GRADUATION GUIDE 2011-2012

for the MSc degree programme

Educational Science and Technology

Curriculum, Instruction and Media Applications (CIMA)
Educational Management, Evaluation and Assessment (EMEA)
Human Resource Development (HRD)

Ref: OWK/ EST-OSC.12.040
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Preface

Dear EST master's student,

This master's graduation guide provides additional information to the Programme Guide and the programme-specific section of the university's *Student Charter* (including the *Educational and Examination Regulations*).

This guide mainly focuses on the procedures and guidelines with regard to the graduation phase of your EST programme, e.g.:

- Preparatory phase of the final project
- While you are doing your final project
- Writing your thesis
- Final colloquium
- Graduation procedure
- Assessment aspects

Please note that the *Student Charter* (and particularly the EST appendices) determines that a student has to complete the specialisation-specific core phase successfully before he/she may start his/her final project. However, the academic chair of the EST specialisation holds the final say on prerequisites and the sequence of units of study.

We would like to wish you success while completing your master's degree programme.

In case there are questions left, please do not hesitate to contact the *Educational Affairs Office EST* (Cubicus C 105).

On behalf of the EST-staff,

Jan Nelissen
Programme co-ordinator

Table of contents

1. Preparatory phase of the final project

At the culmination of the programme's specialisation phase each student must carry out a project that relates to a real-life problem (30EC, 6 months). Rather than being a separate project, the final project will involve synthesising the preparatory work done in the framework of the previous courses and projects, and continuing it through a cycle of design or research activities.
The thesis reflects the work and the results of the final project. The thesis is presented to the *Graduation Committee*, composed of internal (and in some cases external) experts, where the focal review is on whether and how the participant demonstrates the required competencies of the programme's profile.

1.1 How to find a project?

There are several ways to find a project, where **all options require that the student first contacts his/her mentor or specialisation co-ordinator, to assess whether his/her ambition and initiative are sensible and feasible**. Please note that the content of a proposed final project should concur sufficiently with the expertise or even fit in the scope of the research programme of the involved department.

Below you will find the specialisation co-ordinators for the academic year 2011-2012

	Specialisation / co-ordinator	E-mail	Department
CIMA	dr. H. (Hans) van der Meij	h.vandermeij@utwente.nl	Instructional Technology
	dr. B. (Bart) Ormel dr. P.H.G. (Petra) Fisser	b.j.b.ormel@utwente.nl p.h.g.fisser@utwente.nl	Curriculum Design & Educational Innovation
EMEA	dr. M.R.M. (Martina) Meelissen	m.r.m.meelissen@utwente.nl	Educational Organisation and Management
	dr. ir. H.J. (Hans) Vos	h.j.vos@utwente.nl	Research Methodology, Measurement and Data Analysis
HRD	drs. M.A. (Maria) Hendriks / dr. M.R.M. (Martina) Meelissen	m.a.hendriks@utwente.nl / m.r.m.meelissen@utwente.nl	Educational Organisation and Management

A student may consider the following options:

- All lecturers have many contacts in business, industry and non-profit organisations. Next to this, lecturers do their research within the framework of a research programme of their departments. A student can ask them to be helpful in finding a (specific) assignment from these contacts and research activities. However, this does not mean that this lecturer will automatically become a student's mentor. Students may orientate themselves in the Blackboard environments of the final project of their specialisation for information about optional projects (see: HRD → Documents or EMEA → Documents or CIMA→ Documents)
- The 2nd option is that the students themselves contact companies and institutes to inquire about the possibilities of doing the final assignment there.
- The option in which the student tries to combine his/her final project as much as possible to the own professional setting (if applicable).

In general, but especially if a student contacts a company directly himself/herself, the faculty has one urgent request: **Please handle contacts with care, and keep your**

mentor informed about it in advance! The MSc programme and the Faculty of Behavioural Sciences also need contacts with companies for other reasons than guiding a specific final project. We need them for other projects and research as well. We ask students to terminate the contacts in a decent way, in case a student should decide not to do the final project there. Let them know politely that you found an assignment elsewhere. A student might refer his/her 'unused' contacts to one of the lecturers. In case a student pays a company an orienting visit, the student has to make it very clear that it is not yet certain that he/she will indeed be doing the final project there.

