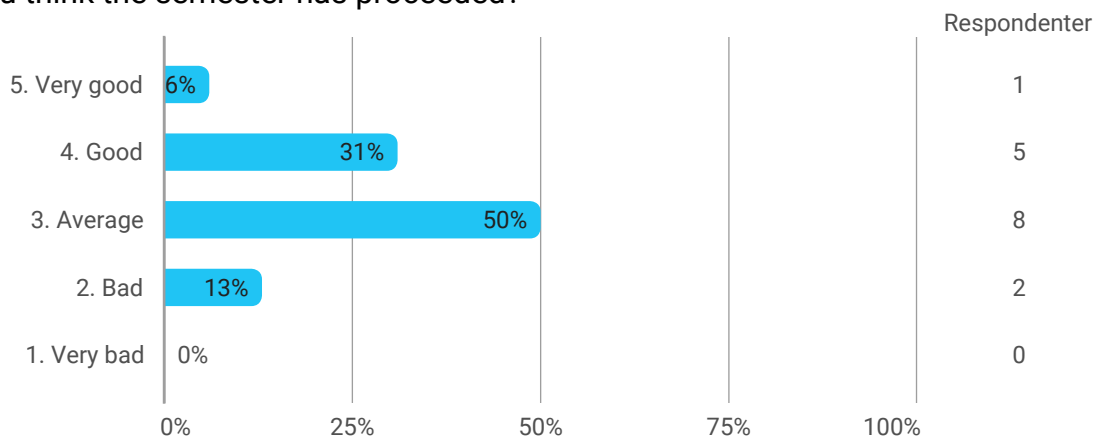
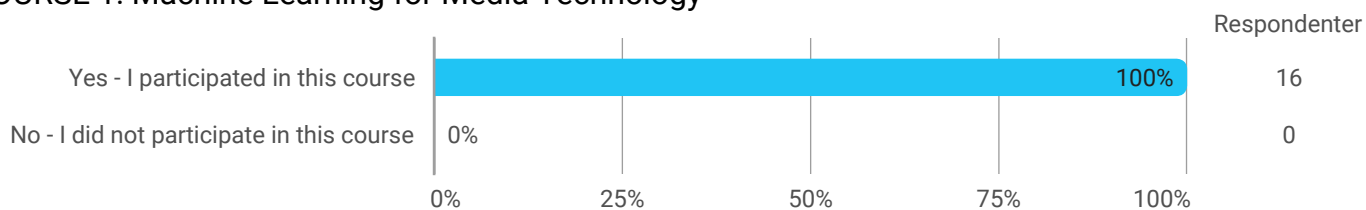


In general, how do you think the semester has proceeded?

