

**Semesterkoordinators evalueringsrapport for 1. semester Master in Sports technology**

Årstal: 2020
Semesterkoordinator/dato for udarbejdelse af rapport: Afshin Samani/03.03.2021
Antal afholdte styrings-/semestergruppemøder på semestret: 2
Bilag vedhæftet: nej
(Referater fra semestergruppemøde skal kun vedhæftes, hvis de ikke tidligere er sendt til studienævn (studienævnssekretær). Semesterevalueringsskema skal ikke vedhæftes.)

Semestret generelt (bemærkninger til forberedelse/opstart, studie-/læringsmiljø, studerendes arbejdsindsats, deltagelse i styrings-/semestergruppemøder og semesterevaluering, administration, fysiske rammer m.m.)

The students are in general quite happy with the wide variety of exciting projects that they could choose. Particularly, in this semester group formation went quite smoothly.

Projektmodul (bemærkninger til forløb af gruppedannelse, forløb af projektgruppearbejde, projektvejledning, sammenhæng mellem projektgruppearbejde og kursusmoduler, statusseminar, eksamen m.m.)

The students were quite happy with the presented projects and no report of complication was received during the last semester.
However, the students were complaining about the workload of the project given the fact that the ECTS credits of the project has been reduced to 10 compared to the curriculum of previous years. We had relaxed the requirement of writing the project in form of scientific article to account for this reduction in ECTS credit but the amount of time spent on the project is also related to the students individual ambition. Otherwise, the required criteria for accomplishing the project was accordingly adjusted to take into account the reduced ECTS credit of the project. The increased average of the project marks from last year (7.5) to (11.8) this year shows that the examiners noted this reduction in their evaluation of the project.

Kursusmoduler (bemærkninger til kursusmodulers forløb – forelæsninger, caseundervisning, klinik ophold og kliniske øvelser, sammenhæng/progression i/mellem forløb, forberedelse/opgaveløsning/øvelser, eksamen m.m.)

The course evaluations are in general quite positive. The negative evaluation in all cases are less than 25% except one case addressed below.

Modelling of human function:
The student evaluations are mainly positive and indicate no pressing need for changes. One subjective comment mentions that the examination focuses more on AnyBody than on the theoretical foundation, and that more time spent in the course on theory would be welcome. The teachers respond that the examination is based on a mini project prepared by the students, so the students have an opportunity to influence the discussion at the examination. The course curriculum is a mix of several theoretical subjects including geometric modelling, finite element analysis and forward dynamics. These topics are touched upon randomly for each student in the examination, so students' experiences may vary.

Movement analysis:
The majority of the participants were happy with the level of the course (green answers). On the other hand, there was maybe one participant who thought that the course was way too easy. Also with the experiences we have from the other years, we consider this participant as an exception, and therefore we keep the same level for this course

Applied technology:
The student evaluations are generally positive, however, there is one evaluation item with negative points regarding lack of activities in the semester to encourage the collaboration between students. This is despite implementation of lab and mini-project activity where the students performed a group activity and presented their finding in a student-teacher seminar. Additionally, there are two other student-teacher seminars which a joint activity between this course and

Movement analysis in which students get the chance to communicate with each other about the exercises that they have to perform. Apparently, the students simply regard this activity merely a part of movement analysis course, the students would be reminded that this is also part of applied technology course.

Digital processing of biomechanical signals:

The student evaluations are generally positive, however, there are three points to be addressed:

About 25% believed that the activities in the semester have not encouraged the collaboration between students. This is despite conducting two student-teacher seminars where the students had the possibility to work with each other and the teacher conducted a contest with a prize for the winner to stimulate the activity. Having said that, the learning outcomes of the course must be fulfilled for every single individual student. Thus, it is important that they do at least some of the exercises on their own.

The students require more kind of hand-on exercises with MATLAB and this will be taken to the next semester to provide more exercises. Even though in the current setup, the students were assigned to a handful of exercises after each lecture. Some students complained about the difficulty of the exam questions. This is despite the fact that the questions were taken from the exercises that they were assigned to and the solutions of all the exercises had been thoroughly discussed with them in the student-teacher seminar. Additionally, each question contained a hint note to facilitate the process for them. One can get the impression that this comment is mostly rooted from the fact that the topic of this course may have been newer to the students compared to the other courses.

Action points/planlagte tiltag

The evaluation are mostly positive but there are still a few points which could be taken to the planning of next semester:

- 1) Supervisors and the students already from the start of the semester and during the semester pay attention to the fact that the project gives only 10 ECTS credits.
- 2) providing tutorial videos and instructions on matlab use promoting group activities.

Evt. andre kommentarer