1.2 Is it a suitable project?

The core of a final project implies a design or a research component (including empirical, evaluative and reflective aspects, grounded in a theoretical and scientific framework). In order to be able to determine the suitability of a final project, the student addresses the following questions in discussions with his/her supervisor:

- What is the relevance of the project for the target organisation and/or for educational science?
- If applicable, will there be sufficient and qualitatively adequate guidance from the target organisation?
- Is the problem indicated a real problem? Is the selected question embedded in relevant literature?
- Will there be sufficient opportunities to find out what causes the problem, or to collect the needed information?
- Is it possible to complete the project in the time given?
- Does the project generate student's enthusiasm and commitment?

Discussions on these questions should result in the conclusion whether it is or could become a feasible project.

1.3 Determining the conditions

It is required to make clear arrangements and to determine conditions before the final project actually begins in case the final project will be executed within a company or institute, e.g.:

- Who will coach the student within the company/institute and to whom will the student report?
- Is there a workplace within the company/institute (including an own desk where the student can work undisturbed)?
- What facilities will be open to the student?
- What other conditions of employment are there (remuneration, insurance, holidays, working hours, etc.)?

Mainly if the project is a design project, some companies or institutions will automatically offer an official contract. Others will consider it as improper to draw up an official contract covering the above-mentioned elements. However, a student can always make a report of the conversation he/she had about this, and distribute it 'semi officially'. Anyway, the student should make sure there is sufficient communication and consultation between company/institute and university before a final project takes off. In this respect, the

student is leading the process, even if the supervising professor has final responsibility in this matter. We strongly advise you not to start a final project before all of these points have been taken care of and discussed with your supervisor.

Note: International students may need a work permit to execute a final project in a company or institute. This also applies to Dutch students who plan to execute a final project abroad. In this regard, students should contact the *International Student Affairs* office (Ms. Monique Davids, room Cubicus C107)

1.4 Arrangements with the mentor

It is required to make clear arrangements about several matters before the final project takes off.

Make clear arrangements with the mentor about what you may expect from each other, which tasks and responsibilities both the student and his/her mentor have. These arrangements have to be included in the *Final Project Contract* (see: Appendix A). The student and his/her mentor should be specific about how and when both parties will keep in touch. **The student holds first responsibility of keeping in contact with the mentor**!

The mentor has only a limited number of hours available for coaching. Please, keep this in mind. Therefore, it is required that the student and his/her mentor agree on the frequency and the preparation of the mentoring meetings.

The mentioned arrangements should culminate in the *Final Project Contract* (Appendix A), signed by the members of the *Graduation Committee* (in most cases: one of the involved full professors, the supervisor, and, if applicable, the company/institutional coach). This contract obliges the University of Twente to guide the student and to assess his or her final project. It forces the student to complete the final project.

Note:
As said, in case your graduation project is executed outside the university, i.e. inside a company or institute (a so-called external project), you have to be aware that you handle your external contacts with care.
It is needed that you inform your contact/coach/mentor in the company or institute precisely and timely on his or her role in your graduation project.
Therefore you (a) have to send him/her a copy of this Graduation Guide, and (b) - in case your University of Twente mentor and your external mentor do not know each other – you have to arrange that they will contact or meet at the outset of your project. This will allow them (next to become acquainted) to discuss about roles and responsibilities. In this regard, please realise that your external mentor may not take over the role of your university mentor. This means: your university mentor(s) hold responsibility of the assessment and grading; your external mentor plays the role of advisor in the assessment of your final project, particularly related to the process-related issues.

[See Chapter 6 and Appendix D as well]

2. While the student is doing the final project

2.1 At the start of the final project

At the outset of the final project, the student has to devote plenty of time to *social orientation*: talk to those who are not directly involved in the project to find out how people feel about the subject in other parts of the organisation and outside the organisation. It is important that the student feels 'at home' within a few weeks and that people know who he/she is. This particularly applies to design projects.

At this stage, the student has to

- consider in particular the formulation of the final project. Has something been forgotten, are modifications required? (Remember the points referred to in paragraph 1.2!),
- check carefully the stage-by-stage planning. Does it (still) look feasible?

Note: At this stage, the *Final Project Contract* (see: Appendix A) is concluded and signed, including a systematic listing of all conditions.

