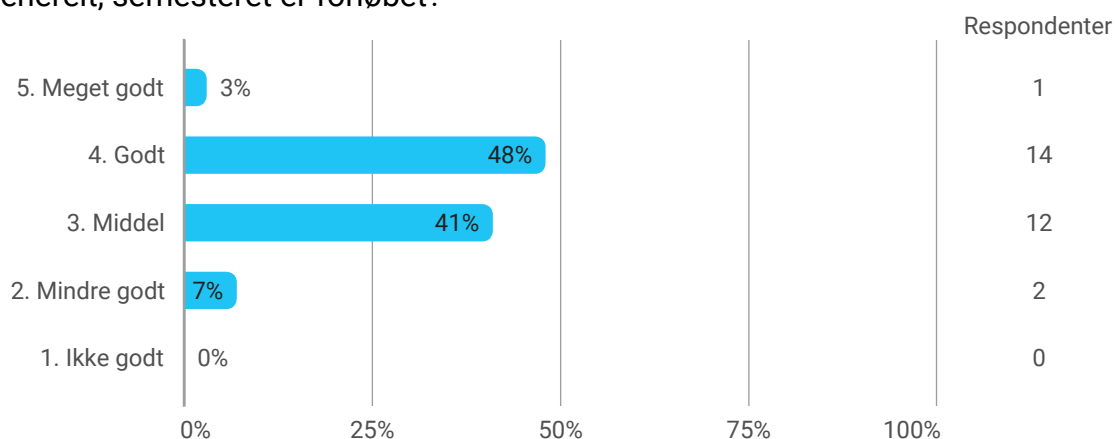
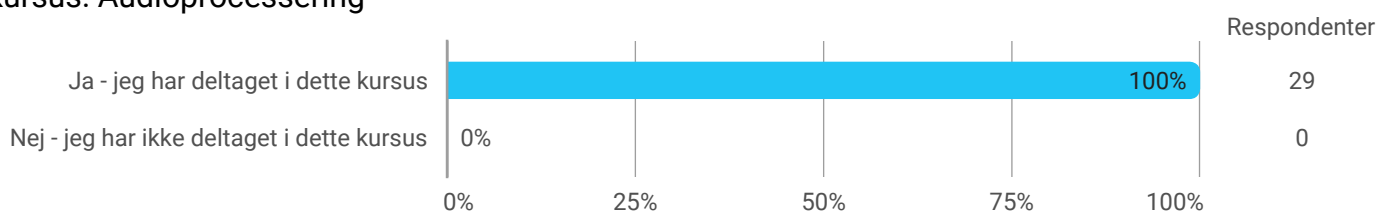


