

Compact summary of the Module Evaluations of module CREATE-1.1 2014 (We create Identity)

Cora Salm

Available documents: SEQ questionnaire, reports of CREEC evaluation lunches including final end-of module evaluation.

2014 SEQ had 70 respondents the data is compared with 2013 , here only 27 respondents.

The SEQ also makes a comparison with the average of all UT students , but according to the OLC panel (Salm, Poel) the modules are the different and no information beneficial for the Create program can be obtained from this (comparing apples and oranges).

In the document a number of suggested advices of the OLC to the module team is mentioned. These need to be discussed in the OLC meeting, before this document is final (date of entry 14-04-15).

- Compared to 2013 no major shifts

Points for improvement/discussion

- Students find the module not well organized, this is probably due to lack of information and clarity about the procedure as well as last minute changes (e.g. grading scheme) this is perceived as “chaos”.
- For visual communication the criteria on which the students will be judged is not clear to them.
 - OLC advice is to consider a second grader and give better information upfront
- The teacher of Visual Communication can be very harsh in his reactions to the students. This result in students being scared of him and the fear that he is not objective in grading the work.
 - A second grader for topics that are subjective to taste is again a good idea.
 - The OLC asks the module team to discuss the method in which students are approached to be discussed and if possible made homogeneous as not to send mixed signals to the students.
 - The OLC asks the Program Director to talk to the teacher about this, since this is a reoccurring issue for this teacher for several year that might in the end have a negative impact om the entire module and worst case on the entire curriculum.
- If you use a very strict method in assessing (e.g 1 minute late is considered no “vinkje” , no admission to exam and hence module fail), the module team should be absolutely sure that everything is working perfect (enough manpower, no computer glitches etc etc).
 - The OLC asks the module team to seriously consider whether the abundance of assignments that need to be ticked off is instituted to “keep te students working” or to facilitate obtaining learning goals of the module.
 - Additionally if a large number of “ticks” or deadlines is maintained in the module that they should be realistic AND that the module team stick to the rules they themselves have create for this module, otherwise this will have a negative impact

of the state of mind of the students which will have its impact on the following modules.

- The project did not integrate the different topics of the module
 - This is true since it is the old project of the pre-TOM curriculum. The OLC does not object to the project as it is, but we would like to ask the module team to explicitly make the choice for a non-integrating topic and motivate why, or redesign the project (in contrast to the convenience of just continuing an existing project).
 - The students indicate that the study load is moderate (~30% spends 40h/week or more). Additional input from Erik: also talking to students later on in year they confirm that M1 is (too?) easy. The addition of a Math sprint week in the module (compared to 2013) did result in earlier dropouts, but not in more (perceived) work load.
-
- The book Engineering our Digital Future was mandatory but not used. Comment Erik, due to a change in teacher and part of the module contact this book is no longer used in M1. It will be skipped from the materials list next year.

TOM Evaluation – Quartile 1

09/10/2014

Present students	Jochem Postmes, Sander Koning, Jur van Geel
Later students	-
Present committee members	Ruben Voorzitter, Martijn Notulist
Present teachers	

Opening of the meeting at 12:45

General Remarks

If you attend all lectures you don't have that much to do at home. Only for Visual Communication you need to do somethings at home. It is your own choice how much time you spend on these assignments. Coherence is lacking, the courses seem to be individual, but they work towards the same goal (laying a good basis).

Introduction to Computer Science hasn't changed much since last evaluation.

The module is worth 15 EC, you do put in the time, although for some with more experience it is easier. The courses fit well into the Study. Overall difficulty of the module is fine.

There is a book for processing, and a reader for math, both are good. The reader is quite compact but all you need to know is in there.

"How is the information on blackboard?" Student: "Well it's blackboard."

Sander eats to many kroketten (third one)

And now Sander takes the last one, final score 4.

Courses

Course 1 – Visual communication

Students like th assignments, you can really find your own thing to do. The lectures are way to long, and often continue after 17:30. If someone wants to leave at 17:30 (because he has another appoinment) while the lecture is not finnished, he blames students for not paying enough attention, which he says is the cause of the delays. Lectures are 4 hours long and only have a 15 min break. He gets distracted by things he sees or hears and goes on about it, in length. He dives really deep into the details, he sometimes expect to much from students, when they don't know the answer.

Course content is really interesting, most fun course, with different approach would be perfect.

Course 2 – Web Technology

"Oooh jah dat is dat vrijdag ding" - student

There are very few students during the lectures, the lectures aren't very usefull, they are to basic and easy. Teacher doesn't make a clear choise between web development/design (html/dreamweaver). He should teach only one of these things. End goal is making a portfolio website, it doesn't matter how you make the website (from nothing, or using a template).

Teacher is very friendly and is willing to help. The problem is in the way the subject is set up. Lectures are about the html/css but he races quite fast through te basics. He does provide tutorials for those who need it.

Advise: Stop using dreamweaver/templates in the course.

Course 3 - Project

Project is fun and challenging, because you get thrown in the deep, making a movie is more difficult than it looks. There is no real guidance. Students would like to see some examples from previous years. There is no information available about Xsimple. A lecture or tutorial for Ximple would have been really usefull, since no one is familiar with the software. Workshop about the beginning of filming, came afer a lot of groups had already started, thus should have been held bit earlier.

Course 4 - Programming

It become a lot eassier, with the last assignment, because there was a decent example. And there was enough time to complete the assignment this time. More students also prepared (better) for this assignment, some even finnished it before the tutorial.

Signing off on assignments should also be possible at next tutorial or after deadline.

Closing of the meeting at 13:25

TOM Evaluation – Quartile 2

13/11/2014

General Remarks

Good introduction: coding, basics. A lot was done digital. The movie was not the expected type of project, but it was fun and fits well into the program. You learn to work in team, which is really useful. Dennis did a very good job. He gave good clear instructions, you could easily talk to him, but he always stayed professional.

Students were missing lectures with example questions for the courses with a exam, that would have helped them prepare better.

Students have a good first impression of the study.

Courses

Course 1 – Programming

The start was of the quartile was quite slow, but in the third week the workload became a lot higher which caught some students off guard, and caused them to fall behind. It did go better later on in the quartile. But making assignments became more important than understanding the subject.