2.2 During the final project

Some points require special attention. The student has to:

- Consider his/her motivation. What was the goal he/she planned to reach? Does he/she (still) want to go for it? Is he/she still worried in any way about the feasibility?
- Review his/her relations within the institute/company. In case something is wrong, he/she should not hesitate to contact the mentor, preferably at the beginning rather than discovering it does not work out at the end. The student has to inform the mentor about the social and physical working environment he/she is in, and inform the mentor if there are any unexpected changes. This implies that next to the scheduled contact moments with the mentor, the student and his/her mentor have to agree that in case of unexpected circumstances, they will schedule additional meetings.
- Make sure that the first responsibility of keeping in contact with the mentor and the faculty lies with the student.
- Be aware that, with respect to written reports and discussions with the mentor and the corporate/institutional coach, the following remarks could be useful: (a) **always make written summaries of meetings, and distribute these summaries. This is an easy way to check if agreement exists on the matters discussed;** (b) send reports in due time, and make clear what you want from the addressee, e.g.: 'please read and give your comment before .....'. If a student hands-in an improved version of a report he/she always has to make sure to send the previous version, commented on by the mentor, too. If applicable, a student also has to make sure that the institutional or corporate coach signs for the acceptance of interim products (and, of course, for the final product).
- Be aware what he/she may expect from the mentor and the institutional or corporate coach: constructive comments; comments on contents and form of research and presentation of results; comments on the way the student functions (personality aspects: strengths and weaknesses of the person at work).

- Start writing the thesis as soon as possible after commencing the project, and define a planning in this regard with the mentor and/or *Graduation Committee* ("***what has to be submitted when***?").

3. Writing the thesis

Every final project includes (a) a design or evaluation component and (b) a research component. Both demonstrate the ability of the student to use scientific knowledge. In a design-focused or evaluation-focused project, the design or evaluation activities have a central place whereas the research activities are mainly supportive for understanding of the problem and for assessing the problem solving capacity of the design or evaluation result. In research-focused projects, the focus is on data collection, analysis and interpretation, based on a well-designed research plan, and leading to grounded recommendations for practice. Therefore, regarding the mentioned statements from the *Educational and Examination Regulations*, the thesis intends to inform about:

- The problem that led to the final project.
- The research that led to the definite problem statement and to the methods selected to solve this problem(s), including the methodology used.
- The design or evaluation and research methods used and the results obtained. This may be done in the form of a description and evaluation of results (e.g. a product), and conclusions and recommendations about the design or evaluation and research process, in such a way that the thesis embodies a sufficient scientific level.

3.1 Report structure

Outlining a table of contents and writing an introductory chapter are good ways to start your report! The student will find that he/she has only fully grasped what he/she wants to achieve when the student is able to write it down in a way that is clear to others.

The master's thesis normally consists of the following elements:

- *Table of Contents*. The student should use short informative headings. The table of contents should actually give a comprehensive impression of the contents of the report. Keep in mind that headings such as 'formulation of the problem', 'processing of data', 'conclusions and recommendations' do not contain information that is specific to the assignment.
- *Foreword/Acknowledgement*. The foreword is actually not a part of the report. It is a personal note that the author usually adds at the last minute, for example to express thanks.
- *Summary*[1]. It must be possible to read and make sense of the summary as a stand-alone text. Principally, it should not contain references to the thesis or appendices. The summary should provide a concise impression of the problem at the outset of the final project. An account of the methodology and the processing and analysis of data do not belong in a summary. Of by far the greatest importance is a clear outline of results and recommendations. After all, the reader, who restricts his or her reading to the summary, is primarily interested in the achievements of the final project.
- *Introduction*. It is required to start the thesis with an introductory chapter and each of the remaining chapters with an introductory paragraph. An introduction forces the student to clarify the following issues for the readers (and for himself/herself):

[1] In case of a thesis written in Dutch, (next to the summary in Dutch) a summary in English is required

