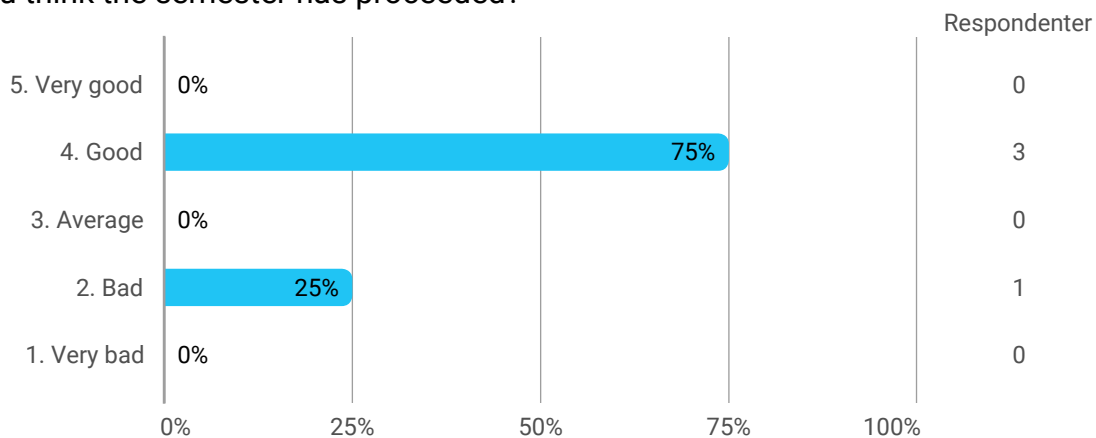
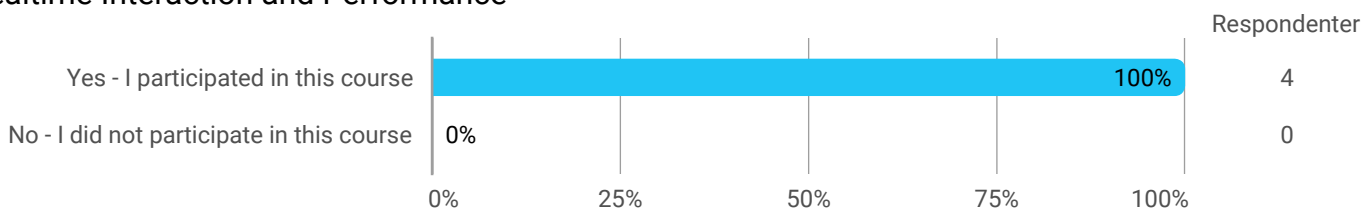


In general, how do you think the semester has proceeded?

