

	As a whole, I found the module challenging.	In general, I had enough prior knowledge to successfully do the module.	As a whole, I learned a lot in the module.	The module was logically put together.	The module was well organised.	I have learned a lot from the teachers, tutors, teaching assistants, etc	In general, the teaching and learning in the module were a good fit for how I learn.	I have learned a lot from doing the project.	Throughout the module I knew on time how I would be assessed	The tests were suitable to determine whether I'd learned sufficiently.	I got useful feedback on the assessments I made.	Throughout the module I had enough time to prepare for each assessment.	In general, the amount of study time I had to put in was doable.	Based on the module, I would recommend this UT study programme to others.	In summary, I give the module the following grade.	Number of responses	Response percentage	Module participants	Appreciation >= 6
B1	3,4	3,2	3,6	3,3	3,0	3,4	3,3	3,4	3,7	3,3	3,0	3,3	3,5	3,3	6,4	650	44%	1489	77%
B-AT 201500370	3,3	3,3	3,7	3,5	3,1	3,5	3,4	2,6	3,6	3,0	3,0	3,2	3,6	3,5	6,6	35	49%	71	89%
B-BIT 201300107	3,2	3,4	3,1	3,2	2,6	2,6	2,9	3,1	3,5	2,5	2,4	3,6	3,9	3,0	5,6	15	44%	34	47%
B-BMT 201100215	3,6	3,3	3,5	3,0	2,5	3,8	3,7	3,1	3,4	3,7	3,2	2,1	2,3	3,1	5,8	27	35%	78	52%
B-CIT 201300145	2,9	3,2	2,9	3,1	2,6	3,0	3,1	3,2	3,8	3,0	3,0	3,8	4,1	3,2	5,9	32	56%	57	75%
B-CREA 201300189	3,5	3,3	3,4	3,3	3,0	3,4	3,2	3,6	3,5	3,5	3,2	3,3	3,7	3,2	6,1	44	46%	96	70%
B-CW 201500109	3,9	3,8	3,9	2,9	2,9	3,5	3,8	3,9	4,0	3,5	2,8	3,3	3,6	3,6	6,9	8	28%	29	88%
B-EE 201200098	3,7	3,3	4,1	3,6	3,1	3,5	3,5	4,2	3,7	3,5	2,8	3,5	3,3	3,8	7,0	36	44%	82	86%
B-EPA 201300110	3,3	3,1	3,7	4,0	3,7	3,6	3,6	4,2	4,3	3,9	3,8	3,3	3,8	3,7	7,0	24	67%	36	83%
B-GZW 201300105	3,0	3,2	3,3	2,8	2,3	3,1	3,0	3,0	3,5	3,4	2,9	3,6	3,6	2,8	5,9	31	65%	48	77%
B-IBA 201300103	3,3	3,2	3,5	3,7	3,4	2,9	3,1	3,0	4,0	3,4	2,6	3,2	3,4	3,0	6,0	64	34%	191	69%
B-IO 201300121	3,7	3,2	3,8	3,4	3,2	3,8	3,4	4,2	3,8	3,2	3,1	3,3	3,3	3,7	6,9	31	36%	85	90%
B-PSY 201300010	3,7	2,9	3,9	3,4	3,4	3,4	3,5	4,0	4,1	3,0	3,2	2,7	2,9	3,3	6,3	55	48%	115	76%
B-ST 201300161	3,2	3,2	3,5	3,2	3,3	3,4	3,2	2,8	3,3	3,5	3,0	3,4	3,6	3,4	6,4	26	53%	49	85%
B-TBK 201300108	3,4	3,0	3,0	2,8	2,3	2,4	2,7	3,3	3,1	2,5	2,3	3,2	3,4	2,3	5,2	32	33%	96	44%
B-TG 201300165	3,5	3,0	3,8	3,0	2,5	3,5	3,3	3,4	3,7	3,5	2,5	3,3	3,5	3,4	6,5	58	42%	138	79%
B-TI 201300179	3,3	3,0	3,9	3,6	3,4	3,6	3,8	3,4	3,9	3,4	3,1	3,5	3,8	3,9	6,9	21	34%	61	95%
B-TN 201400456	3,3	3,4	4,2	3,6	3,6	4,1	3,6	2,9	3,9	3,5	3,3	3,8	3,9	4,0	7,7	27	48%	56	100%
B-TW 201300182	3,1	3,4	4,0	4,0	3,8	3,9	3,5	4,0	4,1	3,8	3,4	4,0	4,2	4,0	7,3	22	52%	42	91%
B-WB 201500273	3,6	3,2	3,8	3,4	2,7	3,6	3,3	3,5	3,6	3,2	3,0	3,0	3,2	3,3	6,0	62	50%	125	76%
B2	3,4	3,3	3,8	3,5	3,2	3,6	3,3	3,5	3,8	3,3	3,2	3,2	3,5	3,5	6,6	519	39%	1316	80%
B-AT 201500449	4,0	3,0	4,0	3,0	2,8	3,3	2,4	3,4	3,6	3,0	3,4	2,8	2,9	2,9	5,7	27	47%	58	56%
B-BIT 201400467	2,1	3,9	3,0	3,5	3,2	2,8	2,9	3,4	4,3	2,4	2,5	4,2	4,3	3,4	6,2	12	38%	32	67%
B-BMT 201400477	3,5	3,5	3,5	3,0	3,2	3,6	3,4	3,1	3,8	3,1	3,2	2,7	2,8	3,0	6,2	24	31%	78	79%
B-CIT 201400146	2,8	3,8	3,2	3,7	3,5	3,3	3,4	2,9	4,1	3,7	3,4	3,8	4,1	3,3	6,7	32	47%	68	88%
B-CREA 201500388	3,0	2,8	3,3	2,7	2,0	2,8	2,7	3,2	2,5	2,7	2,5	3,2	3,8	2,1	5,0	23	29%	80	39%
B-CW 201500217	3,6	3,2	3,9	3,5	3,0	3,8	3,5	3,7	3,4	3,4	3,4	2,8	3,1	3,8	6,7	17	59%	29	82%
B-EE 201400430	3,2	3,2	3,9	3,1	2,8	2,9	2,6	3,5	3,7	3,5	2,8	3,1	3,9	3,7	6,9	17	52%	33	100%
B-EE 201400431	2,7	3,3	4,0	4,4	4,2	3,9	3,9	3,8	4,4	3,4	3,3	4,1	4,2	4,2	7,6	18	60%	30	94%
B-EPA 201400099	3,4	3,5	4,3	4,2	4,0	4,3	4,2	3,9	3,8	4,1	3,8	3,7	4,1	4,2	8,1	14	36%	39	100%
B-EPA 201500338	3,6	3,3	4,2	3,5	2,8	4,2	3,4	3,6	4,1	3,6	3,3	3,7	3,8	4,1	7,6	16	46%	35	88%
B-GZW 201500345	3,6	3,4	3,8	1,4	1,3	2,8	2,6	4,1	2,6	2,2	2,4	3,1	3,6	3,3	5,6	19	50%	38	63%
B-IBA 201400068	3,2	3,4	4,1	4,1	3,6	3,9	3,9	4,5	4,1	3,7	3,1	3,8	4,3	4,4	7,8	32	30%	107	100%
B-IBA 201400109	3,0	3,3	3,8	4,1	3,1	3,8	3,6	3,3	3,5	3,4	3,2	3,8	4,2	3,8	7,0	16	27%	59	81%
B-IO 201400118	3,0	3,5	3,4	2,8	2,4	3,5	3,3	3,6	3,5	3,7	3,2	3,0	3,3	3,0	6,0	41	38%	107	76%
B-ST 201500099	3,6	3,6	3,6	3,3	3,2	3,5	2,8	2,6	4,1	3,0	2,8	2,9	3,3	3,0	6,1	26	47%	55	65%
B-TBK 201400060	3,0	3,6	3,1	3,4	3,3	2,9	3,4	3,6	3,6	2,9	3,2	3,6	3,6	3,4	6,2	29	34%	86	83%
B-TG 201500392	4,0	3,3	4,2	3,4	3,3	3,8	3,5	3,5	3,8	2,8	3,1	2,0	2,3	3,5	6,1	48	44%	109	73%
B-TN 201500156	3,6	3,4	4,0	3,8	4,1	3,9	3,5	2,7	4,1	3,5	4,0	3,3	3,4	3,8	7,2	29	41%	70	93%