  - What are you going to do in the thesis or the relevant chapter (formulating the central problem/questions)
  - Why are you going to do this (motivation, background, context)
  - How are you going to do this (a discussion of the table of contents)
- *Description of the organisational context (for design projects primarily).* Especially for external readers it is useful to provide an impression of the organisation within which the student is carrying out the final project (a brief history, an idea of the structure and the nature of products or services, strategy, scope, market, etc.). Please focus on the department or division of the company/institution involved.
- *Exploration and definition of the (research) problem*. Most assignments, either design or research oriented, begin with a problem statement or research question. Nevertheless, during the orientation phase, it is common to keep eyes and ears open and thus ascertain 'who actually has what problems', and what is the relevance of the research question. This may or will lead to a modification or sharpening of the problem or question defined. The initial exploration should in any case lead to a clear statement of the problem or question. Such a reconnaissance of the problem is also of help to the reader.
- *Design/research approach*. The student should give his/her readers clear insight into the followed method. This may involve a phased approach to the study, an overview of design and/or (evaluative) research methodology, insight into the area from which the student has drawn theoretical references, and so on.
- *Evaluation/Discussion*. Describe the evaluation methods applied, and account for the sources for the discussion and the results from these.
- *Conclusions and recommendations*. Limit the number of conclusions and/or recommendations. Formulate them concisely and clearly and ensure that they have been well laid out.
- *Reference list*. During the project, the student will make use of existing theories, models, and so on. At each stage, he/she has to make sure that readers understand why specific theories have been used (Note: cite those theories carefully and use a standard, e.g. **APA-style**). It must always be clear whether it is the student who is 'speaking' or someone else.
- *Appendices*. Appendices can be extremely useful, but the student must ensure that the reader is able to understand the thesis without the need to consult the appendices. The use of appendices can help the student to make the thesis itself more concise and readable.

3.2 Other matters of attention

When writing a thesis, the following points are extremely important (not necessarily in this order):

- If possible, the thesis should be limited to 60 pages, excluding appendices, where the student has to realise that the main body of the text needs to be composed of the exploration and definition of the (research) problem, the design/research approach, evaluation/discussion, and conclusions and recommendations. The art of writing is the art of knowing what you have to exclude.
- During the writing process, the student has to have a broad but engaged and interested audience in mind. A student must also be able to explain to non-specialists what he/she means.

- With respect to the English language: unless the target audience is exclusively American, the student has to use British (UK) spelling conventions. Use a spelling checker.
- The layout needs to be clear and reader-friendly. The thesis should take the reader by the hand. It is also a good idea to provide a short summary at the beginning of each chapter.
- When the thesis takes shape it is important to pay attention to the broad lines of the argument, the structure, transitions, and so on. In this respect, the student should also pay attention to the end of the thesis, which must link up with the beginning. It must be clear that you ultimately answer the posed questions at the beginning.

Note: Basically the master's thesis needs to meet the requirements of the APA-style as formulated in the most recent edition of the "APA-manual" or the "Concise rules of APA-style".

However, besides the "APA-style", our Faculty prescribes that, among others, the thesis needs to embody the following standard settings:

- Tables and figures have to be included in the text
- Single line spacing (the drafts of the thesis may, upon agreement with the mentor, have a double line spacing);
- Font: Times New Roman 11"
- Margins: Top, bottom, left, right: 2.5 cm
- Standard tabs: 1.25 cm
- Justify the whole document (i.e. also the marginal line at the right-hand side is aligned)

4. Final colloquium

The student may only set a date for his/her final colloquium upon approval of his/her mentor (in consultation with all members of the *Graduation Committee* and the *Educational Affairs Office EST*)! (See: Appendix B). This is the so-called ***Green Light***.
This is normally the case when the Graduation Committee, except for some minor textual changes, approves the thesis.

A colloquium is a public event[2].
A student may invite friends, colleagues, relatives, etc.
Please note that the different EST-specialisations may choose to apply additional (and sometimes divergent) guidelines with regard to the final colloquium's procedures and guidelines as described below.

During the colloquium, the faculty mentor acts as host. He/she will introduce the student, after which the student presents his/her Final project (duration approx. 25 minutes). After that, there are 20 minutes available for discussion. The Graduation Committee will then retreat in order to formulate the result of the final project as a whole. The student will be told the final result, including getting feedback, (either in a personal discussion of 15 minutes maximum, or in public). The student and the Graduation Committee agree prior to the final colloquium on the mode of telling the result.

The following guidelines are important for the colloquium:

- Since the colloquium is a public event, the student has to prepare his/her presentation in English!

  Note: Dutch students may (after having consulted the Graduation Committee and upon their approval) switch to a presentation in Dutch in case there is no non-Dutch audience present.