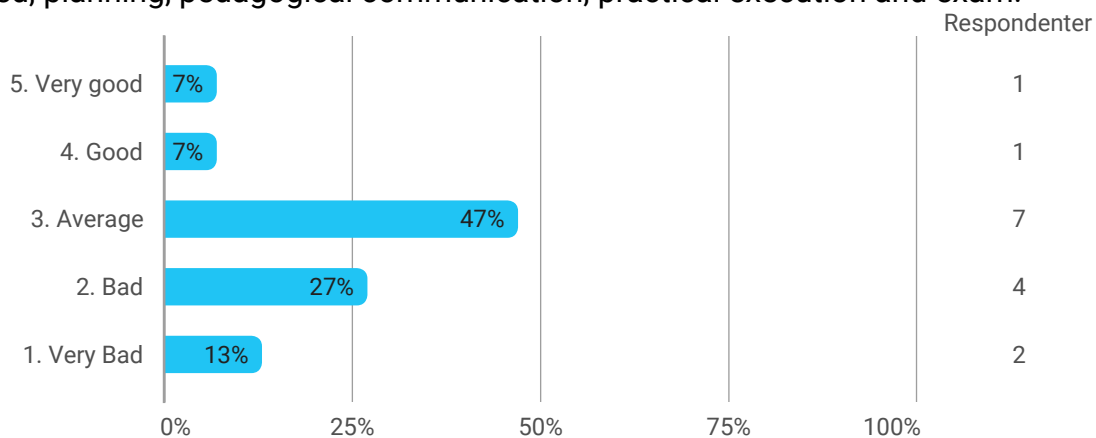


COURSE 1: Machine Learning for Media Technology



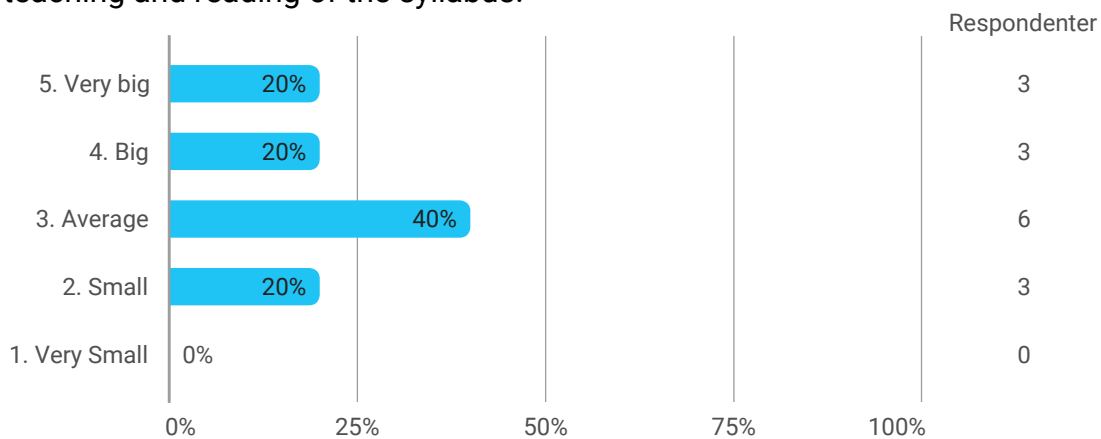
How do you assess the course as a whole?

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

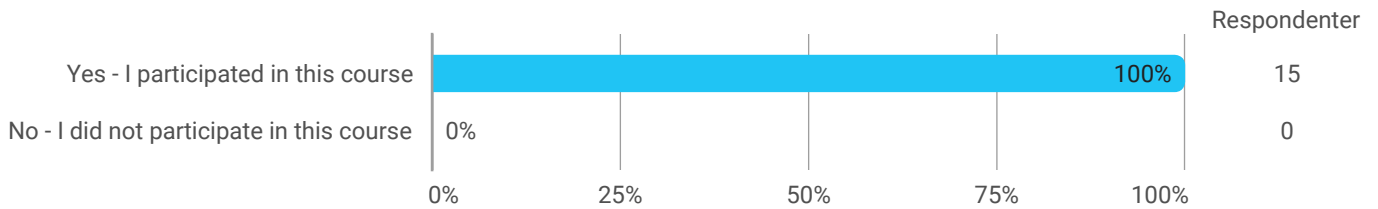


How do you assess your own effort in the course?

