



Final report

HT2024_KOGV15_45046_Självständigt arbete, västerländsk konstmusik

First time registered students: 7

Answer Count: 3

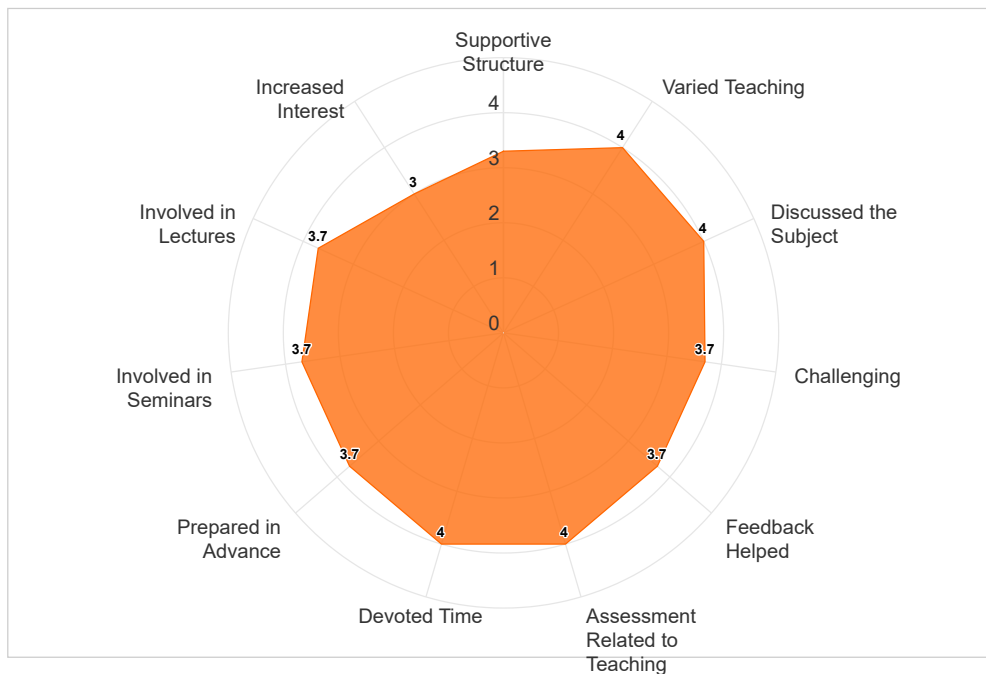
Answer Frequency: 42.86%

The course evaluation could be answered during the period:

26/05/2025 - 09/06/2025

When collaborative courses, several course codes are shown below:

KOGV15 Självständigt arbete, västerländsk konstmusik, End date: 2025-05-27





Mean value for each question. Highest value = 4.

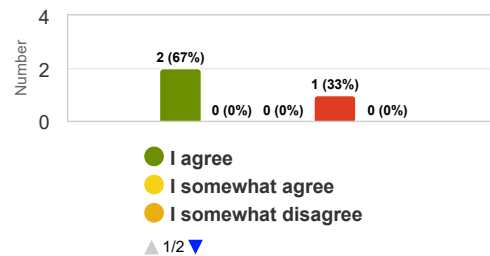
	Mean
Supportive Structure	3.3
Varied Teaching	4.0
Discussed the Subject	4.0
Challenging	3.7
Feedback Helped	3.7
Assessment Related to Teaching	4.0
Workload	2.3
Devoted Time	4.0
Prepared in Advance	3.7
Involved in Seminars	3.7
Involved in Lectures	3.7
Increased Interest	3.0

Results of learning

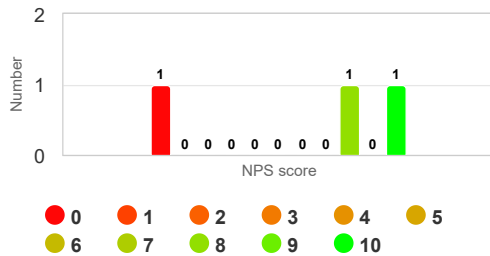
All in all, the course was valuable for me.

Courses that were considered valuable were related to personal development, acquisition of new knowledge and skills, understanding of something. Higher ratings can refer to students' perceived development (learned a lot, and it was useful). Lower ratings can refer to scanty development of knowledge and skills or not understanding certain themes or their parts, not understanding the necessity and significance of the course, problems in the learning environment.

	Mean
All in all, the course was valuable for me	3



How likely would you be to recommend this course to a friend or colleague?



Net Promoter Score (NPS) = 0

Promoters = 1 (33.3%)

Passives = 1 (33.3%)

Detractors = 1 (33.3%)

The Net Promoter Score (NPS) is a metric that measures student experience and predicts the effectiveness of a course. It calculates an NPS score based on a key question using a 0-10 scale, asking how likely students would recommend the course to others. Respondents are grouped into Promoters, Passives, or Detractors based on their score, and the NPS is calculated by subtracting the percentage of Detractors from the percentage of Promoters. The NPS is a core metric for course evaluation programs and is trusted by educational institutions to engage their students and improve their learning experience performance.