- The student should have a clear picture of the audience in the room. He/she should bear in mind that listeners are not necessarily specialists and probably do not know anything about the topic.
- The student is advised to use tools (e.g. PowerPoint) to clarify the presentation. However, the student has to take care that the colloquium does not become merely a duplication of the pictures and texts presented on the screen. He/she should not use too many slides and he/she should ensure that each slide contains a limited amount of easily legible information.
- At the beginning of the presentation, the student has to outline the various sections of the discourse, and he/she needs to make sure that the audience knows which part is dealt with at each stage.
- Although the total colloquium session takes 45 minutes, the presentation itself only will take 25 minutes. We known from experience that it is very difficult to time a speech accurately. Once 'in full flow' time passes rapidly. Therefore, a student should be aware of this. If possible, give the presentation a 'dry run' and time it to check how long it will take.

[2] In case a student completes his/her final project and thesis writing from a distance, than alternative modes for the final colloquium may be arranged, upon approval of the Board of Examiners.

- Look at the audience. Do not keep looking at notes or overhead sheets, talk to the board, or screen.
- Once the presentation is finished, there is an opportunity for the audience to ask questions. The colloquium is not yet quite over. Therefore, the student has to listen carefully to the questioners.

The presentation/colloquium itself will be evaluated. This evaluation will weigh in the total assessment of the final project (see paragraph 6).

5. Graduation procedure

5.1 General procedure

In the *Final Project Contract*, the student's *Graduation Committee*, mandated by the Board of Examiners*,* represents the faculty. The *Graduation Committee* should approve the *Final Project Contract* and should provide the necessary guidance for its execution. The *Graduation Committee* also assesses the final project and the thesis.

As soon as the *Graduation Committee* and the student have approved and have signed the *Final Project Contract*, the student has to submit the contract at the *Educational Affairs Office EST*.
The *Educational Affairs Office* will check whether the student fulfilled all requirements to start with the final project, and the office will inform the student and *Graduation Committee* on the outcomes of this check.
In some specialisations, the student also has to send a copy of the *Final Project Contract*, to the specialization co-ordinator.

Registration for Graduation
At least **5 weeks** prior to the planned date of graduation, the student lets the Educational Affairs Office know that he/she wants to graduate. Note: in this (5 weeks) period there has to be a meeting of the Board of Examiners. (In general it is best practice that the *Green Light* meeting is scheduled at least 1 week prior to the meeting of the Board of Examiners) In the summer period there are no meetings. So if you plan to graduate in August or July, please inform the Educational Affairs Office in June (before the last meeting of the Board of Examiners). Submit appendix B to the *Educational Affairs Office* timely (at least 2 weeks before the graduation date)*.*

In order to let the Board of Examiners decide whether a student is entitled to graduate or not, the student has to complete the **exact date** of graduation on this *Graduation Request.*

Note: Please be aware that one (1) academic year spans the period 1 September until 1 September. This implies that in case a student plans to graduate after 1 September, he/she has to re-register to the university. Subsequently he/she has to pay an additional tuition fee. The *Educational Affairs Office EST* provides more information on this issue.

Based on the *Graduation Request,* the *Educational Affairs Office* will evaluate whether all coursework has been completed successfully and whether all grades have been registered. The *Educational Affairs Office* will inform the Board of Examiners on this evaluation. Based on the evaluation, the Board of Examiners will decide whether the student is entitled to graduate.

A student has to send a written request to the *Educational Affairs Office* in case he/she, next to the required units of study, successfully completed additional courses, and he/she would like to have these additional courses been listed on the supplement to the certificate.

Note: These additional courses are not taken into account when it comes to an optional "Cum Laude" award.

The student has to send the thesis to all members of the *Graduation Committee*. The *Educational Affairs Office EST* receives a paper copy of the thesis and an electronic (digital) one in MS-Word and '*.pdf' format[3] ultimately 3 days before the colloquium takes place.

The Board of Examiners is entitled to award "Cum Laude" to a Master's degree. In order for this to occur, the following conditions are applicable: no graded work has a result of less than a 7, the average of the grades is not less than an 8 (with the exception of "G" and "V"), and the Final Project is graded an 8 or more. Despite not fulfilling these conditions, a member of the Board of Examiners or the student's *Graduation Committee* is entitled to propose a "Cum Laude" award to the Board of Examiners.
Besides, the Board of Examiners will only award a "Cum Laude" designation in case the final project has been completed under the supervision of and has been assessed by a faculty's examiner.

5.2 Graduation and awarding of certificates

Immediately after the final colloquium, authorised by and on behalf of the Board of Examiners, a member of the *Graduation Committee* will hand over the certificate to the student.
The certificate states that the student has satisfied all the master's programme requirements. The student and the Chair of the Board of Examiners sign the certificate.
Handing over the certificate is a public event.
The *Educational Affairs Office* will send the supplement to the certificate (listing all units of study reviewed) to the student at a later stage.

