



**Universitat  
Pompeu Fabra**  
*Barcelona*

Escola Superior  
Politécnica

## **EQUIPO DE INNOVACIÓN**

**Escuela de Ingeniería y Departamento TIC**

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

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**Evaluación de la Docencia del Máster:  
Brain and Cognition  
2019-2020 Academic Course**

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**Noviembre, 2020**

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# 1. Introducción

Tal y como se hizo en cursos precedente, el Equipo de Innovación (antes USQUID) de la UCA EiTIC, ha llevado a cabo 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 *Brain and Cognition* (UPF), datos del curso 2019-2020.

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 57,1% sobre un total de 14 estudiantes que se matriculó y presentó la tesis al final del curso 2019-2020.

Apuntar que, como en el resto de programas formativos, el desarrollo del *Brain and Cognition* se vio afectado por la pandemia mundial del COVID-19, teniendo que pasar formato online tanto parte de la docencia como las presentaciones de las tesis de máster. Este hecho sin embargo, no ha mermado los resultados de satisfacción si se comparan con los obtenidos en cursos anteriores (informes disponibles en la página web del Equipo de Innovación de la UCA EiTIC; Datos e Indicadores).

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"/>	<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"/>

### 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 8 estudiantes que suponen el 57,1% del total de matriculados que presentó la tesis de máster en el B&C.

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 los 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.

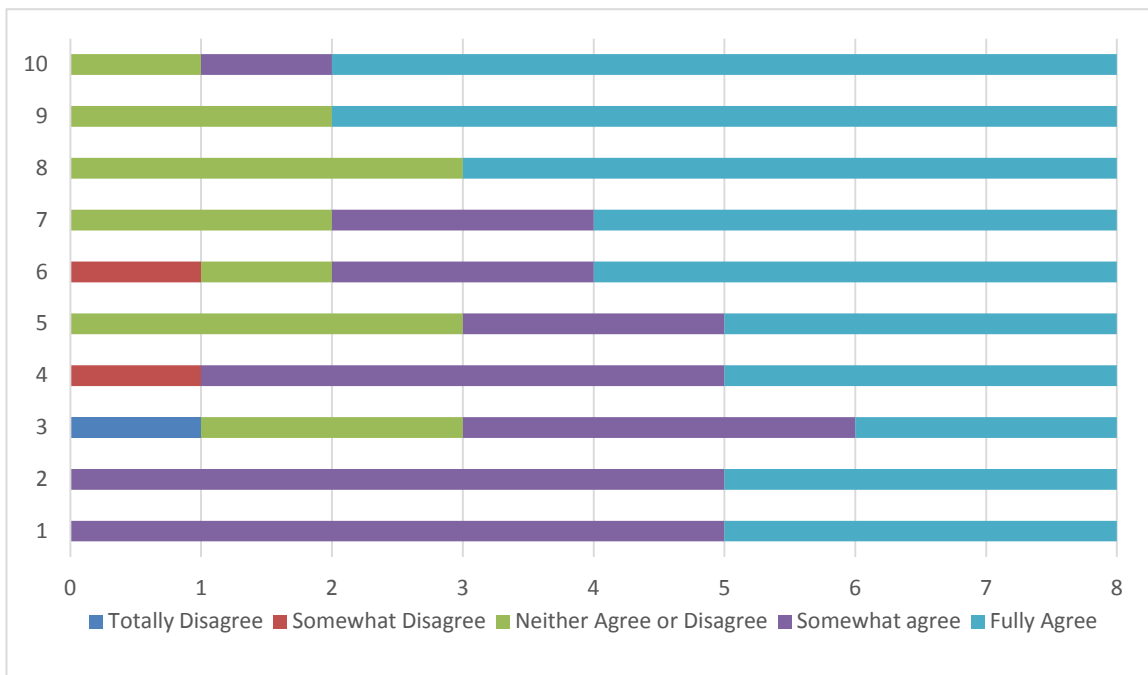
	Curso 2019-2020		
	Valoración promedio	Desviación Estándar	Moda
1. I think that, in general, the courses were useful	4,38	0,52	4
2. I think that, in general, the courses were well prepared/presented	4,38	0,52	4
3. I think that, in general, the practices/labs, seminars and other educational activities help me to understand the theory worked in lectures	3,63	1,30	4
4. In general, I think the master was well coordinated	4,13	0,99	4
5. I think that, in general, the academic resources provided during the course (material, labs, equipment) were suitable to support my learning process	4,00	0,93	3
6. I think that, in general, the educational resources by UPF (Library, Aula Global System, etc.) were suitable	4,13	1,13	5
7. In general, I am satisfied with the tutorship advice received before the master started (e.g. in choosing elective courses)	4,25	0,89	5
8. In general, I am satisfied with the tutorship advice and the support by the master coordinator	4,25	1,04	5
9. In general, I am satisfied with the support and attention of the secretariat	4,50	0,93	5
10. In general, I am satisfied with the supervision on my master thesis	4,63	0,74	5

Como se observa en la tabla, las valoraciones promedio de satisfacción oscilan entre el 3,63 y el 4,63. Las desviaciones oscilan entre 0,52 y 1,13 y la moda se sitúa en la mitad de la ocasiones, en el 5/5.

