Spikker - Sieverink, B. (CES)

From: Reidsma, D. (EWI)
Sent: vrijdag 10 juni 2016 21:30
To: Poel, M. (EWI); Spikker - Sieverink, B. (CES)
Cc: Heylen, D.K.J. (EWI)
Subject: Module 1 pakket voor OLC
Attachments: 1516_Manual_WeCreateIdentity_Module1.docx; DONE_1617_Manual_Rooster En Overview of the module activities.doc; DONE_1617_Manual_StudyMaterials.docx; DONE_1617_Manual_WeCreateIdentity_Module1 _AppendixB_AssessmentPlanAndPassingRules.xlsx; DONE_1627_OSIRIS_Reidsma D. 201600066.docx

goedemiddag Mannes, Barbara (cc Dirk wegens afwezigheid Barbara),

zie aangehecht een pakket over Module 1 CreaTe, voor de OLC vergadering en de volgende ex.cie vergadering.

Ik voeg de modulehandleiding van VORIG JAAR toe, want die is nog niet af; verder wel de nieuwe toetsschema's, weekschema, studiematerialen, en OSIRIS document; ten slotte is het draft rooster reeds online beschikbaar (merk speciaal op dat er dit jaar lessen op vrijdagmiddag zijn).

Groet!
Dennis

WE CREATE IDENTITY

Creative Technology Module 1
Manual for Students

Dennis Reidsma
(Module Coordinator)

Module ID: 201500227

Bachelor Creative Technology

August 2015

UNIVERSITY OF TWENTE.

Table of Contents

Introduction

This is the manual for the module We Create Identity, module 1 of the Creative Technology bachelor. The module is meant as an *introduction to Creative Technology* —both the field and the study program— and as *activation of you as a self-directed student*. The most important parts are:

- Encounter with (and inspiration for) the broad field of Creative Technology
- Introduction in the subfields underlying the curriculum
- First encounter with project work and with creative applications (organization of projects and autonomously directing the content of your project)
- Making a start with describing yourself as Creative Technologist, and taking control of your own professional development

This document gives an overview of all aspects of the module, among which the learning objectives, the main activities, the organization and schedule, and the grading requirements.

The module team consists of the following people:

Commented [RD(1]: Add for which course they are in….

- Dennis Reidsma – D.Reidsma@utwente.nl – ***module coordinator***
- Robin Aly – R.Aly@utwente.nl
- Marcus Gerhold – M.Gerhold@utwente.nl
- Jasper Goseling – J.Goseling@utwente.nl
- Mena Habib – M.BadiehHabibMorgan@utwente.nl
- Gerrit van der Hoeven – G.F.vanderHoeven@utwente.nl
- Dan Ionita – D.Ionita@utwente.nl
- Thea de Kluijver – T.H.dekluijver@utwente.nl – ***study adviser***
- Angelika Mader – A.H.Mader@utwente.nl
- Fjodor van Slooten – F.vanSlooten@utwente.nl
- Chris Vermaas – C.H.Vermaas@utwente.nl
- Eddy de Weerd – E.L.deWeerd@utwente.nl

You can find the office location and other details of these people under http://webapps.utwente.nl/telefoongids/en/telgidsservlet.

Summary of Learning Objectives

The goal of the module is to get you started in the CreaTe Curriculum. You will have a first encounter with working in projects, explore the breadth of Creative Technology topics and issues, and get a chance to reflect on your own roles and goals as a Creative Technology professional. In addition, you will obtain your first knowledge and skills in the various Materials of Design underlying Creative Technology. The table below summarizes the learning objectives and their respective study load.

	Study load (in %)
"Me as a Creative Technologist"	
The student is able to describe various aspects typical of the field of Creative Technology (example products, societal context, processes and issues in the field)	15%
The student can reflect on their personal motivations, ambitions and expectations as a professional in the field and can describe, to a certain extent, their own position in this field ("*Me as a Creative Technologist*")	
First encounter with project work and creative processes	
The student is able to contribute in a constructive manner to the group processes in a project (such as: planning, collaboration, communication and organization)	20%
The student is able to participate actively in brainstorming sessions and other creative processes	
The student can recognize possible roles that one can take in a project or creative development process, especially his/her own role.	
Thematic components	
The student is able to apply a first set of knowledge, skills and attitudes in the materials of design underlying the curriculum, from technology and expressive media.	65%

The Creative Technology curriculum: an introduction

Creative Technology is a multidisciplinary program drawing from the humanities, design, and technology.

As a graduate of this program, you will be a problem-finder and problem-solver, who

- can trace back (or help a client trace back) a possibly ill-posed initial question to the underlying challenge,
- can generate ideas and concepts,
- can identify opportunities for the exploitation of new technologies, and
- can develop ideas and concepts into key prototypes.

