

# **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.

# **Emneevaluering MUTP102: Musikkterapeutisk bruksmusikk (Høst 2013-Vår 2014)**

## **Faglærers vurdering av undervisnings- og vurderingsformer**

Kurset MUTP101 er lagt opp slik at det varierer mellom individuelle timer og gruppetimer. Kurset inkluderer hørelære/satslære, kor, folkemusikkundervisning på Voss og kurs i afrikansk tromme. Mangfoldet sikrer studentene et bredt grunnlag for praktisk læring. Kunnskapen studentene får tilgang på er relevant for yrket musikkterapi.

## **Pensum**

Det er ikke lagt opp felles pensum i emnet. Pensum avtales individuelt med faglærer.

## **Studentstatistikk**

Ingen studenter strøk på eksamen. Ingen frafall fra emnet.

## **Rammevilkår**

Undervisningslokale ble avtalt individuelt med faglærer. Øvrig undervisning foregikk på Kulturskolen.

## **Studentevalueringer**

Muntlige og skriftlige evalueringer er gjennomført. Evalueringer viser at studentene i stor grad er fornøyd med emnet. Noen av studentene gav uttrykk for at det for dem ble for lite utfordrende undervisning. Dette gjaldt særlig studenter som har hovedinstrument gitar.

## **Faglærers samlede vurderinger, med eventuelle forslag til endringer**

Faglærer vurderer emnet MUTP101 som særlig relevant for studentene. Emnet er viktig fordi det forbereder studentene på møte med yrkeslivet etter endt studietid. Emnet er i stadig utvikling og det trengs videreutvikling for hvert semester. Det kan gjerne kommuniseres at

studenter som er spesielt dyktige på et instrument, ikke velger det aktuelle instrument som bruksinstrument. Dette for å sikre at undervisningen i tilstrekkelig grad blir utfordrende nok.

## **Emneevaluering MUTP201: H14**

### **Innledning**

Kurset er i stor grad bygget på erfaringer fra foregående år. Kurset er delt opp i to hoveddeler, 50/50 teori og metodikk. Kurset er bygget opp slik at et mangfold av målgrupper, kontekster og aldersgrupper skal dekket. Innleide forelesere er Merethe Lindvall og Karin Mössler. De innleide foreleserne får gode muntlige evalueringer fra studentene. Praksis er gjennomført etter krav fra studieplan. Studentene har vært utplassert ved praksisplasser som inkluderer målgrupper som barnehage, småskole og barnevern. Studentene og praksislærere evaluerer i stor grad praksisutplassinger som vellykkede.

### **Faglærers vurdering av undervisnings- og vurderingsformer**

Undervisningsformene i emnet har fungert tilfredsstillende. Undervisningen kan gjerne foregå slik at det er et bedre samsvar mellom pensum og studieprogresjon. Studenter kan i større grad oppmuntres til å lese pensum i forkant av forelesninger. Det er bra for kurset at innleide lærere brukes til å undervise. Dette gir mangfold og kvalitet.

### **Pensum**

Pensum: fungerte tilfredsstillende.

### **Studentstatistikk**

Vurderings- og undervisningsmeldte: Strykprosent og frafall: 0 Karakterfordeling: alle bestått

### **Rammevilkår**

Tilgang på lokaler og undervisningsutstyr fungerte tilfredsstillende. Tilgang på powerpoint og tavle fungerer ok på rom 310. Det anbefales at klassen har tilgang på musikkrom med musikkutstyr i 50 % av tiden undervisningen foregår. Rommet har stort sett fungert, men det har vært litt for lite areal sett i forhold til antall studenter. Kurset krever videre at det er tilgjengelig flere instrumenter, gjerne bandinstrumenter slik som trommer, bass, keyboard etc.

### **Studentevalueringer**

Muntlig evaluering er gjennomført. Studentene er i stor grad fornøyde med undervisningen. Noen er mer fornøyd med den metodiske/praktiske delen av emnet enn den teoretiske delen. Noen etterlyser mer tydelig fokus på de teoretiske forelesningene. Noen synes teoriforelesningene inneholder for mye elementært fagstoff og med tema som gjentas i litt for stor grad. Noen savner mer struktur i timene.