During a lecture discussing the exam, the teacher walked away angry. The room was very noisy and she had trouble answering the questions. She walked away saying “ik had al hoofdpijn en heb hier geen zin in”. This was troublesome for the students which had to redo their exam. Students don’t think Angelika can explain well, the book was a lot clearer in explaining the subject.

The others teachers did do a good job explaining, the tutorials were good and the student assistants provided a lot of help.

Course 2 – Introduction to computer science and engineering

Robin Aly teaches very well, the course it self was also a lot of fun. Students particularly liked the Techno Drama’s, the content was presented in a nice way. You could always ask him questions. There was no exam, students got evaluated on assignments and oral tests. Students like the examination this way. Students didn’t know when they’d be picked for the oral so they had to prepare for all subjects. Except for when the students already did their 2 orals. Having one big session on the end might solve this problem.

Course 3 – Visual communication

Lectures took way to long, students had to sit and listen for four hours straight. The learning goal wasn’t really clear to all the students. Some students don’t feel like the learned much during the lectures. The teacher would assign assignments, but wouldn’t give any pointers to what is important. He only explained it afterwards when discussing the work. All his lectures seemed to be focused on his work. There was no attention to techniques (like photoshop) which would have been very useful for students without experience.

It wasn't clear on what points the students work would be evaluated on, to get their final mark. The teacher would often go into overtime with his lectures, and would address the students negatively if they wanted to leave (for an appointment). He also seemed to give out, out of proportional punishments, once he embarrassed a student in front of the whole class.

Course 4 – Math

All the teachers did a good job, the explanations during lectures was good. The level of the basic math was ok, for some students quite difficult (students with a Wiskunde A background) but for others it was quite easy. You could jump back to basic from advance but not the other way around. The reader was good, the basic version only had a web portal but it explained the subject clearly. Students liked that there was one week dedicated to math, this way the subject remained freshly in the mind of the students. The test was at the end of the same week on Friday, some students would have liked to have it on the following Monday, so they could prepare in the weekend.

You could do the basic or the advance version, the test were totally different. With the advance version you could score bonus points, but it isn't clear for the students what the bonus points are for. It would have been better to use the same exam with an additional question for the advance version.

Course 5 – Project

The project wasn't a conclusion of all the skills students learned in the other courses. The project itself was fun and useful. There was missing some guidance, so everyone went their own way. The guidance that was there came way too late. The time that stood for the project was enough to finish it.

Johan Jonker gave a lecture on video editing but his English was really bad. He didn't really explain editing but explained filming techniques. Besides the project students also had to make another video for him. The explanation he gave came to late because most people already started to shoot.

Every group had his own coach, the coach only came 3 weeks before the end, when everyone was already started. The coaches could provide some tips but they didn't know what exactly was going on. They said that themselves at the start.

Course 6 – Tutor

Not all tutors do the same, some give out assignments while others don't do anything. Not all tutors seem to know what they're supposed to do themselves.

Robin, sander, konrad, jan, stefan, xadya

subjects quite cohesive doesn't fit with project.

If you read the documents it's clear what the goal of the courses

the quest lectures are really nice because they show you what you can do with the study, the first 2 goals don't really comply, get the feeling that the impact of create on society is lacking in the course (are very technical)

Programming is very clear what will learn, but visual communication is not as clear what use it will have for the students.

Visual communication

I think that in time it will teach your eyes to see stuff you didn't notice before.

Programming

People who are familiar with programming have a rather easy time, but new people have some problems. Teacher is pretty good, but she needs to learn how to use a mic. In the back of room not always easy to hear. There is a book, you need to read it before tutorials. Signing off on assignments is not always time for, but you get problems if you miss 2 sign offs. Students are told they have to do the assignments during tutorials. There are too little assistants to help everyone to finish it in time.

You have to hand in assignments on blackboard 2-3 days after tutorial. But you still need to have it signed off even if you make the deadline. The information for the assignments is given a week in advance. So students could start earlier but were instructed not to. Even if everyone has finished in time there is not enough time to check it.

They only sign off your work if you finished everything without errors, a system where they check whether you worked on them (70% finished/correct) would work better. The way it's now students get demotivated.

Deadlines are on thursday if there would be an extra point to have it signed off would already help a lot.

Difficulty depends a lot on the personal experience. People with no/little experience have problems to finish on time. (takes way more hours). For new students have to learn so much more like syntax.

Dennis: i think teacher don't want to send the message to do the assignments during tutorials, they like if students start early. I'd say you should like before the tutorials to prepare, read slides again read the

book.

There is a problem if a lot of people come with problems (need feedback) in the last 15 mins, and everyone needs to have their assignments signed off. If you need feedback go to the assistants early in the tutorials.

The assignments are time consuming even for people with experience they would run out of time. Questions and program part should be signed off individually. Signing off in parts or giving feedback would be helpful. Students got surprised by the amount of work they had to do. The teacher shows good will to help students who really have problems with the study material. Checking assignments take more than 30 mins p.p.

Grading programming is by the exam, but you can only take the exam if you finished all assignments.

Computer science and engineering

is a bit vague the assignments are bit in story, not really clear. Teacher explained workforce, but his assistant not the example used. Questions are formed vaguely but the rest is very clear. Vague questions might be on purpose because you have to be careful with computer science.

Students think the course fits into the Program, you don't have to find an exact solution (create like) and you learn how computers work. Niko teaches well, teacher and student assistants can help the students well during tutorial sessions. Only study materials are the lecture sheets, these aren't enough. You will need to find some information yourself. A book is not necessary.

Visual communication

Very enthusiastic teacher, but he can be really hard to deal with. He can cross the line (by a lot). Someone asked to leave 10 mins early (for driving exam), she was told not to behave like a princess in front of the whole class.

Gives assignments and if it is not what he expects he won't agree with it. He's open to all opinions but diverting from his opinion can result in negative results. He demands a reason but also involves emotion. But when you put your own emotion into it and it doesn't connect to his he won't necessarily like it. He's a very good teacher, he is a clear teacher. He has expectations in the assignments that the students are not aware of. When doing these assignments not to his liking (extra expectations) you will get bombarded with negativity. The students do understand what he is trying to get across though. He's almost scaring the class with this behavior. It's not necessarily constructive what he says when you do the assignment properly.

