

# Evaluation TOM 5 NM

2015/11/05

Present students	5 students
Present committee members	Beerend (Chairman) & Ruben (Secretary)
Present teachers	Erik Faber

Opening of the meeting at 12:39.

## General Remarks

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The organization of the module was bad and chaotic. Dates from tests, deadlines and lectures were changed last minute. Especially courses done Job Zwiers were rather messy. For the courses "Game Design & VR" and "New media Project" it was unclear if the lecture was about game design or the project. Job decided during the lecture which subject he taught. Also his lectures always started at 9:30 since he felt that 8:45 was too early.

The work pressure in the module increased heavily during the module, from almost nothing to too much. A suggestion is to spread out over the module (specific suggestions which things are stated at the courses). Quote from a student (in Dutch): "Aan het begin van de module komt een donkere wolk op je af en in de laatste twee weken heeft het geregend"

The amount of EC did not correspond with the amount of time student put in to the module. The students were unanimous that the amount of EC was too high. Only if you put in extra hours it could correspond. Also the division of EC between the courses did not correspond. Especially sound engineering and math for new media were worth more EC according to the students.

Despite the badly organized module, the courses were found to be fun and very interesting. "A real CreaTe module" the students said.

## Courses

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### New media project

The deadline for the story board was really late. Could be a lot earlier in the module.

There was not enough assistant for the animation. Not a lot of student assistants and the teacher was also not familiar with the programs unity and Maya.

The feedback from the teacher was not useful for the students.

Within the course students missed a part about storytelling, to get an idea for the animation.

## Game Design & Virtual Reality

There were not a lot of lectures for game design. It stood on the rooster but students got project instead in the morning.

There was also a lot of time spend on the pen-and-paper (PAP) game, but this was only a small part of the course. Students liked the idea that they could use the PAPgame to play test their final game. However there was not much time for final game. This since 1 week before the deadline the requirements of the assignment were given. This meant students had to make a whole game in 1 week. Students had the idea the teacher did not know the requirements until this last week.

At the beginning of the course there was one tutorial about unity (the program to make the game in), but during the module there was no assistance at all.

The teacher referred to a book about lenses for games (from what perspective too look). However it was not clear how students could use this within their game, since there were a lot of lenses. Suggestion from the students to keep this reference to the book but also give a lecture about those lenses and select a few students can use for their game.

Students did not know where graded on, no score form. Also grades were really high in comparison to the amount of feedback they got. Example: Some students got a 9 or 10 but according to the amount of feedback it should have been a 6. (It's especially weird someone with a 10 still receives feedback).

Students had the feeling their grade did not mean that much anymore, since everyone got a high grade.

There was only one guest lecture (no normal lectures) about virtual reality. Which was a disappointment for students since they were looking forward to it. It was not until the guest lecture that it was announced it was an obligatory lecture.

A suggestion from the students was to let Alma Schaafsel give this course next year, since she has experience with game design.

## Math for New Media

The lectures were good and clear. The slides contained a lot of complicated formulas students did not have to use, they thought it was unnecessary. Also in the slides it was not clear what the formulas were about. Suggestion was to add a title with the subject to each slide. The amount of assistance was good. Students wanted a book. Now they were limited in their study material and could they only make the homework assignment and a practice test for the test. The test itself was fine. However the date of the test got changed during the module.

During the module there where two subtests. For the first test students had to wait a month to get their grade, by then the second subtest had already taken place. Students wanted their grade before the 2<sup>nd</sup> subtest to know if they were on the right track.

Math did (almost) not recur in the rest of the module, only a bit in the course "Sound Engineering".

## Sound engineering

Best course of the module and the best organization. The teacher is expert on his course and very enthusiastic about it. His feedback is very useful. There was a good overview at the start of the module with all the deadlines and assignments. Also there was a good division of workload over the whole module.

During his lectures the teacher sometimes went too fast. However he was always open for questions and did not mind to explain again. The tutorial lectures were very useful. During the tutorial he always had

time to answer everyone their question and did not use student assistants. This was possible since the attendance of these lectures were low, otherwise he would have needed student assistants.

The assignment were clearly explained with clear requirements. The assignments were all made in reaper (audio program) and nothing about the theoretical part. The courses went a lot about how to getting a result but not about the way to this result.

## Literature

There was a lot of time to find articles and less about writing the report. Students want to switch this around and push the deadline for literature forward. Also students thought it was weird that the poster should been done before the report.

There was a division in the program students used (scoopers and google scholar). However the lecture they got about scoopers was also useful for google scholar.

Students were content about the subject of the research. The name “your fascination” was a bit extreme according to some students.

There was a lot of difference between the coaches. Some coaches gave really good feedback and some not at all. Two coaches organized a peer review for their groups, this was considered very useful by the present student.

## Closing

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Closing of the meeting at 13:45

# Evaluation TOM 5 NM

2015/10/01

Present students	3
Present committee members	Tom Onderwater (Chairman) & Claudia Westerveld (Secretary)
Present teachers	-

Opening of the meeting at 12:42.

## General Remarks

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De studenten hebben het gevoel dat Job niet zoveel weet over zijn eigen vak. Hij is wel aanwezig, laat tutorials zien maar leerlingen hebben het gevoel dat ze alleen naar de lectures gaan voor Youtube filmpjes. Daarom zijn ze niet gemotiveerd om naar de lectures te gaan.