### **Faglærers samlede vurderinger, med eventuelle forslag til endringer**

Faglærer vurderer emnet MUTP202 som en relevant og motiverende kurs for studentene. Emnet er viktig fordi det forbereder studentene på møte med yrkeslivet etter endt studietid. Dette gjelder

spesielt praksisdelen av emnet. Emnet er i stadig utvikling og det trengs videreutvikling for hvert semester. Emnet kan forbedres ved at det kobles på flere forelesere som i større grad kan sikre variasjon og mangfold. Det kan gjerne sikres en sterkere forbindelse mellom praksisdelen og undervisningsdelen av emnet. Dette kan gjøres ved at innholdet i praksis i større grad diskuteres i forelesningsdelen.

# MUTP202 - emnerapport 2014 vår

## Faglærers vurdering av gjennomføring

### Praktisk gjennomføring

Kurset er i stor grad bygget på erfaringer fra foregående år. Kurset er bygget opp slik at et mangfold av målgrupper, kontekster og aldersgrupper er representert. To faglærere har hatt ansvaret for undervisningen i emnet, Viggo Krüger (emneansvarlig) og Lars Tuastad (faglærer). Undervisning har i stor grad vært lagt opp slik at teoretiske og praktisk-metodiske emner er samordnet. Praksis (60 timer bolkspraksis) har vært prosjekt- og fremføringsbasert og knyttet opp til undervisning og eksamensform. Eksamen ble gjennomført som individuelle presentasjoner. Medstudenter var tilhørere til hverandres presentasjoner.

### Strykprosent og frafall

Ingen strøk på eksamen. Ingen frafall av studenter fra studiet.

### Karakterfordeling

Bestått/ikke bestått

### Studieinformasjon og dokumentasjon

Studieplan har vært tilgjengelig på Studentportalen. Spesifiserte kursplaner og pensumliste har vært tilgjengelige for studentene på MinSide.

### Tilgang til relevant litteratur

Pensum har vært tilgjengelig på Studia. Øvrig litteratur har vært tilgjengelig via egen mappe på minside.

## Vurdering av rammevilkårene

### Lokaler og undervisningsutstyr

Rom 310 på kulturskolen har vært benyttet. Rommet har stort sett fungert, men det har vært litt for lite areal sett i forhold til antall studenter. Kurset krever videre at det er tilgjengelig flere instrumenter, gjerne bandinstrumenter slik som trommer, bass, keyboard etc.

### Faglærers kommentar til student-evalueringen(e)

#### Metode - gjennomføring

Evaluering er gjennomført på følgende måter: regelmessig muntlig evaluering, skriftlig evaluering.

#### Oppsummering av innspill

Studentene har i hovedsak gitt uttrykk for at de er fornøyde med emnet. Et lite flertall er mer fornøyd med den metodiske/praktiske delen av emnet enn den teoretiske delen. Noen etterlyser mer tydelig fokus på de teoretiske forelesningene. Noen synes teoriforelesningene inneholder for mye elementært fagstoff og med tema som gjentas i litt for stor grad. Noen savner mer

struktur i timene. Et fåtall synes foreleser (e) kan bli flinkere å motivere studentene til egenrefleksjon.

## **Faglærers samlede vurdering, inkl. forslag til forbedringstiltak**

Faglærer vurderer emnet MUTP202 som en relevant og motiverende kurs for studentene. Emnet er viktig fordi det forbereder studentene på møte med yrkeslivet etter endt studietid. Emnet er i stadig utvikling og det trengs videreutvikling for hvert semester. Emnet kan forbedres ved at det kobles på flere forelesere som i større grad kan sikre variasjon og mangfold. De teoretiske forelesningene kan bli mer strukturert og inneholde et strengere fokus mot emnets ulike tema. Med tanke på gjennomføringen av den praktisk/metodiske delen av emnet bør det i fremtiden være tilgjengelig instrumenter for studentene i undervisningen. Det bør også være tilgjengelig et større lokale.