## Hvordan synes du generelt, semesteret er forløbet?

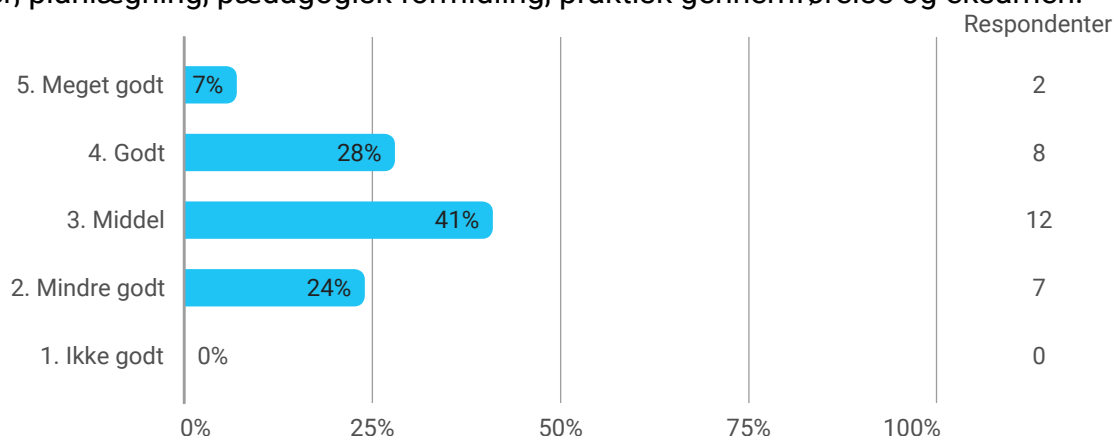


## Kursus: Audioprocessering



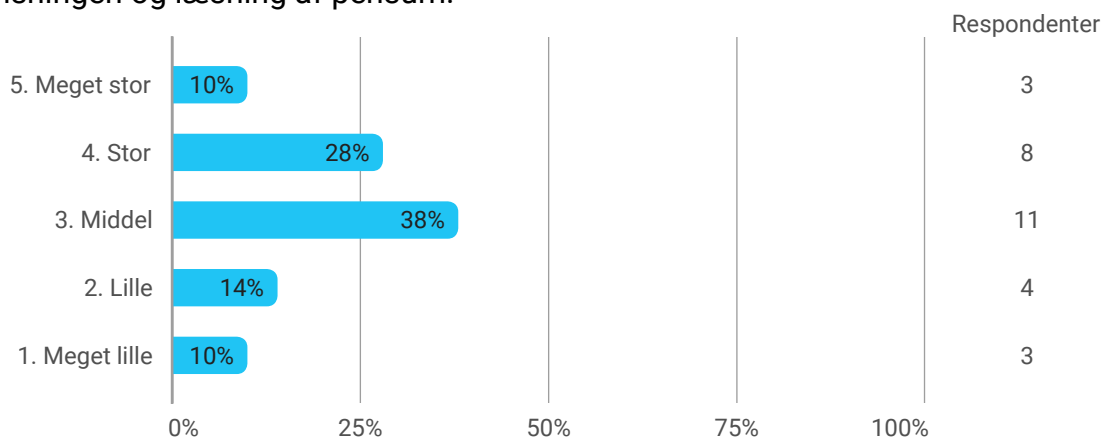
## Hvordan vurderer du kurset som helhed?

- Her kan du inddrage sammenhæng mellem undervisning og læringsmål, pensum, de valgte undervisningsformer, planlægning, pædagogisk formidling, praktisk gennemførelse og eksamen.

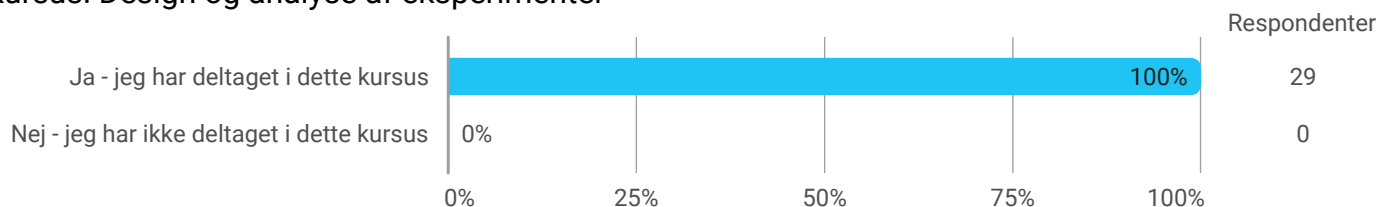


## Hvordan vurderer du din egen indsats i kurset?

- Her tænkes på forberedelse, aktiv deltagelse i undervisningsforløbet, løbende forslag til forbedringer i undervisningen og læsning af pensum.

