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**Evaluación de la Docencia del Máster:  
Brain and Cognition  
2017-2018 Academic Course**

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**Octubre, 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) del centro inició el curso 2016-2017 una serie de estudios centrados en la satisfacción discente de los programas de máster del Departamento. En este documento en concreto se recogen los resultados obtenidos en el marco del *Brain and Cognition* (UPF) en el curso 2017-2018 así como algunas comparativas con los resultados obtenidos el curso anterior (2016-2017).

El cuestionario diseñado con este fin fue enviado digitalmente al estudiantado y recogido de manera anónima una vez presentada la tesis de máster. El índice de respuesta es del 50% (el curso pasado la participación fue del 58%).

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 Brain & Cognition.

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"/>				
I think that, in general, the educational resources by UPF (Library, Aula Global System, etc.) were suitable	<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"/>				
In general, I am satisfied with the tutorship advice and the support by the master coordinator	<input type="radio"/>				
In general, I am satisfied with the support and attention of the secretariat	<input type="radio"/>				
In general, I am satisfied with the supervision on my master thesis	<input type="radio"/>				

### 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 de 9 estudiantes que suponen el 50% del total de matriculados que presentó la tesis de máster en el B&C (18 en total).

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.

	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	0,45	4	4,33	0,7	4
2. I think that, in general, the courses were well prepared/presented	3,64	0,81	4	3,78	0,97	4
3. I think that, in general, the practices/labs, seminars and other educational activities help me to understand the theory worked in lectures	3,64	1,12	3	3,67	1,41	5
4. In general, I think the master was well coordinated	3,27	0,90	3	4	1,32	5
5. I think that, in general, the academic resources provided during the course (material, labs, equipment) were suitable to support my learning process	3,55	0,82	4	4,11	1,27	4
6. I think that, in general, the educational resources by UPF (Library, Aula Global System, etc.) were suitable	3,73	0,65	4	4,11	1,54	5
7. In general, I am satisfied with the tutorship advice received before the master started (e.g. in choosing elective courses)	3,55	0,82	4	3,89	1,36	5
8. In general, I am satisfied with the tutorship advice and the support by the master coordinator	3,82	1,25	5	4,44	1,33	5
9. In general, I am satisfied with the support and attention of the secretariat	3,27	1,10	3	4	1,32	5

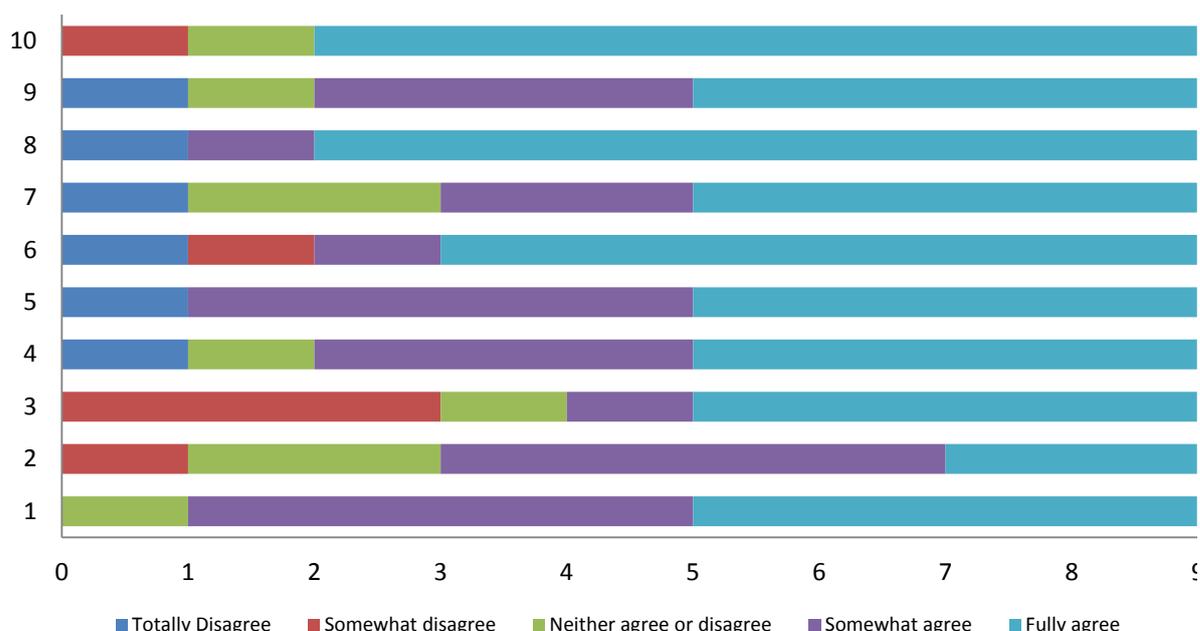
10. In general, I am satisfied with the supervision on my master thesis	3,91	0,94	4	4,44	1,13	5
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Como se observa en la tabla, las valoraciones promedio de satisfacción oscilan entre el 3,67 y el 4,44/5, siendo estos valores mayores que los conseguidos el curso anterior (3,27 y 4/5), se observa también que las desviaciones son más elevadas en la mayoría de ítems que las obtenidas el curso pasado, pero la moda está por encima que aquellas del 2016-2017.

