



**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:
Cognitive Systems and Interactive Media
2017-2018 Academic Course**

Noviembre, 2018

Index

1. INTRODUCCIÓN	3
2. PRESENTACIÓN DEL INSTRUMENTO	4
3. RESULTADOS OBTENIDOS	6
CONCLUSIONES	14

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. En este documento en concreto se recogen los resultados obtenidos en el marco del CSIM en el curso 2017-2018 añadiendo también elementos de análisis comparado con los datos del curso 2016-2017.

En el curso 2017-2018 se han recogido datos de 9 estudiantes que representan casi el 43% del total de matriculados que defendió su tesis de máster en el curso objeto de análisis.

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 CSIM. Recordamos que este formulario fue enviado en línea garantizando el anonimato de los participantes.

Teaching Evaluation

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

MÁSTER: _____

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					
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:					
I think that, in general, the academic resources provided during the course (material, labs, equipment) were suitable to support my learning process					
Please, add here any comment about positive aspects related with this item and recommendations for its improvement:					

I think that, in general, the educational resources by UPF (Library, Aula Global System, etc.) were suitable					
Please, add here any comment about positive aspects related with this item and recommendations for its improvement:					
In general, I am satisfied with the tutorship advice received before the master started (e.g. in choosing elective courses)					
Please, add here any comment about positive aspects related with this item and recommendations for its improvement:					
In general, I am satisfied with the tutorship advice and the support by the master coordinator					
Please, add here any comment about positive aspects related with this item and recommendations for its improvement:					
In general, I am satisfied with the support and attention of the secretariat					
Please, add here any comment about positive aspects related with this item and recommendations for its improvement:					
In general, I am satisfied with the supervision on my master thesis					
Please, add here any comment about positive aspects related with this item and recommendations for its improvement:					

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

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.**

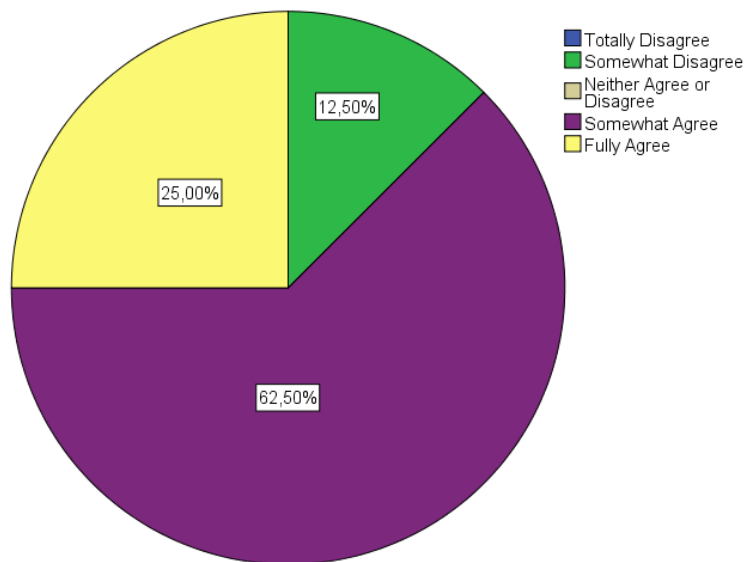
3. Resultados obtenidos

En esta sección se presentan los resultados obtenidos a través de la aplicación del instrumento. Se consiguió la participación de 9 estudiantes que suponen, aproximadamente, un 43% del total de matriculados al CSIM (curso 2017-2018).