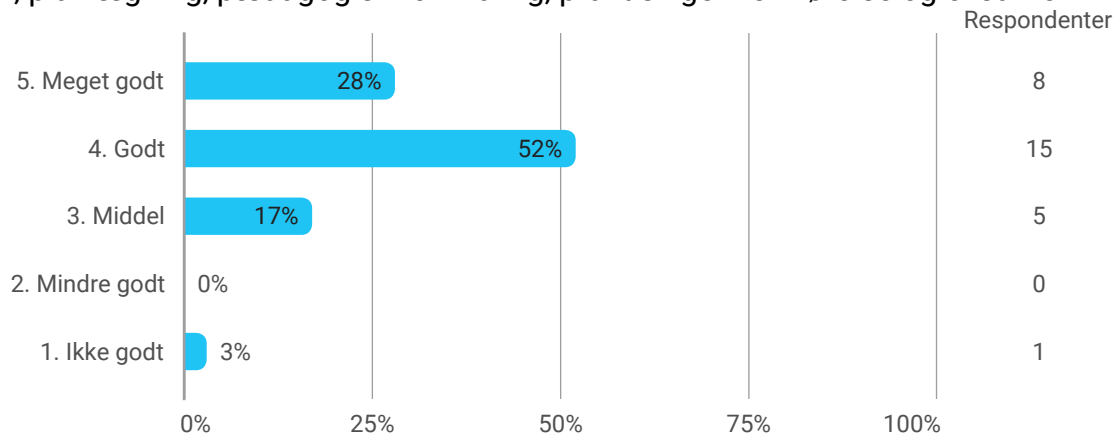


## Kursus: Design og analyse af eksperimenter



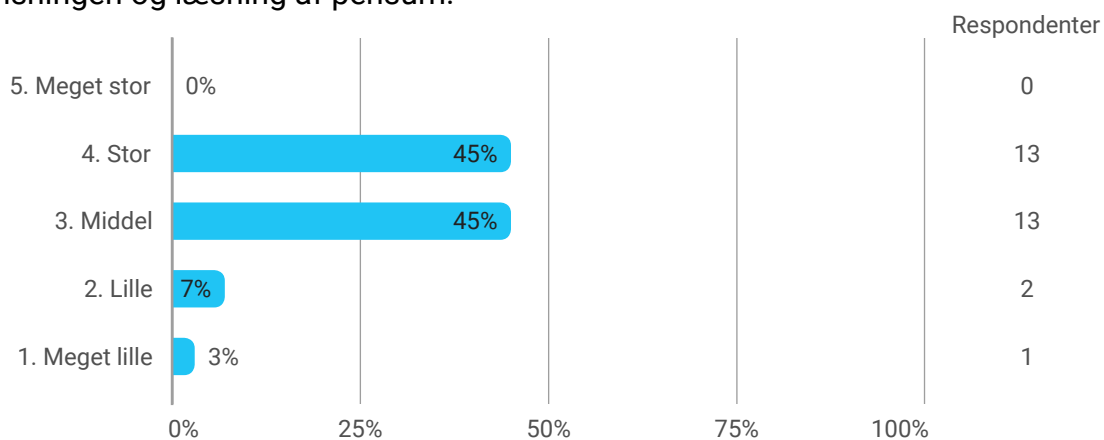
## Hvordan vurderer du kurset som helhed?

- Her kan du inddrage sammenhæng mellem undervisning og læringsmål, pensum, de valgte undervisningsformer, planlægning, pædagogisk formidling, praktisk gennemførelse og eksamen.

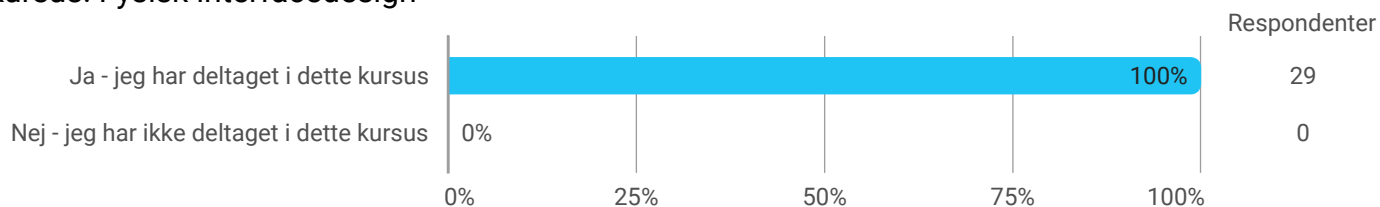


## Hvordan vurderer du din egen indsats i kurset?

- Her tænkes på forberedelse, aktiv deltagelse i undervisningsforløbet, løbende forslag til forbedringer i undervisningen og læsning af pensum.