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

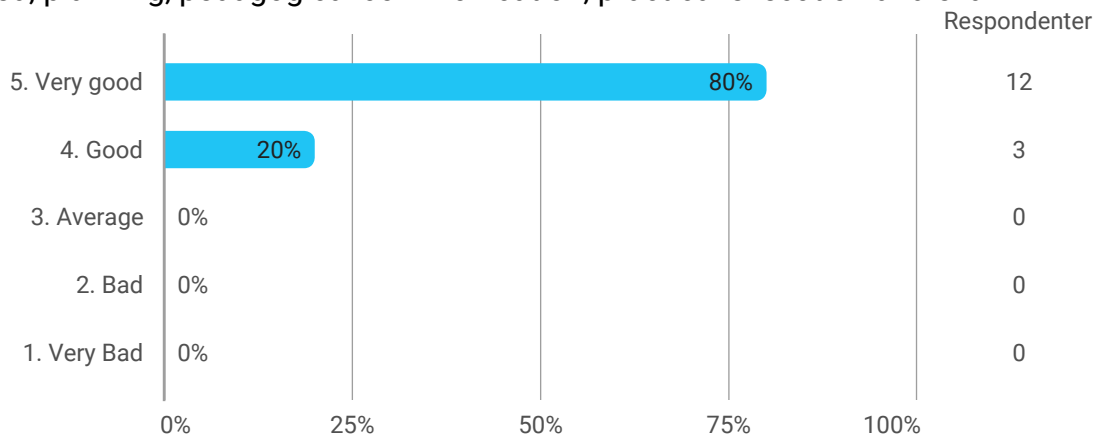


COURSE 2: Multimodal Perception and Cognition



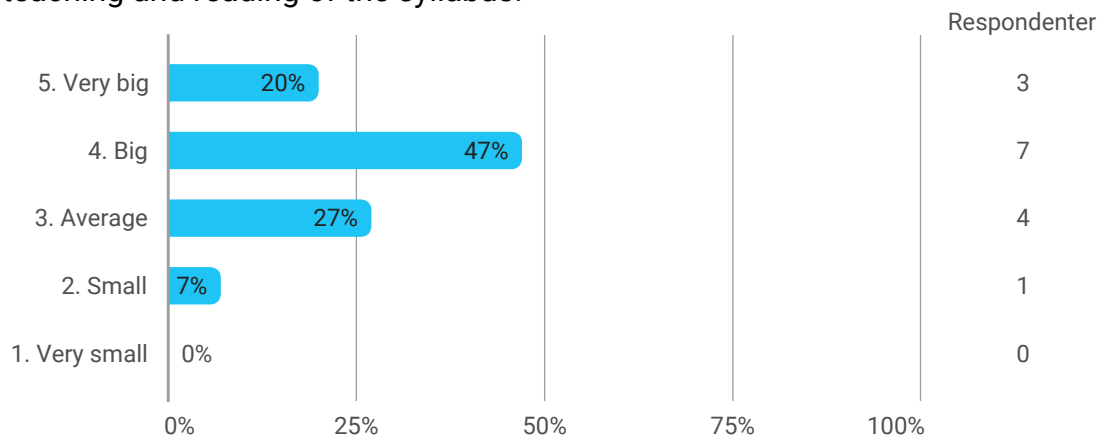
How do you assess the course as a whole?

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

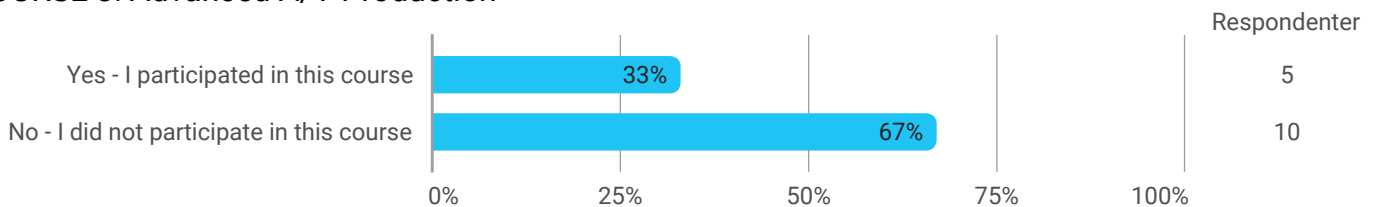


How do you assess your own effort in the course?

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

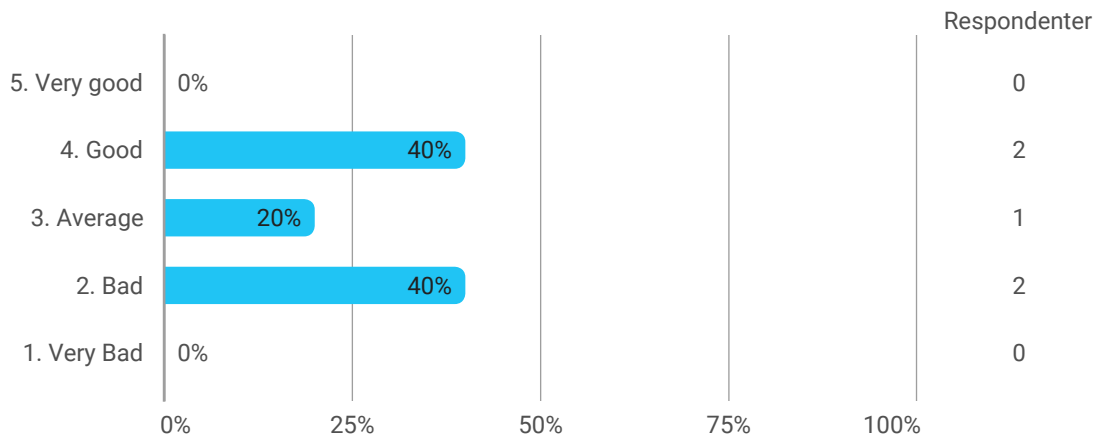


COURSE 3: Advanced A/V Production



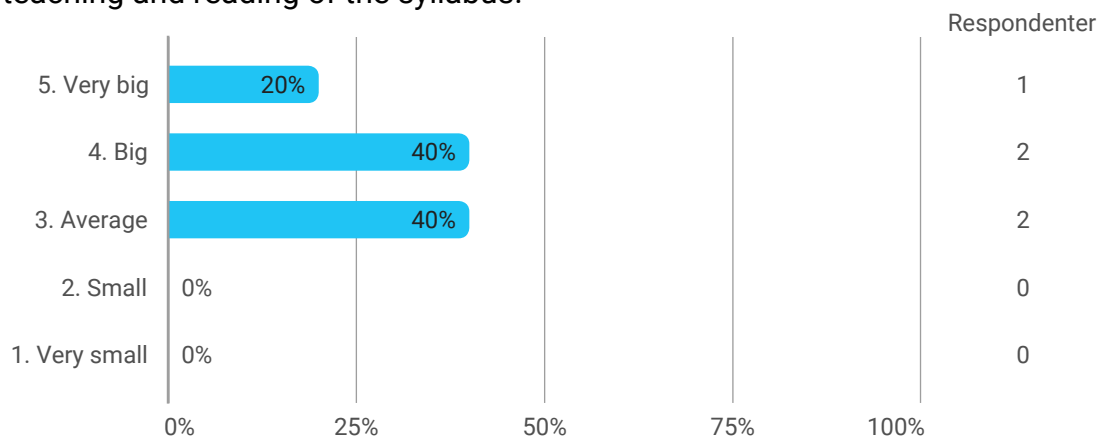
How do you assess the course as a whole?