De planning is niet erg duidelijk voor beide projecten en ze weten ook niet precies wat ze voor de projecten moeten doen. Nu kunnen ze het niet voorbereiden. Ze weten dat ze dingen op een gegeven moment af moeten hebben, maar niet wat er precies van hen verwacht wordt.

De roostervakken worden ook niet aangehouden. Oftewel, het ene vak wordt gegeven tijdens een ander vak wat voor verwarring zorgt. Studenten willen graag dat het rooster precies wordt aangehouden. Blackboard wordt daarnaast ook niet goed onderhouden.

Guest Lectures waren prima en de workshop was ook leuk alleen niet echt relevant voor een vak, wel voor het onderwerp van de module.

## Courses

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**Sound Engineering** is goed. Jan Koornstra(?) legt goed uit wat je moet doen en wat er van je verwacht wordt. Hij heeft veel ervaring met sound engineering en is zeer enthousiast. Hij vertelt ook goed wat relevant is voor het animation project. Hij gaat alleen wat te snel door het programma en legt dingen uit, maar studenten kunnen soms niet terugvinden welke stappen hij heeft gedaan want er staan geen slides op Blackboard af en toe. Wel tof dat het wordt gegeven in de Vrijhof Audiozaal, Agora & Amphitheater.

**Systems & Signals** is ook prima. Alleen tijdens de test zaten ze in Carré 2G en deze had bij lange na niet genoeg ruimte en er moesten zelfs mensen op de gang zitten. De leraar is wel goed alleen hij is door zijn accent niet altijd goed te verstaan, maar daar kan hij natuurlijk niets aan doen. Misschien soms iets te diep op de theorie in. Practische voorbeelden zouden fijn zijn, zodat het ook verbonden kan worden aan Sound Engineering bijvoorbeeld.

**Game Design & VR (modelling)** het zou game design moeten zijn, maar het is eigenlijk modelling. Studenten hebben niet echt het gevoel dat ze iets leren over games design. Ze hebben animation tijdens het vak wat game design moeten zijn.

**Tutoring** Er is nog niks gehoord van de tutors en er is een mail langsgekomen die heel dreigend overkwam dat leerlingen hun tutoring moesten onderhouden. Bijv: Severing Legac, Eddy de Weerd en

Jasper Goosseling hebben nog niks van zich laten horen terwijl zij wel meestal op tijd zijn. Dit zou beetje tegenstrijdig zijn met het mailtje dat ze moeten beginnen. Robin Aly is al wel begonnen met tutoring.

**New Media Project** is werken met Maya. Er zijn soms geen student assistants aanwezig terwijl leerlingen die wel zouden waarderen. De lessen sluiten niet echt op elkaar aan. Er is een onduidelijke lijn en onduidelijkheid of opdrachten verplicht zijn en ingeleverd moeten worden. De shepherd van project verschillen van kwaliteit. Je kan de opdrachten pas doen nadat je feedback hebt, maar sommigen studenten hebben geen feedback zelfs als ze het op tijd hebben ingeleverd. Erik wil wel feedback geven, maar dit zou niet moeten. Studenten kunnen misschien beter leren van geprepareerde slides die echt functies uitleggen die ze echt voor hun eindproject moeten gebruiken. (of stappenplan).

## Etcetera

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**Aansluiting vakken** Sound Engineering sluit wel aan op project animation. Systems & signals sluit een beetje aan op Sound Engineering.

**Module Aansluiting** De module sluit verder ook goed aan op de studie en de verwachtingen van de module kloppen ook. Het is alleen jammer dat Chris Vermaas zijn vak uitviel.

**Module drukte/moeilijkheid** is nu gewoon makkelijk, maar leerlingen vrezen dat ze aan het einde van New Media heel druk gaan hebben, omdat er veel grote projecten zijn. Drukke van Sound Engineering neemt wel af naarmate project dichterbij komt, dit is goed geregeld. Voor Modelling en Game Design vinden studenten dat ze wel eerder wat pittigere opdrachten kunnen krijgen. Ze kunnen natuurlijk zelf vooruitwerken, maar is wel handiger als niveau misschien wat eerder al omhoog gaat in de lessen en opdrachten zelf.

**Toets** niveau van Systems & Signals was goed te doen. De proeftoets leek misschien iets te veel op de echte toets. Er stonden ook geen uitwerkingen op BlackBoard en alleen een gedeelte van de antwoorden stond online. Hierdoor konden de studenten niet kijken of ze het goed gedaan hadden. Tijd was wel voldoende.

Alleen tijdens de test zaten ze in Carré 2G en deze had bij lange na niet genoeg ruimte en er moesten zelfs mensen op de gang zitten.

Opdracht met cijfer van Sound Engineering was ook goed uitgewerkt. Alleen sommige studenten hadden ongeveer hetzelfde, maar ze kregen wel een ander cijfer. De feedback van hem was wel duidelijk wat mis ging, maar niet echt constructief.