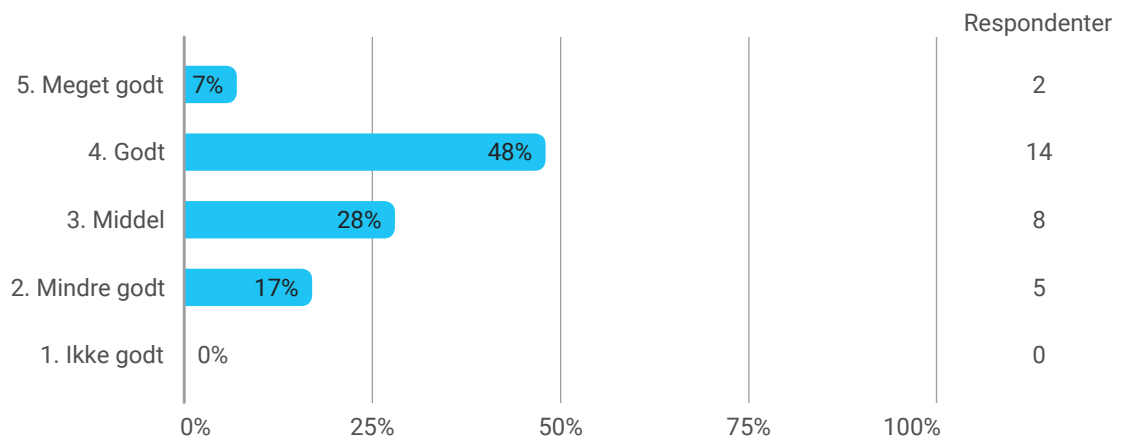


## Kursus: Fysisk interface design



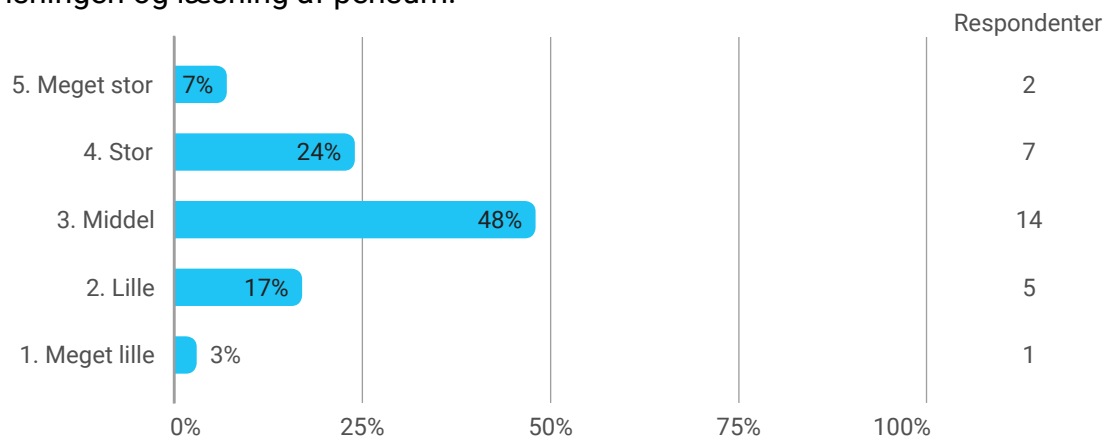
## Hvordan vurderer du kurset som helhed?

- Her kan du inddrage sammenhæng mellem undervisning og læringsmål, pensum, de valgte undervisningsformer, planlægning, pædagogisk formidling, praktisk gennemførelse og eksamen.

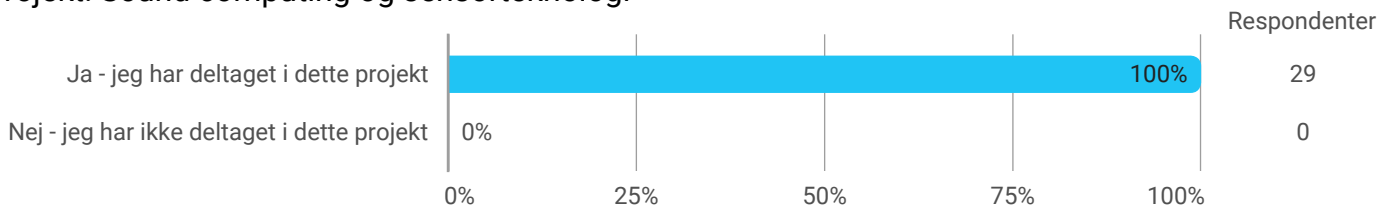


Hvordan vurderer du din egen indsats i kurset?

- Her tænkes på forberedelse, aktiv deltagelse i undervisningsforløbet, løbende forslag til forbedringer i undervisningen og læsning af pensum.