The assignments are very simple. Just not known what pleases him.

Web design,

You're being thrown into the deep. The classes are huge and the students could collaborate better. People experienced with web design could come forward and help the students who are not experienced with web design.

General remarks

Dennis gave 2 lectures, one of them you had to explain why you are creative technologist. Groups were too big not enough time to present yourself, felt unnecessary and took way too much time. The idea of this assignment is good but the execution was not good. This could have been done perfectly during tutoring. Students like that personal development is included.

Really excited about the program, think it is really cool.

Spiegel with 105 people. too crowded gets really hot in room

Generally like the teachers. Material is ok. They are happy to study what they are studying and this is what they are expecting from what they want to teach.

B-CREA
2014-201300131-1A; We Create Identity
No. of responses =70; Response rate =65.4%

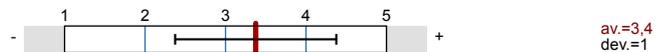
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Overall indicators

ALGEMEEN (Scale width: 5)



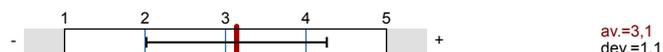
MODULE (Scale width: 5)



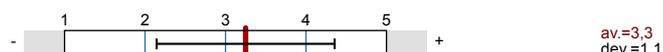
LEREN (Scale width: 5)



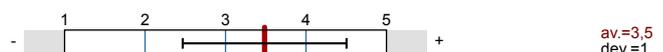
PROJECT (Scale width: 5)



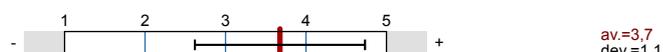
TOETSING (Scale width: 5)



INZET VOOR STUDEREN (Scale width: 5)



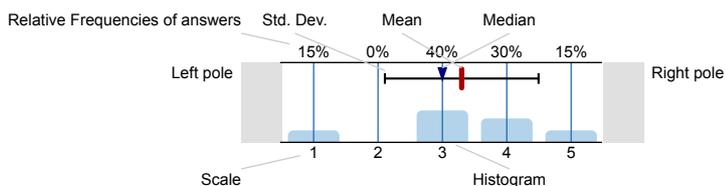
WAARDERING (Scale width: 5)



Survey Results

Legend

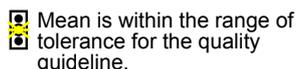
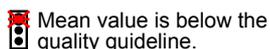
Question text



n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention



Description of quality symbol

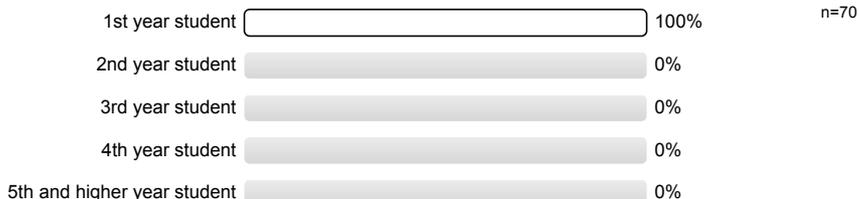


1. GENERAL

1.1) I am a student in ...



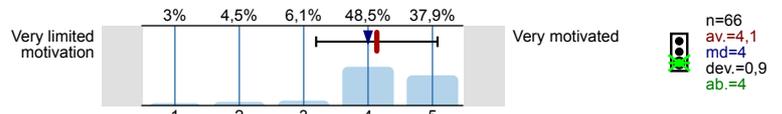
1.2) Based on my start date in this programme I am now a ... year student



1.3) I could have studied the full number of hours. Consider for instance: medical limitations, top sport arrangements.

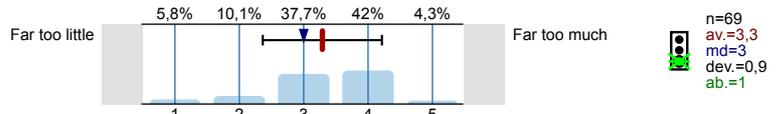


1.4) I am a motivated student.

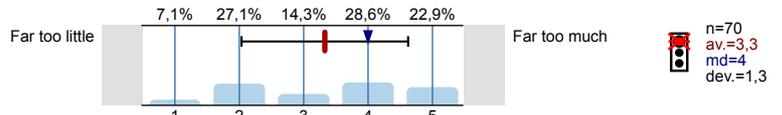


2. MODULE

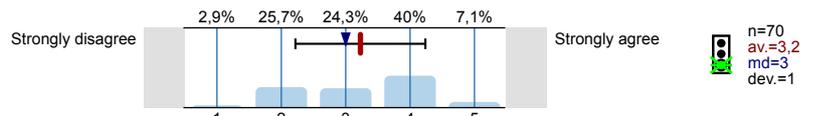
2.1) As a whole, I found the module challenging.



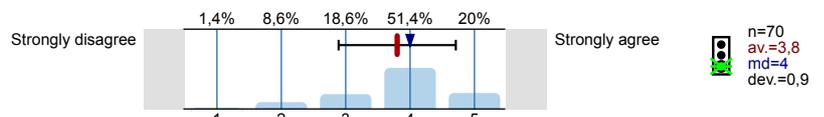
2.2) In general, I had enough prior knowledge to successfully do the module.



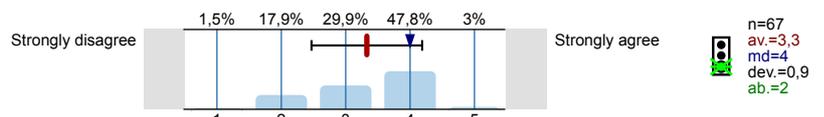
2.3) During the module I continuously knew what was expected of me. Consider for instance: participating in lectures and tutorials, active and collaborative role in project, self-study.



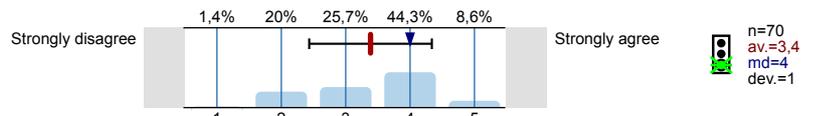
2.4) As a whole, I learned a lot in the module.