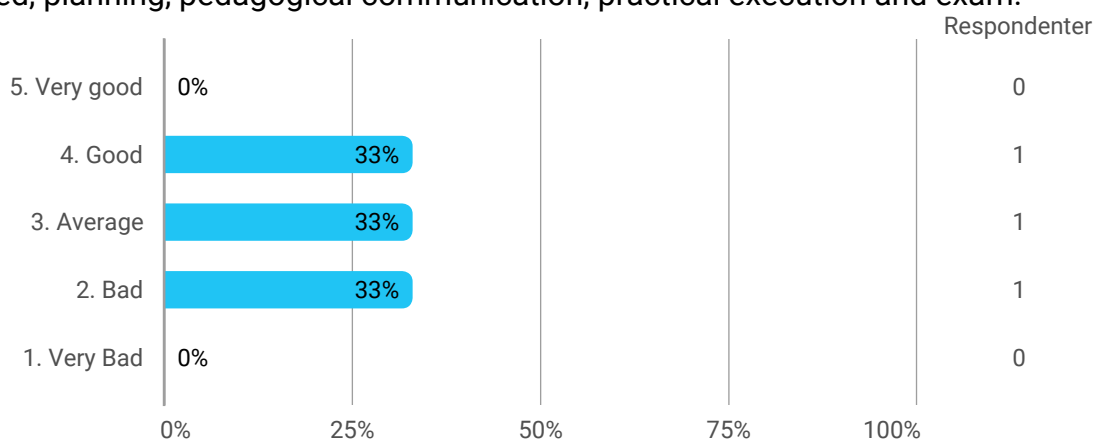


Realtime Interaction and Performance



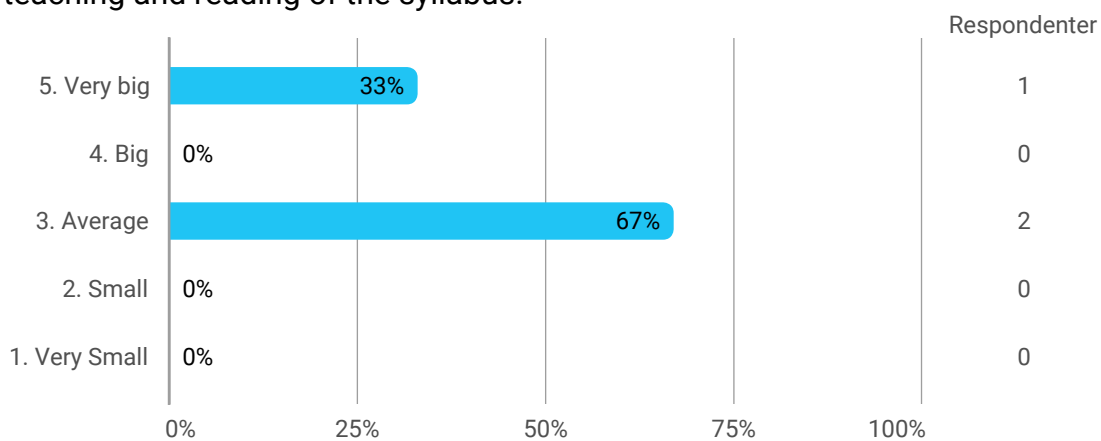
How do you assess the course as a whole?

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

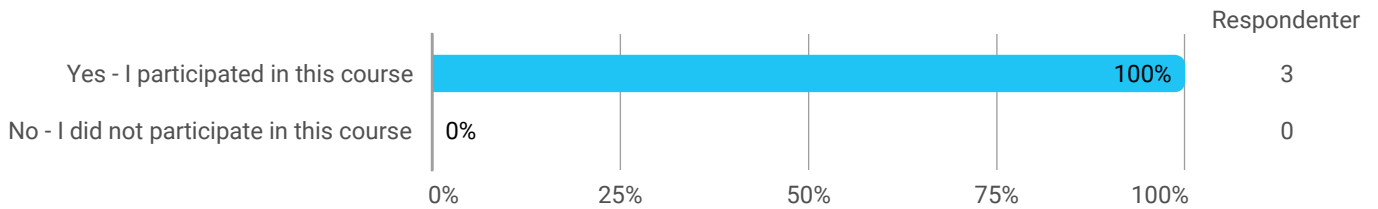


How do you assess your own effort in the course?