	As a whole, I found the module challenging.	In general, I had enough prior knowledge to successfully do the module.	As a whole, I learned a lot in the module.	The module was logically put together.	The module was well organised.	I have learned a lot from the teachers, tutors, teaching assistants, etc	In general, the teaching and learning in the module were a good fit for how I learn.	I have learned a lot from doing the project.	Throughout the module I knew on time how I would be assessed	The tests were suitable to determine whether I'd learned sufficiently.	I got useful feedback on the assessments I made.	Throughout the module I had enough time to prepare for each assessment.	In general, the amount of study time I had to put in was doable.	Based on the module, I would recommend this UT study programme to others.	In summary, I give the module the following grade.	Number of responses	Response percentage	Module participants	Appreciation >= 6
B-TW 201400433	4,0	2,9	4,2	4,3	4,1	3,9	3,4	3,3	4,1	3,5	3,2	3,6	3,2	3,6	7,1	39	40%	98	87%
B-WB 201500321	3,7	3,2	4,2	4,0	3,7	4,0	3,6	3,9	4,0	3,9	3,3	3,2	3,5	4,1	7,2	40	38%	105	90%
B3	3,3	3,5	3,2	3,0	2,9	3,3	3,1	3,2	3,5	3,1	3,2	3,2	3,3	2,9	5,9	419	44%	955	67%
B-BMT 201400478	3,6	3,4	4,2	3,9	3,9	4,1	4,1	4,3	4,2	3,4	3,5	3,2	3,4	4,1	7,5	29	66%	44	97%
B-CIT 201500311	2,6	3,7	2,9	3,1	3,2	3,1	2,8	2,6	3,6	3,2	3,1	3,3	3,9	2,5	5,5	36	64%	56	58%
B-CW 201500168	3,7	2,9	3,1	2,6	2,5	3,4	3,4	2,3	3,1	2,7	2,4	3,2	2,9	2,4	5,1	11	23%	47	55%
B-EE 201500383	2,7	3,9	3,1	3,0	3,2	3,1	3,2	3,7	3,9	3,0	3,7	3,7	4,2	2,7	5,7	20	67%	30	60%
B-EPA 201500161	3,9	3,4	2,9	2,2	2,1	3,2	2,7	2,7	3,1	2,9	3,0	2,2	2,3	2,3	5,0	60	69%	87	52%
B-IBA 201500017	3,2	3,6	3,0	2,8	2,5	3,1	3,3	2,8	3,3	3,1	3,0	3,7	4,0	2,8	5,8	48	30%	158	71%
B-IO 201500006	3,6	3,5	3,3	2,6	2,8	3,2	2,9	3,8	3,0	2,8	3,0	2,9	2,7	2,7	5,7	29	32%	91	62%
B-PSY 201500179	3,6	3,3	4,3	4,0	3,9	4,3	3,6	3,7	4,2	3,4	3,3	4,0	3,7	4,0	7,7	49	33%	150	98%
B-TBK 201500021	2,6	3,3	2,3	2,4	2,3	2,4	2,7	3,0	3,0	2,7	3,5	3,7	3,9	2,3	4,7	47	60%	78	43%
B-TG 201500095	3,4	3,7	3,5	3,2	3,2	3,7	3,5	3,5	3,6	3,5	3,4	2,7	3,2	3,1	6,2	39	43%	90	79%
B-WB 201500313	3,1	3,7	3,2	3,0	2,9	3,2	2,9	2,7	3,6	3,3	2,9	3,0	2,9	2,6	5,7	51	41%	124	63%
Grand Total	3,4	3,3	3,6	3,3	3,1	3,4	3,3	3,4	3,7	3,3	3,1	3,2	3,4	3,3	6,3	1588	42%	3760	75%