The student may wish to invite his/her guests at the colloquium for a drink and a snack afterwards, at his/her own costs

[3] A student has to inform the *Educational Affairs Office* if his/her thesis contains classified information, and as a result whether the thesis has to be dealt with confidentially. In that case the thesis will not be made public in the UT's library.

6. Assessment aspects

The following aspects are taken into account in the evaluation/assessment of the Final Project:

- the way the student functioned
- the quality of the thesis
- the quality of the colloquium

More specifically

1. With regard to the Final Project:
    - Definition of the problem
    - Definition and consistent application of concepts
    - Use of available relevant literature and theories
    - Selection, construction and justification of research methods and instruments
    - Quality of the design/development/evaluation of a product, tool or prototype
    - Choice and execution of analysis methods
    - Research (technical) aspects (reliability, validity, sample, non-response)
    - Conclusions, discussion and reflection

2. With regard to the thesis:
    - Logical and consistent structure
    - Writing skills/readability
    - Presented according to agreed standards (**APA**!!)

3. With regard to the student's performance:
    - Independence
    - Management of the project
    - Creativity
    - Social and co-operative skills
    - Effort

4. With regard to the colloquium
    - Content
    - Structure and clarity
    - Answering questions

[See also: Appendix D]

7. Stepwise procedure

The scheme/checklist below can be helpful in fulfilling your Final Project correctly and timely.

Nr.	Activity	Done?
1	Complete all your master's courses before starting on your final project.	
2	Orientate yourself in the Blackboard environment of your specialisation	
3	Find a mentor for your project (you can contact the co-coordinator of your specialisation).	
4	Discuss with your mentor about your project.	
5	Fill in your Final Project contract (appendix A) and hand it in at the Educational Affairs Office. Please check if all signatures have been placed on the document.	
6	Stay in touch with your mentor(s) frequently. The student takes the initiative.	
7	Inform the Educational Affairs Office about your graduation date at least **5 weeks** before your graduation day. Note: make sure there is a meeting of the Board of Examiners in this period. During the summer holidays there are no meetings of the Board of Examiners. So inform the Educational Affairs Office timely. If you plan to graduate in July or August you have to inform the Educational Affairs Office before the meeting in June.	
8	Plan your '*Green Light Meeting'* with your graduation committee. In the green light meeting you submit your thesis for approval.	
9	If you receive 'green light' from your mentor(s) you can plan your colloquium. Fill in the registration form (appendix B) and hand it in at the Educational Affairs Office (at least two weeks before the graduation date). Please check if all signatures have been placed on the document.	
10	Prepare your presentation (reserve at the Education Affairs Office also a lecture room).	
11	Hand in your thesis (digital and hardcopy) and an evaluation form (appendix C) at the Education Affairs Office before your presentation.	

8. Contact information

Study counsellor
Yvonne Luyten-de Thouars
y.c.h.luyten-dethouars@utwente.nl
Cubicus, room C110
053 – 489 1107

Educational Affairs Office EST
Mirjam Friskus
m.friskus@utwente.nl
Cubicus, room C105
053 – 489 3836

Programme co-ordinator
Jan Nelissen
j.m.j.nelissen@utwente.nl
Cubicus, room C104
Phone: 053 – 489 3588

International Student Services
Monique Davids
Cubicus, room C107
m.davids@utwente.nl
053 – 489 8028

Study Abroad co-ordinator
Jan Nelissen
j.m.j.nelissen@utwente.nl
Cubicus room C104
053 – 489 3588

Faculty of Behavioural Sciences
MSc programme Educational Science & Technology (EST)
OWK/EST 2012-040a
Educational Affairs Office (BOZ) Cubicus C105

Fill in at the start of your final project

APPENDIX A: Final Project contract

Family name: _____

Given name(s): _____

Student number: _____

Specialisation: _____

Title Final project: _____

Short description: _____

(*what, why, where*) _____

_____

External assignment (if applicable):
Name company/institution: _____
Address: _____

_____

External mentor: _____

Phone number (external): _____

Graduation Committee
1st Mentor: _____

2nd Mentor: _____

External mentor (if applicable): _____

Period (If applicable, please mention the period when you will be abroad for final project work also)
Start (month – year): _____

Expected duration (in months): _____(plannend) date of completion _____

Studyplan (only if you still have to follow courses, please fill in this scheme)

Code	Course	Credits (EC's)	(Planned) date of completion

Signatures

1st Mentor: _____

Date: _____

2nd Mentor: _____

Date: _____

Student: _____

Date: _____

Note: After signing the contract, the student has to submit the original copy of this contract to the Educational Affairs Office EST, Cubicus C105. Keep a copy for yourself and supervisor.