Comments

Course supervisor's comments

(På svenska först - in English further down)

Inledning

I den inledande översikten över studenternas svar synliggörs att de i stora drag är nöjda med kursen Självständigt Arbete. Kursen hade sammantaget 7 studenter registrerade detta år, och även om det på pappret ser ganska bra ut med 43% svarsfrekvens, är detta alltså endast tre studenter. Det är ett litet underlag för att göra en kursvärdering.

Analys av fritextsvar

- En av de examinerande lärarna får kritik av en student, i samband med ett specifikt seminarium. Kursledare har deltagit vid detta seminarie, och anser att kritiken är obefogad. Inga åtgärder vidtas.
- Studenterna önskar veta hur många timmar de har i handledningsresurs. Den informationen finns redan upplagd på Canvaskursen, men kursledare noterar att det ändå kan behöva kommuniceras tydligare till studenterna. De önskar också att handledningen sker separat, och inte i samband med deras huvudinstrumentlektioner. En förståelig synpunkt, som jag ska framföra till de som handleder.

Förutom den skriftliga kursvärderingen gjordes även en muntlig utvärdering vid kursens sista seminarium. Där framkom några fler saker kursledare noterar och tar med i planeringen för nästa år:

- Studenterna tyckte att kursens planering var lite ojämn, med tunga inlämningsuppgifter sent på höstterminen. Någon tyckte att kursens 40%-seminarium skulle kunna ligga redan på höstterminen.
- Någon student anser att det akademiska skrivandet kan förberedas i andra kurser i mycket större utsträckning än det görs nu.
- Skrivhandledningen på KAU - studenterna menar att ingen känner till dem.

Rekommendation från studenter till framtida kursdeltagare

"Attend the seminars, and keep up with the deadlines. Much like the previous music-theory courses the work isn't as hard as it might first appear, but it gets much harder if one delays it. Writing on it early in the year when you have much less to do is easier than writing on it while simultaneously preparing for your auditions, Bachelor concert and everything else".

Förändringsförslag

Förslag på förändringar som bedöms nödvändiga efter gjord analys av kursutvärderingen är följande:

- Några moment i kursen tidigareläggs.
- Handledningsresursen kommuniceras ut tydligare till studenterna, samt önskemål om att hålla den separat från ex.vis huvudinstrumentlektioner kommuniceras till handledare.
- Diskussion kommer föras över hela KKM-kollegiet om hur vi kan förbereda studenterna för akademiskt skrivande i högre grad.
- Påminna om skrivhandledningen på KAU - kanske kan vi bjuda in dem till ett seminarium så de kan berätta vad de gör?

Föregående kurstillfälles kursutvärdering

Föregående kurstillfälles kursutvärdering baserades helt på en muntlig utvärdering, eftersom enkäten inte besvarades av någon student. Studenterna då framförde liknande synpunkter som årets studenter.

IN ENGLISH:

Introduction

In the initial overview of the students' responses, it is evident that they are generally satisfied with the course Independent Project. A total of 7 students were registered for the course this year, and although a 43% response rate may look decent on paper, it actually represents only three students. This is a small sample size for conducting a course evaluation.

Analysis of Open-Ended Responses

One of the examining teachers received criticism from a student. As the course coordinator, I attended the mentioned seminars and consider the criticism to be unfounded. No action will be taken.

Students expressed a desire to know how many hours of supervision they are entitled to. This information is already available on the Canvas course page, but the course coordinator notes that it may need to be communicated more clearly. Students also requested that supervision be held separately and not in conjunction with their main instrument lessons. This is a reasonable point, which I will pass on to the supervisors.

In addition to the written course evaluation, an oral evaluation was conducted during the final seminar of the course. A few more points emerged, which the course coordinator notes and will consider in planning for next year:

Students felt that the course schedule was somewhat uneven, with heavy assignments due late in the autumn term. One student suggested that the 40% seminar could be held already in the autumn term.

One student believes that academic writing could be better prepared for in other courses than it currently is.

Writing support at KAU – students mentioned that no one knows about them. Perhaps we could invite them to a seminar so they can explain what they offer?

Recommendation from Students to Future Course Participants

"Attend the seminars, and keep up with the deadlines. Much like the previous music-theory courses the work isn't as hard as it might first appear, but it gets much harder if one delays it. Writing on it early in the year when you have much less to do is easier than writing on it while simultaneously preparing for your auditions, Bachelor concert and everything else."

Suggestions for Changes

Based on the analysis of the course evaluation, the following changes are deemed necessary:

Some course components will be scheduled earlier.

The supervision resources will be communicated more clearly to students, and the request to keep them separate from, for example, main instrument lessons will be passed on to the supervisors.

A discussion will be held across the entire KKM faculty on how we can better prepare students for academic writing.

Previous Course Evaluation

The previous course evaluation was based entirely on an oral evaluation, as no students responded to the survey. The students at that time expressed similar views as this year's students.