Alle waarden in de kolommen met schaalvragen en rapportcijfers zijn gemiddelden.

Legenda

- Schaalvragen (5-punts): 1,0 Kleiner dan 3 3,0 Groter dan 3, kleiner dan 3,5 3,5 Groter of gelijk aan 3,5
- Rapportcijfer (10-punts): 1,0 Kleiner dan 6 6,5 Groter dan 6, kleiner dan 7 7,0 Groter of gelijk aan 7
- Eindcijfer >6 (percentage): Kleurschaal van laagste waarde naar hoogste. Laagste scores: Hoogste scores:

Evaluation TOM 3

2016/05/02

Present students	Robin Fabianek, Thijs Berends, Julia Puehl, Sarah Hoekstra, Sun Ok, Betina Markova
Present committee members	Luuk Kessel (Chairman) & Claudia Westerveld (Secretary)
Present teachers	Erik Faber

Opening of the meeting at 12:42.

General Remarks

Positive	Negative
Interesting to do project with client	Lectures Peter Breedveld had too much material
Labsessions very good (if improved)	Lectures MC Boldy need more extensive explanation
Interactive Visualisation was fun	Designing in Context grade percentage too high (40%)
Foam Modelling very interesting, because it was practical	Grading whole module was off
Lectures from Erik Physical Systems interesting	Labsessions should be better explained

Resits were too early because the previous grades weren't there yet. Also, there are still no grades for the project and Designing in Context (maybe arrived today already).

Courses

Project

The project was very interesting because you could work with a client. However, in one case a client ceased to respond and did not show up to the demo market. The students felt like they were more of a burden to this client than a help and this did not help with their motivation for the project. Maybe in the future it would be nice if there was a small lecture about what to do if clients stop responding at all. This could be interesting not only for this particular project group, but also for other students who have clients in the future.

Another client was a company with only one man, but the students felt like he was not a suitable client for CreaTe. It was only design-focused rather than focusing on multiple aspects and they weren't allowed to use technology. This is a reason why students have the feeling that some clients were just chosen because there weren't enough. Students would rather do the same project for a client than do a separate project for a client that is not suitable for CreaTe. An example of a client that was given that multiple project groups could do with different results is 'Lorawan/IOT'.

Other project groups were pretty positive about their client and got a feeling that they learned a lot from the project.

Edwin's idea behind forming project groups is great, but students got the feeling that all people only got 2nd or 3^d choice. No confirmation if this really was the case.

More information/better description about what the project is about would be great, because some students chose projects they were interested in but it turned out to be about something else entirely.

Introduction to Mathematics and Modelling 2

Mike Boldy's way of teaching is still very vague to CreaTers. He leaves some things out that are nice to know.

Suggestion, more examples of the exercises written out on white board with the way how to solve it, and explaining step by step. The students think that the lectures are too extensive and they rather have more examples and more tutorial time with student assistants. Math is more about doing than listening.

Additionally, the studynights organized by Proto were very helpful with student assistants and Eddy de Weerd. They felt like they really improved their math.