Faculty of Behavioural Sciences
MSc programme Educational Science & Technology (EST)
OWK/EST 2012-040b
Educational Affairs Office (BOZ) Cubicus C105
Submit timely (see Section 5 of this Gradauation Guide)

UNIVERSITY OF TWENTE.

APPENDIX B: Registration and approval for graduation

Family name: _____

Given name(s): _____

Date of birth: _____

Place of birth: _____

Address: _____

_____

Phone number: _____

Student number: **S**_____

Master's student in the MSc programme Educational Science and Technology (EST) would like to register for graduation on _____
(**exact date!!!)**

As the mentor of the final project and master's thesis I declare that it is feasible for the candidate to present his/her work during a public colloquium on ___ _____ (*date*) and that he/she then will graduate from the EST Programme of the Faculty of Behavioural Sciences of the University of Twente.

Name mentor: _____

Signature: _____

Date: _____

The following units of study have **NOT** been completed yet

Code	Course	Planned date of completion

Signature student: _____

Date: _____

Faculty of Behavioural Sciences
MSc programme Educational Science & Technology (EST)
OWK/EST 2012-040c
Educational Affairs Office (BOZ) Cubicus C105
Submit together with your hardcopy thesis before your graduation date

UNIVERSITY OF TWENTE.

APPENDIX C: Evaluation form

Date: _____

Specialisation _____

QUESTIONS ABOUT THE FINAL PROJECT

1. **How did you get to your EST Final Project?** (please tick)
   - ☐ Via a faculty staff member/teacher
   - ☐ Via an (open) application to a company/institute
   - ☐ Otherwise

2. **Did you still have to complete coursework while working on your Final Project?** (please tick)
   - ☐ Yes, the following course(s)……
   - ☐ No

3. **How many hours per week averagely did you spend on your Final Project?**

4. **How often did you have contact with your Final Project mentor(s)?** (please tick)

   - ☐ Once per 2 weeks*
   - ☐ Once per month*
   - ☐ Once per 2 months*
   - ☐ More often / less often, namely times in total

*averagely

5. **Was the total number of contact moments with your mentor(s) sufficient?**

   Please explain:

6. **How do you rate the quality of the guidance of your Final Project's mentor(s)?** (tick what applies)
   - ☐ Very bad
   - ☐ Bad
   - ☐ Neutral
   - ☐ Good
   - ☐ Very Good

   Please explain:

7. **Did you possess sufficient topic-specific prior knowledge at the outset of the Final Project?**

☐ Yes
☐ No, I missed the following prior knowledge:
☐ I solved this problem by:

8. **Did you possess sufficient topic-specific skills at the outset of the Final Project (e.g. how to formulate a research problem definition, how to formulate a research design, did you have sufficient research skills? Sufficient design skills)?**

   ☐ Yes
   ☐ No, I missed the following skills:
   I solved this problem by:

9. **Did you possess sufficient general and professional skills at the outset of the Final Project (e.g. communication skills, advisory skills, project management skills, team-working skills, self-reliance skills?**

   ☐ Yes
   ☐ No, I missed the following skills:
   I solved this problem by:

10. **What do you consider the most important thing you learnt during your Final Project?**

11. **Did you receive sufficient information on all procedural issues with regard to the Final Project beforehand?**

    ☐ Yes
    ☐ No

    Please explain (what information was lacking / what information was superfluous?):

QUESTIONS ABOUT THE EST PROGRAMME

12. Please mention 3 strengths and 3 weaknesses of the EST Master of Science Programme.

3 Strengths:

3 Weaknesses:

13. Do you have additional remarks, suggestions, and ideas for the EST programme's management?

Faculty of Behavioural Sciences
MSc programme Educational Science & Technology (EST)
OWK/EST 2012-039
Educational Affairs Office (BOZ) Cubicus C102

UNIVERSITY OF TWENTE.