To this end, you will draw upon several curricular lines that are organized in six groups (more details in Appendix A):

(1) Controlling the process of creation by a designer
(2) Technology as material of design
(3) Expressive media as material of design: media, art, and stories
(4) Designing for humans: interaction, impact and experience
(5) Societal and economic value
(6) Academic and professional skills

As a CreaTe graduate you will be a “T-shaped professional”. You will have a broad, integrated background on a variety of topics that allows you to function as a creative technology professional. In addition, you will have acquired more in-depth competences in certain specialized areas.

The core curriculum of CreaTe offers the broad, integrated background; the program is otherwise geared towards supporting and encouraging you in a self-directed learning process in which you acquire your own specialization. This happens through the tutoring program, the active development of a showcase portfolio, and other means.

Detailed learning objectives and grading format for the module components

This section shows the learning objectives for the workshop sessions concerning the Materials of Design, and briefly explains how each of these components is graded. In addition, you will work on a showcase portfolio, an individual essay, and a group video project. These are explained in more detail in the next section.

A visual overview of the grading scheme of the module is found in Appendix A, which is available on Blackboard as a separate download.

Creative Applications

Project learning objectives

- The student is able to contribute in a constructive manner to the group processes in a project (such as: planning, collaboration, communication and organization)
- The student is able to participate actively in brainstorming sessions and other creative processes
- The student can recognize possible roles that one can take in a project or creative development process, especially his/her own role.

Grading: Throughout the module you will work on the group project, which is handed in at the end of the module.

Development as a self-directed, active student

Tutoring track learning objectives

- The student makes a start with describing themselves as Creative Technologist and with taking control of their own professional development

Mandatory participation in the tutor program: throughout the module, your tutor may have meetings with you (individually or with a small group of students). Participation in the tutoring program is mandatory in order to complete the module succesfully; the tutor will assess your participation with a PASS/FAIL assessment.

Essay and portfolio learning objectives

- The student is able to describe various aspects typical of the field of Creative Technology (example products, societal context, processes and issues in the field)
- The student can reflect on their personal motivations, ambitions and expectations as a professional in the field and can describe, to a certain extent, their own position in this field ("Me as a Creative Technologist")

Grading: during the module, you will work on a showcase portfolio and a personal reflection essay (more details in the next chapter). These are graded together.

Expressive Media

Video Making learning objectives

- The student knows something about story structures and has some experience using such structures in a video project
- The student has the necessary basic skills in working with video to plan, shoot, and finalize a small video production

Grading: this component is not graded separately, but is part of the interactive video group project.

Web Technology learning objectives

- The student knows something about (technology and techniques for) communicating and documenting their work using basic tools for web development and content creation
- The student will apply these basic skills to realize a website which contains the showcase portfolio, updates on the progress of study and project in the form of a blog and some basic info about the student.

Mandatory weekly assignments: Every week you will get an assignment. The completed assignment must be handed in via Blackboard the Thursday evening before the next lecture. You will receive feedback from the teacher via Blackboard, and you can fix things based on the feedback.

Grading: the final assignment is to develop your showcase portfolio. This is graded together with your final essay.

Visual Communication learning objectives

- The students have become knowledgeable and sensitive to how meaning is constructed in the realm of visual communication. They have gained new active knowledge, have been made aware of their existing passive knowledge, and have become aware of the existence of a field full of knowledge that they do *not* yet know.
- The students will be able to apply this knowledge to construct a meaning and to express a narration in a static visual way. In short, the aim is to generate knowledge and enthusiasm on the topic of visual communication, in such a way that the students will be able to apply their obtained knowledge to the other courses of the bachelor study of Creative Technology.
- The presentation of the students' work in an open critique is aimed at making the students realize the simple fact that they are not the center of the universe, but merely a part of it. This attitude is essential in learning how to listen to the comments, remarks and constructive criticisms from the others; which in return will improve one's work. At the same time, the students will be trained in articulating their views in a constructive way.
- Another aim of this component is to generate constructive discussions—exchange of knowledge and questions—during class time, along with laughter. To have the students be inspired to do the work and return to the following class with a smile.

MANDATORY weekly assignments: Every week, you must hand in one assignment to be presented and discussed in class. These assignments are a mandatory part of your grade. During the tutorial, you will discuss the assignments that were handed in, which gives you feedback on your work.

Grading: at the end of the module, your collection of completed assignments will be graded during an individual oral exam session. At this point, the teacher will also look at what you have learned from the feedback through the weeks.

Technology

Introduction to Computer Science learning objectives

Students are able to

- Discuss the fundamental concepts of computing
- Define new algorithms of medium complexity
- Discuss the fundamental concepts of operating systems
- Discuss the fundamental concepts of networking
- Theorize and analyze solutions to unseen computing problems
- Contrast computer science and engineering

Tutorial grade (weekly technodrama plus multiple choice test): Every week you will get assignments that have to be solved in a group. At the end of the tutorial you will get a small individual written test. The assignment plus test together are assessed with a pass or a fail. The number of "passed" tutorials determines your "tutorial grade" for Introduction to Computer Science.

