

EMNERAPPORT, 2021 høst
EMNEKODE: **MUV280 Popular Music Studies**
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A full evaluation of this course was last done in Fall 2019, and the next regularly scheduled 3-year evaluation would thus normally have been done in Fall 2022. Because of a significant change in the teaching in Fall 2021 (the addition of colloquium group discussion meetings, discussed below), the course coordinator (*emneansvarlig*) thought it would be pertinent to move the full evaluation forward one year, in order to get feedback from the students on the newly implemented colloquium groups.

FAGLÆRERNES VURDERING AV GJENNOMFØRING

Praktisk gjennomføring

Teaching in the course included 11 regular lectures, divided between the 2 teachers. There were also 5 seminars in which the students presented their work, individually or in groups. And, for the first time in this course, there were also created colloquium discussion groups, facilitated by one of the teachers. These discussion groups – originally 4 groups of ca. 6 members each, later consolidated to 3 groups after several students dropped out of the course – each met 6 times. At each colloquium group meeting, a student or pair of students was assigned to present one chapter from one of the books on the course's reading list; these short presentations were then followed by group discussion.

The exam consisted of a term paper (*semesteroppgave*) on a topic the students themselves chose; students received advising on drafts of their papers when requested.

Studentenes profil, karakterfordeling, strykprosent og frafall

This course is required of 2nd-year students in the bachelor program in musicology at the Grieg Academy, and is also open to other students at UiB (including exchange students, since the course is taught in English) as an elective course. Of 24 students registered at the beginning of the semester, 20 students completed the exam in the class and received a grade. As in previous years, the students in the course were about evenly divided between foreign exchange students and Norwegian students.

Final grade distribution:

A	9
B	7
C	3
D	–
E	1
F	–

Studieinformasjon og dokumentasjon

A copy of the study plan for the class plus the full description/schedule for the course (lecture topics, assigned reading for each lecture, paper assignment description and due dates) was passed out at an information meeting at the beginning of the semester. The study plan and course description/schedule were also available on the student portal *Mitt UiB*. Lecture materials (PowerPoint slides, links to various resources) were also made available on *Mitt UiB* after the lectures.

Tilgang til relevant litteratur

The required textbooks were available at the campus book store *Akademika*, and copies of the textbooks were also available at the university library. Selected articles were available either for free online (via the university library's subscription) or, for a small fee, via download from the online compendium (*Litteraturkiosken*). The complete literature list was available via Leganto on Mitt UiB

FAGLÆRERS VURDERING AV RAMMEVILKÅRENE

Lokaler/undervisningsutstyr: This course was one of the first musicology courses to have teaching in room A312, which was recently taken over by the Grieg Academy within Nygård skole. This room and the adjacent rooms are not soundproofed. The room next door, A314, was regularly used as a practice room by students in performance during the time of lectures in this course in A312. Especially common was students practicing on brass instruments (tuba), which sounded very loud in our classroom. Many students commented/complained on how this was disruptive to and distracting from the teaching in this course (see survey results below). The desks and chairs in the room were quite old and many were in poor condition (broken and/or stained and generally worn out). Otherwise, relevant technical equipment (TV screen and sound system) in the room worked adequately. Since the room does not have a hard-wired Internet connection, it was especially important that there was a reliable Wi-Fi connection, since some of the lectures and colloquium group meetings were held as hybrid teaching.

FAGLÆRERS KOMMENTAR TIL STUDENTEVALUERING

Metode – gjennomføring - spørreskjema.

An anonymous online survey was created on *Skjemaker*, and a link to the survey was sent to the students from Mitt UiB near the end of the semester, with two reminders. 9 responses were received, a response rate of a little under 50% of the students who completed the course. See below for a summary of the results.

Online survey results (9 respondents)

1 How motivated were you in this course? (1 is the lowest rating, 5 is the highest.)

- 1: 1
- 3: 3
- 4: 2
- 5: 3

2 Are you satisfied with your own development in the course? (1 is least satisfied, 5 is most.)

- 2: 2
- 3: 2
- 4: 2
- 5: 3

3 How relevant was the course for your program of study? (1 is least relevant, 5 is most.)

- 3: 2
- 4: 4
- 5: 3

4 Was the level of the readings appropriate for level of the course? (1 is least appropriate, 5 is most appropriate.)

- 1: 1
- 2: 1
- 3: 1
- 4: 2
- 5: 4

5 Was the level of the lectures appropriate for level of the course? (1 is least appropriate, 5 is most appropriate.)

- 2: 1
- 3: 2
- 4: 2
- 5: 4

6 Were the teaching methods and types of assignments appropriate for this course? (1 is least appropriate, 5 is most appropriate.)