## Closing

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Closing of the meeting at 13:33

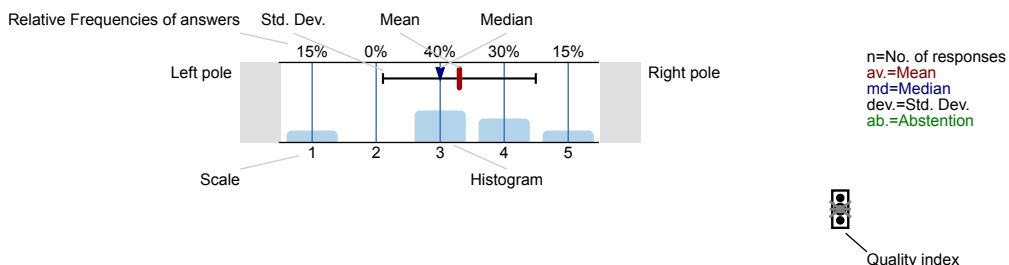
New Media (201500170)  
 B-CREA, 1A 15/16  
 No. of responses =17; Response rate = 32.7%

UNIVERSITEIT TWENTE.

Survey Results

Legend

Question text



Description of quality symbol

Mean value is below the quality guideline.

Mean is within the range of tolerance for the quality guideline.

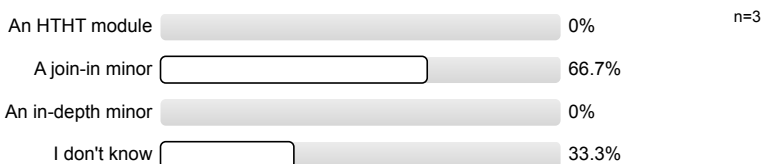
Mean value is within the quality guideline.

1. General questions about the minor

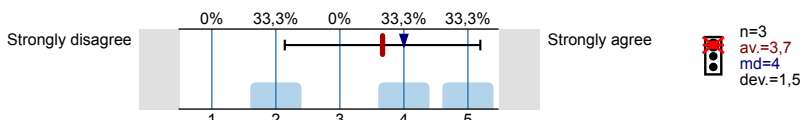
1.1) Was this module part of your minor?



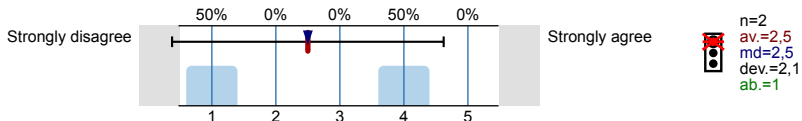
1.2) Which type of minor module was this?



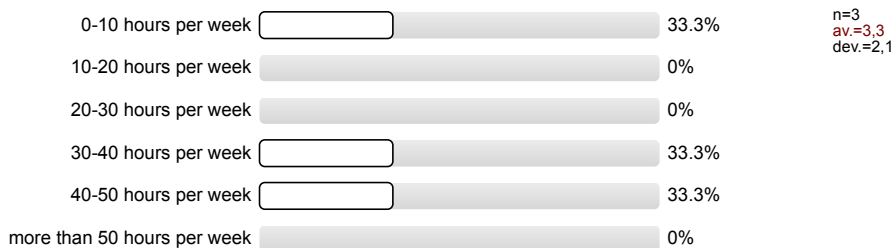
1.3) The content of the minor met my expectations



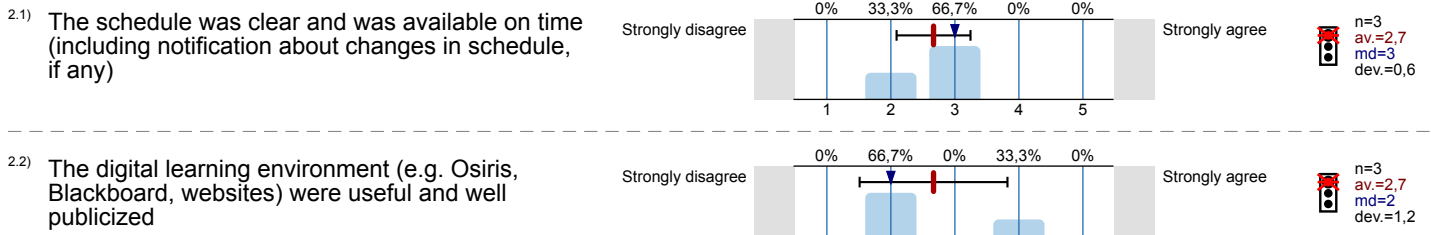
1.4) The minor content was appropriate for a third year student



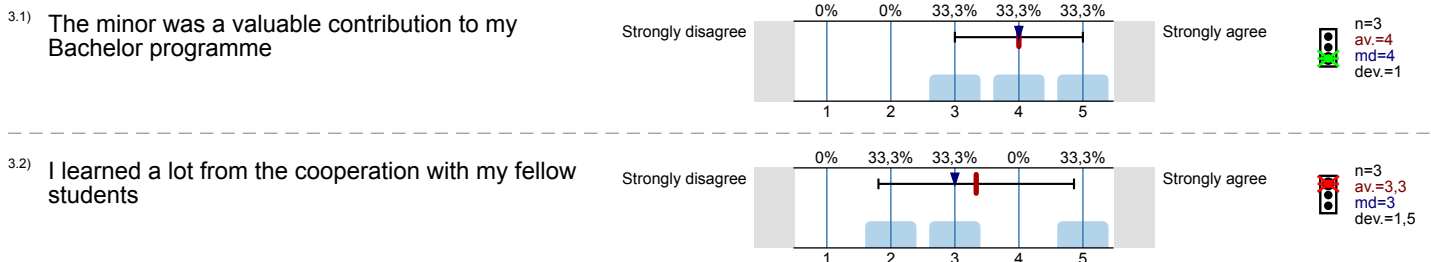
1.5) The average number of hours per week through my entire minor was (including all lectures, independent study time, project work, etc.):