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

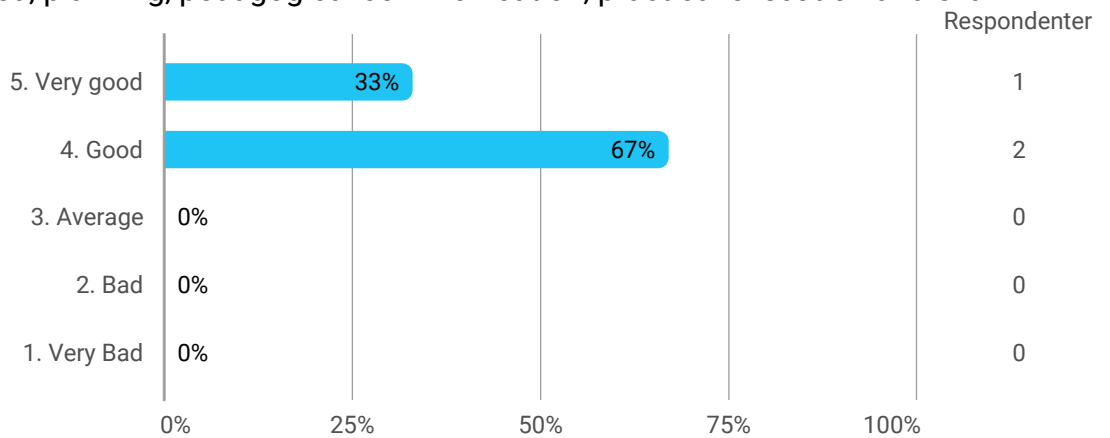


Sound and Music Signal Analysis



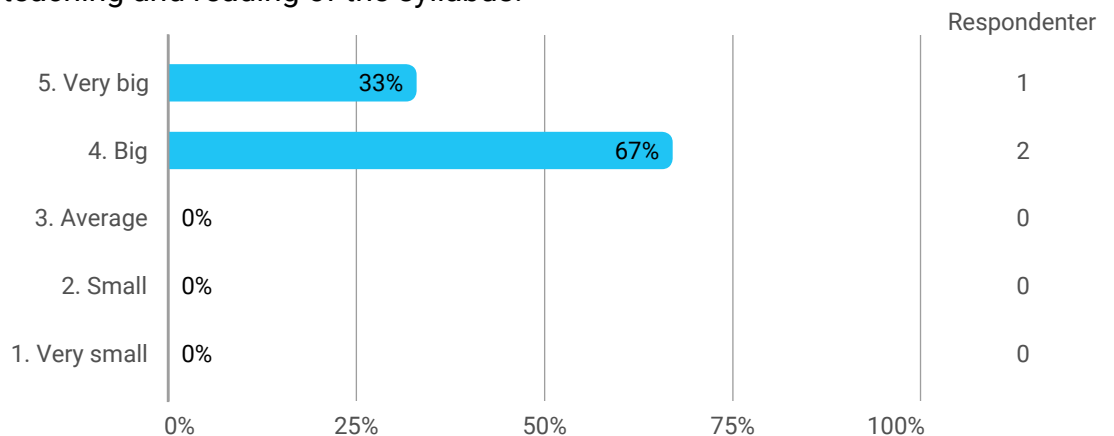
How do you assess the course as a whole?

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

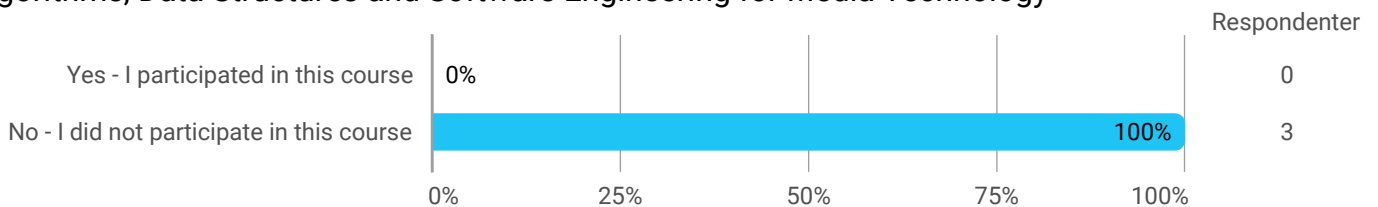


How do you assess your own effort in the course?