- 1: 1
- 2: 2
- 3: 2
- 4: 2
- 5: 2

7 How does the amount of work required for this course compare with others you have taken/are taking at this level? (1 is much less in this course than other courses, 5 is much more in this course than other courses)

- 3: 1
- 4: 2
- 5: 6

8 How well did the readings for the course help you to understand the main issues in popular music studies? (1 is helped very little, 5 is helped very much.)

- 2: 2
- 3: 2
- 4: 3
- 5: 2

9 Were the teachers prepared for the lectures? (1 is little prepared, 5 is very prepared.)

- 4: 1
- 5: 8

10 Were the lectures presented in a clear and understandable manner? (1 is not clear and understandable, 5 is very clear and understandable.)

- 3: 2
- 4: 1
- 5: 6

11 Did the teachers and lectures increase your interest in the subject? (1 is least, 5 is most.)

- 3: 2
- 4: 2
- 5: 5

12 Was the structure and organization of the course clear to you? (1 is not clear, 5 is very clear.)

- 4: 3
- 5: 6

13 How useful were the colloquia group meetings as a format for engaging with the course material? (1 is not useful at all, 5 is very useful.)

- 1: 1
- 4: 4
- 5: 4

14 Did the teachers make the assignment requirements clear? (1 is least clear, 5 is most clear.)

- 2: 1
- 4: 3
- 5: 5

15 Are you satisfied with the room and equipment? (1 is least satisfied, 5 is most satisfied.)

- 1: 5
- 2: 1
- 3: 1
- 4: 1
- 5: 1

16 Did you get enough helpful feedback about your work in this course? (1 is least, 5 is most.)

- 1: 1
- 2: 1
- 4: 3
- 5: 4

17 Did the teachers respond clearly and quickly to your e-mails and other questions outside of class? (1 is least quickly, 5 is most quickly.)

- 4: 2
- 5: 7

18 How much of the reading list have you read?

- less than 25%: 0
- 25-50%: 6
- 50-75%: 2
- 75-100%: 1

19 How many hours did you work for this course during a week (not including class time)?

- less than 5 hours: 2
- 5-10 hours: 6
- more than 10 hours: 1

20 How much do you feel you learned in this course? (1 is very little, 5 is very much.)

- 2: 1
- 3: 3
- 4: 2
- 5: 3

21 Overall evaluation of the course. (1 is poor, 5 is excellent.)

- 2: 2
- 3: 2
- 4: 2
- 5: 3

22 Please comment in your own words on what you liked and didn't like about the course (including lectures, the colloquia group meetings, the readings, and the assignments), and what you would suggest be changed or improved the next time the course is taught. You may write in English or Norwegian.

Summary of the students' comments:

9 responses were received to question 22. These were generally positive. The students liked in particular the small-group format of the colloquium discussion groups. Positive comments were also received regarding the choice and content of lecture topics, and the general academic approach to popular music as a serious subject of inquiry. Things the students commented negatively on included: 1) the lack of soundproofing in the room, with the resulting bleeding over of the sound of performance students practicing their instruments (particularly the tuba) in the room next door, 2) the amount of reading, which some found excessive (though at ca. 1200 pages normal for a university course at the 200-level), and 3) the extent of the required work (3 presentations + a paper).

(Complete student responses are kept on file by the course coordinator.)

Course coordinator's comments on the results:

Within the 9 responses received for the survey, the scores and comments show a generally high evaluation of the course, indicating that the students are satisfied with the course content, teaching and exam form. Students found communication with and feedback from the teachers to be generally good. One question with a very low score, however, was the one regarding satisfaction with the teaching room, reflecting the problems noted above with the lack of sound isolation and the bleeding over of sound from the room next door, used as a practice room by the performance students.