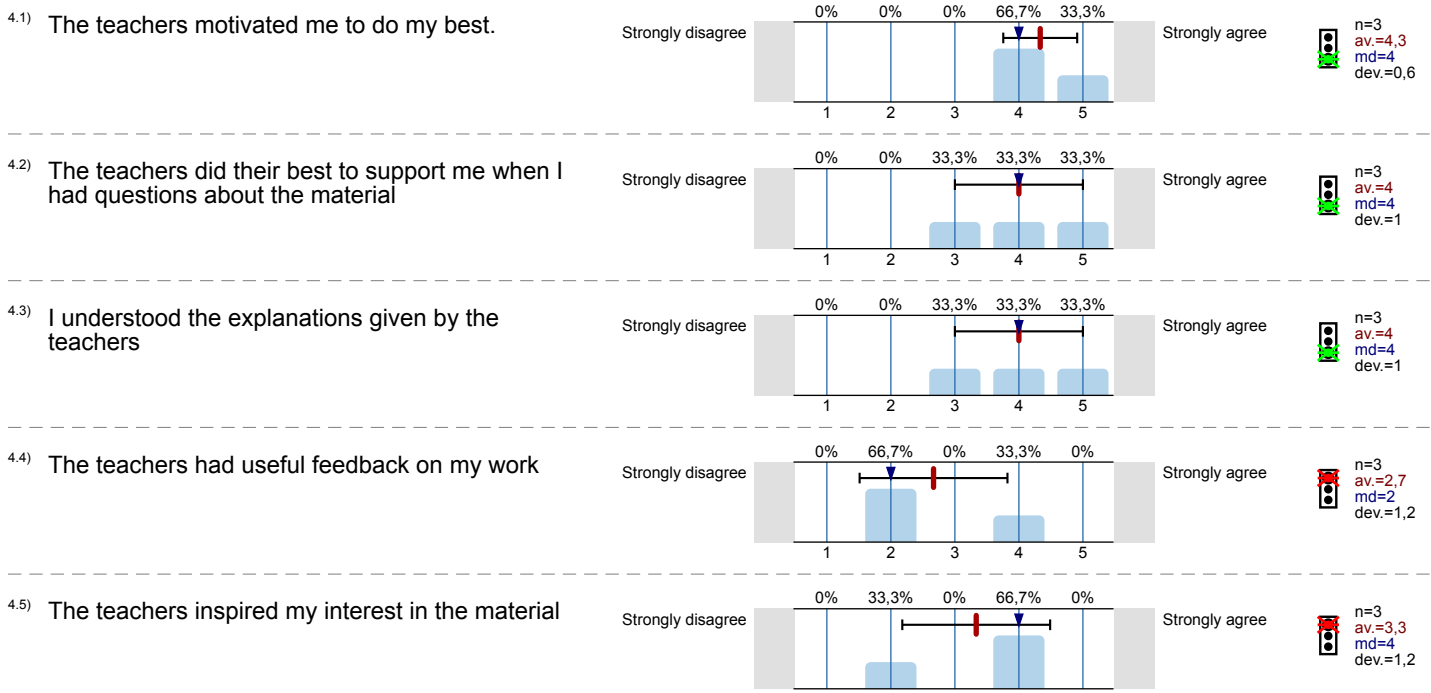
## 2. Organisation of the minor



## 3. Learning effect of the minor



## 4. Teachers of the minor



## 5. HTHT module

# Profile

Subunit:	SEQ 2015-2016
Responsible for modules:	201500170 B-CREA
Name of the course: (Name of the survey)	MINOR2015
Comparative line:	Minor 1516 - blok 1A - alle minors

Values used in the profile line: Mean

## 1. General questions about the minor

1.3) The content of the minor met my expectations	Strongly disagree		Strongly agree	n=3 n=293	av.=3,7 av.=3,3	md=4,0 md=4,0	dev.=1,5 dev.=1,1
1.4) The minor content was appropriate for a third year student	Strongly disagree		Strongly agree	n=2 n=281	av.=2,5 av.=3,5	md=2,5 md=4,0	dev.=2,1 dev.=1,1

## 2. Organisation of the minor

2.1) The schedule was clear and was available on time (including notification about changes in schedule, if any)	Strongly disagree		Strongly agree	n=3 n=294	av.=2,7 av.=3,5	md=3,0 md=4,0	dev.=0,6 dev.=1,2
2.2) The digital learning environment (e.g. Osiris, Blackboard, websites) were useful and well publicized	Strongly disagree		Strongly agree	n=3 n=292	av.=2,7 av.=3,4	md=2,0 md=4,0	dev.=1,2 dev.=1,1