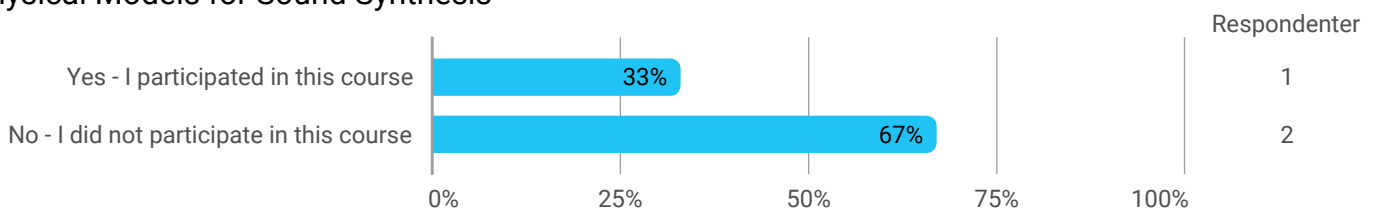
You may include things like preparation, active participation in the teaching sessions, proposals for improvements of teaching and reading of the syllabus.



Algorithms, Data Structures and Software Engineering for Media Technology

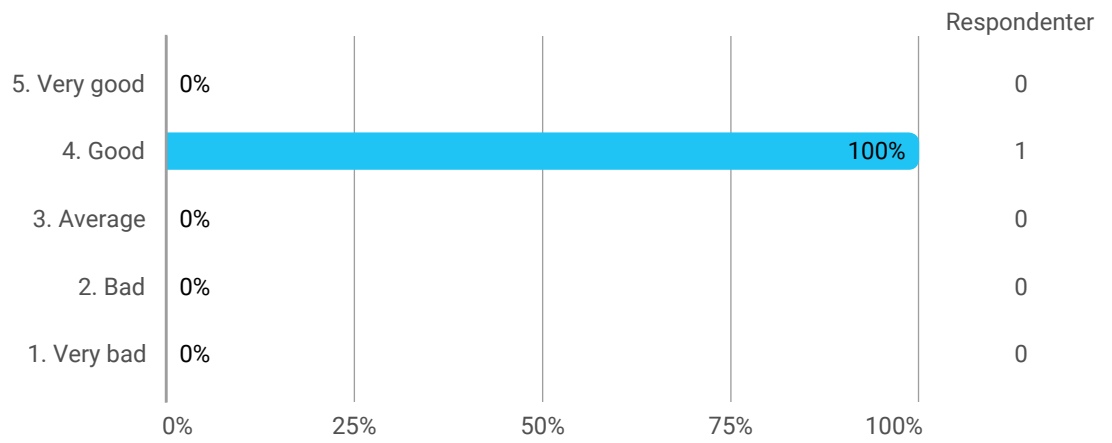


Physical Models for Sound Synthesis



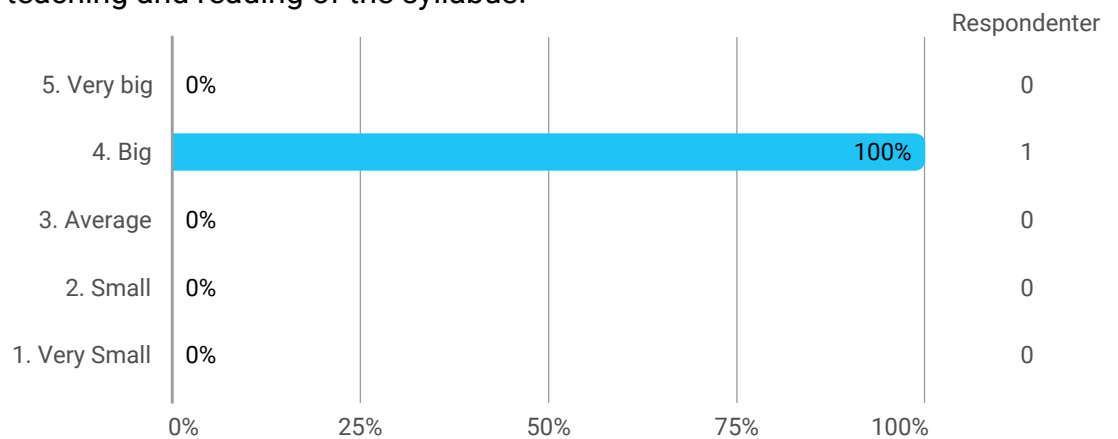
How do you assess the course as a whole?

