaching and learning objectives, syllabus, the forms of teaching used, planning, pedagogical communication, practical execution and exam.

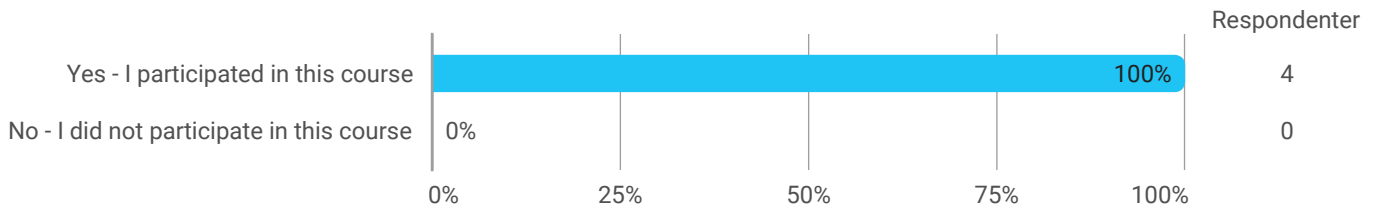


How do you assess your own effort in the course?

You may include things like preparation, active participation in the teaching sessions, proposals for improvements of teaching and reading of the syllabus.

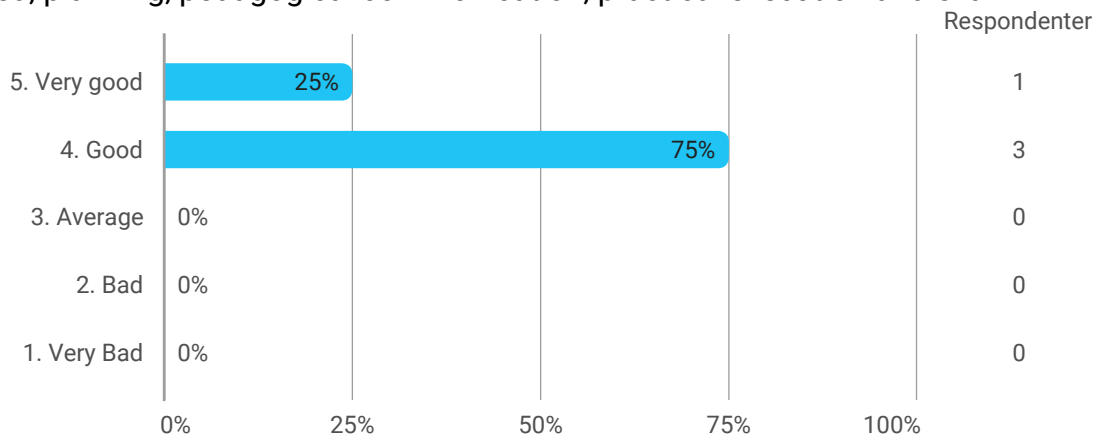


COURSE 2: New Interfaces for Musical Expression



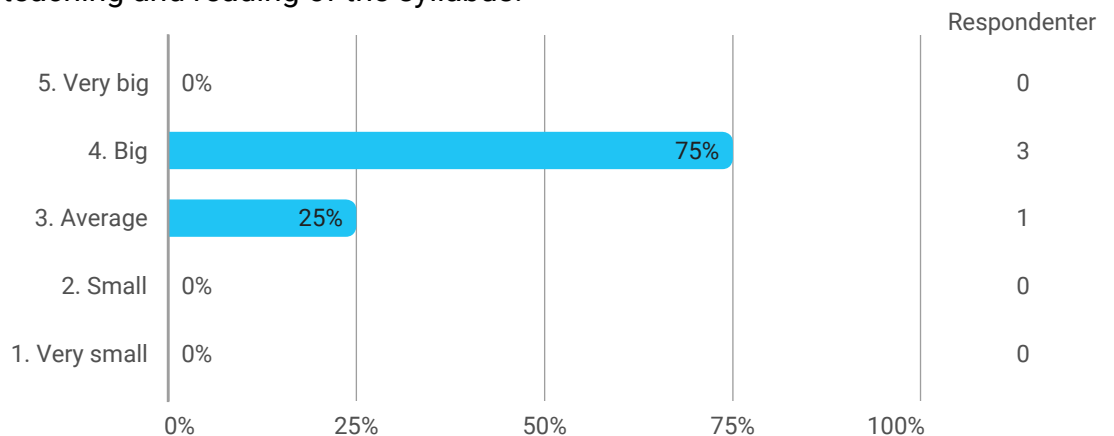
How do you assess the course as a whole?

You may include things like coherence between teaching and learning objectives, syllabus, the forms of teaching used, planning, pedagogical communication, practical execution and exam.