## 3. Learning effect of the minor

3.1) The minor was a valuable contribution to my Bachelor programme	Strongly disagree		Strongly agree	n=3 n=287	av.=4,0 av.=3,5	md=4,0 md=4,0	dev.=1,0 dev.=1,2
3.2) I learned a lot from the cooperation with my fellow students	Strongly disagree		Strongly agree	n=3 n=292	av.=3,3 av.=3,4	md=3,0 md=4,0	dev.=1,5 dev.=1,1




## 4. Teachers of the minor

4.1) The teachers motivated me to do my best.	Strongly disagree		Strongly agree	n=3 n=283	av.=4,3 av.=3,2	md=4,0 md=3,0	dev.=0,6 dev.=1,1
4.2) The teachers did their best to support me when I had questions about the material	Strongly disagree		Strongly agree	n=3 n=279	av.=4,0 av.=3,7	md=4,0 md=4,0	dev.=1,0 dev.=1,0
4.3) I understood the explanations given by the teachers	Strongly disagree		Strongly agree	n=3 n=290	av.=4,0 av.=3,6	md=4,0 md=4,0	dev.=1,0 dev.=0,9
4.4) The teachers had useful feedback on my work	Strongly disagree		Strongly agree	n=3 n=283	av.=2,7 av.=3,1	md=2,0 md=3,0	dev.=1,2 dev.=1,1
4.5) The teachers inspired my interest in the material	Strongly disagree		Strongly agree	n=3 n=286	av.=3,3 av.=3,2	md=4,0 md=3,0	dev.=1,2 dev.=1,1

## 5. HTHT module

5.1) It was an advantage that my project group consisted of students from different disciplines (*)	Strongly disagree		Strongly agree	n=144	av.=3,7	md=4,0	dev.=1,3
5.2) Besides my specific role, I was actively involved in the overall development of the project content (*)	Strongly disagree		Strongly agree	n=172	av.=4,1	md=4,0	dev.=0,8
5.3) This minor helped me understand that a technical solution needs to be implemented into the broader social context (*)	Strongly disagree		Strongly agree	n=165	av.=3,3	md=3,0	dev.=1,0



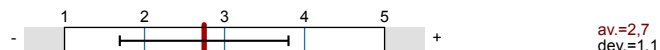
5.4) During the education sessions with teachers, there was room for an exchange of ideas and/or insights between students and teachers (*)	Strongly disagree		Strongly agree	n=166 av.=3,6 md=4,0 dev.=1,1
5.5) The feedback I received from lecturers allowed me to proceed on my own (*)	Strongly disagree		Strongly agree	n=163 av.=3,1 md=3,0 dev.=0,9
5.6) There was a good mix of different teaching methods (*)	Strongly disagree		Strongly agree	n=167 av.=3,2 md=3,0 dev.=1,0

New Media (201500170)  
 B-CREA, 1A 15/16  
 No. of responses =17; Response rate = 32.7%

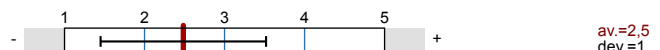
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Overall indicators

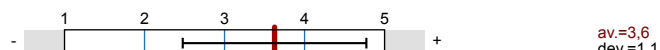
Module (Scale width: 5)



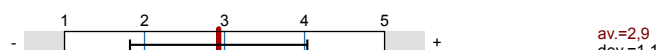
Learning (Scale width: 5)



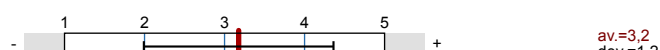
Project (Scale width: 5)



Assessment (Scale width: 5)



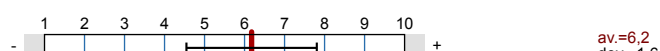
Effort to put into study (Scale width: 5)



Appreciation (Scale width: 5)



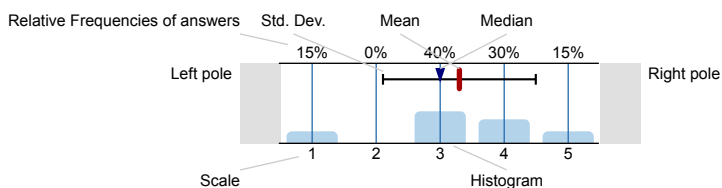
Appreciation (Scale width: 10)



Survey Results

Legend

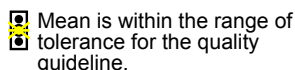
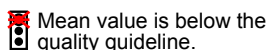
Question text



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

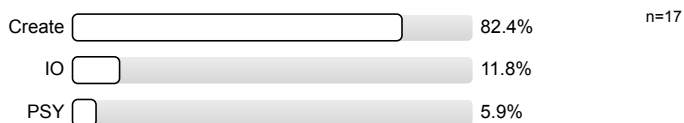


Description of quality symbol



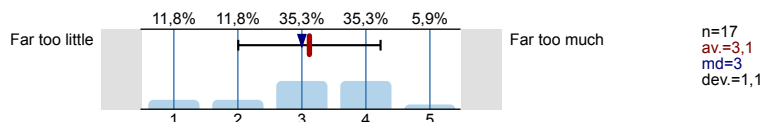
1. General

1.1) I am a student in...