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

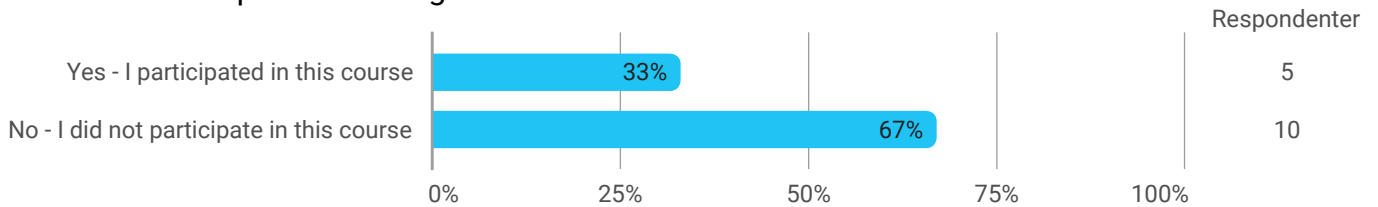


How do you assess your own effort in the course?

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

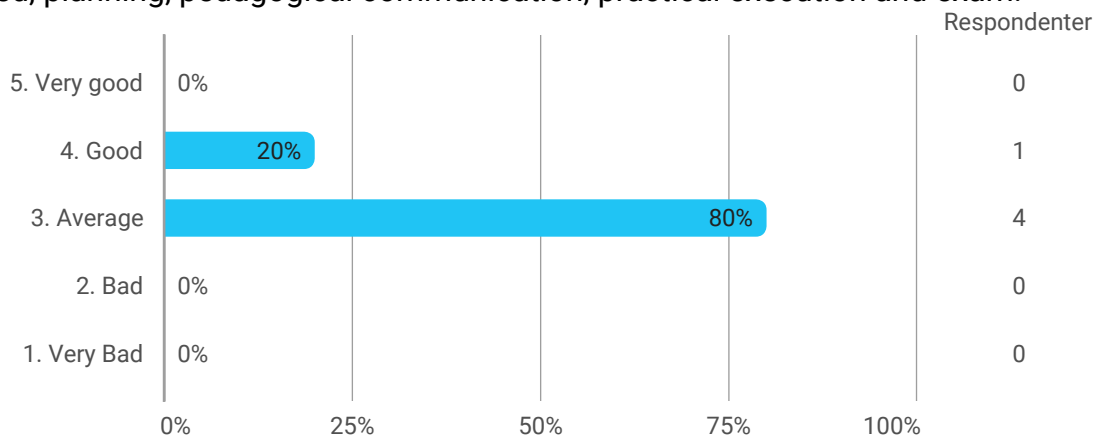


COURSE 4: User Experience Design



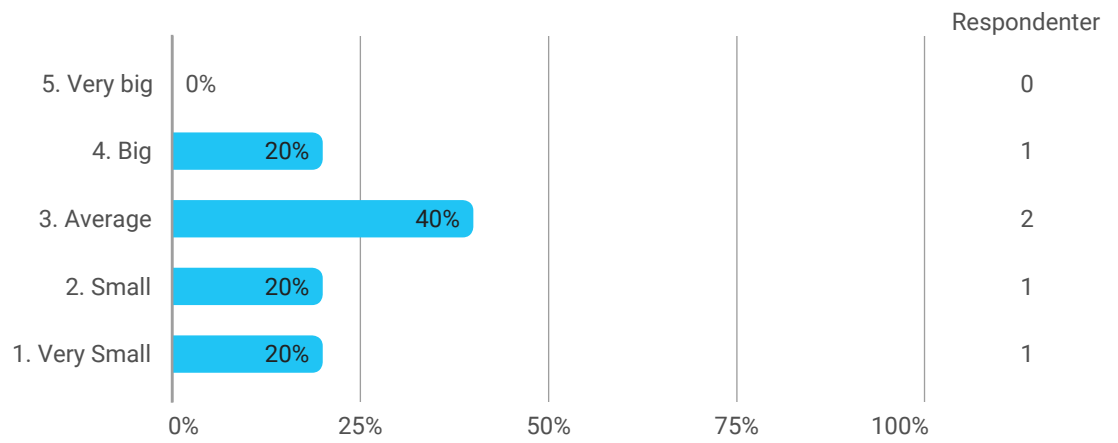
How do you assess the course as a whole?