Written exam grade: the theory that you discussed during the tutorials will be tested with a written exam at the end of the module.

Programming learning objectives

- Students have gained basic skills in programming, covering (among other things) instructions, variables, types, control structures, functions, classes and arrays.

Tutorial sessions: Every tutorial session you get programming assignments and tutorial questions. You can practice on these, and you will get help and feedback on your work during the tutorial. The tutorials help you prepare for the final progamming assignment and the multiple choice exam.

Multiple choice exam grade: the theory that you practiced during the tutorials will be tested with a multiple choice exam.

Final assignment grade: Your practical skills will be tested with a final programming assignment, which is graded in an oral exam where you have to show and explain your program.

Mathematics

- The mathematics component is divided into two tracks. Based on a diagnostic test in week 2 you will be put into one of these two tracks.
  - **A.** The mathematics buildup track is meant to help people build up their basic mathematics skills to the starting level required for the mathematics in later modules. After successful completion of this track, you possess the basic mathematics skills sufficiently to enter the mathematics program in the rest of the curriculum. This concerns, among other things, basic arithmetic operations, fractions, factorization, powers, logarithms, equations, functions, and derivation.
  - **B.** Those who, at the start of this module, already master the basics of mathematics sufficiently to follow the mathematics in later modules will be taught a selection of various inspiring topics in mathematics.

Diagnostic test: at the start of the module, you will get a diagnostic mathematics test to determine which Mathematics Track you will participate in (see manual). This test does NOT count towards your grade.

Mathematics written exam: the Mathematics week ends with a written exam (different exams for the two tracks) which is awarded with a PASS/FAIL judgement. People who participate in the advanced track can also be awarded a bonus of 0,25 point on the final module grade if they perform very well on the test.

Further details on the project, essay, and showcase portfolio assignments

(1) Group project: Interactive Video

Participants in this course have to make an interactive video, in project groups of approximately five persons.

Tools

The video has to be realized using the Ximpel platform.[1] It is the project groups' own responsibility to acquire the necessary skills and knowledge to work with the Ximpel platform, using the documentation provided with the tool. Other than this, you are free to use any tools you like; in the Video Skills tutorial session you will encounter some possibilities.

Topics

The video should ideally have a creative and engaging topic. If you manage to explore topics of Creative Technology and their impact on users and society, that would be very interesting; however, in principle you are free to choose your own topics. There is a lot of freedom there, but you should be aware of the motivation for the topic you selected, and be able to explain why it is relevant, interesting, and/or creative.

[1] http://ximpel.org/

Submission
At the end of the course, the video is handed in via the CreaTe CMS website and by submitting on Blackboard a link to the resulting entry. In addition, every project group needs to submit a flowchart describing the scenes and the choices in the video via Blackboard.

Deadline
Monday night, October 26th

Grading
The project is graded with a group grade; note the possibilities for yellow, red, and green cards to affect the final group grade.

(2) Portfolio
You will submit a website and portfolio with meaningful content, that presents you and (a selection of) your work in a coherent way, making use of what your learned about web design and technology.

Submission
The portfolio is handed in by submitting a link to the web site for the corresponding assignment in Blackboard.

Deadline
Friday night, October 30st

Grading
The portfolio is graded together with your essay.

(3) Essay
You will write an individual essay about this course, and about yourself as Creative Technologist.

Content
The content should be inspired by questions such as the following (but please write a coherent story rather than simply answering these questions one by one).

What inspired you? What did you do?

Look back on your letter of motivation and your earlier expectations, look forward to the future. What are you going to do? How do you want to develop yourself?

What went well / not so well with the project? What did YOU do well / not so well? What role did you play in the course and in the project group?

How is your professional identity reflected in your portfolio?

Requirements
The length of the essay should be between 2 and 4 pages (A4, font size 11); submit the essay as PDF.

Put your name, student number, and project group name on top of the document.

At most half a page can be dedicated to describing the *contents* of the interactive video that you made.

Deadline
Friday night, October 30st

Grading
The essay is graded together with the portfolio.

Module End Exhibition

The first module of CreaTe ends with an end exhibition in the SmartXP laboratory. During this exhibition, you will present all results from the module to fellow students, staff, tutors, parents, and any other people invited to the event.

The end exhibition is organized by volunteers among the students, led by the teacher of the course.

Exhibition date

The exhibition takes place on Thursday, October 29th

Grading Rules and Requirements, deadlines, and exam days

The earlier sections described the various assignments and exams in detail. This section summarizes the grading rules and requirements, and gives the dates for deadlines and assignments.

IMPORTANT: Absence and missed assignments

Participate in your classes, and hand in your assignments before their deadline expires.