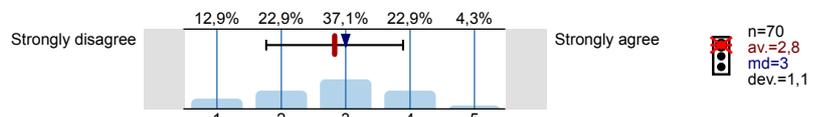
2.5) The module was logically put together. Consider for instance: parts of the module were connected well, good sequence of module part, learning pathways (in Dutch: leerlijnen).



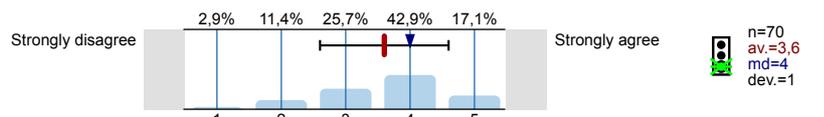
2.6) The content of the module fulfils my expectations well. Consider the objectives of the module.



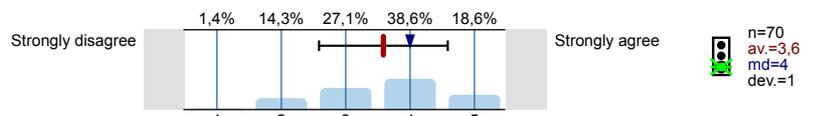
2.7) The module was well organised. Consider for instance: clear assignments, clear rules for assessment.



2.8) I was satisfied with the time-table. Consider changes and timely information.

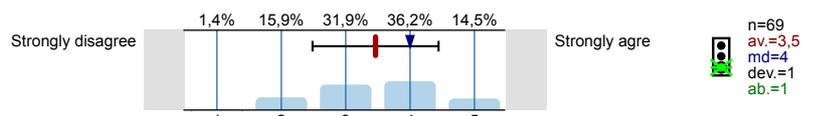


2.9) The digital learning environment, including information provision, was good. Consider: Blackboard, Orisis, web site(s).

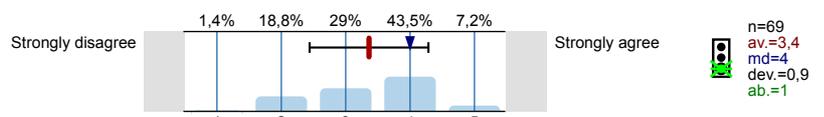


3. LEARNING

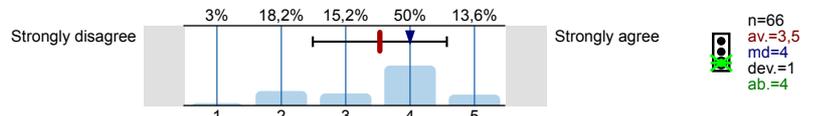
3.1) I have learned a lot thanks to the teachers, tutors, teaching assistants, etc.



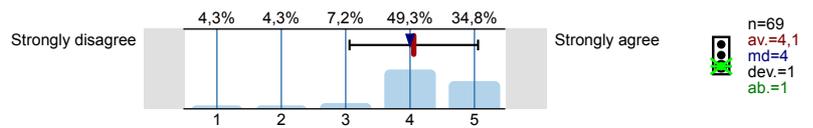
3.2) The study material had a good fit with the subject. Consider for instance: books, lecture notes, guidelines, articles.



3.3) In general, the teaching and learning in the module had a good fit with how I learn. Consider for instance: to think first than do, learning in cooperation, applying in reality.



3.4) I have learned much from collaborating with my fellow students.

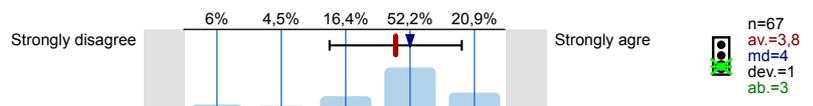


4. PROJECT

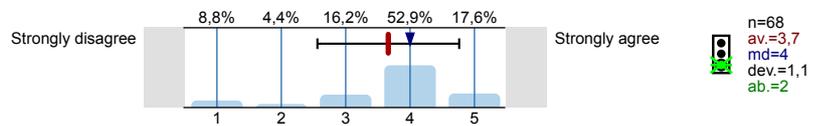
4.1) Was there a project in the module?



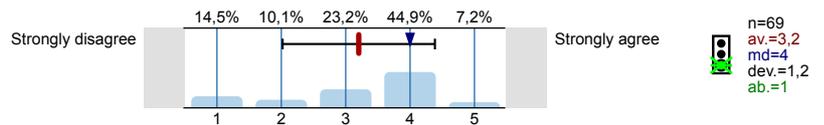
4.2) The project taught me collaboration with other students.



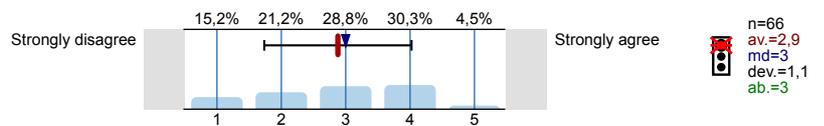
4.3) The project taught me doing a project (including time management).



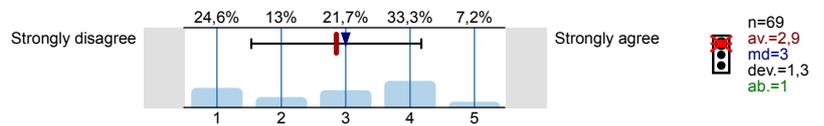
4.4) The project taught me to develop a solution to a problem.



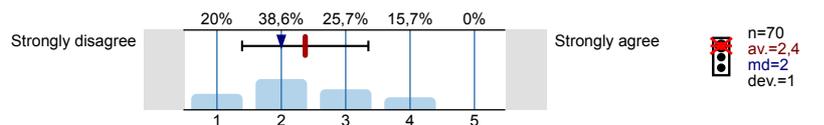
4.5) The project taught me to test a solution to a problem.



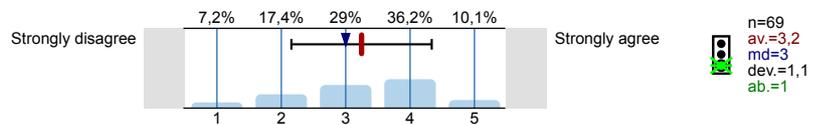
4.6) The project taught me applying knowledge learned.