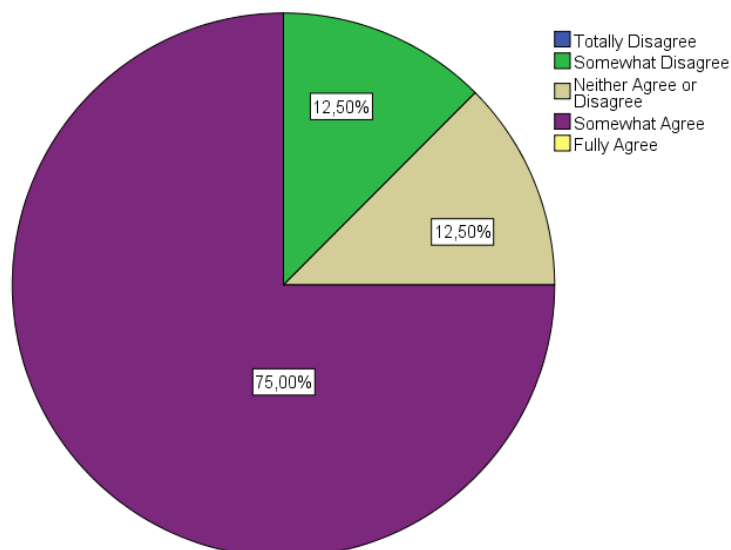
Para la presentación de los resultados se seguirá el mismo orden de preguntas del propio formulario. Asimismo se presentarán in inglés tanto los ítems recogidos en el formulario como los comentarios del estudiantado para ser lo más fiel posible a los datos.

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 era: **“I think that, in general, the courses were useful”**

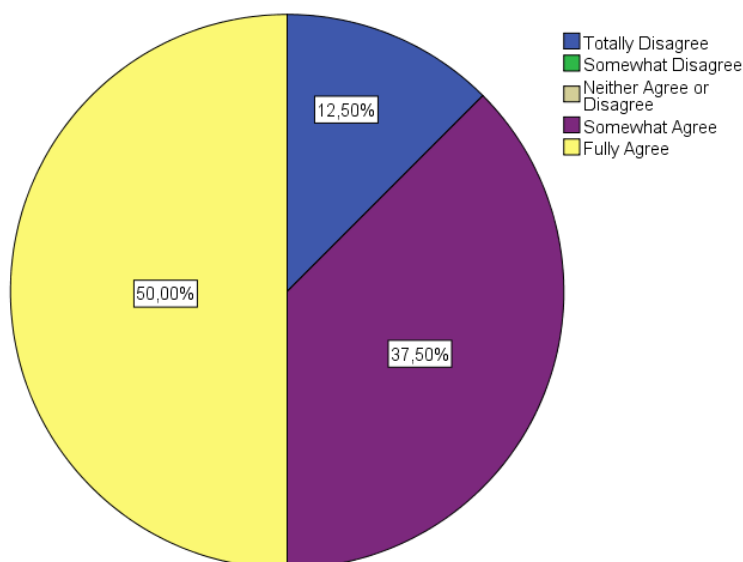


El segundo ítem recogido en el instrumento decía: **“I think that, in general, the courses were well prepared/presented”**.



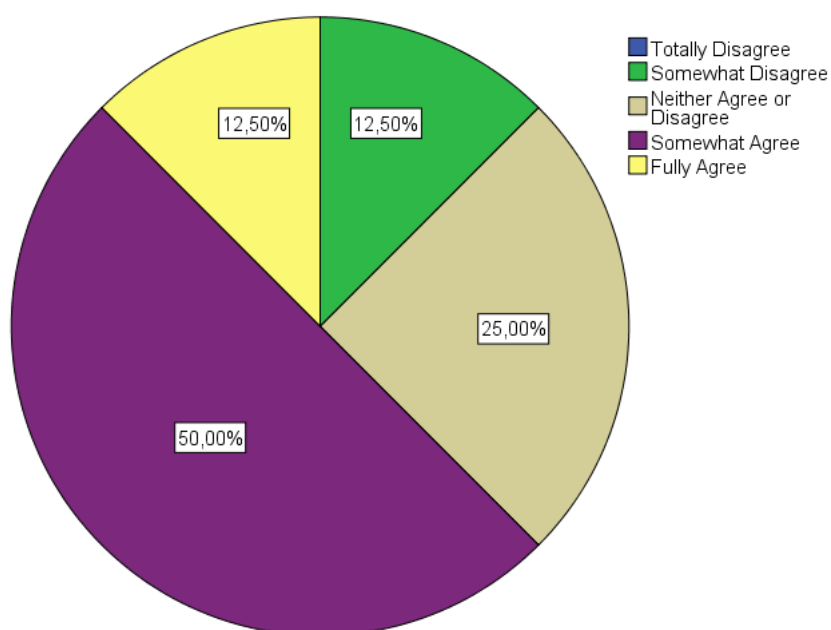
En comparación con los valores registrados el curso pasado (2016-2017) tanto en este segundo ítem con en el caso del primero no se observa diferencias significativas en la tendencia de los valores obtenidos.