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

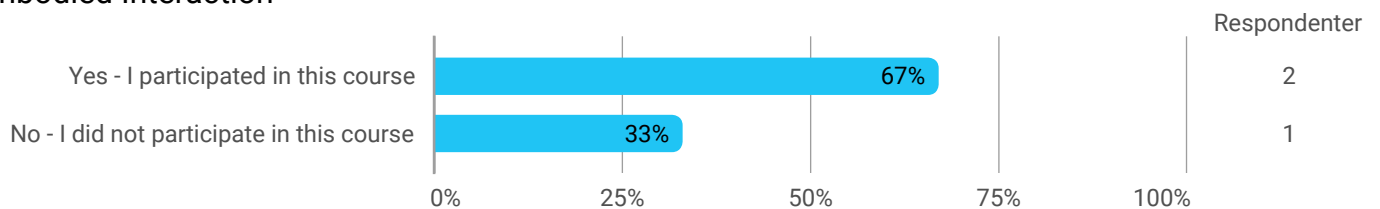


How do you assess your own effort in the course?

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

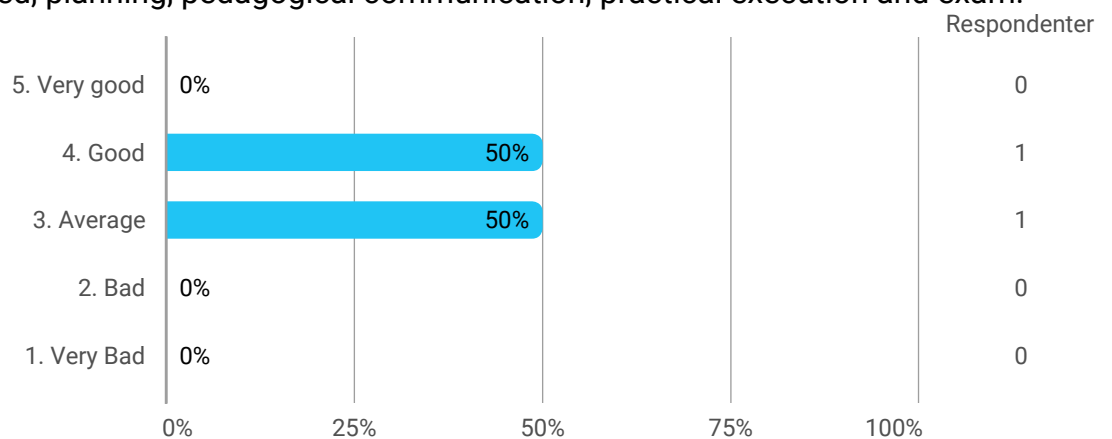


Embodied Interaction



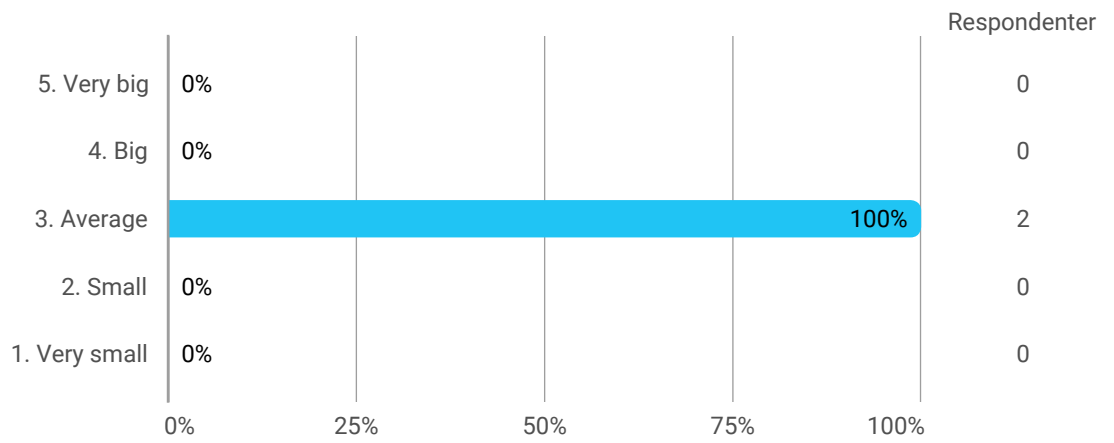
How do you assess the course as a whole?