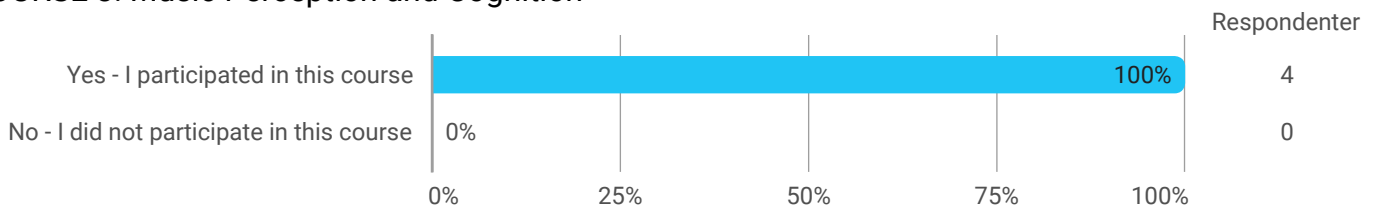


How do you assess your own effort in the course?

You may include things like preparation, active participation in the teaching sessions, proposals for improvements of teaching and reading of the syllabus.

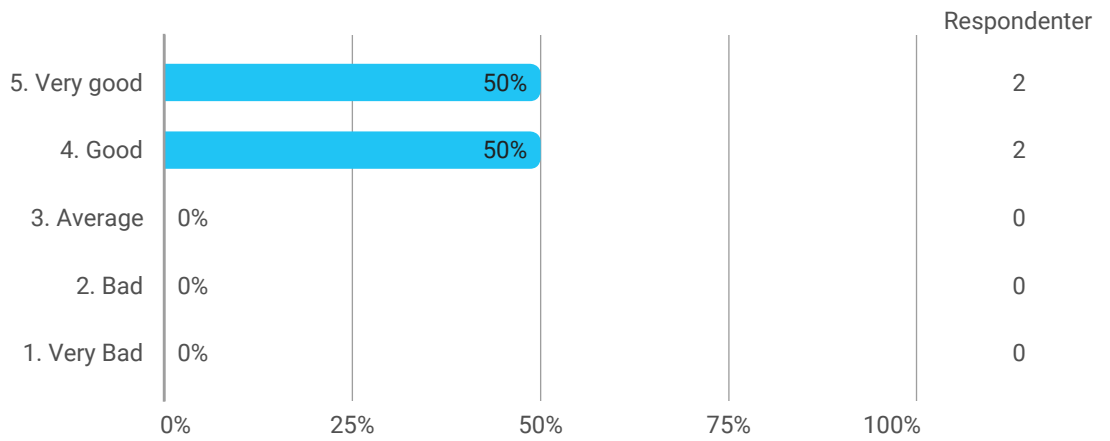


COURSE 3: Music Perception and Cognition



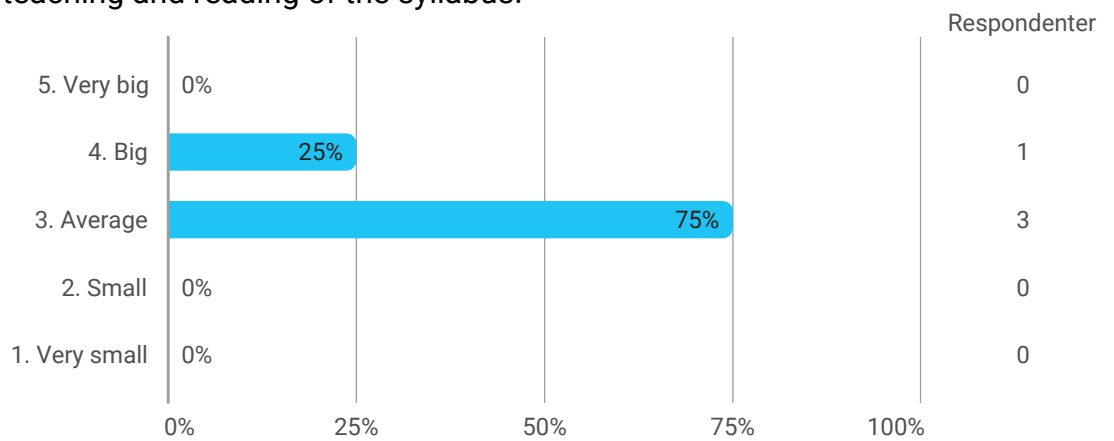
How do you assess the course as a whole?

You may include things like coherence between teaching and learning objectives, syllabus, the forms of teaching used, planning, pedagogical communication, practical execution and exam.