Introduction to Physical Systems

More student assistants would be nice and the grading was off because the student assistants weren't consistent. Additionally, make the grading for first lab journal very strict because then students know what a good lab report looks like. An example lab-report would be nice as well.

It was a nice subject, but the tutorial groups were too crowded. The students had to split the questions to finish the deadline and this resulted in one student only knowing one part of the material and the other knowing the other part.

Additionally, for the programme 20-sim was no mac-version and students with an Apple computer couldn't work on graphs.

The lectures from Erik were very good, but those from Peter were too fast because there was too much material per lecture. Maybe organize smaller but more lectures so that Peter has more time per subject to explain the material.

Designing in Context

Foam modelling was very awesome, because you could do something practical and work with machines.

The end assignment was to design a flashlight with a different context. It would be nicer if groups could choose their own 'context' in the design. Maybe that students can sign up on blackboard for their own preferred context so the students are interested and motivated for the assignment. Additionally, you could make it optional that students can form a group and think of their own 'context'.

Additionally, a smaller room with less students per lecture would be a good addition as well, because it was pretty crowded.

It was useful to learn how to look at projects from a user's perspective, but maybe organize the project together with the end-assignment. This way you can use your own project with the own context and put everything you learned into practice.

The assessment of the grades should be clearer. For example, the amount of points that you can get for what part of the assignment is not clear. You could give boundaries for what the minimal and the maximum effort is what you can put into the assignment. Because the examples were different from what you had to make it was just unclear to the students.

Interactive Visualisation

Because the subject had already ended during the previous evaluation, this subject was skipped.

Tutors

One student still doesn't have a tutor.

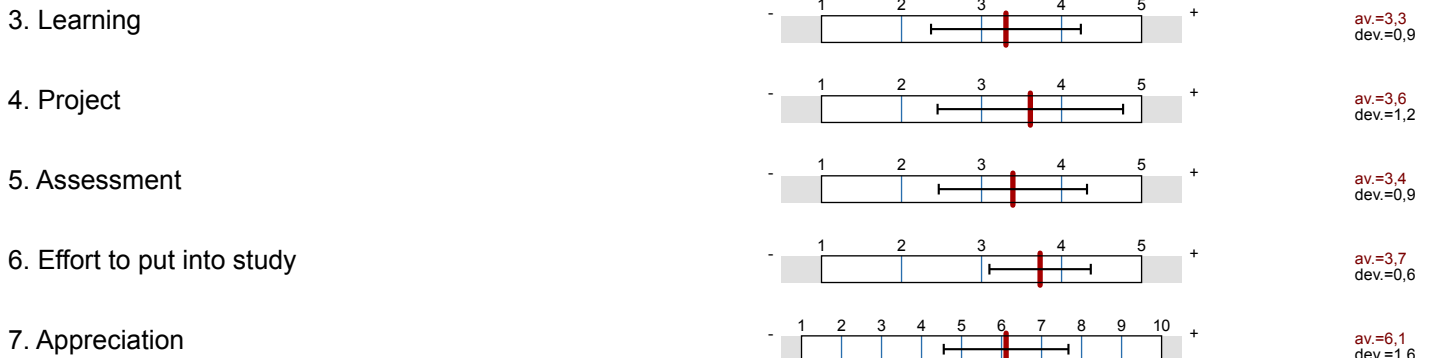
Another student likes the tutor and appreciates the feedback. However, she (the tutor) is very busy and the student gets notified at the last moment and she expects an immediate response. (Severine le gac). This resulted in that a portfolio was checked by Severine at the last moment, it wasn't correct and she expected that the student would improve it in one night.

Closing

Closing of the meeting at 13:35

(201300189)
 B-CREA, 2A 15/16, Living and Working Tomorrow, I & ED
 Passwords sent: 96, responses: 44, response rate: 45.8%

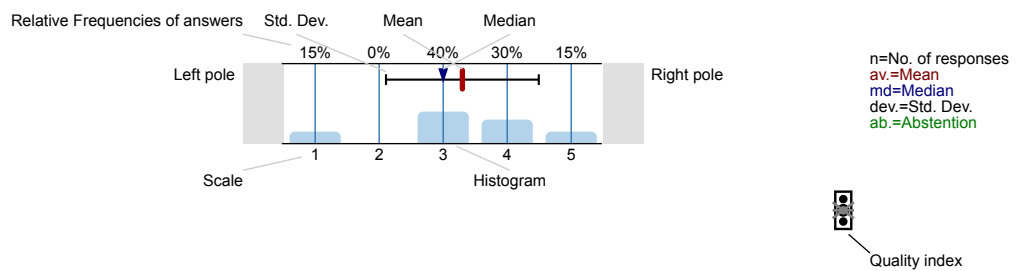
Overall indicators



Survey Results

Legend

Question text



Description of quality symbol

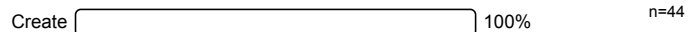
Mean value is below the quality guideline.

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

Mean value is within the quality guideline.