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 correspondientes 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 se adjuntan las 7 respuestas recogidas durante la encuesta:

<p><b>Please, add here any comment about positive aspects and recommendations for the improvement of the items collected in the previous grid.</b></p>
<p>1. Overall, the master program was well-organized and provided plenty of theoretical background in the field. However, I feel the master could benefit more from hands-on learning. Specifically focusing on aspects of research methods and exposure to the facilities and equipment located at the UPF campus and utilized by the staff. In regard to the neuroimaging methods course, it may have been more beneficial to expose students to the laboratories at UPF used by the CBC and related research groups and allow for experience in applying learned material.</p>
<p>2. It's already great.</p>
<p>3. I think the neuroimaging subject was not good enough to fulfill our expectation. I expected more practical subject than the ones that were presented to us.</p>
<p>4. I understand why most of the courses are held during the first trimester, but at times the workload was too high and found myself having to choose where to invest my time to complete tasks and readings, having to neglect some of them not because I wasn't interested in them but I just couldn't allot more time to those courses if I wanted to complete everything. I'd suggest you discussed the workload for the subjects that are held during the same trimester to balance it better. I was left with a bittersweet feeling after the first trimester because I couldn't learn as much as I would've liked to.</p>
<p>5. Generally, I am happy with my master and whole experience. I suggest more equally distributed trimesters for course number and intensities.</p>
<p>6. Generally speaking, a very good course</p>
<p>7. In my opinion, MBC results so theoretical. There is no (or very few) support to the students in order to make students autonomous in the topics presented during the lectures, how to implement the theory in real applications it seems to be only student responsibility.</p>



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 más positivo y lo más negativo del máster. Seguidamente el registro de las 7 respuestas recogidas durante la encuesta:

<b>What did you like the most and the least about the master?</b>	
1.	<b>The most:</b> The depth of the material taught. <b>The least:</b> A lack of hands-on learning made it difficult to apply what was learned in the theoretical seminars.
2.	<b>The most:</b> The teachers <b>The least:</b> Maybe the time at which classes are.
3.	<b>The most:</b> Doing the research under supervision. My supervisor professionally guides me and I learned a lot.
4.	<b>The most:</b> I thoroughly enjoyed working with my supervisor. I learnt so much from him and he was extremely supportive and involved in the project. I am very grateful for that. <b>The least:</b> I can't think of anything that I disliked about the master. 😊
5.	<b>The most:</b> I like most being ready research after graduation. <b>The least:</b> I don't like the teaching style of some teachers.
6.	<b>The most:</b> Speed is good. We should have at least one practical/live EEG case study
7.	<b>The most:</b> The transversality of the MBC from linguistics to data analysis. <b>The least:</b> I found MBC coordination not so good making students responsible even of the contents no provided during the Master

En relación a cuáles era sus perspectivas profesionales, recogiendo la respuesta de 8 estudiantes, hay una referencia generalizada al Doctorado, estando presente en 5 de las 8 respuestas totales. Por otro lado, trabajar también es una respuesta recurrente entre los comentarios recogidos, siendo también mencionado en 5 de las 8 respuestas recogidas.

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.	I intend to focus on finding <b>work</b> in a company. However, to keep up of my academic career with a <b>PhD</b> is still being considered. The current global scenario has altered the possibility both of those options.
2.	I'm <b>working</b> in a company related with neuroscience.
3.	<b>Work</b> in a company that merges technology and the mind with a focus on social cognition. I come from a technological background and I am very interested in the mind. The social aspect is important because I like my work to relate directly with our day to day lives
4.	I am trying to find an academic career with the <b>PhD</b>
5.	If I get the chance, I would like to do a <b>postdoc</b> to further explore the topic investigated in the TFM, which is the whole reason why I decided to enroll in this master program. Otherwise, I will go back to my <b>teaching job</b> and continue researching whenever I have the opportunity.
6.	I am planning to stay in <b>academia</b> .
7.	Continue with a <b>PhD</b> .
8.	My idea is to continue with my <b>academic career</b> and try to get collaborations to apply the knowledge received.

## Conclusiones

Tal y como se puede extraer del informe, el estudiantado que ha participado en la evaluación muestra un grado de satisfacción positivo respecto al máster. No se ha detectado ninguna influencia negativa de la anómala situación del Covid19 sobre los datos de satisfacción recogidos este último curso académico. 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 muy satisfactorios.

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, el Equipo de Innovación de la UCA EiTIC podría dar apoyo en el diseño, ejecución y evaluación de cualquiera de las mejoras que pudieran plantearse y así lo requieran.