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 (9 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



Acompañando a los ítems anteriores había un espacio abierto para que el estudiantado aportara valoraciones cualitativas sobre los elementos considerados en la parrilla anterior. Seguidamente el detalle de los comentarios:

Please, add here any comment about positive aspects and recommendations for the improvement of the items collected in the previous grid (n=8)	
1.	<p>1- We are supposed to learn a whole subject within 2 weeks and don't get properly evaluated. We don't know if teacher received our emails or when we would find out about the grades. He is a great researcher, he has a very positive attitude, but I think it is better for someone to teach this course who can commit for a semester long. I do not feel like I have learned much, in fact the way he taught it was sometimes "googleable." His material is online, so we might have just read it on our own; I cannot fully understand why he had to come then.</p> <p>2- Every teacher could use aula global to post slides, readings, grades, etc. There are some that do not use it, so we sometimes have to go back to a certain email that contains a reading from weeks ago, it is not particularly convenient.</p> <p>3- Aula global again, every teacher could post grades there and have a deadline to do so and we should know that deadline. We were mostly emailed our grades. I also found out by coincidence that UPF has an app; if I had not, I would never know my grade from Albert Costa's course because he did not even email us.</p> <p>4- For better integration of students into research groups, volunteering PhD students could be assigned to each master student to make sure that master students are included in activities, chats, etc.</p> <p>5- It would be very nice that before we enroll in the masters, even better during the application period, every PI posted their research interests&amp;projects&amp;ideas for the upcoming year. Someone might want to know before they apply that e.g. Juan Manuel Toro may want to work more with infants or rats; music or something else, etc. So if I, as a prospective applicant, see that he is doing something I find very cool, I will definitely apply. But if I see that what interests me is not in his agenda for the next year, I will not bother.</p> <p>6- I would really like to have got some support from related UPF department on the visa issues. It is difficult to reach embassies in my home country (they don't pick up the calls!) so I did not know what to present at the consulate, etc. If UPF, as an entity, can keep record of this and inform students, it would be much much easier.</p> <p>7- Albert Costa did a nice thing during our course where he introduced people from his lab to talk about what they are up to, in order to attract some master students. Other research groups can also do something like this, as well. Better not be during the course, because then we would never find out on time what Gustavo Deco does.</p> <p>8- From the second semester on, students could have fixed appointments with their PI's every week in order to discuss thesis-related issues, so that we are never off track (going too slow).</p>
2.	In general, I enjoyed the courses since the teachers were able to create an enjoyable environment of discussion and learning; however, sooner or more detailed feedback in some activities or even in the exam would had help me to understand deeper the lectures.
3.	I would have preferred to have elective courses, the topics were very diverse and I would have liked to specialize more.
4.	More emphasis on methods and statistics.
5.	I would suggest to encourage students to present their work in conferences and to organize academic events so they can present posters, abstracts etc.
6.	Support from multi sensory research group was excellent.
7.	In general, the master made sense and was useful for me. Specifically, the possible improvements in my opinion may be on the language class (the

discussion approach of the class was not useful for me), on the neuroimaging methods class (it was too short and too focused on fMRI), and on the data analysis class (it was hard to follow a matlab class writing on python - it would have been better to make two groups or to work only in one language).