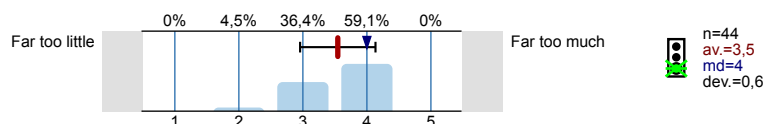
1. Living and Working Tomorrow, I & ED (201300189-SEQ) - General

1.1) I am a student in...

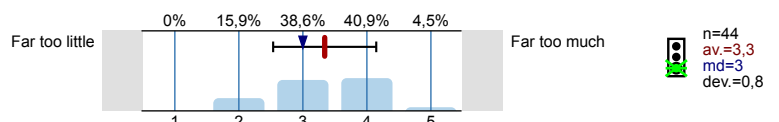


2. Module

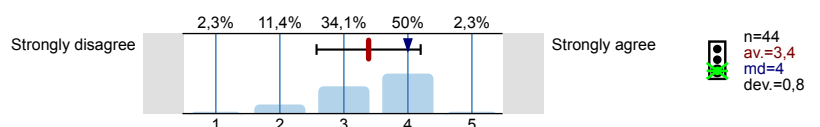
2.1) As a whole, I found the module challenging



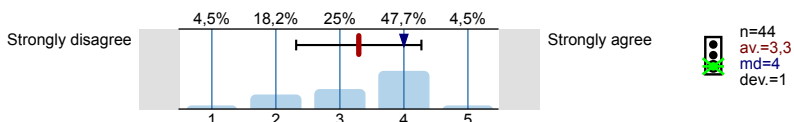
2.2) In general, I had enough prior knowledge to successfully do the module



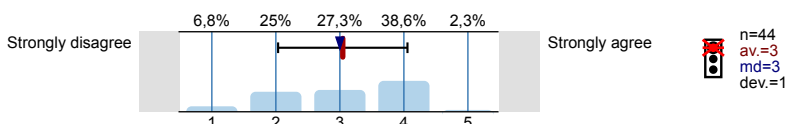
2.3) As a whole, I learned a lot in the module



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

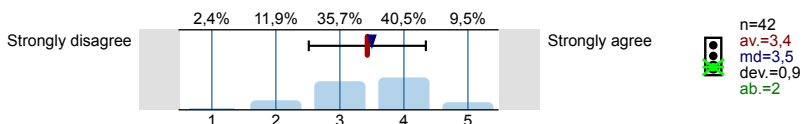


2.5) The module was well organised. Consider for instance: clear assignments, clear rules for assessments

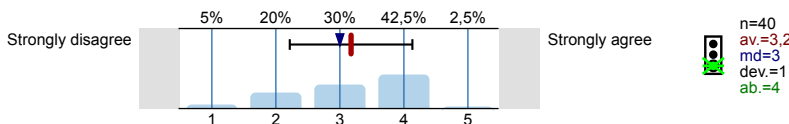


3. Learning

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

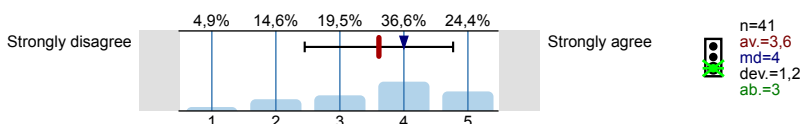


3.2) In general, the teaching and learning in the module were a good fit for how I learn. Consider for instance: thinking things through before taking action; learning in cooperation; applying theory in reality.

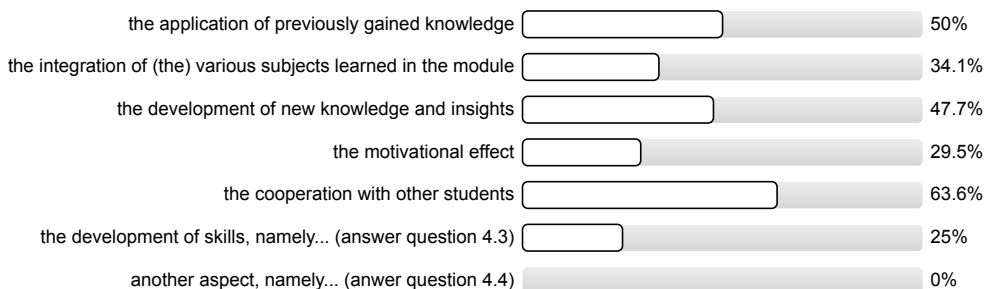


4. Project

4.1) I have learned a lot from doing the project

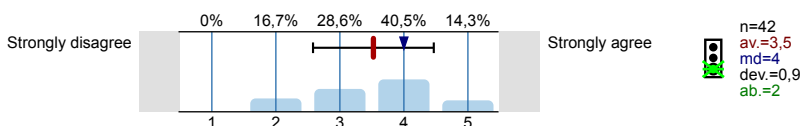


4.2) I found the following aspects of the project very valuable (more than one answer possible)