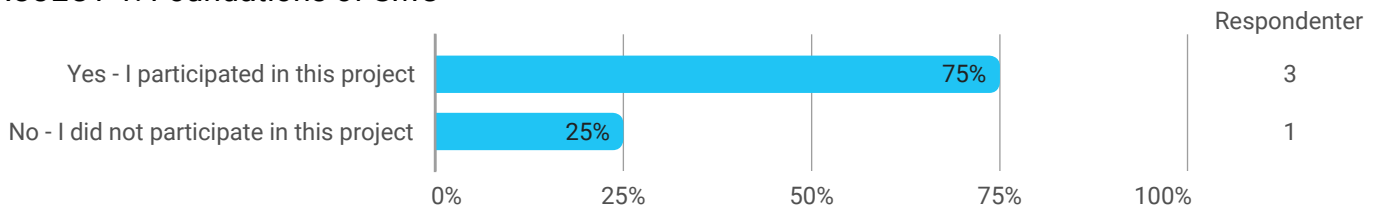


How do you assess your own effort in the course?

You may include things like preparation, active participation in the teaching sessions, proposals for improvements of teaching and reading of the syllabus.

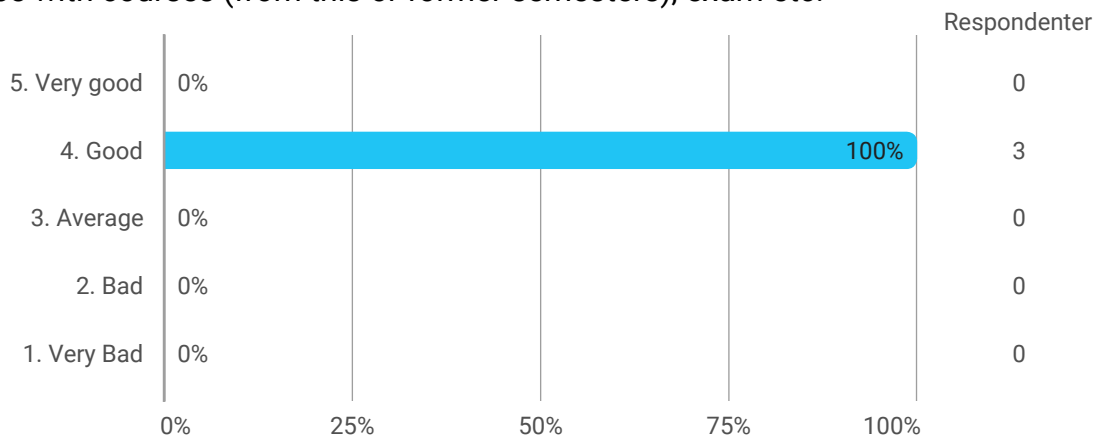


PROJECT 1: Foundations of SMC



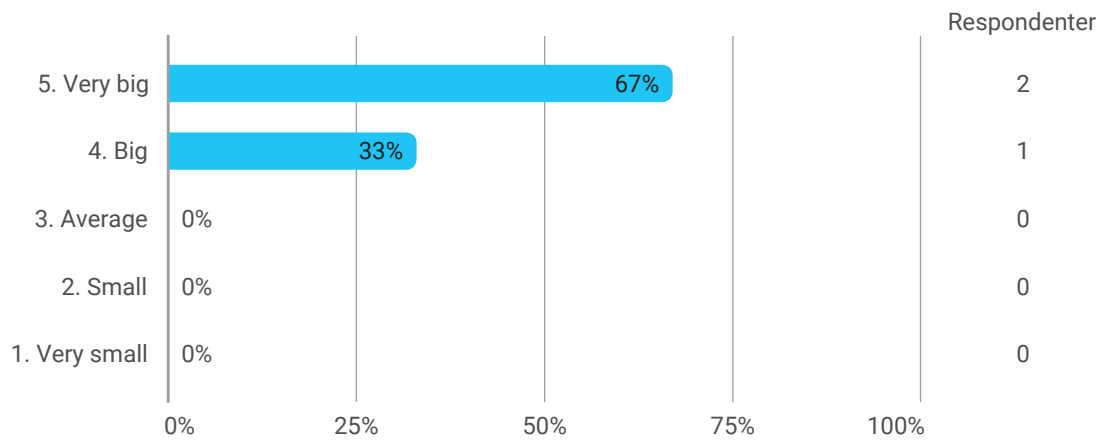
In general, how do you think the project has proceeded?

You may include things like alignment of content and learning objectives, project subject, project supervision, coherence with courses (from this or former semesters), exam etc.