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

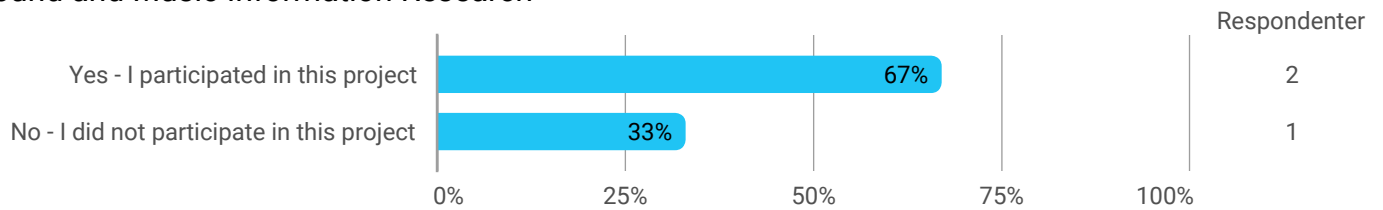


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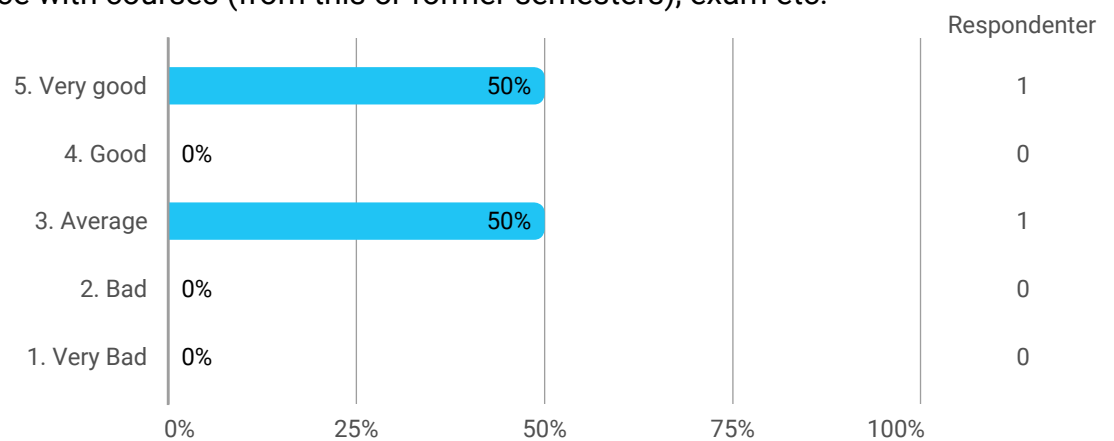