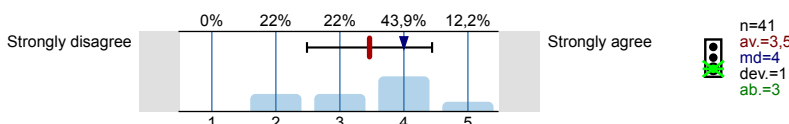


5. Assessment

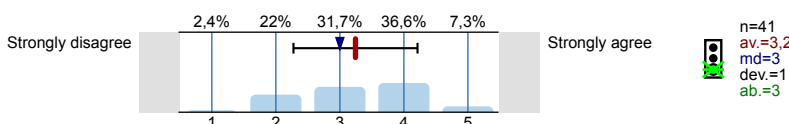
5.1) Throughout the module I knew on time how I would be assessed. Consider form and content (e. g. written/verbal exams, presentations, assignments)



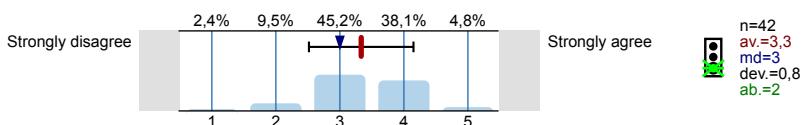
5.2) The tests were suitable to determine whether I'd learned sufficiently



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

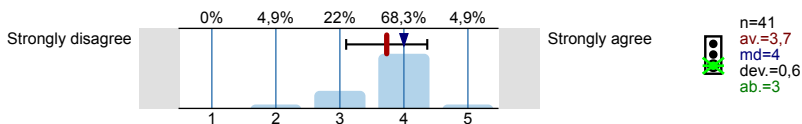


5.4) Throughout the module I had enough time to prepare for each assessment



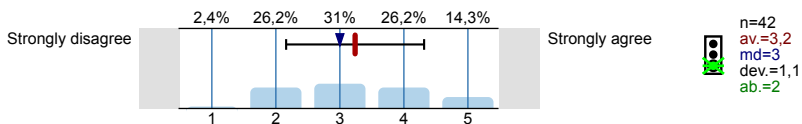
6. Effort to put into study

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.

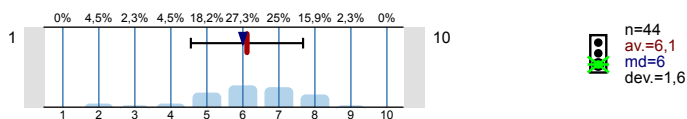


7. Appreciation

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



Comments Report

4. Project

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

- - (3 Counts)
- A more clear overview of deadlines and assignments
A better system to handle not-well-working groupmates
Handling the contact with the client is really something which can learn you pretty much! Maybe not assign this task to one person per group :-)
- I recommend Edwin to tell us more than 8 hours in advance that we have a meeting.
- In the beginning there was too much brainstorming what was in the project time, but those ideas were not used for the project itself, too much time was wasted on that
- Let the students form a group
- Make the project more time sufficient.
- My group was unbalanced. Maybe have some classes in how to handle these different mentalities.
- PS and db groups need to be bigger with more student assistants and 20-aim workshop
- Please give a clear description of what you expect for the lab session, since this time the introduction lecture sucked (sorry for the term, but honestly). The teacher didnt give a clear form description and how to properly make a nice lab journal. A sample could have been appropriate. Thank you.
- Project was ok, a more clear manual would've been nice as we really had to spit through the entire document in order to find an answer.
- Say clearly beforehand that the rolling ball sculpture project does not use any electronics. That was not clear for us when we started the project and some members did not like that.
- Start earlier with project work
- To balance the module. The beginning was too intense and at the end I didn't even go to classes, but it wasn't so intense
- get good clients
- no improvements
- reduce the amount of brainstorm lessons.
- set on blackboard what you should do for math each week rather than having to attend the lectures to know

7. Appreciation

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

- - (2 Counts)
- 3D modelling
- Besides the regular maths and physics, there was a clear focus on the early stages of the design process. We learned brainstorm techniques, foam and 3D modeling, communicating with a client and user focused design.
- Concept rapport schrijven.
Physical systems deel 1 gegeven door Erik was super! Goede uitleg. Lectures goed voorbereid, goede inhoud. Uitdagende assignments. Veel geleerd.
Wiskunde was goed te doen. Uitdagend maar niet te moeilijk. Precies goed
- Contact with a real client during the project
Student assistants in general, except for the lab sessions
- Diversity of the courses presented in the 3rd module.

