



**Universitat
Pompeu Fabra**
Barcelona

Escola Superior
Politécnica

UNIDAD DE CALIDAD E INNOVACIÓN DOCENTE

**Escuela Superior Politécnica
DTIC**

<https://portal.upf.edu/en/web/usquid-etic/inici>

**Evaluación de la Docencia del Máster
“Sound and Music Computing”
Curso 2015-2016**

Julio, 2016

Índice

| | |
|---------------------------------------|---|
| 1. INTRODUCCIÓN | 3 |
| 2. PRESENTACIÓN DEL INSTRUMENTO | 4 |
| 3. RESULTADOS OBTENIDOS..... | 5 |

1. Introducción

A raíz de la construcción de la Unidad de Coordinación Académica de Ingenierías y TIC (UCA EiTIC), la Unidad de Apoyo a la Calidad y la Innovación Docente (USQUID) ha coordinado un estudio centrado en la satisfacción discente de los diferentes programas de máster del Departamento, y en este caso se presentan los resultados obtenidos del estudio en el marco del Máster en Sound and Music Computing (a partir de ahora SMC). Cabe decir que este tipo de estudio se repetirá el próximo curso en más detalle dado que a final de curso la mayoría de los programas de máster únicamente hacen tutorías de tesis y/o algunas optativas en las que no están matriculados todo el conjunto de estudiantes. Por ejemplo, en el caso del SMC que aquí nos ocupa se obtuvo la participación de 10 estudiantes que supone alrededor del 40% del total. Así y todo, esta primera aproximación junto con la que se realiza a nivel interno del máster, permite tener un punto de partida a nivel informacional para seguir trabajando en la mejora de la calidad de la formación que se ofrece desde la ESUP/DTIC.

Apuntar que el instrumento fue aplicado en una de las últimas sesiones del máster y luego se dio la oportunidad de que el estudiantado respondiera al formulario también en papel y depositarlo en el buzón de la USQUID para mantener el anonimato, precisar que no se obtuvo participación alguna mediante esta segunda vía, siendo finalmente 10 el número de estudiantes que rellenaron el instrumento.

A continuación sigue tanto el instrumento como los resultados obtenidos.

2. Presentación del Instrumento

A continuación el instrumento utilizado para la recopilación de datos e informaciones relacionadas con la satisfacción de la docencia del SMC. Recordamos que este formulario fue aplicado presencialmente.

Dear Students,

In order to collect your feedback to improve courses and teaching practices we ask you to fill the questionnaire below. It's anonymous.

We really thank you in advance

Please, mark your level of agreement with each affirmation using the scale 1 to 5, being 1 totally disagree with and 5 fully agree with

| | 1 (totally disagree) | 2 (somewh at disagree) | 3 (neither agree or disagree) | 4 (somewhat agree) | 5 (fully agree) |
|--|--------------------------------|----------------------------------|---|------------------------------|---------------------------|
| I think that, in general, the courses were useful | | | | | |
| Please, add here any comment about positive aspects related with this item and recommendations for its improvement: | | | | | |
| I think that, in general, the courses were well prepared/presented | | | | | |
| Please, add here any comment about positive aspects related with this item and recommendations for its improvement: | | | | | |
| I think that, in general, the practices/labs, seminars and other educational activities help me to understand the theory worked in lectures in terms to applicability | | | | | |
| Please, add here any comment about positive aspects related with this item and recommendations for its improvement: | | | | | |
| In general, I think the master was well coordinated | | | | | |
| Please, add here any other information/comment and suggestion about the master coordination: | | | | | |

What did you like the most and the least about the master?

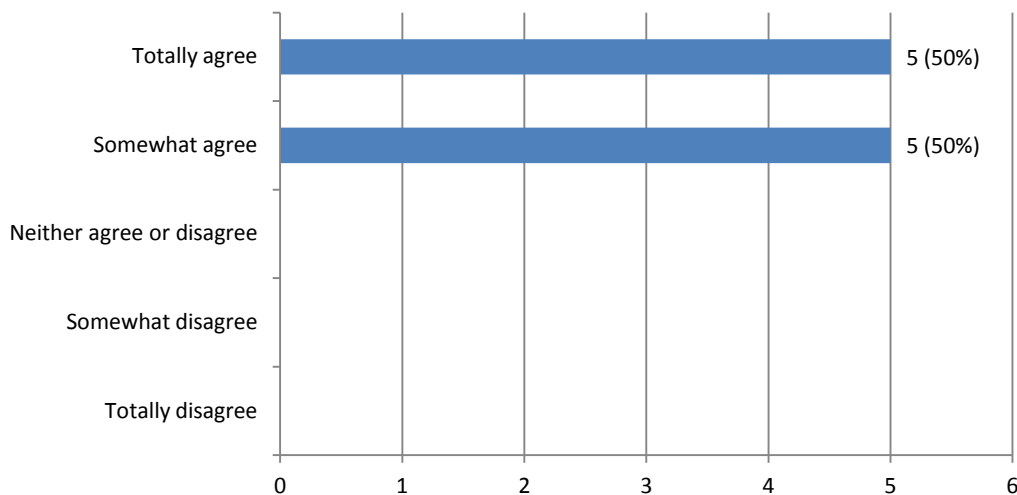
3. Resultados obtenidos

En esta sección se presentan los resultados obtenidos a través de la aplicación del instrumento. Se consiguió la participación de 10 estudiantes que suponen, aproximadamente, un 40% del total de matriculados al MIIS en el curso académico 2015-2016 (25).