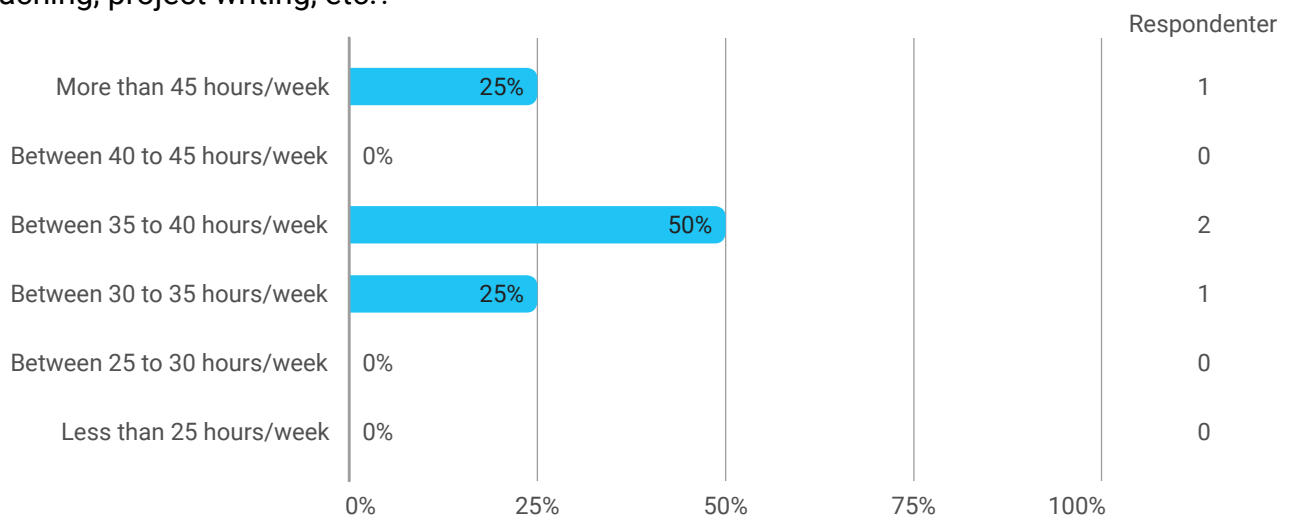
How do you assess your own effort during the project?

You may include things like preparation, active participation in the group work, knowledge sharing, collaboration, etc.

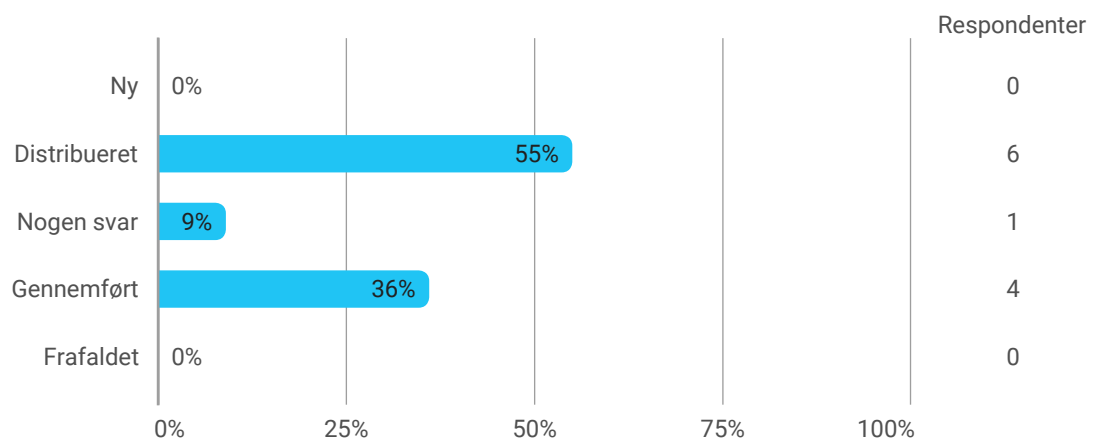


Level of activity and motivation

During the semester: How many hours per week did you spend on preparation for and participation in the teaching, project writing, etc.?



Samlet status





Study board conclusions of the semester and teaching evaluation report

Year:	2022
Campus	Copenhagen
Semester	SMC7
Coordinator:	Stefania Serafin
Date:	April 2023

This document represents the public version of the evaluation of the semester. The document forms together with the semester and teaching evaluation report the basis of any adjustments to the semester's description, planning, execution and/or evaluation of the next iteration of the semester and are used by the coming semester coordinator and semester planning group.

The document also represents the study board's response to the students, teachers, coordinators and other interested parties about possible consequences of conditions that the students of the semester have pointed out.

The public conclusions and recommendations of the semester coordinator

The semester went well. Some adjustments may be done as to alinement of PLAN and CREATE- parts of the PBL course for next year. Students find the study demanding but are overall positive. Students appreciate contact with the teachers, but miss being introduced to students from other programs. For next year, a tutor for SMC during the first day of the program would be needed.

Conclusion of the study board

The Study Board (MSN) has processed the semester evaluation report and offers the following observations/conclusions:

- Response rate: 4/11
- Grade distributions appear realistic and responsible.
- Students are generally pleased with the semester, courses, and project.
- The integration/embedding of the PBL module into the semester appears to have been challenged.