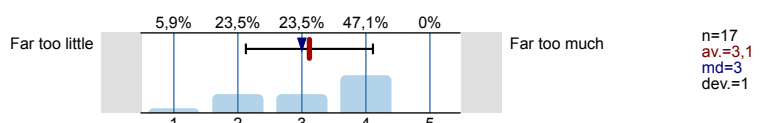


2. Module

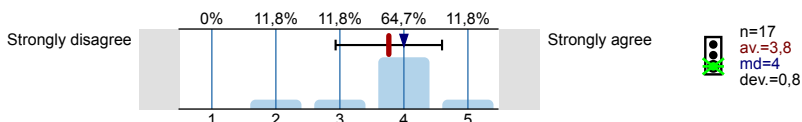
2.1) As a whole, I found the module challenging



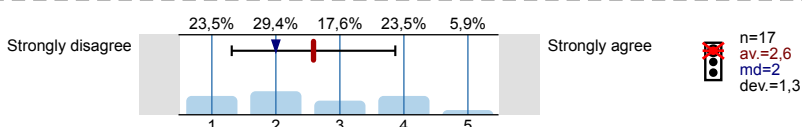
2.2) In general, I had enough prior knowledge to successfully do the module



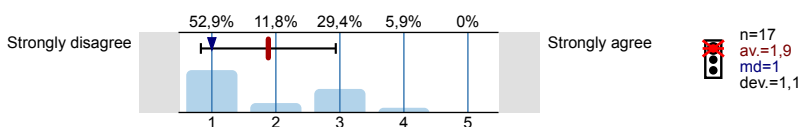
2.3) As a whole, I learned a lot in the module



2.4) The module was logically put together. Consider for instance: parts of the module were connected well; good sequence of module parts

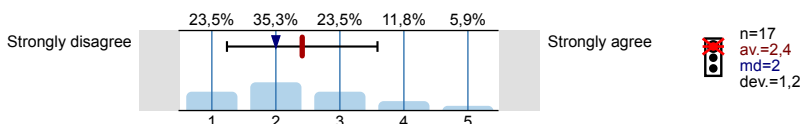


2.5) The module was well organised. Consider for instance: clear assignments, clear rules for assessments

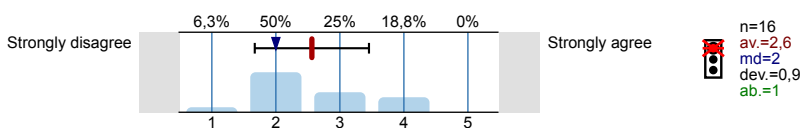


### 3. Learning

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

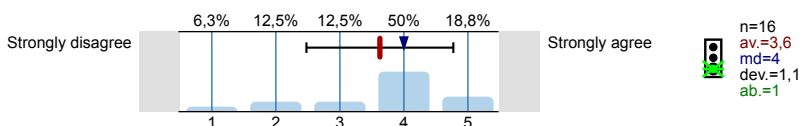


3.2) In general, the teaching and learning in the module were a good fit for how I learn. Consider for instance: thinking things through before taking action; learning in cooperation; applying theory in reality.

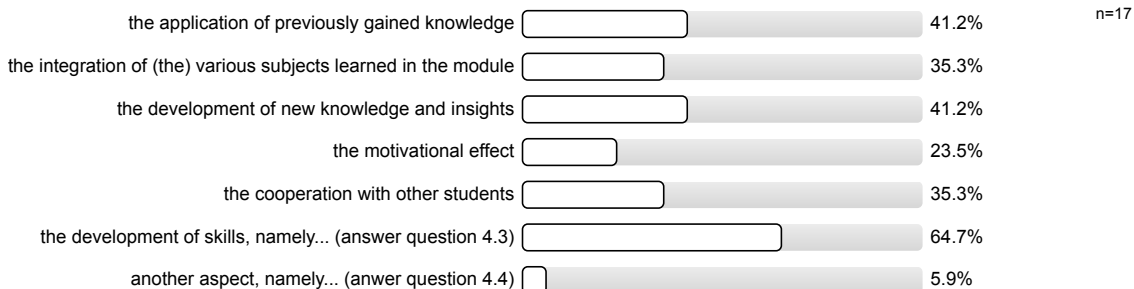


### 4. Project

4.1) I have learned a lot from doing the project

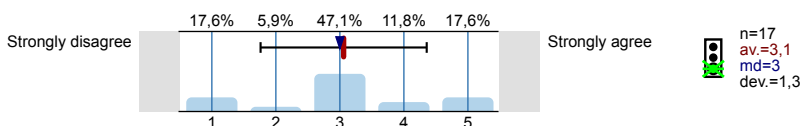


4.2) I found the following aspects of the project very valuable (more than one answer possible)

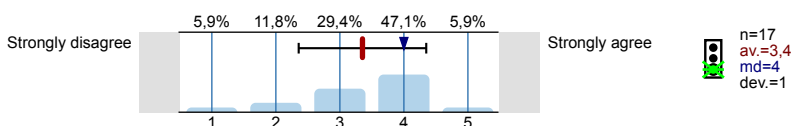


### 5. Assessment

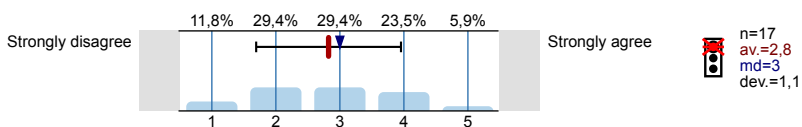
5.1) Throughout the module I knew on time how I would be assessed. Consider form and content (e.g. written/verbal exams, presentations, assignments)