4.7) The project taught me to integrate different topics I've learned in the module.

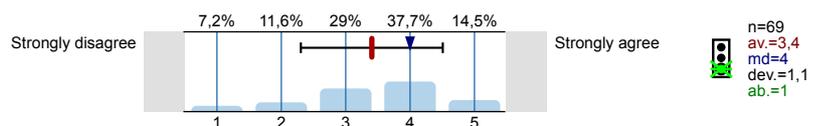


4.8) The project taught me to develop knowledge and new insights.

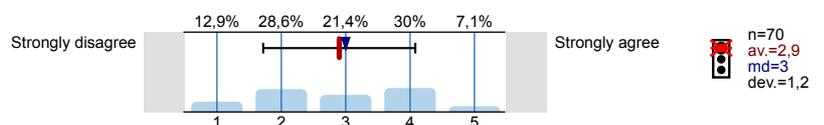


5. ASSESSMENT

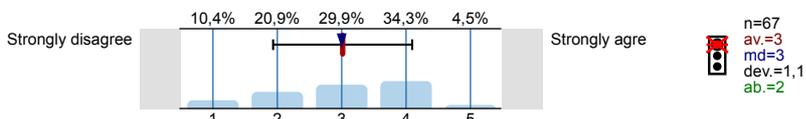
5.1) Throughout the module I knew ahead of time how I was assessed. Consider form and content (f.i. written and verbal exams, presentations, assignments).



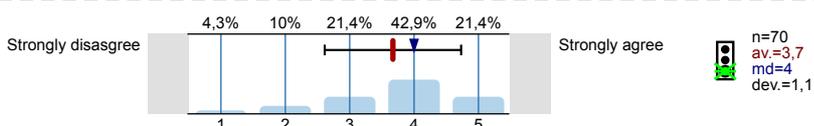
5.2) The tests were suitable to determine whether I'd learned sufficiently.



5.3) The assessment (including possible intermediate assessments) have stimulated me to learn.

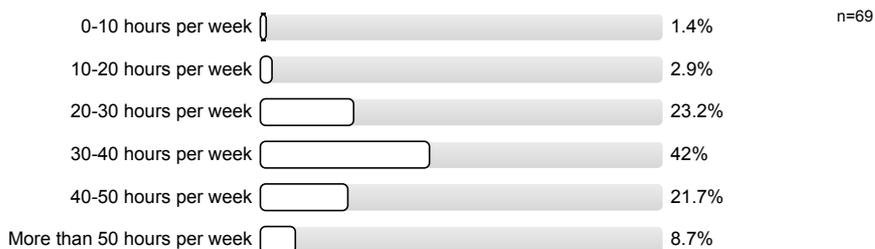


5.4) Throughout the module I had enough time to prepare for each assessment.

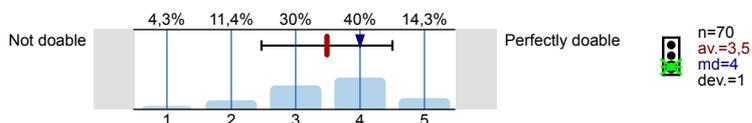


6. EFFORT TO PUT INTO STUDY

6.1) On average, during the entire module, I studied per week: This is about all types of teaching and learning, so: lectures and tutorials, self-study, assignments, project, etc.

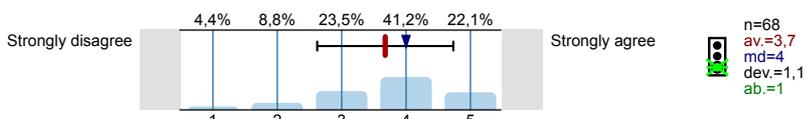


6.2) In general, the amount of study time I had to put in was doable. Consider the entire module and possible fluctuations of workload in it.

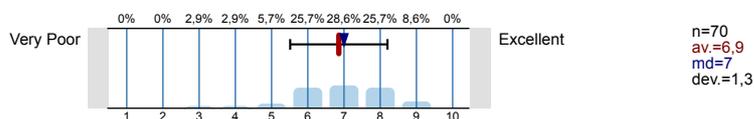


7. APPRECIATION

7.1) Based on the module, I would recommend this UT study programme to others.



7.2) In summary, I give the module the following grade. 1 very poor, 10 excellent



Profile

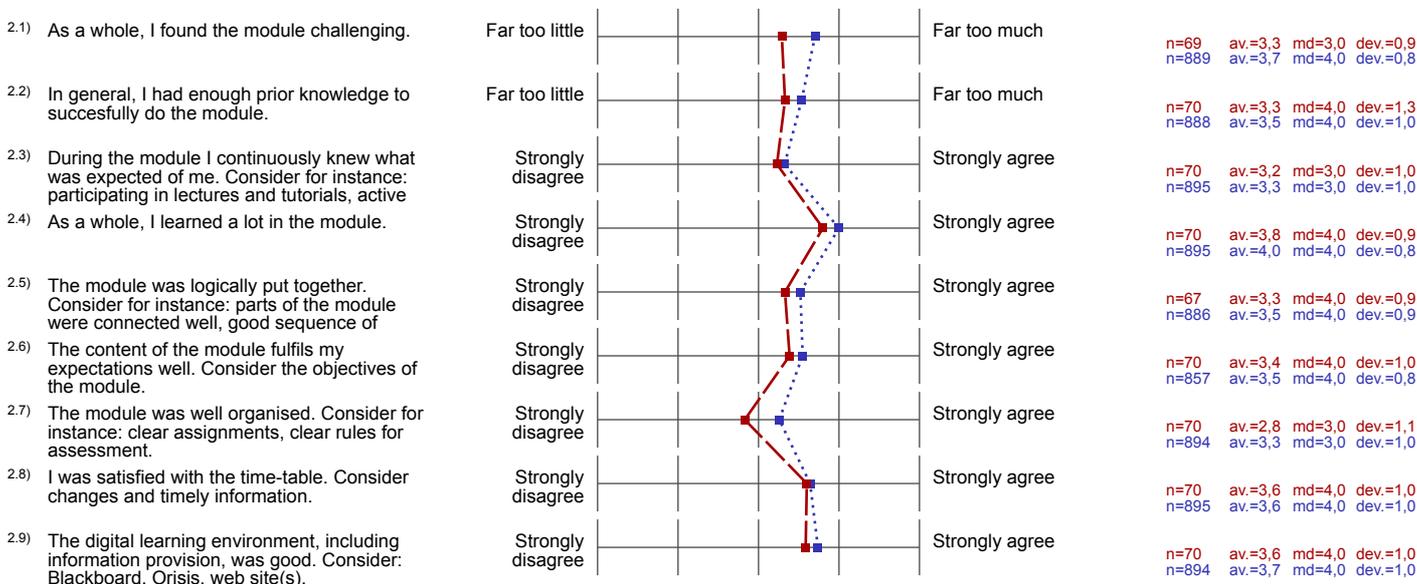
Subunit: TOM
 Name of the instructor: B-CREA
 Name of the course: We Create Identity (2014-201300131-1A)
 (Name of the survey)
 Comparative line: Comp SEQ* B1 Modules 2014 1A