If you are clearly unable to be present in a mandatory class, or finish an assignment, ***contact the module coordinator and the teacher responsible for that class or assignment as soon as possible***. We want you to take your study seriously, but we are not necessarily unreasonable when you have clear and compelling reasons.

If, for any reason, such as illness or severe personal problems, you are more often unable to comply with the rules, please contact the study adviser (Thea de Kluijver, t.h.dekluijver@utwente.nl) to discuss your situation in a confidential setting.

Passing the module

In order to pass Module 1, you must:

- have received a PASS for the tutoring track
- have receives a PASS for the mathematics track
- have achieved a grade of 5.5 or higher for each of the component grades mentioned under “final grade”

Repairing insufficient grades

If, after the regular resits, you have not achieved a 5.5 or higher for all subgrades, but:

- you do NOT have any grades lower than 5.0
- and you have a weighted average grade of 5.5 or higher

Then you will get an opportunity to repair your insufficient grade through additional assignments, to be determined by the module teachers.

Repairing FAIL on mathematics

If you have a FAIL for for mathematics, and this is ultimately the only thing preventing you from passing the module, you will get an opportunity to repair this situation during module 2. If (by the end of module 2) the mathematics examinator of module 2 confirms that you have achieved the expected level of competence for mathematics for module 1, you will receive a retroactive pass for the mathematics track in module 1, and we will award you your passing grade for module 1.

Immediately after the end of module 2, the decision on module 1 will be made final. If at that time you have not yet resolved the issues with mathematics, you will have failed module 1 definitively.

Final grade for Module 1

The end grade for the module is determined by the end grade for the group project (25%), the grade for portfolio plus essay (10%), the Visual Communication oral exam (25%), the programming final assignment and multiple choice exam (together 20%), and the grades for tutorial and written exam for Introduction to Computer Science (together 20%). A weighted average of 5.5 is the minimum sufficient for passing the module.

The module examiner can deviate from the weighted average to a maximum of one point (with a clear motivation). If the weighted average yields a passing grade, this deviation cannot lead to a failing grade.

The project grade changes if the members of a project team have given you a yellow, red, or green card (see below).

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Yellow, red, and green cards

When you work in a group project, an important professional skill is to be able to hold one another accountable for your work. To facilitate this, we have introduced a system of yellow, red, and green cards.

A project team can give one or more members a yellow card. A yellow card is given to a student who does not contribute sufficiently to the project. A yellow card can be given when the rest of the team (unanimously) thinks there is a good reason for it. Possible reasons might be: a student is repeatedly absent without cause, delivers insufficient results, or results of too low quality, etcetera. **The consequence of a yellow card is that the receiving student loses one point on the group grade.**

When a yellow card is given, the team will communicate this to the module coordinator immediately.

A yellow card can be withdrawn by the team if the receiving student has contributed additional compensating efforts. This will also be communicated immediately to the module coordinator.

If, after giving a yellow card, there are new reasons to give a yellow card, a student can get a second yellow card, which leads to losing an additional point on the group grade. A third yellow card will automatically lead to a red card, which means that student will get an extra assignment to be determined by the module coordinator. A red card can only be given after consultation with the module coordinator.

Students who feel they received a yellow card unjustly, or who are otherwise unhappy with the way things go in the team, can of course approach the module coordinator to resolve this.

At the end of the project, the team can decide that (at most) one student receives a green card. A green card can be given to a student who has contributed an extraordinary effort to the project. A green card will gain the receiving student one additional point on the group grade (unless the group grade is already a 10). Awarding of a green card must be communicated to the module coordinator by **October 26th, 2015** at the latest, including a motivation.

Study Materials

Books

Required: *Learning Processing: A Beginner's Guide to Programming Images, Animation and Interaction*. Daniel Shiffman, ISBN-13:978-0123736024.

Required: *Thomas' Calculus, Early Transcendentals*. George B. Thomas, ISBN-13 9781781344170.

Required: *Cultural Sensitivity.* Carlos Nunez, Raya Nunez Mahdi, Laura Popma, ISBN-13 9789023251330

Recommended: *Skill Sheets*. Rob van Tulder, ISBN-13 9789043023139. Nice reference book for academic skills, with concise and compact advice.

Recommended: *Foundation Maths.* Anthony Croft and Robert Davison, ISBN-13 9781292095172. Good reading material for people who lack background in mathematics.

Hardware

Required: Laptop

Software

Required: Processing (http://www.processing.org)

Recommended (will be explained in more detail during the first lecture on Web Technology):

- Consider: Adobe Creative Cloud bundle, student-license at Surfspot.nl
- Paint.NET, Gimp, Notepad++, FileZilla etc.
- Browsers (Firefox, Chrome, IE)

Required: Hitfilm (https://hitfilm.com/). Free version is sufficient for the module.