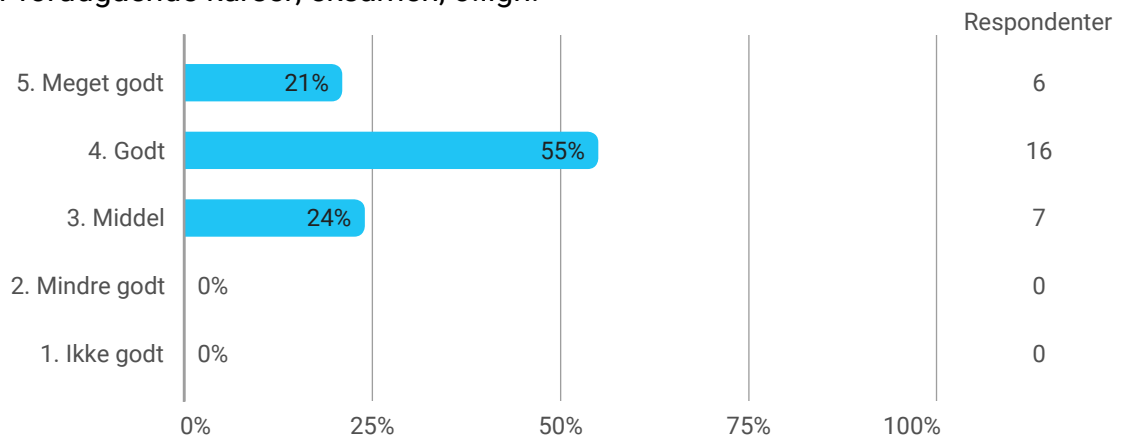


Projekt: Sound computing og sensorteknologi



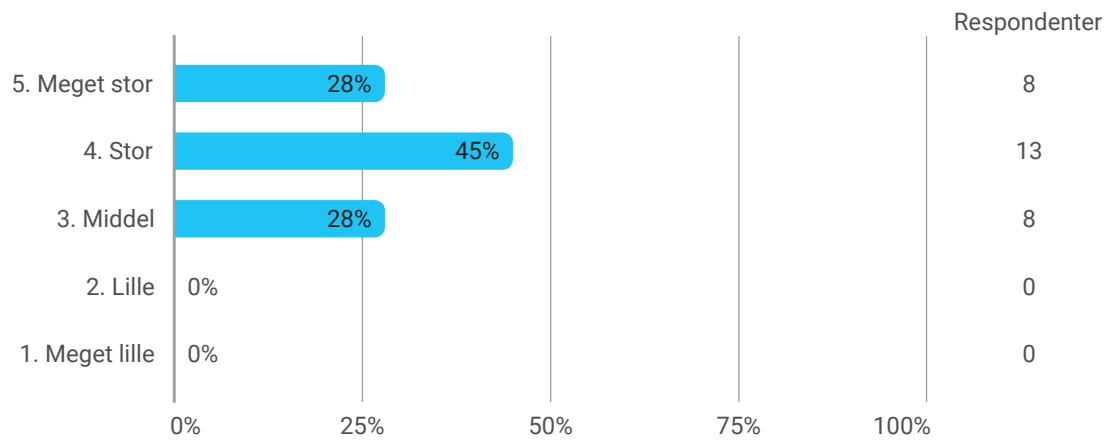
Hvordan vurderer du projektforløbet som helhed?

- Her tænkes på sammenhæng mellem indhold og læringsmål, projektemne, vejledning, sideløbende og/eller forudgående kurser, eksamen, o.lign.