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”** y los comentarios cualitativos recogidos al respecto aquí:



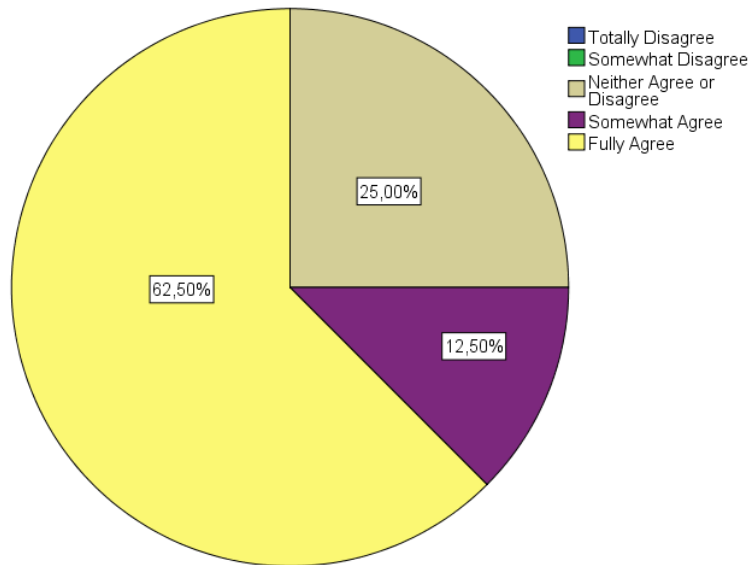
En el caso de este tercer ítem resaltar que el porcentaje que aglutina los valores de máximo acuerdo con la afirmación se ha incrementado un 10%.

El siguiente ítem **“In general, I think the master was well coordinated”** se distribuye según la respuesta de los participantes de la siguiente manera:

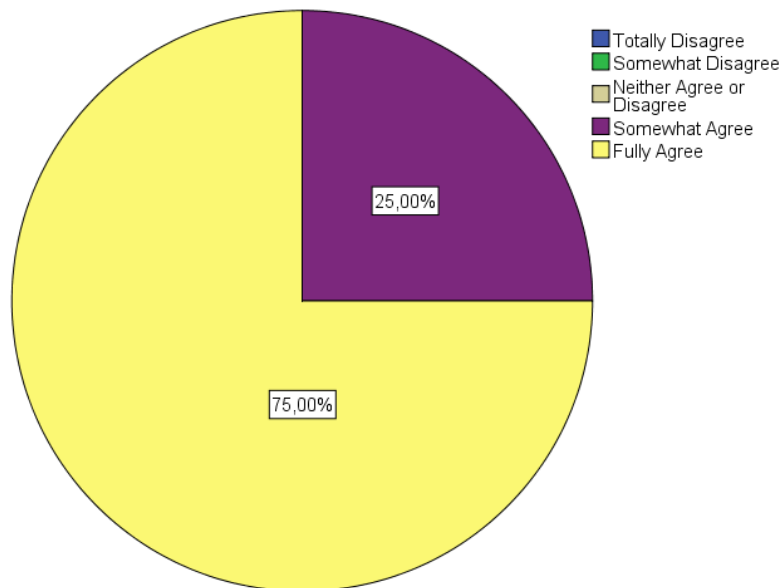


Se observa también una mejoría en las valoraciones del ítem centrado en la coordinación del máster, incrementándose el porcentaje de máximo acuerdo en un 15% y disminuyendo los respectivos a los valores de acuerdo 2 y 3/5 de la escala.