Values used in the profile line: Mean

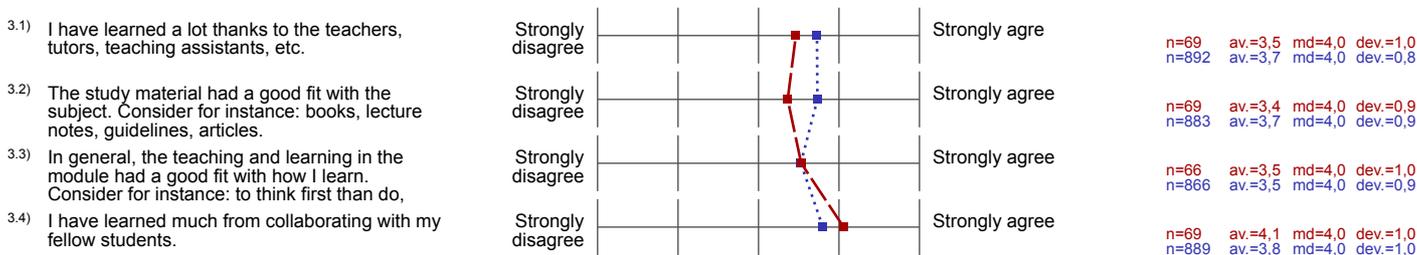
1. GENERAL



2. MODULE



3. LEARNING



4. PROJECT



4.4) The project taught me to develop a solution to a problem.	Strongly disagree		Strongly agree	n=69 n=874	av.=3,2 av.=3,6	md=4,0 md=4,0	dev.=1,2 dev.=0,9
4.5) The project taught me to test a solution to a problem.	Strongly disagree		Strongly agree	n=66 n=852	av.=2,9 av.=3,1	md=3,0 md=3,0	dev.=1,1 dev.=1,1
4.6) The project taught me applying knowledge learned.	Strongly disagree		Strongly agree	n=69 n=880	av.=2,9 av.=3,6	md=3,0 md=4,0	dev.=1,3 dev.=1,0
4.7) The project taught me to integrate different topics I've learned in the module.	Strongly disagree		Strongly agree	n=70 n=879	av.=2,4 av.=3,5	md=2,0 md=4,0	dev.=1,0 dev.=1,0
4.8) The project taught me to develop knowledge and new insights.	Strongly disagree		Strongly agree	n=69 n=878	av.=3,2 av.=3,6	md=3,0 md=4,0	dev.=1,1 dev.=0,9

5. ASSESSMENT

5.1) Throughout the module I knew ahead of time how I was assessed. Consider form and content (f.i. written and verbal exams,	Strongly disagree		Strongly agree	n=69 n=885	av.=3,4 av.=3,8	md=4,0 md=4,0	dev.=1,1 dev.=1,0
5.2) The tests were suitable to determine whether I'd learned sufficiently.	Strongly disagree		Strongly agree	n=70 n=880	av.=2,9 av.=3,5	md=3,0 md=4,0	dev.=1,2 dev.=1,0
5.3) The assessment (including possible intermediate assessments) have stimulated me to learn.	Strongly disagree		Strongly agree	n=67 n=878	av.=3,0 av.=3,7	md=3,0 md=4,0	dev.=1,1 dev.=1,0
5.4) Throughout the module I had enough time to prepare for each assessment.	Strongly disagree		Strongly agree	n=70 n=889	av.=3,7 av.=3,2	md=4,0 md=3,0	dev.=1,1 dev.=1,1

6. EFFORT TO PUT INTO STUDY

6.2) In general, the amount of study time I had to put in was doable. Consider the entire module and possible fluctuations of workload in it.	Not doable		Perfectly doable	n=70 n=866	av.=3,5 av.=3,4	md=4,0 md=4,0	dev.=1,0 dev.=0,9
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7. APPRECIATION

7.1) Based on the module, I would recommend this UT study programme to others.	Strongly disagree		Strongly agree	n=68 n=870	av.=3,7 av.=3,8	md=4,0 md=4,0	dev.=1,1 dev.=0,9
7.2) In summary, I give the module the following grade. 1 very poor, 10 excellent	Very Poor		Excellent	n=70 n=896	av.=6,9 av.=6,8	md=7,0 md=7,0	dev.=1,3 dev.=1,3

Comments Report

7. APPRECIATION

7.3) I found the following to be the strongest points of the module.