Overview of the module activities

All of the above elements are introduced in this first module. The topics will be pursued through various activities.

Workshops and tutorials on materials of design

Technology and Expressive Media are introduced through a number of workshops and tutorial tracks in which you obtain the first knowledge, skills, and attitudes from these subfields of Creative Technology. This partly happens in parallel in tutorial groups. Concerning the media side you will work on Visual Communication, Video Skills, and on designing web sites. Concerning the technology side, you will get an introduction to Computer Science and Engineering and you will learn your first programming skills. This part of the module will take up roughly two-thirds of your time.

Mathematics sprint week

One week of the module (week 6, see schedule) is set aside for introducing the mathematics of Creative Technology. Based on a diagnostic test in week 2 (no preparation needed!) you will be placed in one of two tracks: (a) a buildup track towards the necessary starting level required for the mathematics in the rest of the program or (b) a track that deals with a selection of inspiring topics in mathematics.

Interactive Video project

One half day per week (in parallel to the workshop sessions) is set aside for you to work on a group project in which you develop your first Creative Application, an interactive video. Here you will encounter the need for a number of professional and academic skills for the first time, simply by going through a project and learning from what happens there. The project results will be shown during the end exhibition of the module.

Monday lectures and workshops; Tuesday guest lectures

In a series of plenary lectures, guest lectures, and plenary group activities you will be introduced to other topics from Creative Technology as field and as curriculum. We will talk about the process of creation, about users, society, and impact, and discuss various aspects of being a Creative Technology professional.

Personal development, tutoring and portfolio

Your personal development is a topic in two ways. You will participate in a series of meetings in which the Academic Skill of *Intercultural Communication* will be introduced, and there are self-study activities and time for tutoring. The Wednesday afternoon is set aside for tutoring activities. Your tutor will help you get started in taking control of your own professional development. You will work independently on your showcase portfolio web site, using skills obtained in the rest of the module. Towards the end of the block, you will write an individual reflection essay.

Week schemas

The week schemas are summarized below. Please be aware that rooms may change from week to week! The up-to-date schedule can always be found at http://roosters.utwente.nl/

Week 1-5 and 7-8 have (most of the time) a fixed structure as shown in Figure 1.

Week 6 has been set aside for the mathematics tracks.

Details of the various topics can be found in other sections of this document.

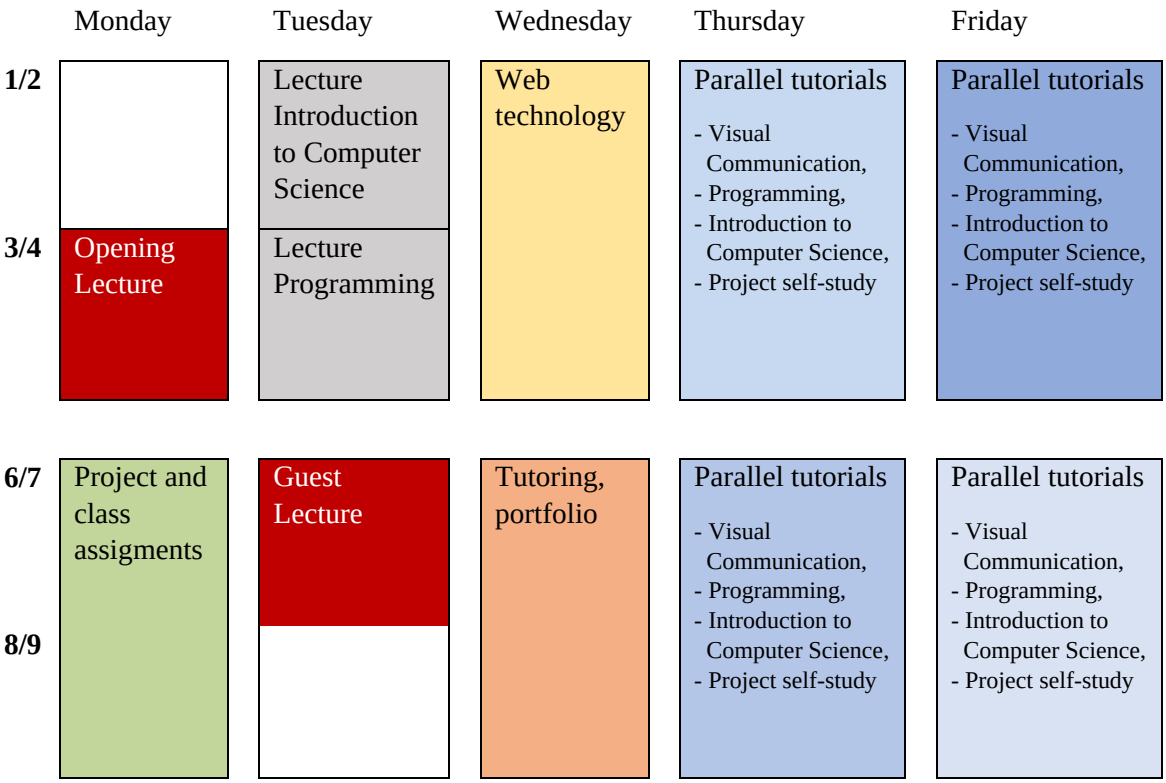


Figure 1: Rough outline of the weekly schedule. The actual schedule may vary; always check the official schedule.

