

Emneevaluering 2014

MUTP101 (vår 2014)

Innledning

The course was delivered as planned and took place for the fourth time in succession. There was a large student group that was encouraging in terms of recruitment. By linking the theoretic aspects with the practice perspectives this time the recommendations of last years' evaluation have been better met – and this aspect will importantly remain in focus for the coming years. A more appropriate space for the practice aspects of the self-experience elements of the course needs to be found or created.

Faglærers vurdering av undervisnings- og vurderingsformer

All classes have been provided as planned and the design of the course has functioned satisfactorily.

Pensum

The pensum literature has been easily available with a combination of books and selected articles that illuminate the course theme well. It is known that new editions of important texts related to potential pensum books for this course are in preparation and may be available for next year's course.

Studentstatistikk

See administrative records.

Rammevilkår

This course incorporates lecture-style and workshop style elements. This may occur in different sessions or also during the same session. This causes challenges in the current room allocations due to the hybrid nature of music therapy theory and practice education. It is naturally uncommon for example to have a room that has a number of desks and also a wide selection of music instruments as found in music therapy practice sites. Nonetheless, access to a well-equipped music therapy room would significantly increase the quality and range of carrying out of the curriculum for this course.

Studentevalueringer

Metode

The student evaluations have been carried out in accordance with the UiB quality assurance system. Verbal and anonymously written evaluations have been carried out. More informal and regular evaluations are carried out at regular intervals during the one-year course.

Studentenes vurderinger og tilbakemeldinger

The students' evaluations tell of a large range of individual investment of effort and also a range from positive to less positive responses to the presentation of music therapy that contrasts a more positive response to the practical aspects. One student has expressed interest in a home-examination essay format (with the possibility of verbal examination) instead of the current 5-hour school examination format – this will be discussed by the staff involved in the course.

Faglærers kommentar

The intention of this course is to provide music therapy students and students from the wider Faculties of UiB with an introduction to music therapy. This breadth poses certain challenges in terms of design of practical aspects (where there is a range of musical skills from inexperienced to expert levels). However the evaluation shows that the compromises taken are relevant and appropriate for a second semester course.

An inclusion of a number of staff members adds to the width of expertise and experience in the presentation of various areas of practical application of music therapy. As this is in a constant state of change in the professional field, this aspect will have to continue adapting each year.

By addressing aspects of academic reading and writing as has been done this year it is hope that this will contribute to the advancement of academic skill through the later stages of the five-year progression, but this is an area than will require continual assessment.

Faglærers samlede vurderinger, med eventuelle forslag til endringer

The course has functioned well this year. An improvement in the room and instrument/resources is recommended and it is expected that this will have a major impact on the course. A continued assessment of the training in academic skills is needed to evaluate how this course can best contribute to the academic development of the students.