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**Evaluación de la Docencia del Máster:
Sound and Music Computing
2017-2018 Academic Course**

Noviembre, 2018

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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) coordina un estudio centrado en la satisfacción discente de los programas de máster del Departamento.

Para llevar a cabo el estudio se diseñó un instrumento específico que fue aplicado en formato virtual (mediante un formulario de Google) alcanzando la participación de 8 estudiantes del Máster *Sound and Music Computing* que suponen el 53% del estudiantado que se matriculó y presentó la tesis al final del curso 2017-2018 (n=15).

Siguen tanto el cuestionario como los resultados y conclusiones extraídas a partir del estudio.

2. Presentación del Instrumento

A continuación el instrumento utilizado para la recopilación de datos e informaciones relacionadas con la satisfacción de la docencia del Máster Sound and Music Computing. Recordamos que este formulario fue aplicado de manera virtual y se garantizó el anonimato.

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 (somewhat disagree)	3 (neither agree or disagree)	4 (somewhat agree)	5 (fully agree)
I think that, in general, the courses were useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that, in general, the courses were well prepared/presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that, in general, the practices/labs, seminars and other educational activities help me to understand the theory worked in lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I think the master was well coordinated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I think that, in general, the academic resources provided during the course (material, labs, equipment) were suitable to support my learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that, in general, the educational resources by UPF (Library, Aula Global System, etc.) were suitable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I am satisfied with the tutorship advice received before the master started (e.g. in choosing elective courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I am satisfied with the tutorship advice and the support by the master coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I am satisfied with the support and attention of the secretariat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I am satisfied with the supervision on my master thesis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please, add here any comment about positive aspects and recommendations for the improvement of the items collected in the previous grid *

La vostra risposta

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

La vostra risposta

Which are your professional perspectives/intentions after finishing the master? (Do another master, continue your academic career with the PhD, work in a company, you don't know...). Please, explain us your answer. *

La vostra risposta

3. Resultados obtenidos

En esta sección se presentan los resultados obtenidos a través de la aplicación del instrumento. Tal y como se apuntó anteriormente, se consiguió la participación del 53% del total de matriculados al MSMC.

Para la presentación de los resultados se seguirá el mismo orden de preguntas del propio formulario, empezando por una tabla resumen de todos los ítems recogidos en la parrilla a los que les acompaña tanto la valoración promedio, como el valor de la respectiva desviación estándar y moda. Después se mostrará un gráfico de barras con la distribución de respuestas de cada ítem y su valoración. Finalmente los comentarios cualitativos recogidos. Tanto los ítems como los comentarios globales se presentarán en inglés para ser lo más fiel posible a los datos e informaciones recopilados.

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. En la tabla que sigue se muestran los resultados del curso 2016-2017 y los del 2017-2018.