- - Het leren samenwerken met andere studenten in teamverband
- Het praktisch leren van skills en tools zoals programmeren en visuele communicatie
- - Het vak Visual Communication sloot qua leerstof goed aan bij het niveau van de leerlingen.
- Het vak Introduction to Computer Science sloot qua leerstof goed aan bij het niveau van de leerlingen.
- Alles was goed geregeld, ik wist tijdig wanneer er toetsen en herkansingen plaatsvonden en het was duidelijk wanneer je waar moest zijn.
- - In de opening en closing lectures wordt een redelijk goed beeld gegeven van wat het kan betekenen een "Creative Technologist" te zijn.
- Door de aanwezigheid van een groepsproject leer je van jezelf hoe er mee omgaat in groepen te werken.
- - Programming heeft uitstekende studiematerialen
- Goede balans tussen creatieve en technische aspecten
- Wiskunde wordt op een verantwoorde manier gesplitst
- - variëteit
- kwaliteit van de lessen
- projectwerk
- -Creative way of teaching programming
- Creative way of teaching CompSci
- Good overall connectedness of module
- Dennis Reidsma
- Dat je echt met de basis begint, zodat je ook deze studie kan doen zonder heel veel voorkennis
- De afwisseling tussen creatief en technisch was goed in balans.
- De docent bij Programming, leuke persoonlijkheid, behulpzaam en legt alles helder uit.
- De programming lectures. de Openinglectures waren ook altijd erg verhelderend.
- De project.
- De samenhang van de vakken en dat de module nog zeer gericht was op de basis, het was nog erg breed en bood zo voldoende ruimte om jezelf te ontwikkelen.
- De toetsen waren verspreid ipv allemaal in één week wat ervoor zorgt dat je je aandacht veel beter kunt verdelen.
- Deze module is vooral een grote inspiratie geweest en wat minder leerzaam. Daarom vond ik het een prima begin van de studie
- Fun project, interesting subjects!
- Genoeg uitdaging op creatieve vlak en veel geleerd over hoe samen te werken in een groep
- Goede aansluiting op verwachtingen.
- Goede combinatie van creatieve en technische vakken.
- Het lage instap niveau en de algehele vriendelijkheid vanuit de opleiding met begrip voor het feit dat er veel mensen in komen met totaal geen kennis van bepaalde onderdelen.
- Het lage instap niveau voor mensen zonder voorkennis
- Het oplossen van problemen met medestudenten
- Het was een module. Zonder voorkennis heb je veel kunnen leren.
- Introduction to computer science & engineering.
- Interactive video project
- Math week
- Je leerde veel door praktische opdrachten te doen. Het toepassen van theorie op praktijk was goed.
- Kaas
- Leuk gevarieerd programma
- Leuk, interessant en afwisselend

- Leuke onderwerpen en opdrachten. Veel vrijheid in de opdrachten en je kon echt goed je creativiteit kwijt.
- Processing
- Programmeren wordt je aangeleerd;
Je kan je creativiteit kwijt
- Projectwerk (groepwerk/praktijkwerk), brede focus, interne samenhang module
- Sterke punten van de module was het Video Project omdat je hier eigenlijk alle toegepaste kennis kon gebruiken in een echte situatie samen met andere klasgenootjes.
Verder vond ik Visual Communication een heel goed vak aangezien je de geleerde kennis op alles kan toepassen.
- The good communicational access between students.
- The subjects were designed to help each other. E.g. Boolean in I2CS&E and programming plus logistics in math.
- The website portfolio and visual communication are both cool ideas that compliment each other well.
- Verschillende manier van toetsing: goed aangepast op de vakken.
- Viscom was een leuk vak
Project Was leuk
- Visual Communication
- Zo veel nieuws geleerd, waar ik nooit ook maar aan had kunnen denken, mar altijd al had willen kunnen
- beginnen met website maken
- de hulp van student assistants was erg waardevol,
- de vakken waren leerzaam en sterk in deze module, de docenten doen hun uiterste best om de studenten gemotiveerd te houden, petje af voor hen!
- de wiskunde week om studenten op het goede niveau te brengen
- its a nice intro to creative technology and you can determine whether this study is suitable for u or not

7.4) These are my suggestions for the improvement of the module.

- De manier van de cijfertoekenning van visual communication mag verbeterd worden.
- -
- - De wiskundeweek zou vervangen kunnen worden door losse wiskundelessen verspreid over de hele module. Een stoomcursus is leuk, maar bij wiskunde niet altijd even effectief. Zeker mensen met een grote achterstand hebben gewoon tijd nodig om alles te laten zakken. Dat kan niet in één week.
 - Het boek "Engineering our Digital Future" was verplicht maar heb ik helemaal niet nodig gehad.
 - Er werd niet altijd evenveel rekening gehouden met mensen die nog totaal geen programmeerervaring hadden. Sommige van hen vonden het wat snel gaan.
- - Dieper op onderwerpen in gaan, > meer leerstof > meer uitdaging
 - Project gerelateerd aan vakken je hebt de vakken nodig voor het project
- - Het moet veel beter georganiseerd worden, vooral qua communicatie.
 - Studenten moeten het gevoel krijgen dat ze daadwerkelijk iets leren of iets kunnen betekenen door de vakken en projecten die ze doen.
 - In de gevallen van Introduction to Computer Science and Engineering en Programming moet er veel beter les worden gegeven. Dit was echt een laag niveau.
 - Het project moet meer te maken hebben met de module. Bovendien moet het vrijer in keuze zijn zodat mensen ook iets kunnen maken wat er toe doet.
 - De pass / fail regeling moet beter worden gecommuniceerd met studenten. Er is al onduidelijk over wat er moet gebeuren om de module te halen.
- - Meer studiemateriaal bij Introduction To Computer Science and Engineering
 - Meer coaching bij project
 - Toegankelijker maken van programming voor mensen zonder ervaring
 - Video editing tutorials eerder geven
 - Monday-lectures interessanter maken
- - Sommige professoren zouden beter hun best kunnen doen om hun colleges wat interessanter en interactiever te maken.
- - digitale toetsing van programming
- Becijfering van Visuele Communicatie mag verbeterd worden door bijvoorbeeld een tweede docent de assignments ook te laten nakijken. Dit wordt dan niet samen met de eerste docent gedaan en de tweede docent kent jou ook niet. Gezien het beoordelen van

creaties lastig is gezien of iets goed of fout is niet zo zwart-wit is als bij bijv. wiskunde en het voor de student ook moeilijk is om er tegenin te gaan wanneer deze het gevoel heeft dat zijn cijfer niet eerlijk is. Door twee beoordelers te hebben zou het gemiddelde voor een cijfer betreffende creatief werk al iets meer waarde hebben.

- Beter niveau van Engels zodat de colleges leuker, interactiever en interessanter/duidelijker worden.
- Colleges zijn te lang, we zitten uren lang, we worden moe en we concentreren dan niet goed.
- Docenten wisten soms ook niet waar het over ging.
- Eigenlijk vrij weinig. Het was jammer dat ik maar met een kwart van alle studenten echt veel contact kon hebben vanwege het opdelen in vier groepen. En het is jammer dat ze ook deze module niet worden gemixt zodat het werken met anderen bevordert wordt.