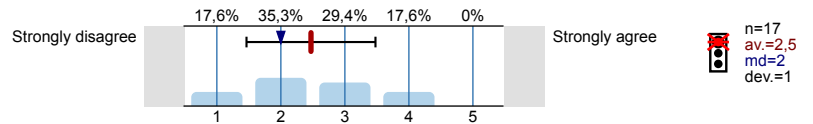
5.2) The tests were suitable to determine whether I'd learned sufficiently



5.3) I got useful feedback on the assessments I made (including possible intermediate assessments)

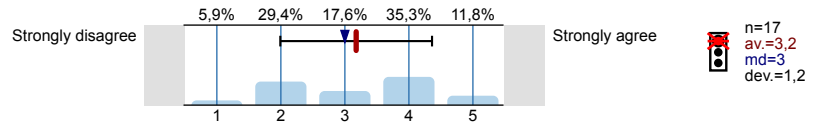


- 5.4) Throughout the module I had enough time to prepare for each assessment



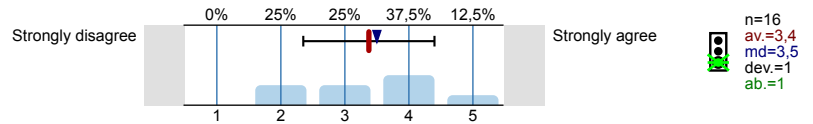
## 6. Effort to put into study

- 6.1) 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.

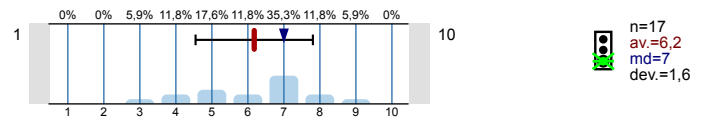


## 7. Appreciation

- 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

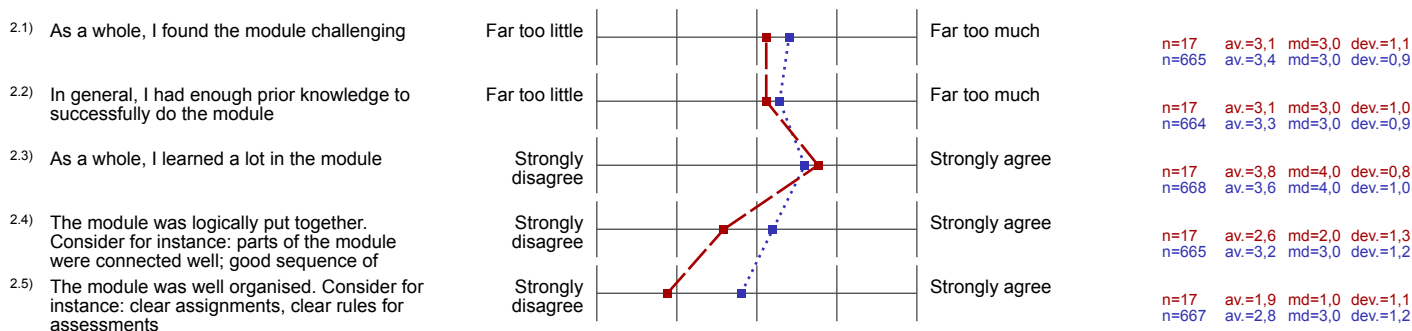


# Profile

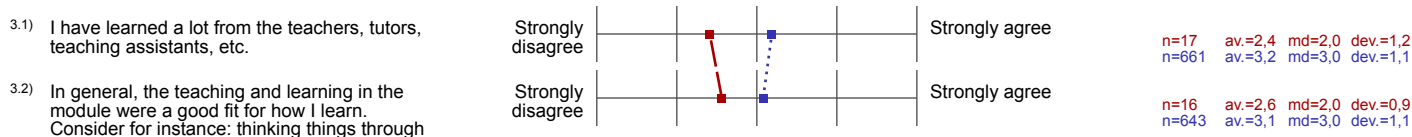
Subunit: SEQ 2015-2016  
 Responsible for modules: 201500170 B-CREA  
 Name of the course: SEQ2015  
 (Name of the survey)  
 Comparative line: SEQ 1516 - blok 1A - B2-modules - alle opleidingen