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

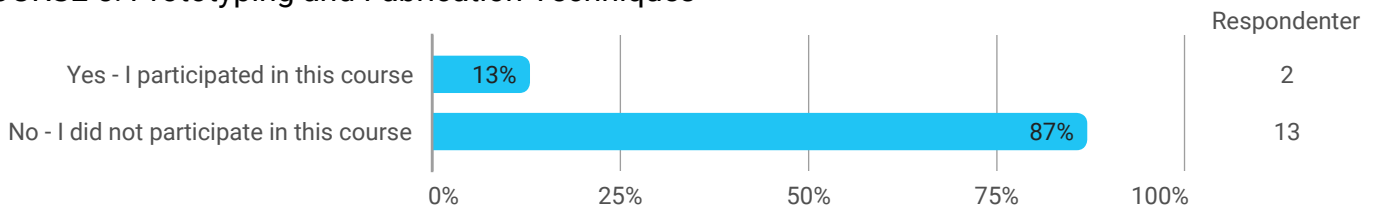


How do you assess your own effort in the course?

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

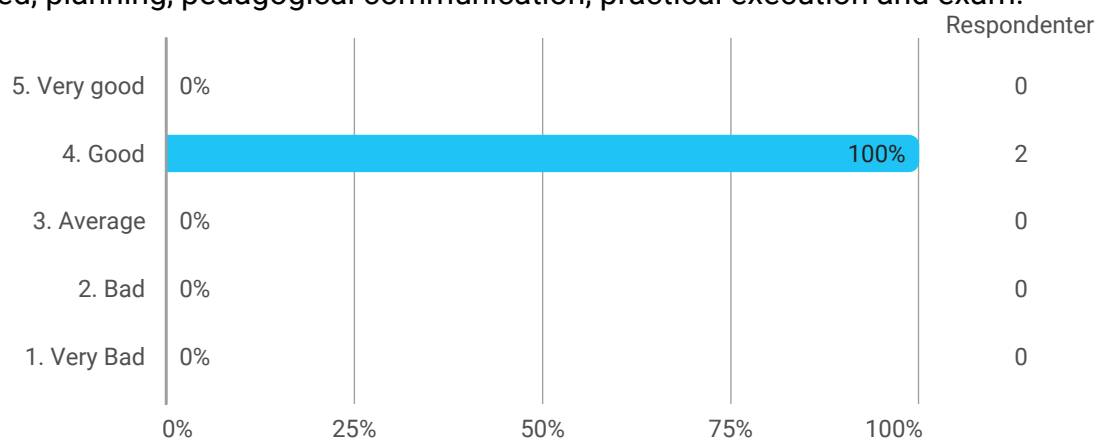


COURSE 5: Prototyping and Fabrication Techniques



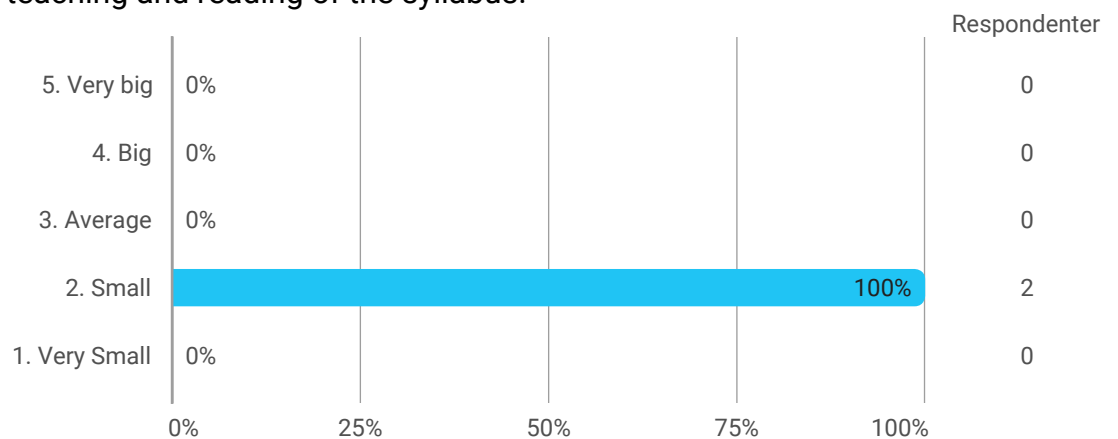
How do you assess the course as a whole?