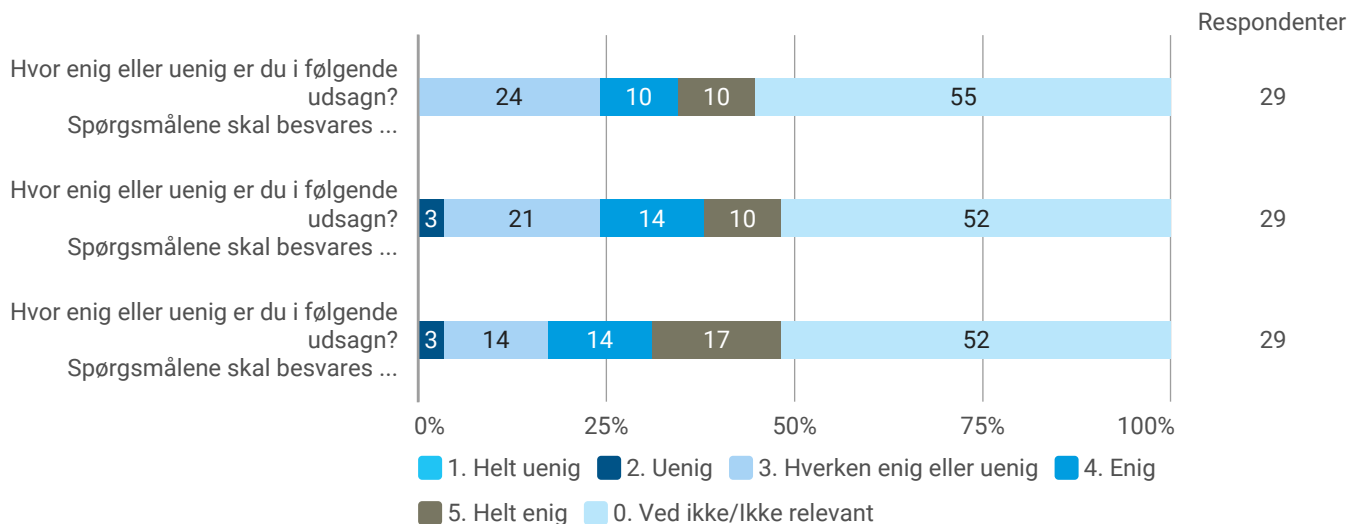
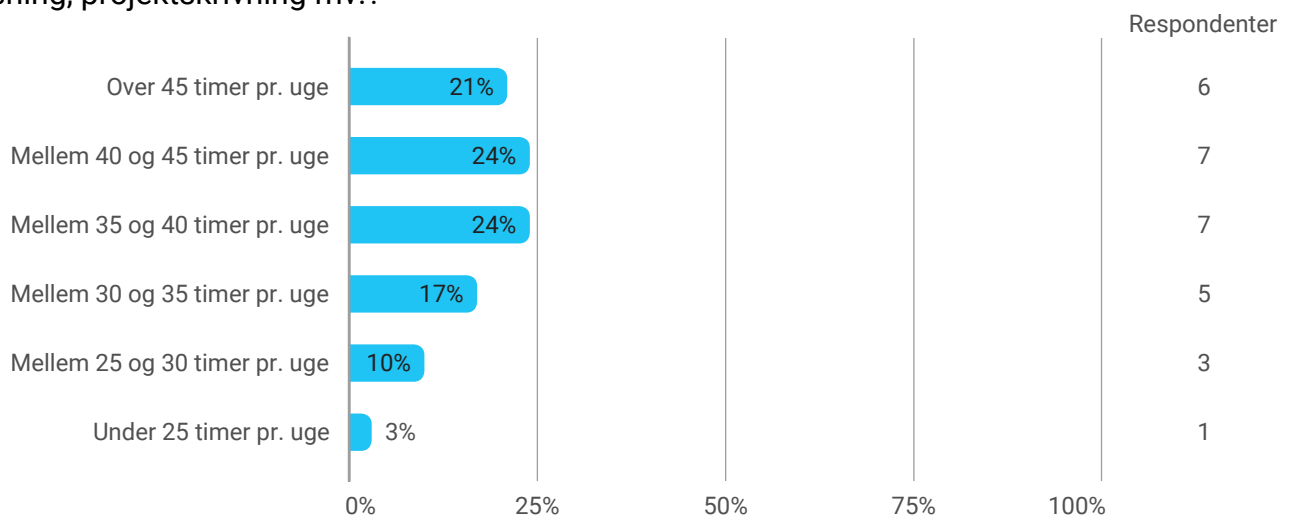
Hvordan vurderer du din egen indsats i projektforløbet?