Week 9-10 are used for finalization of the module: exams, resits, submitting assignments and project results, and the end exhibition of the module. For details, see the rest of this document.

Appendix B of the Module Manual for We Create Identity:
Rules for passing and grading module 1.

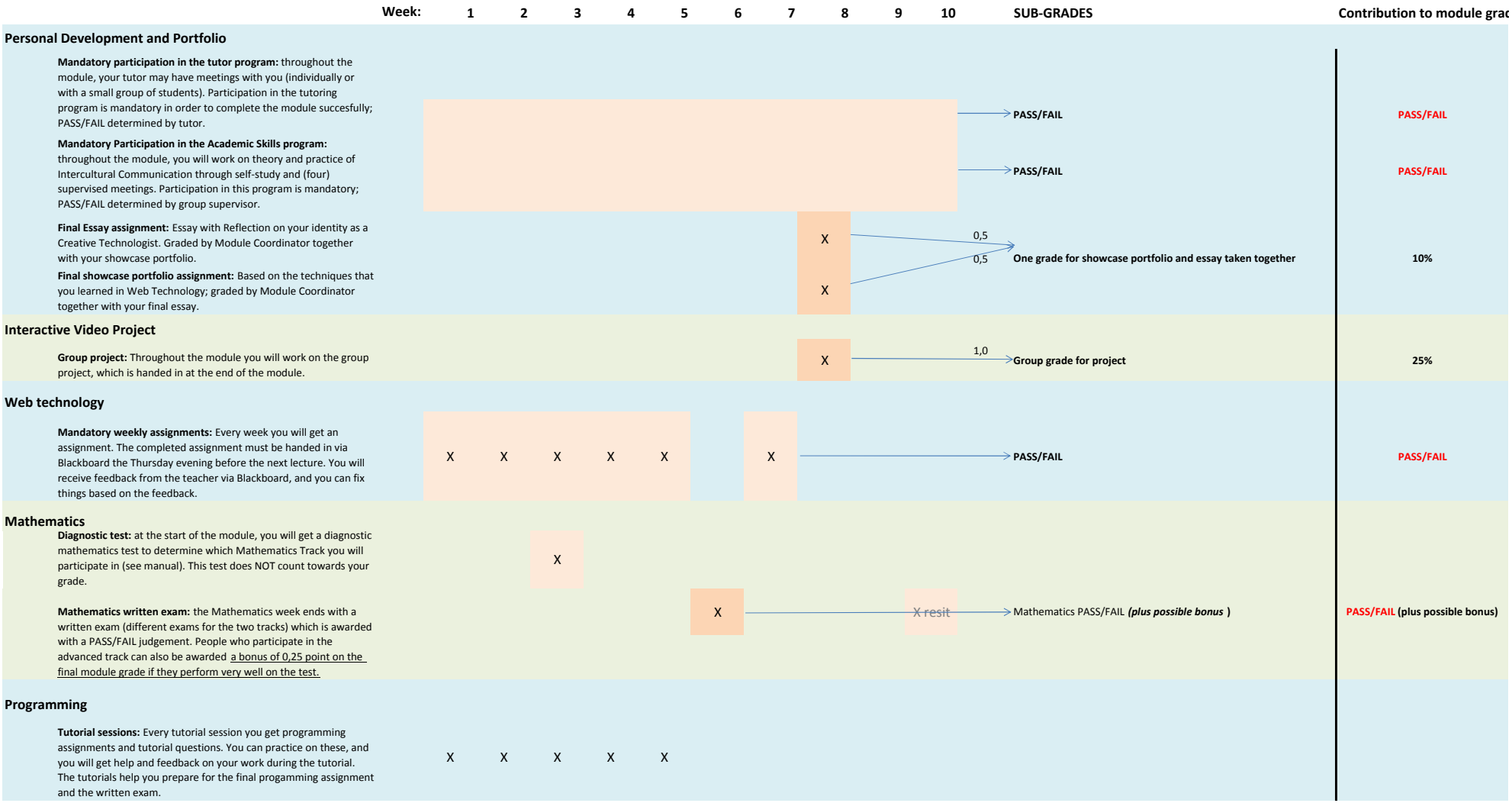
PASSING MODULE 1
In order to pass Module 1, you must:
- have received a PASS for the tutoring and academic skills tracks
- have receives a PASS for the mathematics track
- have achieved a grade of 5.5 or higher for all