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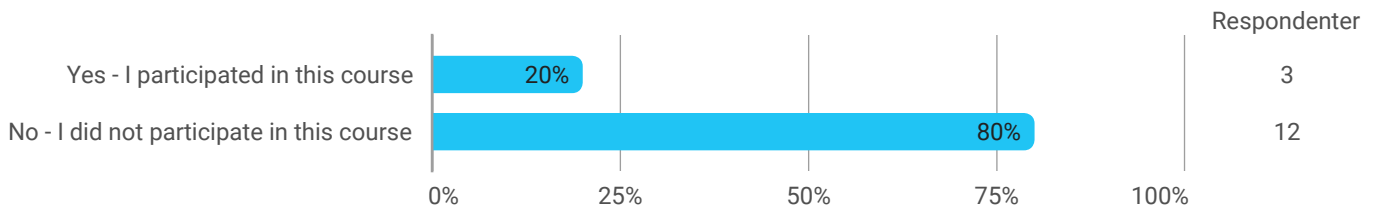


How do you assess your own effort in the course?

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

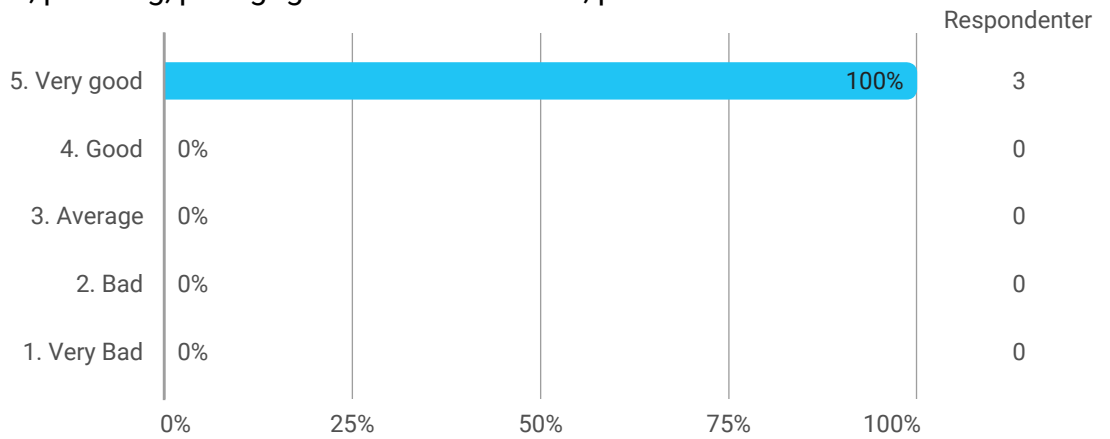


COURSE 6: Foundations in Medialogy



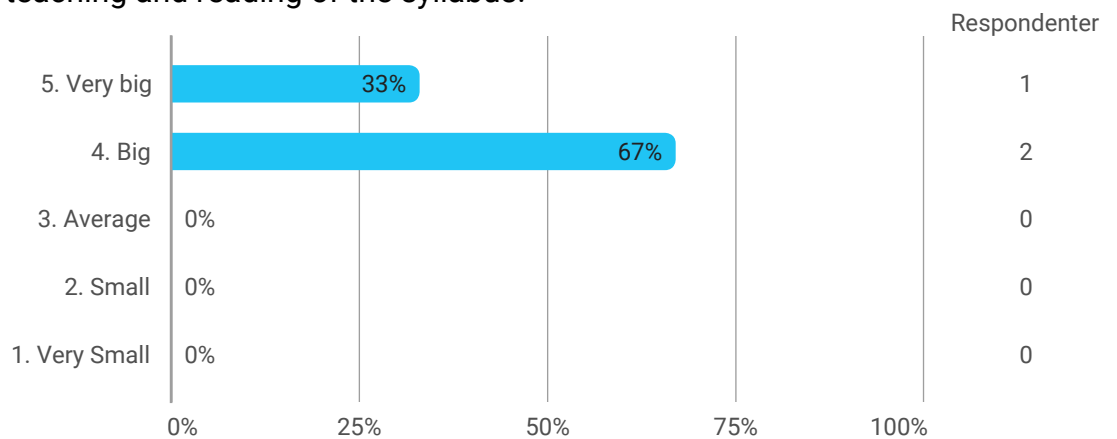
How do you assess the course as a whole?

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

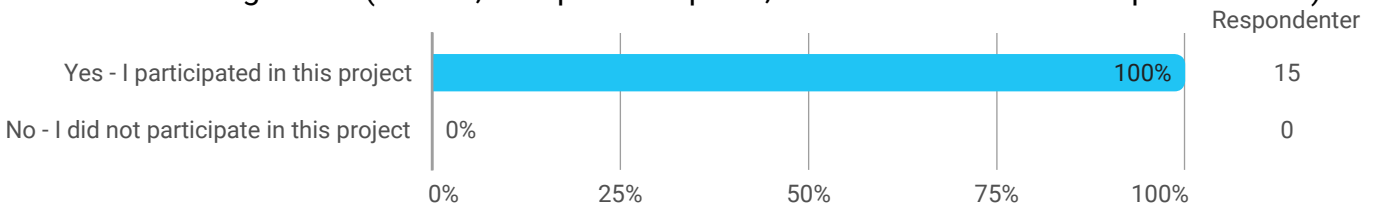


How do you assess your own effort in the course?