El siguiente ítem del cuestionario decía **“I think that, in general, the academic resources provided during the course (material, labs, equipment) were suitable to support my learning process”**, y la distribución de las respuestas es esta:

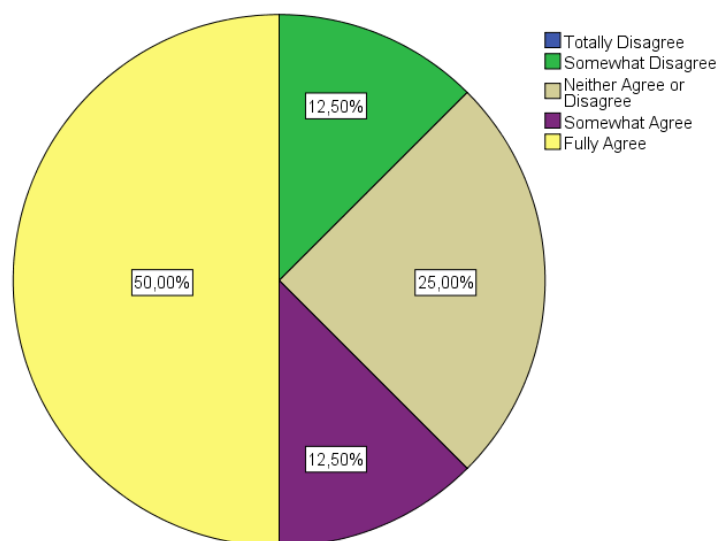


En cuanto a **“I think that, in general, the educational resources by UPF (Library, Aula Global System, etc.) were suitable”**:

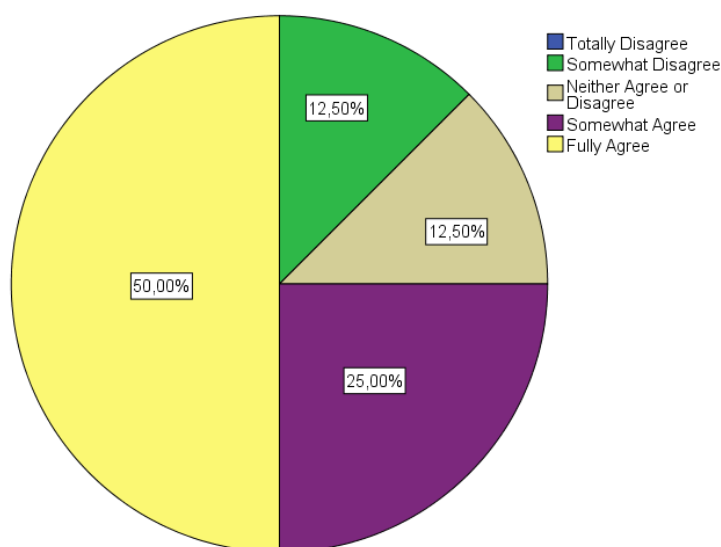


Se observa en los valores porcentuales de los ítems referentes a recursos tanto académicos como educativos un crecimiento positivo, notándose así una mayor satisfacción del estudiantado participante en el estudio. Concretamente, en el caso de los recursos académicos el porcentaje de máximo acuerdo con esta afirmación ha pasado del 29% al 62% en el curso 2017-2018 y el correspondiente a recursos educativos del 57% al 75%

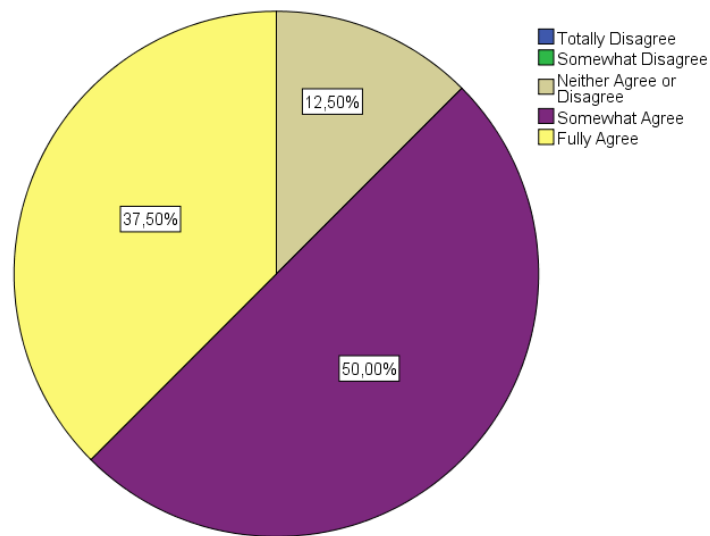
En lo referente a “**In general, I am satisfied with the tutorship advice received before the master started (e.g. in choosing elective courses)**”:



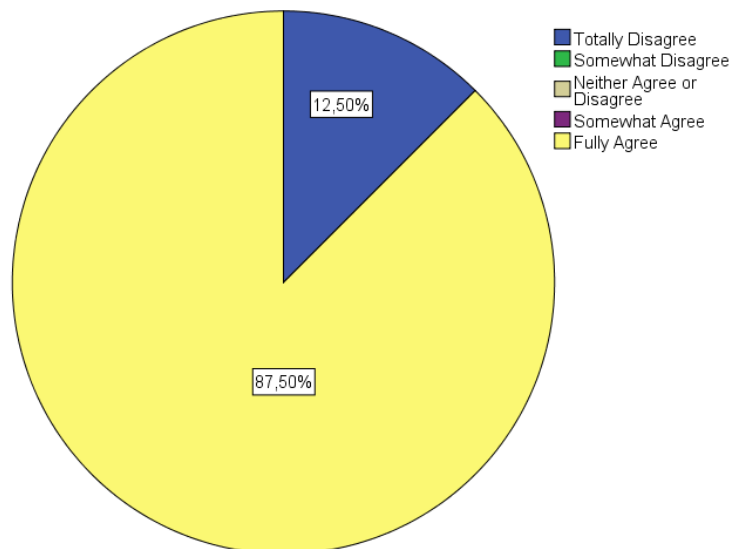
El siguiente “**In general, I am satisfied with the tutorship advice and the support by the master coordinator**”:



El cuestionario incluía un ítem referente a la percepción de apoyo por parte de la secretaría, aquí la formulación y resultados. There was also an item related with secretariat, concretely it says **“In general, I am satisfied with the support and attention of the secretariat”**.



El último ítem decía **“In general, I am satisfied with the supervision on my master thesis”**, and its results are:



En lo referente a este último ítem explicitar que todo el estudiantado participante excepto uno, ha valorado la supervisión de la tesis de máster con un 5/5.

Con el objetivo de obtener valoraciones cualitativas de los ítems anteriormente presentados se animaba a los participantes a que añadieran comentarios, aclaraciones, etc., en referencia a los elementos recogidos en las afirmaciones. Seguidamente se presentan los registros obtenidos:

Please, add here any comment about positive aspects and recommendations for the improvement of the items collected in the previous grid
<p>I'd be ideal if courses mainly theoretic like System design integration and control had more material available in aula global for no-CS students to prepare ahead and avoid slowing down the rest of the class.</p>
<p>At the moment there is no significant item popping up. It would be useful to do the survey at the end of the academic year, when the general perception of things is more recent.</p>
<p>One weakness of the Master (but also its greatest strength), is the vast diversity of the students it is composed of, which leads to vast differences in levels for certain fields. This becomes quite visible especially in the more technical fields such as programming, where some may have advanced levels, while others may be programming almost for the first time. To account for the students with low levels, many classes need to do initiation to Python, for instance, which can be quite slow for the other more advanced students, and frankly quite disappointing for a Master's level degree.</p>
<p>In many cases classes felt more like an introduction rather than a specialization, which I think is an aspect I was quite disappointed in for the Master's in terms of the theory which was taught. Luckily, the large number of projects allowed each student to pace themselves according to their own levels, and learn many things on their own, while still having some support from the professors.</p>
<p>I am very content with the projects given during the year, and the classes which led to more discussion and debate, however: I would recommend to improve the application process and add more programming requirements (or actually apply the ones already present, since I do remember we are asked how much programming experience we have), so as to improve the quality and speed of theory in more technical classes.</p>
<p>La supervisión de la Thesis no resultó del todo adecuada a mi nivel. No había un balance entre las personas que saben programar mucho y las que no. Había clases donde se exigía un nivel de programación muy elevado y no en lenguaje Python, como se comentó en distintas ocasiones antes de empezar el curso. Después también vi que los recursos ofrecidos para los estudiantes variaban mucho según que laboratorio. En otras materias, se daba por entendido que los alumnos teníamos conocimientos de cosas que en ningún sitio constaban. En general, es un máster más adecuado para gente del ámbito de la ingeniería.</p>
<p>I liked the interdisciplinary nature of the master as it encouraged to work with very diverse people but it feels also as a kind of limitation as some courses could have gone way further in for instance programming / machine learning / developing terms. Freedom when doing projects is cool as it allows you to explore a lot. It could be divided by groups some of this classes in a beginners and more advanced terms.</p>
<p>Before choosing courses, I think if tutor can give some suggestions will better.</p>
<p>Probably more cause of the length of the master (1 year) but some classes could have covered more material, a bit disappointed with the general grading system, grades were usually late and a bit arbitrary, or seemed to be (I got the same grade with at most a 0.5 difference in every class), some teachers told us we would have more material to be graded on but it never happened... I'm all for more control and grading through the whole course through smaller projects but I understand it takes more time! Otherwise I really enjoyed the master and would recommend it.</p>