REPAIRING INSUFFICIENT GRADES
If, after the regular resits:
- you have not achieved a 5.5 or higher for all subgrades but
- you do NOT have any grades lower than 5.0
- and you have a weighted average grade of 5.5 or higher

Then you will get an opportunity to repair your insufficient grade through additional assignments, to be determined

REPAIRING FAIL ON MATHEMATICS
If you have a FAIL for for mathematics, and this is ultimately the only thing preventing you from passing the module, you will get an opportunity to repair this situation during module 2. If, at the end of module 2, the mathematics examinator of module 2 confirms that you have achieved the expected level of competence for mathematics for module 1, you will receive a retroactive pass for the mathematics track in module 1, and we will award you your passing grade for module 1.

Immediately after the end of module 2, the decision on module 1 will be made final. If at that time you have not yet



Written exam grade: the theory that you practiced during the tutorials will be tested with a written exam.

Final assignment grade: Your practical skills will be tested with a final programming assignment, which is graded in an oral exam where you have to show and explain your program.

X — X resit — 0,5

X — X resit — 0,5

→ **Programming grade** — **20%**

Introduction to Computer Science

Tutorial grade (**weekly technodrama plus written test):** every week you will get assignments that have to be solved in a group. At the end of the tutorial you will get a small individual written test. The assignment plus test together are assessed with a pass or a fail. The number of "passed" tutorials determines your "tutorial grade" for Introduction to Computer Science.

Written exam grade: the theory that you discussed during the tutorials will be tested with a written exam.

X X X X X — X X — X resit** — 0,4

X — 0,6

→ **Introduction to Computer Science grade** — **20%**

**Resit will be an oral exam covering all material from Introduction to Computer Science

Visual Communication

MANDATORY weekly assignments: Every week, you must hand in one assignment to be presented and discussed in class. These assignments are a **mandatory** part of your grade. During the tutorial, you will discuss the assignments that were handed in, which gives you feedback on your work.

Oral exam: at the end of the module, your collection of completed assignments will be graded during an individual oral exam session. At this point, the teacher will also look at what you have learned from the feedback through the weeks.

X X X X X — X X

X — 1,0

→ **Visual Communication** — **25%**

de:

Module/cursusinformatieformulier t.b.v. Onderwijscatalogus

Cursuscode/Modulecode	201600066
Naam Nederlands Max. 40 tekens	We Create Identity
Naam Engels Max. 40 tekens	We Create Identity
Voertaal	☐ Nederlands ☒ Engels
Aantal EC	
Fase opleiding	☒ B1 (P) ☐ B2 ☐ B3 ☐ PB (= pre-master) ☐ M

Docenten + Rol

(eerstgenoemde is coördinator/contactpersoon)
Rol Tutor: Cijfers inzien
Rol Docent: cijfers klaarzetten voor examinator
Rol Examinator: Cijfers definitief maken

Medewerkersnummer	Voorletters	Achternaam	Rol
M7643214	D.	Reidsma	Examinator
M7643450	F.	Van Slooten	Docent
M7692618	C.	Vermaas	Docent
M7685594	E.L.	De Weerd	Docent
M7680470	J.	Goseling	Docent
M7662544	A.	Fehnker	Docent
M7647221	A.H.	Mader	Docent
M7660536	M.	Gerhold	Docent
M7685226	R.	Aly	Docent
M7697297	D.	Ionita	Docent
M7689871	T.	De Kluijver	Docent

(Leer) doelen Nederlands

In this module, the student will learn:
• to describe various aspects typical of the field of Creative Technology (example products, societal context, processes and issues in the field, techniques for creative thinking)
• to a certain extent, to describe their own position in this field (“Me as a Creative Technologist”)
• to work in a project (first encounter with planning, collaboration, communication and organisation)
• to describe, and apply to themselves, possible roles that one can take in a project or creative development process
• to apply a first set of skills and insights in the various thematic subfields underlying the curriculum (Smart Technology, New Media, Computer Science and Engineering, (Visual) Storytelling, Programming)