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

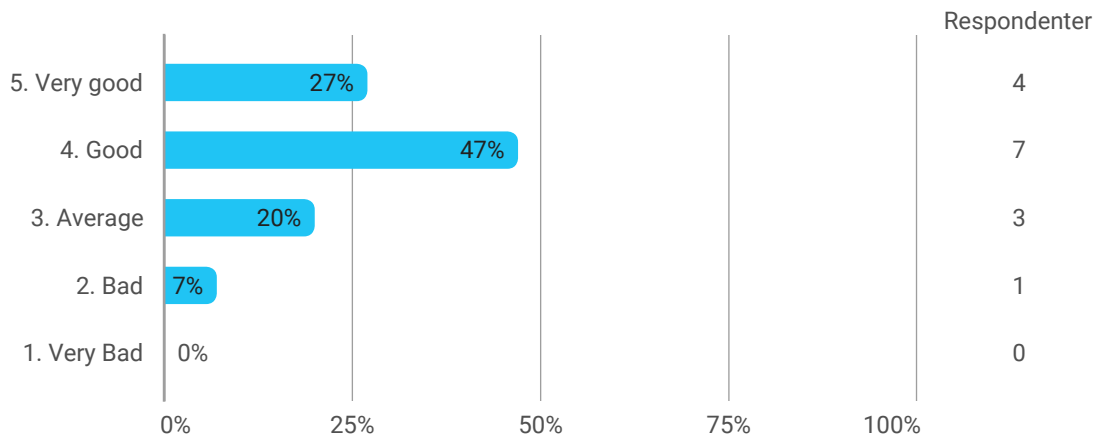


PROJECT 1: Sensing Media (Games, Computer Graphics, Interaction and without specialization)



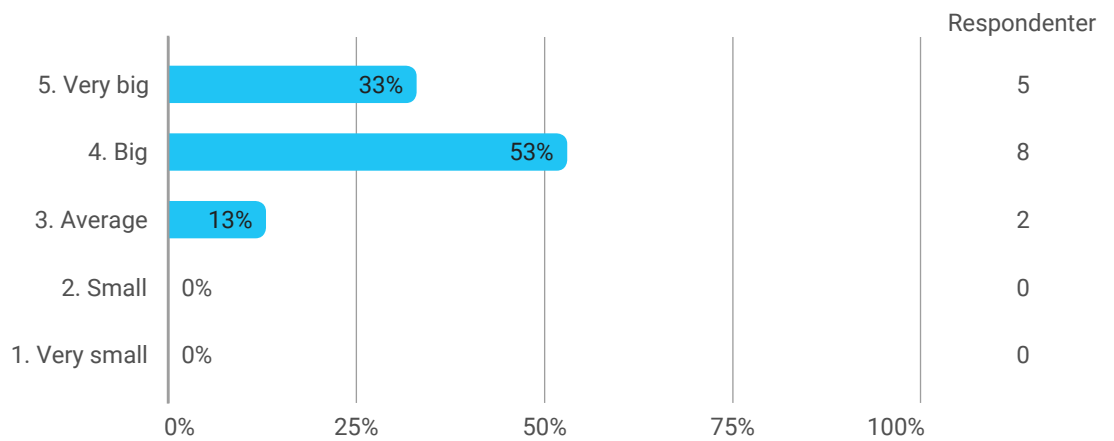
In general, how do you think the project has proceeded?

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.