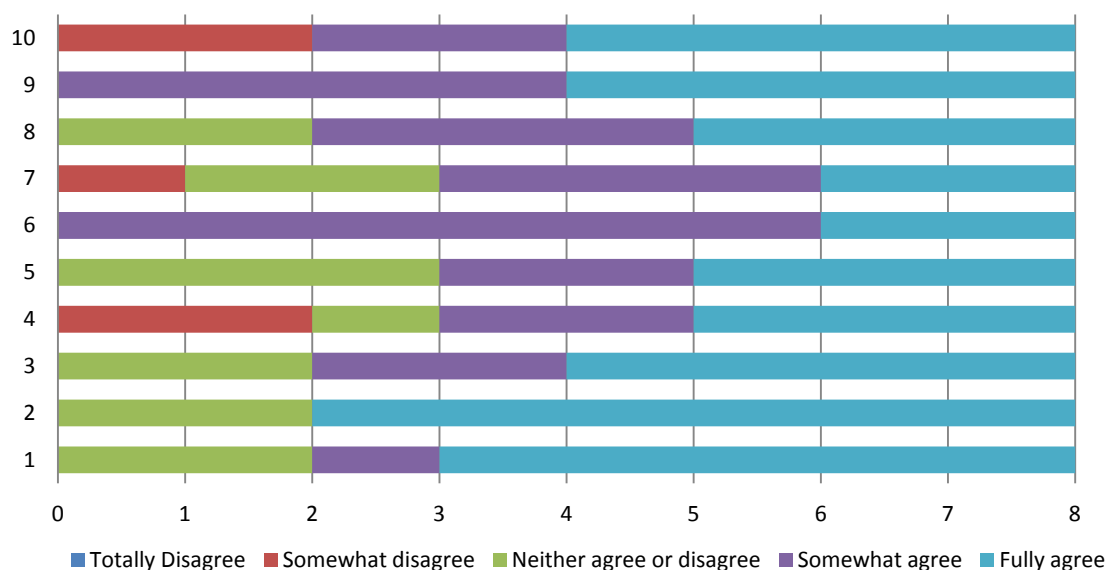
	Curso 2016-2017			Curso 2017-2018		
	Valoración promedio	Desviación Estándar	Moda	Valoración promedio	Desviación Estándar	Moda
1. I think that, in general, the courses were useful	4,32	0,58	4	4,38	0,92	5
2. I think that, in general, the courses were well prepared/presented	3,68	0,82	4	4,25	1,39	5
3. I think that, in general, the practices/labs, seminars and other educational activities help me to understand the theory worked in lectures	4,11	0,81	5	4,25	0,89	5
4. In general, I think the master was well coordinated	3,79	0,92	4	3,75	1,28	5
5. I think that, in general, the academic resources provided during the course (material, labs, equipment) were suitable to support my learning process	4,16	0,60	4	4	0,93	5
6. I think that, in general, the educational resources by UPF (Library, Aula Global System, etc.) were suitable	4,47	0,70	5	4,25	0,46	4
7. In general, I am satisfied with the tutorship advice received before the master started (e.g. in choosing elective courses)	3,74	0,93	4	3,75	1,04	4
8. In general, I am satisfied with the tutorship advice and the support by the master coordinator	3,89	0,99	4	4,13	0,83	4

9. In general, I am satisfied with the support and attention of the secretariat	4,26	0,87	5	4,50	0,53	5
10. In general, I am satisfied with the supervision on my master thesis	4,63	0,68	5	4	1,31	5

Como se observa en la tabla, las valoraciones promedio de satisfacción oscilan entre el 3,75 y el 4,50/5 (el curso pasado estos valores eran 3,68 y el 4,63/5) siendo la desviación en algunos casos más alta que las observadas en el curso anterior (especialmente en los ítems 2 y 10), nótese sin embargo que la moda se sitúa en ambos casos en la máxima valoración, esto es 5/5, de hecho en el 70% de los casos la moda se sitúa en el 5/5, el año anterior este porcentaje fue del 40%, con lo cual la concentración de valoraciones en los niveles más altos de la escala se ha casi duplicado.

En el gráfico que sigue, y tal y como se había plasmado al inicio de la sección de resultados, se muestra la distribución de las valoraciones realizadas por el estudiantado en función de su grado de acuerdo con los 10 ítems incluidos. En el eje x los casos (8 estudiantes) y en el eje y los números que corresponden a cada uno de los ítems propuestos en el instrumento:

1. I think that, in general, the courses were useful
2. I think that, in general, the courses were well prepared/presented
3. I think that, in general, the practices/labs, seminars and other educational activities help me to understand the theory worked in lectures
4. In general, I think the master was well coordinated
5. I think that, in general, the academic resources provided during the course (material, labs, equipment) were suitable to support my learning process
6. I think that, in general, the educational resources by UPF (Library, Aula Global System, etc.) were suitable
7. In general, I am satisfied with the tutorship advice received before the master started (e.g. in choosing elective courses)
8. In general, I am satisfied with the tutorship advice and the support by the master coordinator
9. In general, I am satisfied with the support and attention of the secretariat
10. In general, I am satisfied with the supervision on my master thesis



Una vez presentados los datos cuantificados mediante la escala Likert, se muestran a continuación los comentarios cualitativos con respecto a otros elementos más globales del máster (el detalle en la cabecera de cada tabla).

La pregunta de carácter cualitativo permitía recoger comentarios/recomendaciones relacionados con los ítems valorados previamente mediante el uso de la escala Likert, obteniendo así una evaluación más global de cada uno de los aspectos recogidos.