Student-assistants are awesome

I felt for the first time to be able to create a product(project) as a whole with my team, rather than be able to assemble just parts

- I thought Interactive Visualisation had a really good structure.
- Interactive visualization
- Lab sessions
 - We didn't learn anything
 - add a course how to write lab journal - we don't learn this in high school how do you expect to know ??????????????????????????????
 - Not enough student assistants
- Mathematics course. The first half of Physical Systems. And Interactive Visualisation.
- Maya was really fun
- Nice correlation with all the subjects
- Physical systems
- Project group work
- Project preparation with edwin was great, he had really good influence on the whole work atmosphere (inspiring, tips, weekly meetings). Lab sessions were organized badly since the the grades came super late and the feedback wasn't really helping (depending on the student assistant checking). Since eg I didn't get a sheet what they expect and what I actually did like other students did.
- Project working for a client.
- The fact that you could choose the project you wanted
- The project
 - Interactive visualization
- The project and the presentation (day).
- The project was nice to work on, as it is fun to develop a prototype. Also, I liked the symposium very well (which might not have to do very much with the module specifically) because there were a lot of inspiring and motivational speakers, and a lot of cool projects shown.
- The project was put together well.
- The workstyle of the project was really sufficient.
- Working together with a company. This gives a whole new way of thinking and working as a team. Although my client company didn't really do much.
- integration of learned materials, interesting project
- synchronisation
- we did lab sessions

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

- - (2 Counts)
- - Don't let people work in groups of five on one document (PS&DB). For my group, this didn't work at all.
 - Improve the second part of the lectures for PS&DB. This subject needs more coherence in my opinion. The subject wasn't clear, and the explanations were very vague.
 - I had very much trouble following the explanation of the math teacher. I don't have a suggestion on how to improve it, but I do want to address it as a problem.
 - Maybe make designing in context a bit more serious. For me, it seemed that this subject didn't take itself very seriously. The lectures hadn't much to do with the end assignment we had to make.
 - The reviews we got on our lab manuals were not in line with each other. One student assistant said we had to do it this way, next week we got a comment on the improved part.
- - signing off taking too much time, but yea that will always be an issue.
 - Grades and feedback of lab sessions takes too much time, at the moment we got our feedback we were already busy with the next lab session
- -Designing in Context is not scientific enough. The feedback you receive is insufficient. The assignments are unclear. The entire course is mostly just based on opinions of other people.
- -The mathteacher is not good. He makes bad tests and his skills in teaching us are weak. He makes everything too hard.
 - Designing in context is a useful subject, but the teacher is really bad. She is too vague in what she teaches. The assignment descriptions are also really vague.
 - PS&DB was a good subject and also put together well. This goes for the material covered in the sessions. The assignments were

really bad. We had to use 20sim and we had no idea how to use it. A small tutorial about how to use 20sim would be nice! Also the assignments were too big. We had to make them in groups of 5. Because of all the questions we had to divide it and so everyone could only make 20% of the questions which is a shame.

- A clearer module manual.
Student assistants for the lab sessions should be better informed and cooperate more, lab reports were very differently graded in comparison to each other.
The module is very technical.
More time between tests and resit!!
- A proper introduction to lab sessions would be nice with a proper sample, so we students know what they expect
- Designing in Context was pretty useless.
- Duidelijkere richtlijnen voor het na kijken van lab rapporten, er zat te veel verschil in wie het rapport na keek. De ene persoon ga voor een rapport van gelijke kwaliteit een 7 en de anders een 9.

Interactive visualisation was te veel gericht op 3d modellen na maken van standaard internet tutorials. Er moet meer worden getraind op het maken van eigen creaties.

toets stof van dynamical systems was niet makkelijk te leren. Boek sluit niet aan op de vragen op de toets. Lectures dynamical system deel 2 waren slecht, sloot totaal niet aan op assignments en boek. Uitleg in lectures kwam pas na dat de assignments al waren gedaan.
- Get rid of DiC because most of the students didn't learn anything important of it at all. Also the fact that the lecturer of interactive visualisation decided to change the final assignment criteria on the day of the deadline itself.
Regarding PS & DB, the group should be smaller. Now the group was so big that you gain less knowledge due to the fact that there are 20 questions, questions are divided over the 5 people and you have to hand them in within the deadline. because of that you won't have knowledge about all the theory which is really annoying when it comes to studying for the test
- Give clearer instructions for using 20-SIM.
- In the lab sessions, it would be better to really have one way of grading, because grades and commentary really varied per assignment (for example: first it was okay to copy the questions, next it wasn't anymore even though reference to the manual was made). On top of that, it was better to ask CreaTe student assistants for help as they were usually more likely to help you and/or give a good answer without making you feel like you were dumb.
- Less emphasis on designing in context
- Make PSDB easier
- Mathematics should be improved
- No multiple choice exams, more written exams with open questions to make it more challenging
- Project
- Start the project right away and do not do brainstorm lessons only, in the first weeks. Start the project immediately and give brainstorm lessons besides that so we have more time for the project and we can apply our new brainstorm skills right away or even give assignments during those lessons to apply the techniques in the project.
- The assignments were often unclear. The results of the lab reports and all assignments for Designing in Context felt random, I still do not know how my last ones were an improvement in comparison to the first because it felt like I basically did the same.
- The second part of PS&DB should be teacher in another way. These lectures were not useful at all.
- better lectures for dynamical systems and ps&db
- have vector better integrated, they are not too clearly applied in other parts of study while they come back
- i have made an entire reflection on the module, this is 2 pages long. if you want that i can email it but i will not type it here because it is a lot of text
- increase the technology in Creative technology
- no improvements to this module
- the difference in difficulty of the resits compared to the original tests

Evaluation TOM 3

2016/03/24

Present students	David Vrijenhoek, Thijs Berends, Sjoerd Baarslag, Adam Bako, Megan van den Brink(late)
Present committee members	Luuk van Kessel (Chairman) & Claudia Westerveld (Secretary)
Present teachers	Eddy van der Weerd, Edwin Dertien

Opening of the meeting at 12:42.