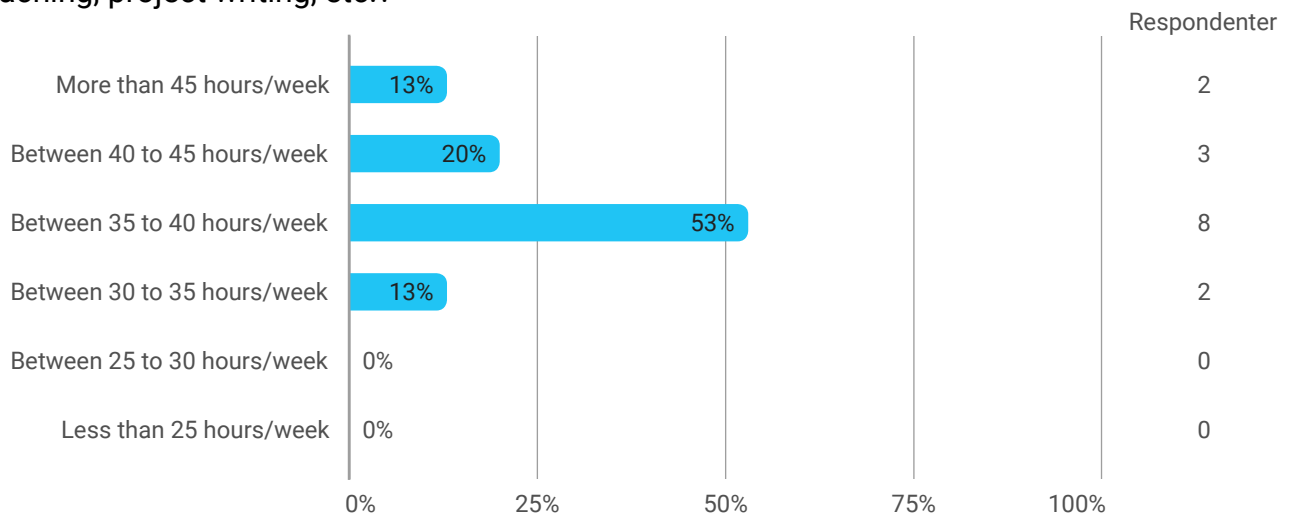
How do you assess your own effort during the project?

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

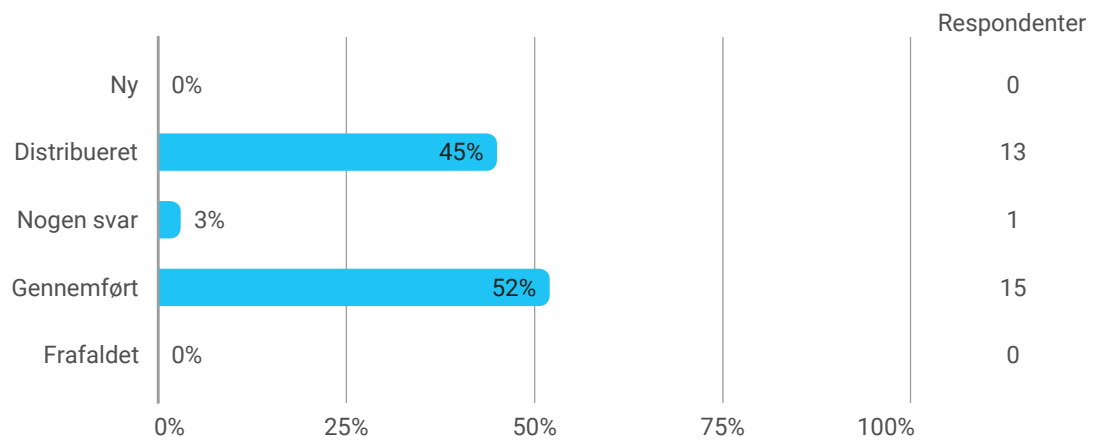


Level of activity and motivation

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:	2021
Campus	Aalborg
Semester	MED7A
Coordinator:	David Meredith
Date:	April 2022

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

Summary and conclusions (for the study board and for publication) • Students liked to be back having physical lectures • Semester seems to have had a particularly heavy workload • Elective courses should either all be pass/fail or all be graded. Cannot have some graded and some pass/fail, as this means that the choice of course can affect a student's GPA. • Electives should be scheduled so that lectures at the same time, allowing students more time to work together on their projects. A problem with this semester has been that students on different electives were attending lectures at different times, meaning they were left with little time to work together on their projects. • The two groups working with partners in Namibia had a special problem regarding having to get their prototypes completed very early. • The MLMT course started out with some problems, but improved after the first SGM. In particular, the students very much appreciated the lecturer actually giving the lecture rather than relying on the students watching videos. They also appreciated the TAs being more available during the exercise sessions. • The MPC course went exceptionally well and the lecturer was highly praised for his teaching. • The Foundations course also went very well. • There seems to be a problem with the UXD course repeating a lot of material that is taught on the Medialogy bachelor. This is probably because the course is attended by students from several programmes. • The PFT course went well. • The AAV course went well. • The SC course had some problems. This was partly due to the students not considering it to be mandatory and partly because two of the lecturers from last year were not available to contribute this year. The course was very poorly attended and the students found the lectures dry, apart from one on paper structure.

Conclusion of the study board

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

- Student survey response rate: 15 out of 29
- The Study Board is very pleased to note that the MPC went so well after having been running with problems for a long time
- The MLMT course gets mixed feedback from students. The new study plan, rolling out fall 2022, will have a much closer link between the course and the projects. We hope this is going to inspire students and ease the process of students requiring these tremendously important competences
- For the next semester there will be no pass/fail electives: