

**EMNERAPPORT, 2022 høst**  
**EMNEKODE: MVK102 Å skrive om musikk**  
**EMNEANSVARLIG: Thomas Solomon**

**EMNEANSVARLIGS VURDERING AV GJENNOMFØRING**

**Praktisk gjennomføring**

The course, which gives 5 credits, is designed to give the students some training in music journalism (in contrast to academic writing) that can be relevant for future non-academic employment. The exam in the course consisted of 3 assignments, focusing on podcasting and different genres of writing in music journalism. The 9 course meetings consisted of lectures/seminars and workshops given by the course coordinator and guest lecturers. After a unit on podcasting with 5 meetings focused on theory and practical training, the remaining 4 lectures were organized as 2 pairs of meetings in which the first meeting consisted primarily of a lecture + information about the related written assignment, and the second meeting included discussion of the students' drafts of their assignments. New in the course this year was the inclusion of a required assignment for which each student created a podcast episode on a music-related subject of their choice. The cooperation with *Studentradioen i Bergen* begun the previous year was continued, while 2 additional meetings were added in which the students got an orientation to KMDs MediaLab (including podcast studios) and training on the audio editing software *Reaper*. All the assignments were graded pass/fail (*bestått/ikke bestått*).

**Studentenes profil, karakterfordeling, strykprosent og frafall**

This course is required for 2nd-year students in the Bachelor Program in Musicology, and is normally open only to those students. Of the 6 students registered in the course at the beginning of the semester, all 6 completed the exam in the class and received a grade. The number of students finishing the course in Fall 2022 was significantly down from the previous year, when 10 students finished the exam in the course and received a grade. The decrease in students taking and completing the course this year can be attributed to some students from the cohort that began Fall 2021 having dropped out after the first year, while others in that cohort took the course already in Fall 2021 during their first year of study because they had transferred from another study program and had already completed some of the required first-semester courses (ExPhil & ExFac).

Final grade distribution:

bestått (pass)	6
ikke bestått (fail)	0

**Studieinformasjon og dokumentasjon**

A copy of the study plan for the class plus the full description/schedule for the course (lecture topics, assignment descriptions and due dates) was passed out at the beginning of the semester. The study plan and course description/schedule were also available on the university's learning platform *Mitt UiB*. Lecture materials (PowerPoint slides, handouts, sample texts) were also made available on *Mitt UiB*.

**Tilgang til relevant litteratur**

A few selected articles were available for free online; the students were supplied with links to these. The reading list was published via Leganto. But the course as a whole is oriented toward practical activities rather than theory, and there was not much assigned reading.

## FAGLÆRERS VURDERING AV RAMMEVILKÅRENE

**Lokaler/undervisningsutstyr:** The class was taught in Grieg Academy's teaching room A312. The data projector there worked OK. Some meetings were in KMDs *MediaLab* and *Studentradioen i Bergens studios*.

## 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 2 reminders. 5 responses were received.

**Online survey results, including also for comparison the results (6 respondents) from 2019, the most recent previous evaluation**

1. Hvor motivert var du for emnet? (1 = svært lite motivert, 5 = veldig motivert.)

	2019	2022
• 2:	1	2
• 3:	1	1
• 4:	2	1
• 5:	2	1

2. Er du fornøyd med din egen utvikling i emnet? (1 = ikke fornøyd, 5 = veldig fornøyd.)

	2019	2022
• 2:	-	1
• 3:	1	3
• 4:	3	-
• 5:	2	1

3. Hvor relevant var emnet for studiet ditt? (1 = ikke relevant i det hele tatt, 5 = svært relevant.)

	2019	2022
• 2:	-	2
• 3:	2	-
• 4:	1	2
• 5:	3	1

4. Er du fornøyd med kursets innhold? (1 = ikke fornøyd, 5 = veldig fornøyd.)

	2019	2022
• 2:	-	2
• 3:	4	1
• 4:	1	1
• 5:	1	1

5. Var kurset godt strukturert og organisert? (1 = lite eller ingen struktur, 5 = veldig godt strukturert.)

	2019	2022
• 2:	-	1
• 3:	3	-
• 4:	2	2
• 5:	1	2

6. Er du fornøyd med undervisningen i emnet? (1 = ikke fornøyd, 5 = veldig fornøyd.)

2019 2022

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

7. Var forelesningene lagt på riktig nivå? (1 er minst passende, 5 er mest passende.)

2019 2022

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

8. Var foreleserne godt forberedte? (1 = ikke forberedte, 5 = veldig godt forberedte.)

2019 2022

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

9. Var forelesningene godt strukturerte og presentert på en klar og forståelig måte? (1 er dårligst, 5 er best.)

2019 2022

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

10. Bidro foreleserne og undervisningen til å øke din interesse for faget? (1 = ikke i det hele tatt, 5 = i veldig stor grad.)