Please, add here any comment about positive aspects and recommendations for the improvement of the items collected in the previous grid	
1.	In my opinion, subjects are too wide instead of focusing on more specific topics. Of course it has good implications, but somehow it seems that you are learning a bit less than you could.
2.	The pacing of the master thesis class was a bit weird, would be nice to have more checkpoints in the 2nd and 3rd trimester (advisor/student)
3.	I accomplished all the courses previous year, so this year I have experience only with master thesis.
4.	The distribution of courses could be more even. Taking 5 main courses during the first trimester was a bit overwhelming
5.	The MTG has a beautiful environment, though I found receiving feedback on my education quite hard.
6.	If you give deadlines, make sure students meet them and act accordingly. Otherwise you give the impression that you don't really care about master students and their work. Move the thesis presentation close to/at/shortly after submission. I don't see any advantage in putting it at the beginning of July. Feedback should be something happening continuously between the student and the supervisor(s). Some courses need a serious rethinking. It happens quite often to attend classes where professors show a lack of interest towards their subjects and, most importantly, towards students. If your vocation is to be a researcher and not a professor, then please, don't be a professor.
7.	AMP Lab is not a single course - imho it is like a master thesis by itself. If this course could be made less demanding, it could be great. Everything else was great.

Seguidamente las respuestas registradas en referencia a lo que más/menos les había gustado del máster.

What did you like the most and the least about the master?	
1.	The most , the teachers in general and their vision of research in a fantastic topic as music and the understanding on how professionals work on it. The least , that it is too focused on academic research. It is not bad itself, but the reality is that most of us end up working in other areas.
2.	I liked the most the MTG community and classes, the least favorite thing is lack of enforced participation in 3rd trimester thesis, students need more active supervision
3.	The most : It allows you to start working in the field (e.g., find job, attend conferences, make connections). Knowledgeable professors and fellow students.
4.	Most liked: I really liked that the content of the masters program was really comprehensive for Music Information Retrieval and Sound and music Computing. Least liked) The evaluation of the course 'Real-time Interaction' could have been more solid. Also 'the mobility service for international students' could have been much more helpful with bureaucratic procedures.
5.	The limited options in the kind of research we were able to undertake in the master thesis. Nothing outside of data collection and analysis was ever up for consideration.
6.	Seemed that for some courses the teachers were not really interested in giving the lessons, as the students were just waste of time respect to their other duties.
7.	The least : lack of empathy and care from some MTG people towards students, their opinions and their work. The most : infrastructures were adequately functional and helpful in supporting students.
8.	Most : Barcelona Least : Evaluation criteria for the master thesis

Por último se les pedía a los participantes en la evaluación que indicaran cuales era sus perspectivas profesionales. En las 8 respuestas registradas se observa que 2 se decantarían claramente por hacer el Doctorado, 2 por combinar el Doctorado con un trabajo en empresa, 2 por trabajar en empresa y los otros dos sujetos no lo saben, aunque uno de ellos sí detalla que lo que le permita combinar mejor su temad e investigación, lugar y compensación.

Which are your professional perspectives/intentions after finishing the master? (Do another master, continue your academic career with the PhD, work in a company, you don't know...). Please, explain us your answer.	
1.	Still learning. In a company as a R+D engineer and trying to find a good PhD of a topic of my own interest in the future, for developing my research in audio and specializing in a topic that I loved.
2.	Continue with PhD , I would want to go deeper into topics I like
3.	Continue academic career and work in a company
4.	I am continuing with PhD in UK.
5.	I don't know
6.	I'd like to work for a company . Initially I wanted to go for a PhD, but after this year I'm taking some time to think about as I'm not sure what would be an interesting path to follow
7.	Work in a company . I want to work on real life problems and provide concrete solutions. Also, I'm not ready to spend 3 or 4 more years doing the PhD life (as I witnessed it to be).
8.	Whichever offers the best combination of {research topic, location and compensation}.

Conclusiones

Tal y como se puede extraer del informe y siguiendo la línea observada en la evaluación del curso pasado, el estudiantado que ha participado en la evaluación 2017-2018 muestra un grado de satisfacción muy positivo. También se han detectado elementos para la reflexión que serán analizados por la coordinación del máster para considerar posibles acciones de mejora.

Animamos a la coordinación del máster a que envíe este informe al profesorado involucrado para reflexionar conjuntamente sobre los resultados obtenidos. En caso de que se requiera, la USQUID de la ESUP-DTIC podría dar apoyo en el diseño, ejecución y evaluación de cualquiera de las mejoras que pudieran plantearse y así lo requieran.