Sound and Music Information Research



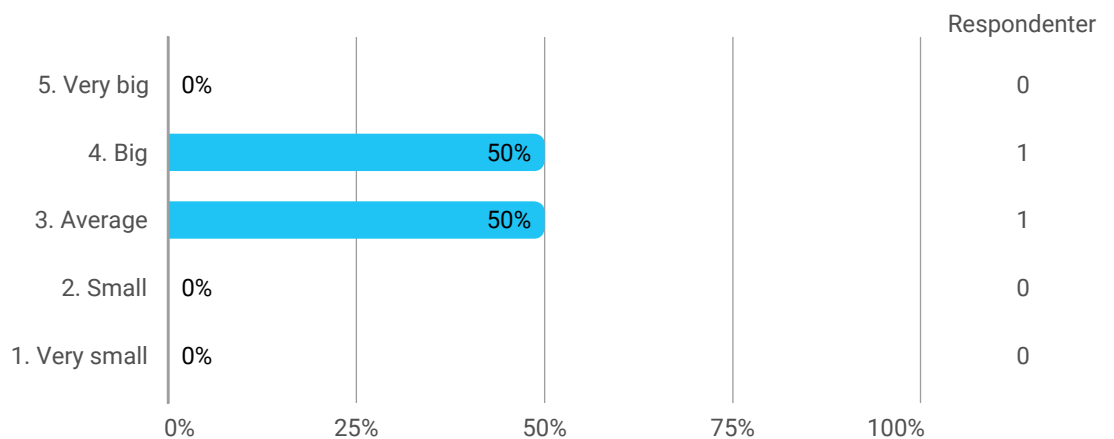
In general, how do you think the project has proceeded?

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?

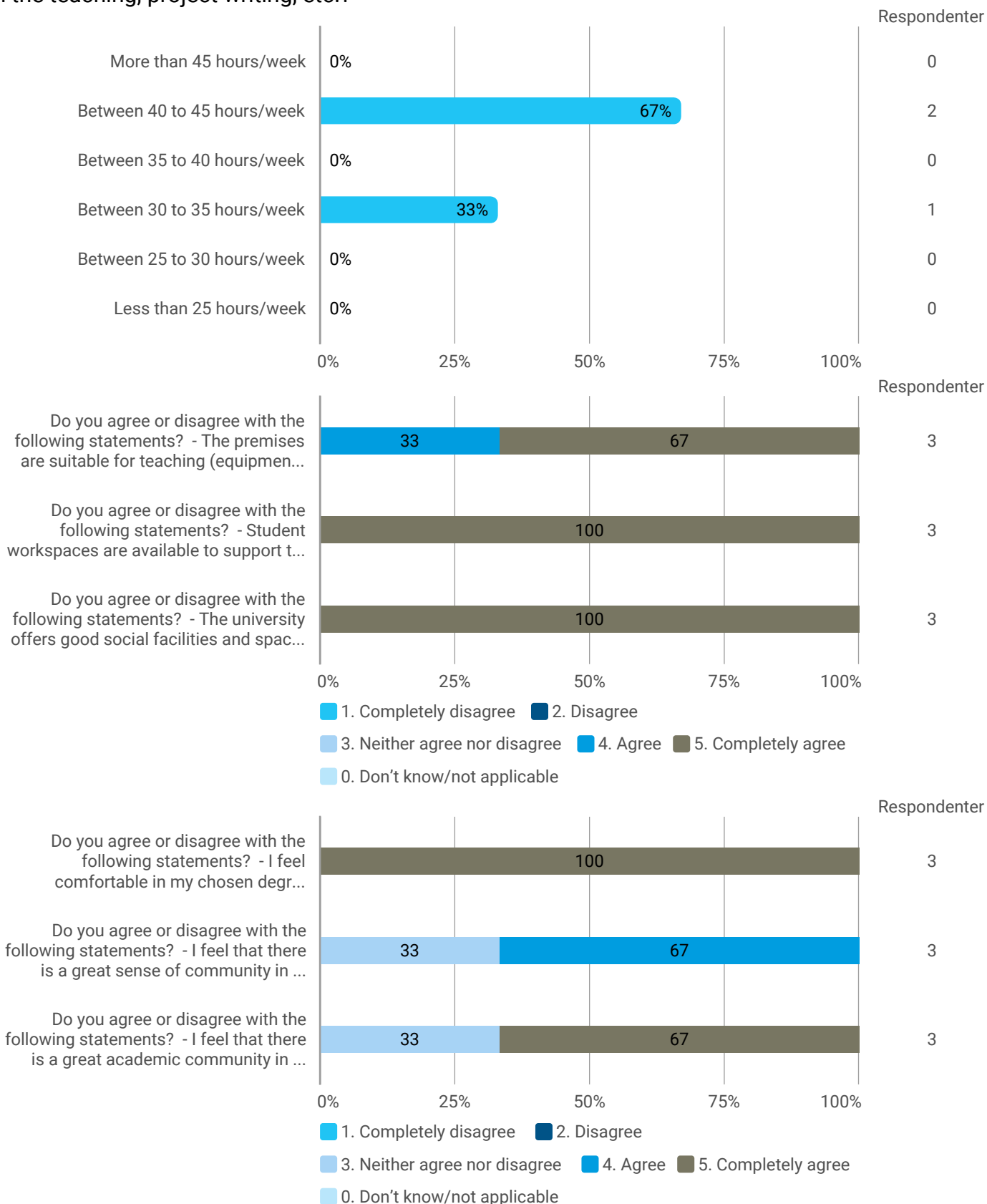
You may include things like preparation, active participation in the group work, knowledge sharing, collaboration, etc.



