

EMNERAPPORT, 2021 høst

EMNEKODE: **MUV280 Popular Music Studies**

EMNEANSVARLIG: Thomas Solomon

FAGLÆRERE: Thomas Solomon, Ingvill Morlandstø

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.

## EMNERAPPORT, 2021 vår

### EMNEKODE: MVK250 Bacheloroppgåve i musikkvitenskap

Emneansvalig: Thomas Solomon

## EMNEANSVARLIGS VURDERING AV GJENNOMFØRING

### Praktisk gjennomføring

The course consists primarily of independent work by the students on their bachelor theses, under the supervision of an assigned advisor. There was a seminar in the middle of the semester in which the students gave feedback to each other on their research, and three seminars near the end of the semester in which the students presented their papers. The exam consisted of the bachelor thesis itself + an oral exam.

### Studentenes profil, karakterfordeling, strykprosent og frafall

This course is required for 3rd-year students in the bachelor program in musicology. Of the 12 students registered in the course at the beginning of the semester, 11 students completed the exam in the class and received a grade. This is a record number of students finishing this course during any one semester, and effectively doubled in one semester the total number of students who have completed the course since the study program was opened in 2015.

Final grade distribution:

A	1
B	5
C	4
D	1
E	0
F	0

### Studieinformasjon og dokumentasjon

A copy of the study plan (*emneplan*) for the course is available on the university's course pages. The full description and schedule for the course were made available on the university's learning platform *Mitt UiB* at the start of the semester.

### Tilgang til relevant litteratur

Students in this course are themselves responsible for finding literature related to their bachelor thesis research (*særpensum*). Responses to a question in the survey (see below) indicated that students were able to find relevant literature via search on Oria and other online sources, as well as by browsing in the physical library.

## FAGLÆRERS VURDERING AV RAMMEVILKÅRENE

**Lokaler/undervisningsutstyr:** Because of the situation with the coronavirus, all teaching (seminars in the middle and at the end of the semester) was held digitally via Zoom meetings.

## 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 during the two weeks the survey was open. 4 responses were received. See below for a summary of the results.

### Online survey results (four respondents)

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

- 4: 2
- 5: 2

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

- 4: 1
- 5: 3

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

- 5: 4

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

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

**5. Hvordan vil du beskrive ditt forhold til din veileder? (1 = dårlig, 5 = veldig bra)**

- 4: 1
- 5: 3

**6. Hvor mange ganger har du møttes med din veileder ila. semesteret? (Inkluderer digitale møter, f.eks. i Zoom, men inkluderer ikke skriftlig kommunikasjon, dvs. e-postutveksling.)**

- 0 ganger: 0
- 1–2 ganger: 1
- 3–5 ganger: 3
- flere enn 5 ganger: 0

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

- 3: 1
- 5: 3

**8. Etter at du sendte spørsmål eller utkast til veilederen, fikk du tilbakemelding innen rimelig tid? (1 = ikke i det hele tatt, 5 = veldig raskt.)**

- 3: 1
- 5: 3

**9. Fant du litteraturen du trengte til forskningen din? (1 = ikke i det hele tatt, 5 = fant alt jeg trengte.)**

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

**10. Hvordan fant du litteratur til bruk i oppgaven? (flere valg mulig)**

- Litteratursøk i Oria: 4
- Litteratursøk andre online-kilder (f.eks. Google): 3
- Ved å bla i det fysiske biblioteket: 3
- Veilederen anbefalte: 4
- Annet (angi): 0

**11. Bidro emnet til å øke din interesse for faget? (1 = ikke i det hele tatt, 5 = i veldig stor grad.)**

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

**12. I hvilken grad bidro emnet til å øke din forståelse av musikkvitenskapelige problemstillinger? (1 = i liten eller ingen grad, 5 = i stor grad.)**

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

**13. I hvilken grad bidro emnet til å øke din forståelse av hvordan musikkvitenskapelig forskning gjennomføres? (1 = i liten eller ingen grad, 5 = i stor grad.)**

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

14. Hvor nyttig var feedback-oppgaven i midten av semesteret? (1 = ikke nyttig, 5 = svært nyttig.)

- 3: 3
- 5: 1

15. Hvor nyttig var oppgaveseminaret ved semesterslutt? (1 = ikke nyttig, 5 = svært nyttig.)

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

16. Dette emnet gir 15 studiepoeng. Var det samsvar mellom arbeidsmengde, emnets nivå og antall studiepoeng? (1= ikke samsvar, 5 = godt samsvar.)

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

17. Hvor mye tid har du i snitt brukt ukentlig på dette emnet?

- mindre enn 5 timer: 0
- 5-10 timer: 2
- mer enn 10 timer: 2

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

- 4: 1
- 5: 3

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

- 4: 2
- 5: 2

20. Her kan du skrive med egne ord hva du likte og ikke likte med emnet, 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 20 (free text comments):*

Only 2 responses were received to question 20. One of them only commented that they were very satisfied with their adviser. The other noted that the course was well-structured, and that they got good responses from their adviser, but indicated that they did not find the feedback assignment or final seminar with student presentations to be so useful.

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

### **Course coordinator and teachers' comments on the evaluation results:**

Since this is the first time the course has evaluated by the students, there are no previous results to compare these results with. In general, the quantitative scores were good or very good, with lots of 4s and 5s on a 5-point scale. The students were highly motivated for the course, satisfied with their own development in it, and found the course to be relevant for their studies. The students were generally satisfied with their advisers and with the feedback they got from them. Some indicated that they did not find the feedback assignment in the middle of the semester and/or the final presentation at the end of the semester to be very useful. But since only 4 responses (out of 11 students) were received to the evaluation survey (despite 2 reminders being sent), one should be cautious in generalizing from these results.