## **Emneevaluering**

MUTP204 Musikkterapi fordjuping - Vår 2014

### **Innledning**

This course follows the one of previous years in it's structure and implementation. The course consists of three writing seminars over the course of the semester, where the students work in smaller groups to discuss and develop their topics for their paper. Each student gets individual supervision for his/her paper, and the *emneansvarlig* of the course provides the group with more general information about academic writing as well as on literature search. In the spring semester 2014 the students got an introduction course on literature search at the library of the University of Bergen as part of the MUTP204 course.

### **Faglærers vurdering av undervisnings- og vurderingsformer**

The present ways of teaching work well in this course. In addition to the seminars the students were encouraged to organize themselves in colloquium groups in between the regular meetings to continue with their discussions. The possibility to work in smaller groups where the students can discuss their topics and give each other feedback support a positive learning atmosphere.

### **Pensum**

In addition to the pensum list, the students asked for concrete examples of *fordjupings oppgaver* from the years before. Some representative examples were given by the *emneansvarlig*. For more general information about how to write academic texts the webside [www.sokogskriv.no](http://www.sokogskriv.no) was recommended.

### **Studentstatistik**

Vurderings- og undervisningsmeldte:

Strykprosent og frafall:

Karakterfordeling:

### **Rammevilkår**

The teaching room and the equipment for the teaching worked for this course, although it would be more beneficial to have one bigger room for the whole class, as well as several smaller rooms for the work in groups. In addition access to the internet as well as a printer would be helpful for teaching this course.

### **Studentevalueringer**

There has been several ways for written and oral evaluations by the students. The written evaluations are available on miside.

### **Studentenes vurderinger og tilbakemeldinger**

The students gave a lot of positive feedback on the course, although it became quite obvious that some of them need more basic information about academic writing, literature search and the work with literature. The need for individual supervision and oral feedback to cover these needs became obvious, and was part of the individual supervision hours for each student.

Faglærers kommentar

See below.

Andre merknader

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Faglærers samlede vurderinger, med eventuelle forslag til endringer

As written above, the structure and implementation of the course works well.

The work in small groups, as well as more general information about practices of academic writing and the individual supervision for each student, altogether form a good portfolio to develop and write the *fordjunings oppgave*. To meet the individual needs of the students, concrete feedback in both, the seminars as well as in the supervision is recommended.

## **Emneevaluering 2014**

### **MUTP302 Musikkterapeutisk improvisasjon (høst 2013-vår 2014)**

#### **Innledning**

This course aims to provide the students with skills and knowledge of the core role of music improvisation in music therapy practice. The emne is designed to provide insight and practical abilities in improvisation that forms the foundation for theoretical and practical work in all areas of music therapy application within the complete five-year study program's progression.

This is the fourth time that this course has been carried out within the five year Integrated Master in Music Therapy.

#### **Faglærers vurdering av undervisnings- og vurderingsformer**

This course has matured during the past three years and has seen subtle changes in the presentation, organization and integration of the curriculum. The overall form of the course has remained stable with a combination of case-based examples, theoretical classes and practical workshop-like sessions. The examination format functions adequately, but a consideration of the use of intermediary assessment of progression may be useful for future courses.

All classes have been provided as planned.

#### **Pensum**

The pensum literature has functioned as well as possible - this means that there are only a limited number of existing publications which fulfill the needs of this course and the creation of new unique learning material for publication is underway by the current responsible lecturers.

#### **Studentstatistikk**

See administrative records.

#### **Rammevilkår**

There is an increase awareness of the need for this course to take place in a room that is set up in a similar manner to a conventional music therapy practice room. Although in past years the compromises offered by the locality in the local kulturskole have been acceptable, the larger range of student instrument backgrounds and the development of music therapy practice in the field has evolved to such an extent that there is a essential need for this course, as with other courses on the Integrated Master in Music Therapy to be offered in music therapy specific rooms. A larger range of music instruments is required, as is the possibility for the recording and analysis of improvisation within the teaching room facilitated via professional IT and audio/visual recording and projection equipment.