En format de pregunta abierta se les pidió que indicaran **what they liked the most and the least** del máster (**most, least**), y las respuestas, según el caso, fueron las siguientes:

<p>Most: Interdisciplinarity Least: confusing evaluation system</p>
<p>Most: I enjoyed the hands-on experience and working with students with multi-disciplinary background.</p>
<p>Most: I got help from the professors when I specifically requested for information on certain topics. Least: lack of a class on cognitive science focusing on neuroscience and anatomical parts of the brain.</p>
<p>Nearly all evaluation was done via projects/presentations/some reports. I very much appreciated this as it felt more professionalizing and better prepared me to manage future projects. Additionally in these projects we often had to use technologies for the first time (for many of us), which was great as it taught us to quickly adapt and learn new tech and methods to bring to life cool and innovative ideas.</p>
<p>Most: Las clases de interacción y las de sound lab fueron de las más interesantes y recomendables, donde se permitía al estudiante desarrollar sus cualidades más creativas y donde los equipos formados fueron más mixtos a nivel de cualidades de cada alumno.</p>
<p>The Most was the freedom and variety of projects. The Least is that when you finish you don't feel as a really specific prepared professional in a field but this you kind of know when you are going to apply!</p>
<p>The Most is group working. The Least is none</p>
<p>Most: the wide range of disciplines and the reachability of the professors Least: by working in groups you sometimes don't develop the skills you lack.</p>
<p>I liked the Most the pluridisciplinary aspect of it (interactive media + cognitive sciences + research) it was really interesting to meet teachers and students from different fields. As I said before I disliked a part of the grading system, and maybe the lack of information about the master thesis in the beginning of the class, coming from a student who had not done any thesis before.</p>

Y por último se les pidió que nos comentaras cuáles era sus perspectivas/intenciones una vez finalizado el máster: **“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.**

- PhD or R&D
- Working in a company , if the European Union allows me to work...
- I got selected for a PhD just after finishing the master.
- I returned for a final year of a french graduate engineering school, after which I don't know what I will do, but would very much like to link my work to renewable energies, possibly applying data science techniques to this sector.
- Quiero terminar mi segunda carrera y hacer un máster en gestión y administración de empresa. Justo después de terminar el máster , empecé a trabajar en una empresa, en el sector del diseño, donde no puedo aplicar nada de lo que "aprendí/trabajé" en el máster.
- I will start a PhD and probably try to explore the private sector afterwards as I've never worked on it.
- I do another master in other university for preparing to do PhD
- I am currently enrolled in a PhD position.
- Work in a company in the entertainment field, in experiential media if possible, I'm glad the master taught me about research and it will be useful there also but I want to focus more on installations.

Conclusiones

Los resultados de la evaluación muestran un elevado nivel de satisfacción por parte de los estudiantes en todos los temas incluidos en la misma. Es importante destacar la satisfacción del alumnado tanto con el contenido como con la disponibilidad del profesorado.

Animamos a la coordinación y profesorado a leer atentamente este documento y a reflexionar sobre los resultados obtenidos para seguir trabajando con el objetivo de alcanzar una mejora continua en cuanto a la calidad de la formación.

La Unidad de Apoyo a la Calidad y la Innovación en la Enseñanza (USQUID) ofrece su ayuda en caso de que los coordinadores y/o profesores deseen llevar a cabo cualquier acción relacionada con la calidad/innovación.