8. The biggest difficulty with this master is incorporating so much new information from many different fields into a one year program that serves students from such a wide variety of backgrounds. Perhaps there could be a two-path option in the future, with some core subjects that every student takes and then some other optional subjects that are elective and directed towards people with certain backgrounds.  
For example, I'm sure some of the people with computer science backgrounds found the Data Analysis course (very coding-heavy) relatively easy, while others with less technical backgrounds found it quite difficult. And vice versa for some of the more philosophical-heavy classes. If there was a way to maybe coordinate two different curriculums, one for "technical/engineering" backgrounds and another for "theory/social/psychological", then both groups of students would benefit from taking classes that are more tailored to their specific interests.

Una vez presentados los datos cuantificados mediante la escala Likert, se muestran a continuación los comentarios cualitativos obtenidos en el cuestionario, concretamente se les pedía que indicaran qué era **lo que más les había gustado del máster y lo que menos les había gustado**. Seguidamente el registro de los 9 estudiantes que dieron respuesta:

<b>What did you like the most and the least about the master? (n=9)</b>	
1.	I am very very happy with my thesis supervisor; she is why I am here. The thing I liked the least was probably the subject carried out in 2 weeks
2.	My favorite thing was the good ambience during the courses, it was very interesting to share and listen to other students point's of view, since we all have different backgrounds. The thing I liked the less is, as I said, the feedback received in some cases.
3.	I thought the teachers were excellent and the research project was really well coordinated, with supervisors being incredibly present and attentive and supportive. I liked the research-based aspect of the masters which really complemented the theoretical classes and I liked the breadth of the classes - most students come in with an interest or specialty but the structure of the course really exposes us to things we would otherwise never discover. I also admire the teachers for crafting classes that were intelligible to all students, giving the variety of our backgrounds. Sometimes feedback explaining grades (homework and exams) could have been a little more constructive in various classes, i.e. whether or not the grade is good, it would help to know a little more about what was good and why and what wasn't and should be worked on.
4.	I enjoyed very much classes and I thought the coordinator did a great job as coordinator.
5.	The most: the amount of credits dedicated to thesis. The least: the amount of credits dedicated to language (other areas of neuroscience equally important haven't been touched).
6.	I liked the support provided by the Post-docs and lab directors during the thesis.
7.	Like: Diversity of classes & focus on papers. Dislike: Data analysis professor was excellent but students should do an intro course in the first trimester to get ready for it : )
8.	I liked the multidisciplinary of this master. I would have liked to have more possibilities of option classes.
9.	Most: pretty much all of it. Least: and handful of the lectures were a bit disorganized and seemed like "second-thoughts". I also wish the neuroimaging course was a bit more thorough, as it also seemed rushed for the depth of knowledge covered.

En relación a en relación a cuales era sus perspectivas profesionales, recogiendo la respuesta de 9 estudiantes y, tal y como se observó en la edición de este estudio del año pasado (datos del curso 2016-2017) sigue habiendo referencia unánime al Doctorado.

<b>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. (n=9)</b>
<b>Starting PhD</b>
I am starting a <b>PhD</b> in Neuroscience. I want a deeper understanding of the brain in order to translate that knowledge to the Clinical Practice in the future.
I don't know but find a way to incorporate neuroscience with other work in non-academic fields (maybe/maybe not with a <b>PHD</b> )
I am about to start a <b>PhD</b> in the UB, which I had already planned before starting the master's.
<b>PhD</b>
My idea is to work during this year in a laboratory in order to collaborate in ongoing research projects to gain further experience and hopefully start a <b>PhD</b> in 2019.
For now - working freelance in a company. Potentially a <b>PhD</b> in the future.
I don't know.
I hope to continue with a <b>PhD</b> and eventually find a stable academic or industrial position.

## **Conclusiones**

Tal y como se puede extraer del informe, el estudiantado que ha participado en la evaluación muestra un grado de satisfacción positivo. También se han detectado elementos para la reflexión que serán analizados por la coordinación del máster para considerar posibles acciones de mejora aunque, globalmente, las valoraciones y la moda de los elementos considerados en la evaluación son más elevados que los referidos al curso anterior (2016-2017).

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.