Values used in the profile line: Mean

## 2. Module



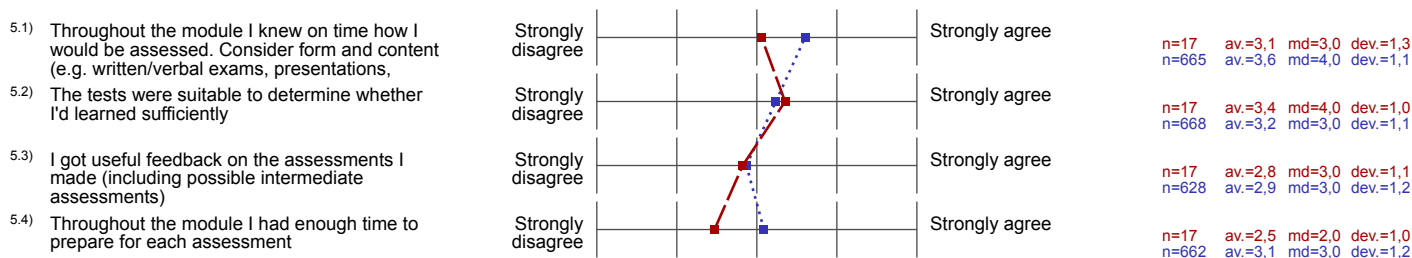
## 3. Learning



## 4. Project



## 5. Assessment



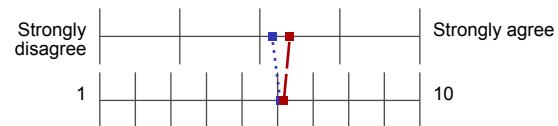
## 6. Effort to put into study



## 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



n=16 av.=3,4 md=3,5 dev.=1,0  
n=655 av.=3,2 md=3,0 dev.=1,2

n=17 av.=6,2 md=7,0 dev.=1,6  
n=670 av.=6,1 md=6,0 dev.=1,8

## Comments Report

## 4. Project

4.5) I would like to suggest the following improvements of the project to the teachers:

- -
- Clear deadlines, ealier deadlines.
- Get your plan together!  
Running after deadlines because they weren't clear is not a suitable challenge. Personally I was incapable of reaching the max of my capabilities because it was simply such a chaos that all my preperation went to waste.
- Give actual lectures, not youtube tutorials
- More goals that are acually achievable. In addition, the reachers and student assistants should know at least some basics and preferably more than the basics of the programs we have to work with, because you couldn't get any help when you bumped into an error or another problem. The reason for this is that the teachers weren't familiar with the programs.  
Furthermore, maybe you should leave the supporting courses in the module instead of claiming a lot of our project time with mandatory lectures which aren't even related to the project or the rest of the module.
- The movie project takes more time than expected. As teacher giving some more deadlines to hold on to and more feedback about how time expensive a specific idea is, would help out a lot of students.
- The project, sound engineering, research project, mathematics and game design exercises were a bit too much in my opinion. Onthe other hand, deadlines were spread efficiently, which I liked a lot. One point of improvement: tests and exercises should be graded in a week or (maximum two weeks). As of this moment, some exercises (older than 5 weeks) still need a grade.
- more clear instructions and deadlines
- question 4.3 not visible??  
4.3: working with tools and developing skills with programs like reaper, maya and unity.  
4.5: improvements: duidelijke doelen en activiteiten communiceren naar studenten, Nu was het vaak nog laatste moment informatie. Beter aansluiting college op activiteit. (maya: week 2 iets gelerd wat we in week 6 pas gingen toepassen.)

## 7. Appreciation

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

- -
- -Module was very coherent
- It was very fun to do. And very easy
- Project
- Sound engineering
- Sound engineering, working with maya
- Sound engineering. Jan Koornstra. Personal development.
- The project was very nice. It had a good variation of knowledge needed and because you could choose your subject freely, there were a lot of options.
- The sound Engineering course was well organized and you learned a lot. The teacher was quite the expert with regard to the subjects and programs and gave good feedback.  
In addition, although the module wasn't well organized and you had too little time for the assessments, it was always possible to consult with the module coordinator which helped you to find a fitting solution.
- The subject matter is very great, it is a very good communication tool in design.
- The subjects were interesting
- animation project, sound engineering lectures, game design project
- combinatie verschillende onderdelen tot 1 eindopdracht

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

- -
  - -Workload was slightly too high
  - 1. Put the 'Storytelling' course back into the module
  - 2. The teachers must have knowledge of the programs and software (maya and unity) we're using during the courses, for it would be nice if they could actually help you during the tutorial sessions.
  - 3. There should be more structure in the module
  - 4. The schedule should be up to date, because it's nice to know when your end presentation for your research is.
  - 5. The teachers should take less time on grading the tests, because 4 à 5 weeks isn't permitted.
  - 6. It should be nice if there were actually lectures for the 'Game Design' course. Instead of announcing a week before the assessment that we will get a week for the whole project, while we didn't have had one lecture about this course. Furthermore, it isn't that nice to learn to work with unity and to program in C-sharp in less than one week.
  - Coordination, maya tutorials, game design, VR & AR guest lectures
  - Find someone who can actually help with Unity Game design and Maya modeling
  - Get rid of LRP
  - Get your stuff together and set a proper planning that is aligned.  
Also make sure the mathematics grades are given back in time so as a student you know what you are in for.
  - It could be way more challenging. Especially mathematics.
  - See 4.5.
  - The organisation, the fluctiation in study load, the unclear deadline, the deadlines that were made a week before.
  - The planning of the module was horrible. Students did not know what was coming, assessment was very slow, and deadlines were broken and made on the spot,
  - This module needs some serious reorganisation. It should be clear from the start what should be done each week.
  - better organisation overall, more tranparency in what exactly is expected from the students and when
  - op tijd communiceren.
- Mijn studie stond aan begin van de studie er niet tussen! OWK!
- Erg slordige enquête!!
- vraag 4.3 is stuk.
- tutorials on animation