#### **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 have assessed the course unanimously very highly. The balance between theory and active music making has been found to be very good and students have been very positive about the relevance and educative value of the course in relation to other courses.

One student requested that this course is related to their clinical placement, and this has initiated a valuable discussion of the various approaches that require development within the field to provide a balance of related education and training for the students within the University and field of practice.

There are wishes for an increase in the organization/content of the bruksinstrument training and also a small increase in the amount of use of the guitar in improvisational practices.

### **Faglærers kommentar**

Overall this course is maturing well. The students' evaluations were very **positive** and not only reflect the large number of hours that have been invested in considering the planning and organization of the course curriculum but most importantly also reflects the students' intensive participation and dedication contributions to the learning processes.

The relationship between this course curriculum and the field of practice is certainly an important aspect of the further development of this course. There is a need to develop the use of improvisation practices in the field so that the link between education/training and fieldwork is clearer for all involved.

### **Faglærers samlede vurderinger, med eventuelle forslag til endringer**

This has been a good year for this course – the staff have become deeply immersed in the curriculum and the student group has contributed in an intense and highly commendable manner. This educational relationship has provided an opportunity to interact with the set curriculum in an excellent manner.

It is now time that the physical context for the course is improved. As mentioned in previous evaluations of the Integrated Master in Music Therapy course, there is an essential need for dedicated music therapy teaching spaces that include: a wider range of musical instruments, professional IT and audio/video technology, a secure place for instruments and equipment, access for students and teachers beyond the set class times for preparation and rehearsal, and a clinical practice model of a music therapy space so that it is simpler for students to experience the need for the curriculum of the course.

## **Emneevaluering**

MUTP303 Musikkterapeutisk profesjonskunnskap - Høst 2013/Vår 2014

### **Innledning**

MUTP303 Musikkterapeutisk profesjonskunnskap is a one years course and offers manifold information as well as forms of teaching and learning for the students to ensure a high level of quality for their lives as professionals.

The course covers two main area which are closely linked to practices of music therapy: (1) Topics related to professional development like ethical questions and challenges, job development, user involvement, interdisciplinary work, political and structural conditions for music therapists. (2) Roleplay: where one student takes over the role of the music therapist, and one student the role of a client.

### **Faglærers vurdering av undervisnings- og vurderingsformer**

The manifold ways of teaching and learning in this course intertwine very well with each other and create an interactive learning atmosphere. The combination of lectures with more theoretical information, with practical exercises, as well as the roleplays, are closely linked to practice, questions and challenges related to the professional lives of music therapists. The roleplays are prepared and implemented by the students themselves, which gives a wide range of insight into a diversity of client groups as well as ways of working. The course offers plenty of possibilities for examples for how one can combine music therapy theory and practice.

### **Pensum**

The pensum list for this course is closely related to the topics of the teaching and works very well as it is.

### **Studentstatistik**

Vurderings- og undervisningsmeldte:  
Strykprosent og frafall:  
Karakterfordeling:

### **Rammevilkår**

The teaching room and the equipment for the teaching worked well for this course. A selection of new instruments for the roleplay as well as an iPad for video documentation and evaluation of the roleplay has been ordered.

### **Studentevalueringer**

There has been several ways for written and oral evaluations by the students. The written evaluations are available on miside.

### **Studentenes vurderinger og tilbakemeldinger**

There was an overall positive students' feedback on the course MUTP303. The closeness to everyday practices as well as the amount of students engagement and activity were highly appreciated by the students.

Faglærers kommentar

See below.

Andre merknader

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Faglærers samlede vurderinger, med eventuelle forslag til endringer

The MUTP303 course works very well as it is in its present form. Especially the combination of theory and practice, and the practical relevance for the everyday life and challenges of a music therapy practitioner are very supportive for the students and contribute to the development of their professional identity, and encourage them for the transition into professional life.