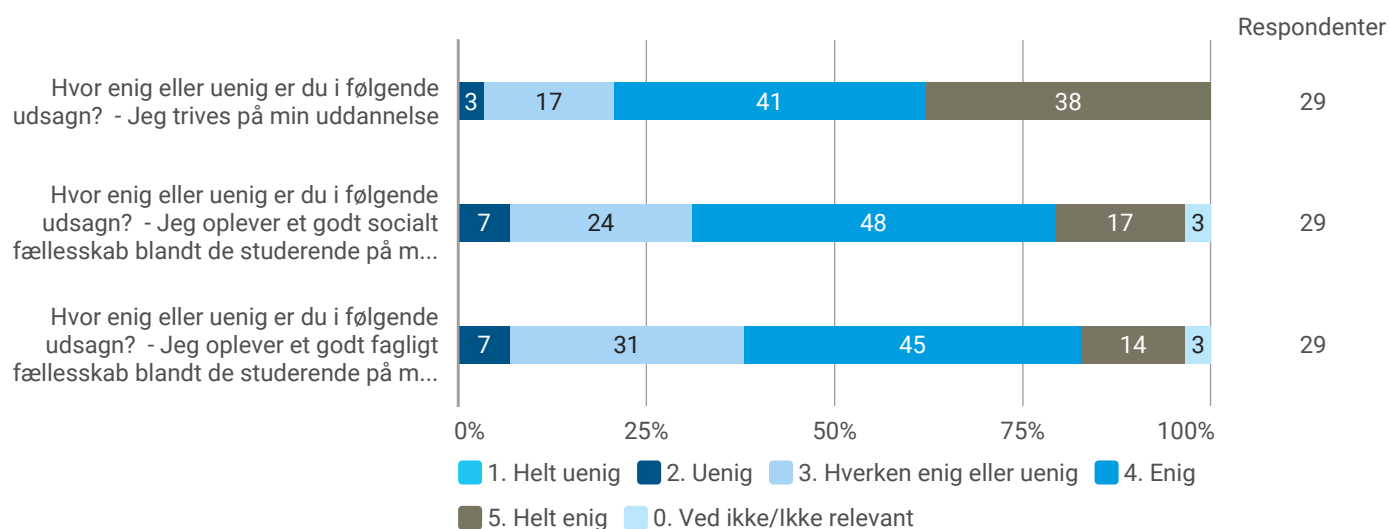
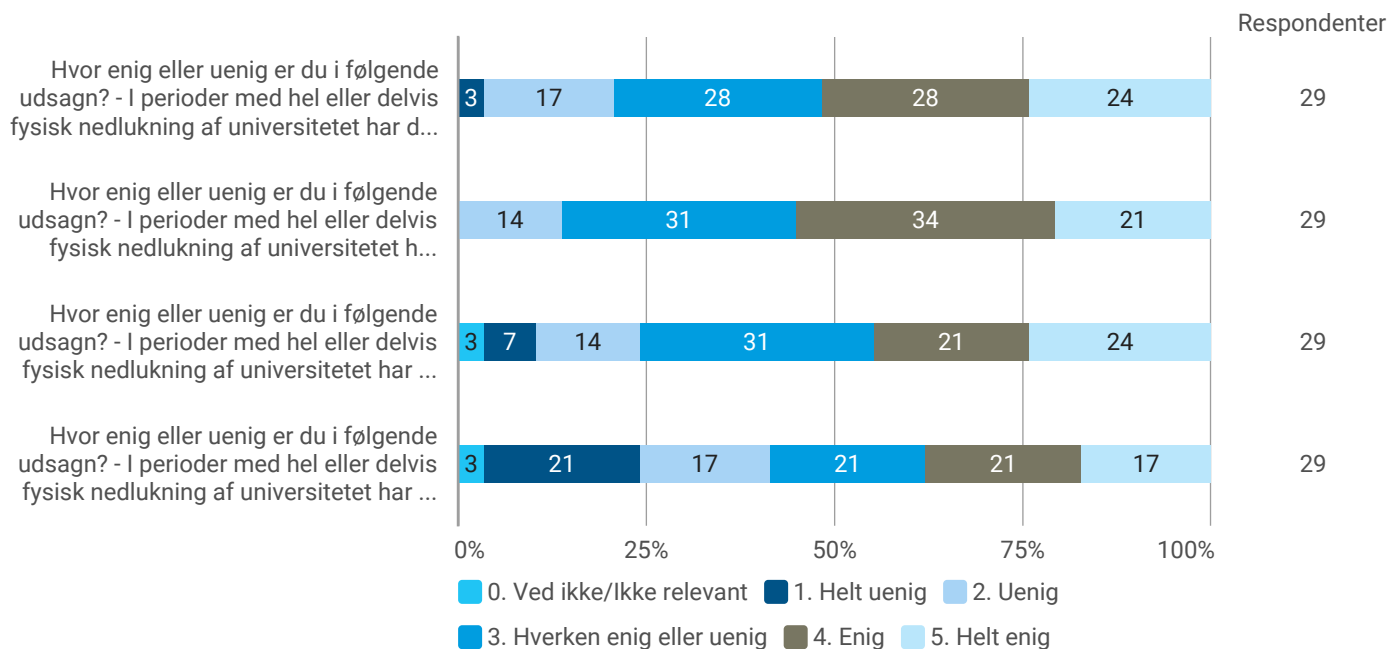
- Her tænkes på forberedelse, aktiv deltagelse i gruppen, videndeling, samarbejde o.lign.