2019 2022

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

11. Var kursets oppgaver i tråd med kursets mål? (1 = i liten eller ingen grad, 5 = veldig godt tilpassede oppgaver.) [*Only 4 responses received to this question in Fall 2022.*]

2019 2022

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

12. Var kravene og forventningene til oppgavene fremstilt og presentert på en klar måte? (1 = veldig uklart, 5 = veldig bra.)

2019 2022

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

13. Dette kurset gir 5 studiepoeng. Var det samsvar mellom arbeidsmengde, kursets nivå og antall studiepoeng? (1 = ikke samsvar, 5 = godt samsvar.)

2019 2022

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

14. Er du fornøyd med rom og utstyr? (1 er minst fornøyd, 5 er mest fornøyd.)

2019 2022

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

15. Fikk du i løpet av kurset tilstrekkelig hjelp og tilbakemelding? (1 = i liten grad, 5 = i stor grad.)

2019 2022

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

16. Fikk du rask respons på mail eller andre spørsmål stilt utenom selve forelesningene? (1 = i liten grad, 5 = veldig rask respons.)

2019 2022

- 4: 2 2
- 5: 4 3

17. Hvor mye mener du at du har lært i dette emnet? (1 = veldig lite, 5 = veldig mye.)

2019 2022

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

18. Din samlede vurdering av emnet. (1 = veldig dårlig, 5 = veldig godt.)

2019 2022

- 3: 1 4
- 4: 5 1

19. Her kan du skrive med egne ord hva du likte og ikke likte med kurset, og gi oss tilbakemelding på hva du tenker kunne vært endret til neste gang det blir undervist i dette emnet.

*Summary of the students' responses to question 19 (free text comments):*

Three responses were received to question 19. One comment two students had (consistent with the responses to question 13 above) was that the amount of work required for the exam in the course (1 podcast episode [15-20 minutes] and 2 short [1-2 pages each] written assignments) was more than they expected for a course that gives 5 study points. The podcast assignment was popular with the students, though one student suggested that the required length be shorter (for ex. 10-15 minutes). One student suggested that the podcast-related teaching/workshops be closer to the due date for the associated assignment. One student commented that the introduction to studio technique for podcasting was at a rather basic level, and could have gone deeper into the subject (though it should be noted that the students in the course had very different levels of previous experience using software to edit audio, so it was necessary to start with the basics). And while the responses to the quantitative questions indicate that the students overall thought the assignment requirements were

explained and communicated well (see question 12 above), one student commented that communication with the teacher regarding one of the written assignments could have been better in regard to the expected relationship between genre/form and content.

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

**Course coordinator's comments on the results:**

The results from the students' responses to the quantitative questions are rather inconsistent and vary greatly, with some questions eliciting answers ranging from rather low (2 on a 5 point scale) to very high (5). Overall, however, the results from the survey this year (2022) are somewhat lower than those from the last time the survey was done (2019). While the students generally thought that the teachers were well-prepared and the course was well-structured, they thought (as mentioned above) that the amount of work required in the course was more than they expected for a course that gives 5 credits. The assignment to make a podcast episode was new this year, and some adjustments to this can be tried next year to reduce the amount of work. It should be noted, however, that this course has very little assigned reading, which makes a significant difference in the total amount of work (*studentenes arbeidsbelastning*) between this course and other, theoretically oriented courses with long reading lists and lengthy research paper assignments. Besides the podcast assignment, the other two written assignments are very short (1-2 pages each), so overall the amount of work for the exam is in accordance with the amount of credits the course gives.

Thomas Solomon  
Course coordinator (*emneansvarlig*)