Positive & Negative

These are the first points that are mentioned when asked for a negative and positive aspect of the module.

Positive	Negative
Project is well organised	Designing in Context doesn't fit
Tests were well-written (grammar and questions clear)	Lot of deadlines in project weren't clear
Interactive Visualisation in first four weeks very nice	Communication between Student Assistants in PSDB not good
Project is a lot of fun	Math explanation from Boldy not clear

General Remarks

Module difficulty is very personal, because this module is much focused on mathematics and physics which are for some students a real struggle while other breeze through it.

While the module does match the study, some students feel that the project doesn't match the module. They get the feeling that it is more focused on how to deal with companies, which is a good thing, but they don't really see the subjects come forward in the project.

The blackboard folders aren't clearly organised. For example, there are two module manuals and one includes the project manual and the other one is updated. Also, the lab manual (not clear which subject) is in the assignments folder. The students are able to find everything but it is just very confusing.

Courses

Math

While the students don't really have a problem with the subject, they think it is very difficult. The way that Mike Boldy teaches just doesn't match how CreaTe students think and it is very difficult to follow his explanations. They are often very long and mention unnecessary steps which makes the students very confused. It is difficult to determine how to fix this because you can't really change the way that a teacher, well, teaches.

The student assistants are very good though and help a lot in explaining the subject.

Interactive Visualisation

There was a bit of confusion for the end assignment, because the students thought that the 'animation' part of the end assignment would just be a bonus. However, it turned out that a point would be subtracted if you didn't include an animation. For next year, make sure that the animation of the end assignment is clearly specified as a requirement and not a bonus.

The tutorials were very clear and the fact that they only had this subject for a couple of weeks was very well received. It means that they now have more time for the deadlines of other subjects. Additionally, you had a lot of time to work in advance so hard-working students could get more free time for other subjects at the end.

The students felt that they learnt a lot in just a few weeks.

Designing in Context

The students think the subject is very vague, they don't really understand the use of the subject. If the teacher could maybe give a small explanation in the first lecture what Designing in Context is used for in CreaTe projects, the students might relate it a bit more to the project.

The assignments aren't very clear to the students, because most of the time the assignment is pretty small and manageable but the students perceive the assignment to be different. Maybe it would be an idea to reserve one slide to explain the assignment with text, so students can take a look at it and really understand what the idea is.

The assignments do match the lesson pretty well.

The foam workshop is a really fun thing to do, because you can make something physical. Those assignments were clearer but the students were still uncertain in what they needed to do for the end assignment. The explanation was too short which meant that it was broadly interpreted and students wound up with very different assignments. A more extensive explanation would be the solution.

As a whole, the foam workshop was really nice and the person who helped the students was really helpful and nice.

Project

The only real problem is that the deadlines from the manual weren't very clear. This is maybe caused by the fact that the project manual is dated from 2014. Although it has been updated, which is very good, it was a little bit too late because the project manual was most needed in the beginning. For next year it is good to keep in mind to update the project manual.

The project itself is pretty nice and is fun to work on.

Introduction to PSDB

The students only see a big issue with the group sizes. The group size of five people and the time the students have to make the assignments means that they need to divide the work. Every student only learns 20% of the subject in this way. Additionally, it makes communication very difficult because the students in the group don't all have the same knowledge in the subject after a few weeks. For next year it would be good to take a look into making smaller groups.

Although the students don't really see a problem with 20-sim, it would be nice to include a reader next year on the basic functionalities of 20-sim. This way the students don't spend more time on figuring out how the programme works than on understanding and learning about the subject.

The reader is very clear and easy to understand. The lectures as well are well-taught and easy to follow.

For the second part of the module, the lectures are one week behind (maybe intentional?) which means that the assignments are made and next week they are explained. The students could ask Erik themselves if this is correct.

Apparently you can comment on lectures for bonus points. A lot of students were surprised during the CREEC that you could do this. There was an email about it, but it was unclear what was expected from it. Again, students could have asked Erik about this, but the concept is really nice.

The student assistants aren't on the same level in grading, because one student assistant gives a very high grade while another would give it a low grade. This can be solved by having one student assistant for the same duo for each session or a meeting with all student assistants after each lab session to discuss grading. The student assistants are very helpful during the lab sessions themselves and are good at explaining.

Tutors

Some students don't have a tutor, because he stopped. Gerrit replaced him but he mentioned that he is only a contact person if you have problems and won't hand out assignments.

Jasper Goosseling is a nice example of a good tutor. He doesn't meet that often with the group but when they do, it is in a group meeting and students have the opportunity to discuss each other's portfolios. This is maybe something to mention to other tutors.

Additionally, it is not very clear what tutors are meant for to students. It is contained somewhere in a text-file, but maybe it would be a good idea that tutors themselves explain to the tutees what the usefulness is of a tutor.

Closing

Closing of the meeting at 12:23