Para la presentación de los resultados se seguirá el mismo orden de preguntas del propio formulario, añadiendo para cada caso tanto el dato cuantitativo como los comentarios, sugerencias de carácter cualitativo (en el caso en que los haya). Asimismo se presentarán en inglés tanto los ítems recogidos en el formulario como los comentarios del estudiantado para ser lo más fiel posible a las respuestas recopiladas.

Todos los ítems fueron presentados en forma de afirmación, solicitando al estudiantado que indicara su grado de acuerdo utilizando la escala de 1 a 5, siendo 1 en total desacuerdo y 5 en total acuerdo.

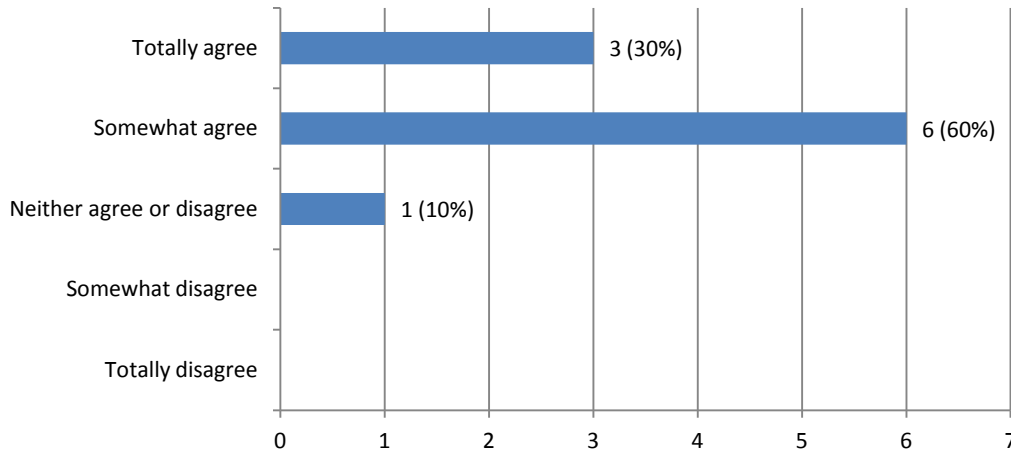
El primer ítem decía: **I think that, in general, the courses were useful.** Los datos cuantitativos obtenidos fueron:



En lo que respecta a comentarios cualitativos referentes a este ítem:

| Qualitative comments collected about positive aspects and recommendation about the courses usefulness |
|---|
| They are very useful to continue the academic career but maybe less for the music/technology industry. Anyway, they are useful. |
| Maybe it could be better if students could focus on their interest from the beginning in specific courses! |
| Maybe add more content on basic concepts (like have DSP background). |

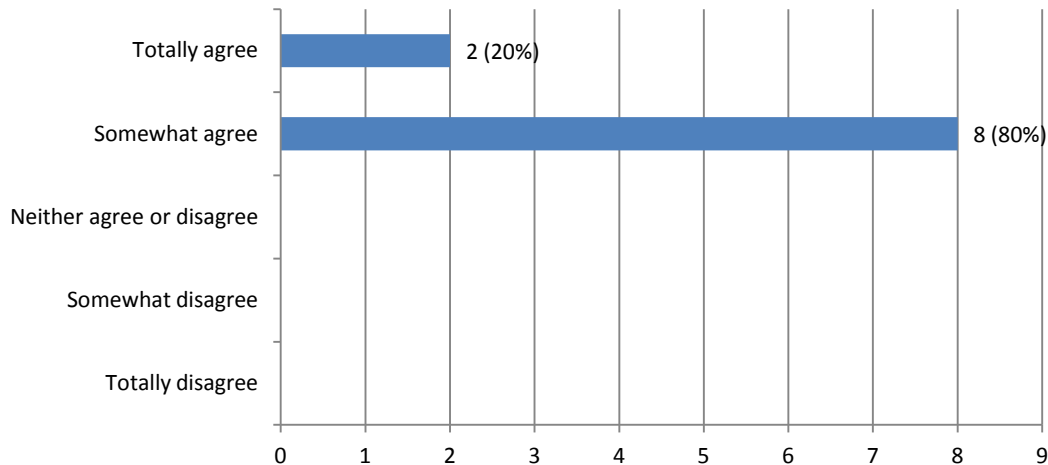
El segundo ítem era: **I think, in general, the courses were well prepared/presented.**
 Las valoraciones del estudiantado respecto este segundo aspecto fueron:



Los comentarios cualitativos obtenidos en relación a este segundo aspecto fueron:

| Qualitative comments collected about positive aspects and recommendation about the courses preparation/presentation |
|---|
| Some sessions were mostly hands-on workshop; I think that courses can be divide into theory and hands-on sessions in a more clear way. More programmatic some courses have this structure others are more “confused”. |
| Some courses (like Audio Music Processing Lab) were very diffuse and not explicit with the tasks and its goals. |
| A more dynamic curriculum, based on current tech could be improved. But overall the preparation was great. |
| The topics covered in Audio Music Processing Lab are not very well organized as well as the activities that were carried out. |
| Some courses like Music Information Retrieval Cognition were perfectly prepares. However, Real Time Interaction should be more detailed and focus on the basics rather than experimenting with the students. |

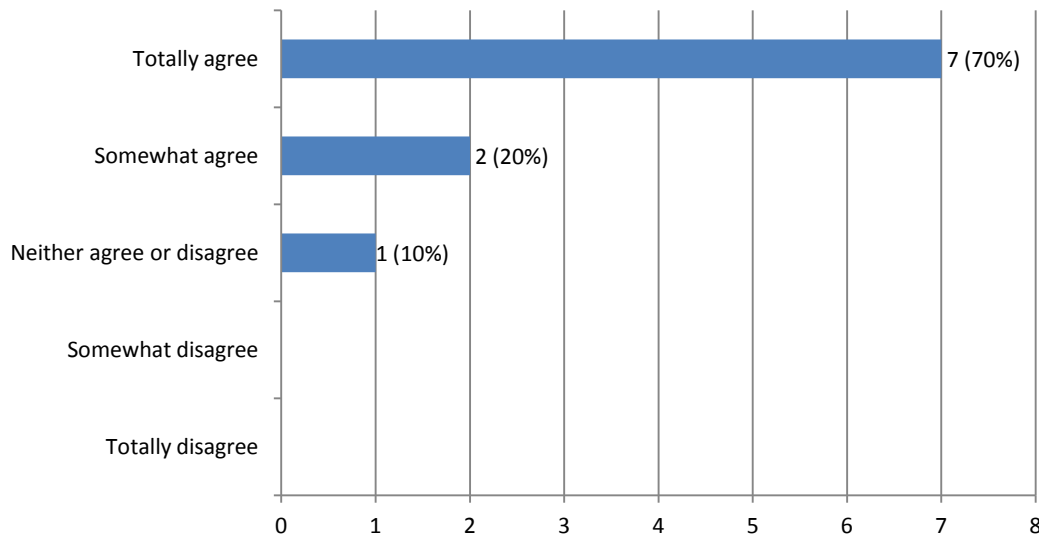
El tercer ítem: **I think that, in general, the practices/labs, seminars and other educational activities help me to understand the theory worked in lectures in terms to applicability,** y los resultados:



Los comentarios cualitativos a continuación:

| Qualitative comments collected about positive aspects and recommendation about how the practices/labs, seminars and other education activities help students to understand the theory worked in lectures in terms of applicability |
|---|
| They were also well defined. |
| Labs are useful to understand concepts, but sometimes it can still go to fast, and some concepts are misunderstood. |
| The practical approach of theory consolidation was very useful and I especially enjoyed those tasks with more freedom. |
| He echado de menos prácticas en Mixing and Recording. |
| It was great that the labs were flexible and the teachers were very supportive. I learn a lot personally from the labs. |
| Audio and Music Processing Lab: At the course most of the topics that were covered where not presented well, in addition to the unclear description of the assignments. |

El ultimo element específico incluido en el formulario se refería a: **In general, I think the master was well coordinated**, y los datos cuantitativos al respecto son:



Los comentarios cualitativos que hacían referencia a cualquier comentario/sugerencia por parte del estudiantado que consideraran relevantes en cuanto a temas de coordinación son los siguientes:

| Qualitative comments collected about positive aspects and recommendation about the master coordination |
|--|
| The amount of work was not very well balanced. |
| I could not have asked for more in 1 year. |
| Certainly, this master provides a very solid insight of MIR and others current techniques for sound and music processing that will be very useful in our future endeavors in the field |

Finalmente se les preguntó que indicaran **what they liked the most and the least** del máster, y las respuestas, según el caso, fueron las siguientes:

| The most liked |
|--|
| The master resembles a real research work environment and it gives the opportunity to see how the academic world works. I also learned a lot of things not related to the master topic, for example how to present in public, how to organize and start a project... |
| It gives a great overview of the field. |
| I learned a lot about sound and ways of analyzing it. |
| Review of the stat of the art of the field. Professors. |
| El profesorado. El enfoque a investigación científica. |
| Flexibility |
| I like the most the converged of the MIR area. It's comprehensive . |

| The least liked |
|---|
| It is too shallow in some points. Maybe two years could be more adequate. |
| Projects thesis are usually tend to be too much on programming. |
| Very intense for 1 year. |
| Según el número de asignaturas y optativas la carga de trabajo puede concentrarse demasiado en determinados periodos comprometiendo la calidad del mismo. |
| Inability to favour certain subjects Topics over others because I needed credits in all courses. |
| The thesis projects should be supervised from the actual professors and not from post-docs to the extend of one year in case that they need to focus on the research. |
| What I like the least is that there is no much in-deep practical experience. |