APPENDIX D: Graduation Assessment Form

Student name ……..
Student number ……Bachelor's-/Master's student (cross out one that does not apply)
Study programme : ……...
Final report – Title :……..

Note: in case of NOT APPLICABLE, than leave blank

1. Project execution Evaluation by 1st & 2nd assessor	**Poor**	**Sufficient**	**Amply Sufficient**	**Good**	**Very good**
1a. Definition of problem	❑	❑	❑	❑	❑
1b. Definition and consistent application of (core) concepts	❑	❑	❑	❑	❑
1c. Use of available relevant literature and theories	❑	❑	❑	❑	❑
1d. Selection, construction and justification of research methods and instruments	❑	❑	❑	❑	❑
1e. Quality of the design/development/evaluation of a product, tool or prototype	❑	❑	❑	❑	❑
1f. Choice and execution of analysis methods	❑	❑	❑	❑	❑
1g. Research technical aspects (reliability, validity, sample, non-response)	❑	❑	❑	❑	❑
1h. Conclusions, discussions and reflection	❑	❑	❑	❑	❑

2. Report Evaluation by 1st & 2nd assessor	**Poor**	**Sufficient**	**Amply Sufficient**	**Good**	**Very good**
2a. Logical and consistent structure	❑	❑	❑	❑	❑
2b. Writing skills / readability	❑	❑	❑	❑	❑
2c. Presented according to agreed standards (APA)	❑	❑	❑	❑	❑

3. Student's performance Evaluation by 1st assessor	**Poor**	**Sufficient**	**Amply Sufficient**	**Good**	**Very good**
3a. Independence	❑	❑	❑	❑	❑
3b. Management of the work	❑	❑	❑	❑	❑
3c. Creativity	❑	❑	❑	❑	❑
3d. Social and co-operative skills	❑	❑	❑	❑	❑
3e. Effort	❑	❑	❑	❑	❑

4. Presentation Evaluation by 1st & 2nd assessor	**Poor**	**Sufficient**	**Amply Sufficient**	**Good**	**Very good**
4a. Content	❑	❑	❑	❑	❑
4b. Structure & clarity	❑	❑	❑	❑	❑
4c. Answering questions	❑	❑	❑	❑	❑

Further explanation of the assessment aspects

1. Executed project

1a. Definition of problem
Justification, domain-specific character, practical and scientific relevance, innovative, systematic approach, limitations of the definition, core of the problem, context of the problem.

1b. Definition and consistent application of (core) concepts
Command of concepts and content, relations between concepts and content, relevant theoretical framework, distinction between major and minor issues and relevant theories.

1c. Use of available relevant literature and theories
Review of relevant literature, relevance of resources used, application of the resources used.

1d. Selection, construction and justification of research methods and research instruments
Research design, selection of research methods, selection of respondents, selection of sample, operationalization of concepts, research materials.

1e. Quality of the design/development/evaluation of a product, tool or prototype
Understanding of domain-specific designing, adequate application of the design, distinction between research and evaluation.

1f. Choice and execution of analysis methods
Logic application of analyses related to problem definition, adequate analyses and justification of the analyses as related to the research questions.

1g. Research technical aspects (reliability, validity, sample, non-response)
Presentation and analysis of relevant data, reliability, validity of the analyzed data.

1h. Conclusions, discussion, and reflection
Answering the problem definition, practical relevance of the results, full/societal context, discussion of the project results and implication of the results, quality of the research design, methods and instruments, strengths and weaknesses, further research recommendations, critical reflection.

2. Report

Logical and consistent structure
Scientific style, appropriate for scientific audience, arguments and argumentation structure, internal logic, distinction between empirical and subjective information.

Writing skills/readability
Appropriate tone for both primary and secondary audience, lucidity, correctness, conciseness, introduction, summary, chapters, paragraphs, sections, definition of problem, conclusions, recommendations; grammar, spelling, interpunction, headings.

Presented according to agreed standards
Title-page, APA-standards, English summary (if required).

3. Student's performance

3a. Independence

3b. Management of the project
Planning competences, efforts to meet deadlines.

3c. Creativity
Creativity, originality, added value for scientific domain.

3d. Social and co-operative skills
Searching for relevant help, processing required assistance and comments.

3e. Effort

4. Presentation

4a. Content
Conciseness, relevance, selectivity, information density.

4b. Structure and clarity
Academic level, attractiveness, use of AV-media, professionality, comprehensibility for target audience.

4c. Answering questions