Ook vind ik het een goed idee om het Ximpel platform af te schaffen en ik weet niet wat er voor in de plaats te doen. Maar de hoeveelheid problemen die bijna iedereen ondervond met het platform was wel disproportioneel.

- Extra cursussen etc. om studenten te helpen met de stof de meesten snapten niet altijd alles, het was daarom moeilijker aan de opdrachten te voldoen
- For those with no experience in programming or web design, grasping the concepts of programming can be challenging in the time given. This applies to both programming and web technology. Some of the slide presentations on I2CSE were very hard to understand (among others the one on Boolean logic was very bad), and some of the assignments with these were hard to complete with the vague knowledge transferred from the presentations. I would also really appreciate if additional resources, such as educational websites specifically on the topic of a lecture, would be given at the end, for the case that not everyone has understood everything.

- Grades for visual communication are decided quite arbitrarily

- Have professors that speak and are a lot more elaborate in the english language.

- Het gaat hier niet zozeer om de module, de module was interessant en leerzaam. De communicatie en het TOM zaten vaak gewoon in de weg en waren voor mij slecht te combineren met topsport, ik vind het erg spijtig dat ik noodgedwongen de sport heb moeten opgeven. Als we al van half 9 tot half 6 in de banken zitten, regel het dan zo dat we daarbuiten niet nog tot laat moeten blokken. Echt slecht, kan de universiteit dan ook niet aan anderen aanraden. Ik dacht dat ik ging studeren, maar dit is meer een verlengde van de middelbare school..

- Het programming tentamen was totaal onduidelijk en was meer een tentamen over hoe precies je kunt lezen

- Het project en de wiskundeweek verbeteren

- Ik vond dat het project niet heel goed aansloot op de geleerde stof. Het heeft wat te maken met Visual Communication, maar daar werd volgens mij tijdens de les ook nauwelijks aandacht aan besteed. Verder ging het vooral om het leren van nieuwe technieken i.v.m. filmen en editten. Dan was er wel weer wat we hadden geleerd voor Ximpel, maar dat is het ook wel.

- It is university, not high school. Cut off the signitures and all the rest of the crap and give assignments to be produced with clear instructions and clear dead line. On that way as adults, we will be able to organise our time more efficient.

- Laat studenten beginnen met een echte programmeertaal ipv processing. C++ bijvoorbeeld, of JAVA. Zorg ervoor dat informatie tijdig word doorgegeven.

- Meer bier

- Minder deadlines voor CSE
Programming op een andere manier toetsen
Webtechnology sprak elkaar tegen, docent zei in het college dat de opdrachten niet meer ingeleverd hoefden te worden als jr ze uiteindelijk maar op jr site verwerkt. Vervolgens werd dat niet goed gekeurd en bestraft met een extra deadline.

Feedbackfruits implementeren. Zo kunnen de vakken direct geëvalueerd worden ipv wanneer de module afgelopen is.

- Minder onzinnige contacturen

- Moeilijkheid voor programming anders opbouwen, meer uitleg bij I2CSE

- Niet maar 1 wiskundeweek waarin je alle stof erin moet stampen, stel je voor dat je ziek bent. Dan heb je alle uitleg gemist en kun je niet goed het tentamen maken. Ook moet je veel oefenen altijd met wiskunde. Daar is in 1 week niet veel gelegenheid voor. Het zou beter zijn om gewoon de hele module door wiskunde te hebben.

Ik vind het onhandig om in tutorial lessen je assignments te moeten maken. Natuurlijk is het fijn dat je dingen die je niet snapt kunt vragen, maar het is moeilijk om je te concentreren als je nieuwe informatie door moet nemen als je in zo'n grote groep zit. Ook zijn er te weinig assistenten om je te helpen. Dus misschien zijn kleinere groepen beter.

- Ontsla Angelika Mader :) ze kan simpelweg niet uitleggen en ze vindt vragen dom.

- Please talk to Chris Vermaas about objective examination. He has clearly stated that he does not care much for grades and thinks that they are stupid. He then proceeded to subjectively assign grades to different assignments with no reasoning, structure or guidelines whatsoever. Students that put tons of work into their work feel indignant due to the mediocre grades. People have tried talking to him but he gets very defensive and blames it on the university for "making him assign a grade".

- Sometimes the teachers did not know the answers for the student's questions. And often the students were just told to make their assignments without giving them an introduction to the subject.

For the project (an interactive video) e.g. we were just told to make a video, but not how, on which things you have especially pay attention to and in generally we are not told how a good movie is made concerning camera angles, sounds, editing etc. I would wish for more leading for the students considering that the teachers do not just say, here are your assignments good luck.

- Tests/ exams were very confusing.
Information on what to focus beforehand would help a lot. If repairing options would be listed before that would also be helpful!
- To remove the the sings in the programming lessons
- Visual Communication duurde soms behoorlijk lang. Met de essay en de portfolio wist ik niet wat ik ermee moest doen; wat moet erin staan?
- Visual Communication iets aanpassen zodat het interessant blijft.
- Visual communication
Tutoring
- Voor het vak Visual Communication: Op een actievere, efficiëntere manier de collegetijd besteden. Men leert vrij weinig, om niet te zeggen niks, als we steeds (ruim) een uur naar een zestigtal plaatjes, die de docent interessant vindt, kijken.
- better instructions on the project we were given. many people have no prior knowledge to video making and that have caused some problem in team working
- bij web technology hoef je niet naar colleges te gaan als je je assignments van tevoren hebt ingeleverd. Dit lijkt mij een goed systeem voor alle colleges, het stimuleert namelijk het eerder maken van opdrachten en zelfstuderen.
- soms werd er niet goed gecommuniceerd wat er precies van ons verwacht was. De opdrachten van de leraren konden op verschillende manieren opgevat worden.
- studenten assistenten bij Webtech
extra sign-off voor programming
- studenten moeten meer worden voorzien van geschreven informatie, zoals boeken, een syllabus etc
- te weinig uitdaging in technische vlak en project sloot niet helemaal aan bij de rest van de module
- wiskundeweek voor iedereen gelijk maken
programmeertoets aanpassen, naar een toets die daadwerkelijk kijkt of je kan programmeren
- zie essay s1596527