Inhoud beschrijving Nederlands	
(Leer) doelen Engels	In this module, the student will learn: • to describe various aspects typical of the field of Creative Technology (example products, societal context, processes and issues in the field, techniques for creative thinking) • to a certain extent, to describe their own position in this field ("Me as a Creative Technologist") • to work in a project (first encounter with planning, collaboration, communication and organisation) • to describe, and apply to themselves, possible roles that one can take in a project or creative development process • to apply a first set of skills and insights in the various thematic subfields underlying the curriculum (Smart Technology, New Media, Computer Science and Engineering, (Visual) Storytelling, Programming)
Inhoud beschrijving Engels	
Wordt gegeven in blok	☒ 1A ☐ 1B ☐ 2A ☐ 2B Indien 2x aangeboden per collegejaar ook in: ☐ 1A ☐ 1B ☐ 2A ☐ 2B
Onderwijsvorm(en)	Type werkvorm / Verplichte aanwezigheid van de student: ☒ Assessment ☒ja ☐ nee ☐ Colloquium ☐ja ☐ nee ☒ Colstructie ☒ja ☐ nee ☐ Eindproject ☐ja ☐ nee ☐ Excursie ☐ja ☐ nee ☒ Hoorcollege ☒ja ☐ nee ☐ Ontwerp ☐ja ☐ nee ☒ Opdracht ☒ja ☐ nee ☒ Practicum ☒ja ☐ nee ☒ Presentatie(s) ☒ja ☐ nee ☒ Project ☒ja ☐ nee ☐ Responsiecollege ☐ja ☐ nee ☐ Stage ☐ja ☐ nee ☐ Veldwerk ☐ja ☐ nee ☐ Werkcollege ☐ja ☐ nee ☒ Zelfstudie geen begeleiding ☒ja ☐ nee ☐ Zelfstudie met begeleiding ☐ja ☐ nee ☐ Overig onderwijs ☐ja ☐ nee

Beoordelingsvorm(en)	☐ Eindopdracht/paper ☐ Mondeling tentamen ☐ Opdracht(en) ☐ Opdracht en mondeling tentamen ☐ Opdracht(en) en presentatie ☐ Presentatie(s) ☐ Projecttentamen ☐ Schriftelijk tentamen ☐ Schriftelijk tentamen multiple choice ☐ Schriftelijk tentamen en (groeps)opdr. ☐ Schriftelijk tentamen met open vragen ☐ Scriptie ☐ Tussentijdse toetsen
Toetsen	☒ 1A ☐ 1B ☐ 2A ☐ 2B Herkansing (indien van toepassing): ☐ 1A ☐ 1B ☐ 2A ☐ 2B

Studiemateriaal:

(bij boek: vermeld a.u.b. ISBN nummer)

Studiemateriaal/Boek	Aanbevolen	Verplicht
Learning Processing: A Beginner's Guide to Programming Images, Animation and Interaction. Daniel Shiffman, ISBN-13:978-0123736024	☐	☒
Thomas' Calculus, Early Transcendentals. George B. Thomas, ISBN-13 9781781344170.	☐	☐
Cultural Sensitivity. Carlos Nunez, Raya Nunez Mahdi, Laura Popma, ISBN-13 9789023251330	☐	☒
Skill Sheets. Rob van Tulder, ISBN-13 9789043023139. Nice reference book for academic skills, with concise and compact advice.	☒	☐
Foundation Maths. Anthony Croft and Robert Davison, ISBN-13 9781292095172. Good reading material for people who lack background in mathematics.	☒	☐
Laptop	☐	☒

Voorkenniseisen:

Verplicht:

Gewenst:

In het geval van een module verzoeken wij u om onderstaand toets overzicht in te vullen.
De (namen van) deelresultaten die u hieronder invult betreffen de deelresultaten waarvan officieel cijfers worden geregistreerd in OSIRIS en opgenomen worden in het diplomasupplement van de student.

	Module deelresultaten					
Naam deelresultaat Nederlands **Max. 40 tekens**	Naam deelresultaat Engels **Max. 40 tekens**	Beoordelingsvorm	Weging (%)	Minimum cijfer [1]	EC	Beschrijving toetsen voor deelresultaat Vb: 2 schriftelijke toetsen en 1 mondelinge toets **Maximaal 120 karakters**
Tutoring and Academic Skills	Tutoring and Academic Skills	V/NVD	0	V	1	Participation in the tutoring activities and academic skills sessions
Essay and Showcase Portfolio	Essay and Showcase Portfolio	1 DEC	10%	5,5	1	Assessment of essay and showcase portfolio by module coordinator
Interactive Video Project	Interactive Video Project	1 DEC	25%	5,5	3	Assessment of the group project
Web Technology	Web Technology	V/NVD	0	V	1	Completion of all assignments for Web Technology
Mathematics	Mathematics	V/NVD	0	V	1,5	Mathematics track written exam
Programming	Programming	1 DEC	20%	5,5	2,5	Programming grade (multiple choice exam and oral defense of final assignment)
Introduction to Computer Science	Introduction to Computer Science	1 DEC	20%	5,5	2,5	Introduction to Computer Science grade (written exam and weekly assignments)
Visual Communication	Visual Communication	1 DEC	25%	5,5	2,5	Visual Communication grade (Oral exam on assignment results)
			Totaal 100		15	

[1] Dit is het cijfer dat behaald moet zijn voor dit deelresultaat om tot een (voldoende) eindcijfer te kunnen komen. Indien de student een cijfer lager dan dit minimum cijfer behaald, dan (wordt geen eindcijfer berekend in OSIRIS en) is de student *niet geslaagd* voor de module.