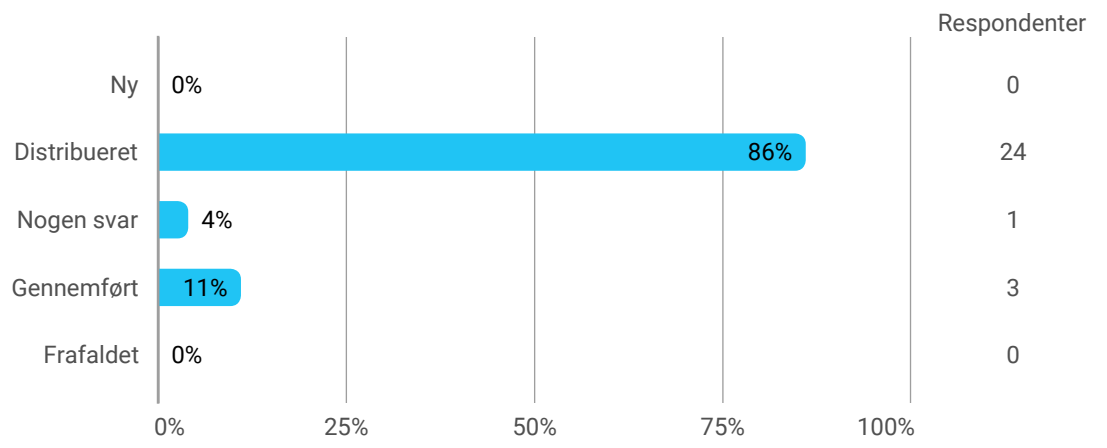
Level of activity and motivation

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:	2020
Campus	Aalborg
Semester	SMC8
Coordinator:	Cumhur Erkut
Date:	25-11-2020

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

With guest lectures and workshops cancelled, and most of the hands-on work become impossible during the semester, which unfortunately has been a compromised. There were many unclear things about the deadlines and content of the hand-ins. However, the measures and preparations aimed to get the best out of the situation, and the students were also able to adapt to the lockdown.

Grade-wise, the 6 MIR students performed better than the 18 SID students, probably because the simulation approach worked better during the lockdown, compared to the hands-on interaction in SID.

The %50 and %75 success rates in two mandatory courses, in SMSA and RTIP respectively, are worrying, especially because many of the students failed even did not come to the exams and re-exams. The electives have better success rates.

Overall, Spring 2020 was a very challenging semester, and we could only get over it with a good coordination and understanding between the lecturers, TAs, supervisors, students, study board and the university at large. But we still have challenges ahead.

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: 3/28. This is ridiculously low, even for a spring semester. The Study Board will contact the coordinator of the subsequent semester to inquire if it would be possible to take measures next time to raise the response rate. There also appears to have been some problems with the survey, so that not all students' project unit was listed in there
- The semester generally appears to have run well despite the COVID-19 circumstances, although many planned activities (workshops etc.) had to be cancelled