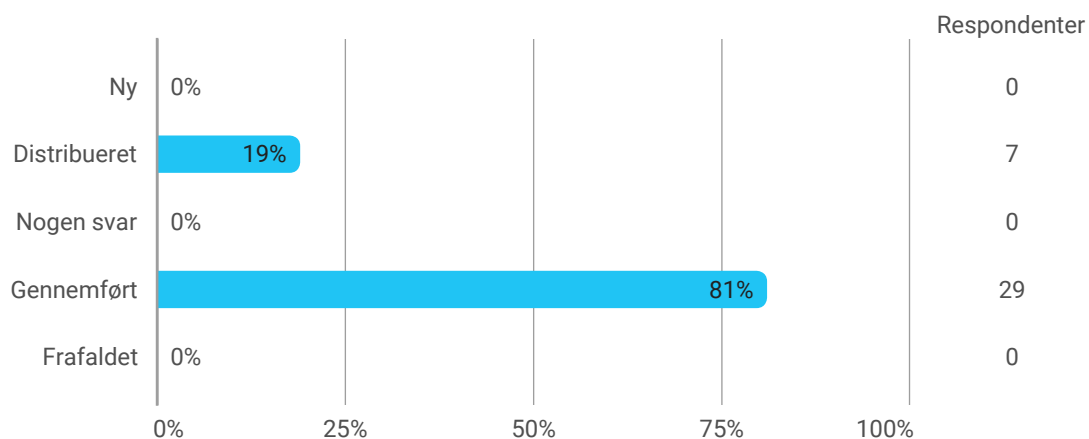
## Aktivitetsniveau og motivation

Hvor mange timer pr. uge brugte du i løbet af semestret i alt på forberedelse, deltagelse i undervisning, projektskrivning mv.?





## Samlet status





### Study board conclusions of the semester and teaching evaluation report

Year:	2021
Campus	Aalborg
Semester	MED4A
Coordinator:	Jesper Rindom Jensen
Date:	November 2021

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 was, in general, running rather smoothly given the complications introduced by the online semester implementation due to COVID. Most of the raised concerns are thus expected to be temporary. The project and course modules were rated above average by the students, and all comments from the semester group meetings were addressed during the semester. However, some of the comments from the semester evaluation in particular should be considered for the future iterations of the semester (responsible for action point in bold):

- AP: **(Course organizer)**
  - Students had troubles getting help from the TA.
  - Students had trouble following the math used in the course. Has something changed on earlier semesters?
- FID: **(Course organizer)**
  - Some activities were not suited for online implementation. It should be considered if parts of the course will be online in the next course iteration.
- Some students found it confusing that the slides were in English while the course was in Danish. Are there any conflicts with the fact the study program is in Danish here, since most lecturers would have obvious reasons to prefer producing slides in English? **(Study Board)**

### 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: 29/36 replied. It is very good. The coordinator should keep the good spirit and encourage future students to do the same
- It has been a challenge to do the implementation online
- The students have had issues with the math skills in the Audio Processing course
- Language issues. It is a Danish bachelor program, but a lot of material is in English. We do not have a policy regarding this, and a lot of the scientific material can only be found in English