

# Evaluation TOM 7

2016/02/23

Present students	5
Present committee members	Ruben v/d Berg (Chairman) & Tom Onderwater (Secretary)
Present teachers	Joost Brinkman

Opening of the meeting at 12:45.

## General Remarks

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Module is regarded as boring by some. Some CreaTers don't like the business aspect. But also the way that things are explained are very boring. For instance a lecture given about patents which could be found with a simple google search. The lectures are considered too long.

Students are not present in the morning lectures.

In some way the module does fit with CreaTe, the point of CreaTe is also to monetize your ideas so that aspect is good.

The organization is bad, for instance an assignments had to be handed in on this day, but there is no place to hand it in. There is also a shortage of replacement teachers if they are not present for weeks and teachers don't communicate much with each other / the students. The grades given by teachers are also all over the place.

The module has its advantages because you have a lot of time to student assist.

Maybe the point of the module is to throw students in the deep without help to see what happens?

The deadlines are not clear to everyone, but there is a list online somewhere where it is all explained.

The roster let's students travel a lot. It is from the Horst to the Cubicus to the Spiegel. Might be nicer to have it on one place or all in the horst. But it is not really a big problem

Blackboard is not clear to everyone, the system can be reworked one more time.

Another small point is that sometimes lectures seem obliged and some are not. In theory there are no obliged lectures, it should be possible to make it without attendance, but this is not what the teachers would like to see.

## Courses

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### I&E Theory

Given by Rik van Reekum, the theory side is pretty interesting, however the lectures are too long and it is hard to keep focused. This might be due to a overdose of info given or because there is no red thread in the lectures. The slides consist out of only text and it is hard to learn it this way, especially if it is not clear what it is actually about. There could be more visual information given.

It is a good idea to take a lesson out of the lecture slides of Erik Faber, he has good slides with a recap of what is going to be learned and what you have learned. It was clear what was coming and where you were.

Most students spend their time during the lecture on their mobiles.

There is an exam on Monday morning after the holiday, this is not very flexible for the students.

Rik van Reekum is not approachable for the students.

The book is considered boring. It does give a regular guideline of how to make a business plan. But there are some things missing and examples are not clear so you have to look on the internet very often. The references are not very good. There are a lot of lists though, these might be relevant.

There should be more visualization of the material.

## I&E Practice

There were only two lectures, this because Patrick is sick. It might be handy to have some student assistants, so the colleges can still be given. There is no replacement teacher for 3 weeks now.

There is a deadline of the theory part this afternoon. This is not clear to everyone.

The lectures are good if they are held.

It might be a better idea to not have students choose the idea for the business plan themselves. Or at least provide guidelines to the project of what should be included in it. There are some projects that do not work for this course. Patrick told the students that ideas should be chosen wisely, they can be rejected. This did not happen however.

Patrick is a good teacher.

There is no book for this part.

## Strategies

This is given properly, the assignments are clear and the tutorials are very good. The student assistants / helpers are very good and give good explanations. They walk around the college room and ask students if they are working right. This motivates.

The answers given on the homework questions are not very clear. They don't give good examples and are very vague. For instance giving answers by referencing to something vague. They can be worked out better.

The reader is good. It is clear.

The slides are good and if you would miss a lecture you can still get the main idea of what was told.

The test is in the end.

## Business Game

It was one of the more fun things. They said to look on the internet for examples and then did not give proper feedback on what you did wrong. It was also not clear how the grades were given. Some industries got high grades when they lost and some got not that high grades if they won. The difference was a bit weird.

It was hard to improve on your industry. The feedback was not useful or not there. The students would like more feedback. If there was feedback it was not clear and you had to ask ten times for it. If they say you did great you might still only get a 7.

It might be because the people who had to give feedback did not really feel like giving feedback. And some things were given out too late and then the students were punished for not knowing something because it was not available to them.

The student assistants were not motivated.

The planning was not binding, sometimes the rounds ended too late.

If they say why you did something wrong it can be contradicting.

The self-reflection was not clear to anyone. One student mailed the organization multiple time with the question what should be in it and did not get an answer. Later he got a fail because the document was incomplete. On this document there was feedback which helpful.

The game is too easy to hack, the link could be changed in the URL and you could sabotage another team. This problem was also addressed last year. It has not been fixed.

The main problem was the lack of feedback. If given it was way too short.

## Responsibilities

The lectures are pretty okay, the discussions in the group are good. It is always on a Monday afternoon and this can be a bit tiring. Some students don't come because the lecture is too long.

The lecturer is not very sure of himself but he does bring the message very well. It is more visual and the red line of the lecture is clear. The examples are good.

The project is good, students like to make a Kickstarter project. It however does not look very connected to the lectures.

There are a lot of readers online. They seem to be clear and written well.

The assignments are pretty good.

## Closing

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Closing of the meeting at 13:57

# Evaluation TOM 07

2016/03/22

Present students	6
Present committee members	Beerend Gerats (Chairman) & Tom Onderwater (Secretary)
Present teachers	Joost Brinkman

Opening of the meeting at 12:45

## General Remarks

Some students find the module boring. They are not very interested in business and think that a subject focussed on business would be enough. The module is not very CreaTe.

The problem is that everything is in one module. It might be better to integrate it with other projects. For instance the project of module 3 which lacks a marketing aspect.

Strategies is fun.

Students do not feel like they need the lectures to pass the subjects. This is why a lot of students don't come to lectures. It would be better to have a link between lectures and hand ins

There is no feedback on the business plan. So this also does not make the project more interesting. If there is feedback it is only a few lines. The feedback is missed mostly on the business plan and the DELL case. For responsibilities the feedback is not given immediately but when asked you get it.

The DELL case is very vague, the feedback was too late and everyone was waiting on feedback in the holiday. He gave some sort of broad feedback in a lecture that did not help anyone. The students want more personal feedback. The general feedback is not sufficient. The students did ask for good feedback but they did not get it. With the lack of feedback the subjects feel more separate instead of coherent.

Patrick Blik gave feedback on the business plan in a session. This was very good. It was very helpful feedback. Unfortunately Patrick got sick and wasn't present for a long time.

The students feel that there is friction inside the team. Mostly because of the lack of cooperation and the teachers filling in for each other have different methods.

The students do notice that there are more feedback moments coming and they see this a progress.

There are no coaches this year, which is bad.

The workpressure is unbalanced, it started very easy and now suddenly there is a lot of work. It can be more spread out. The workpressure is low because you don't have to hand in much. It is high because you have to learn a lot.

It is not bad that there is a lot of material to learn. The problem is that there is no practice test and no dictionary with terms. It might be because Rik doesn't want to make a new practice test.

The module does fit in CreaTe but not as a module. It should be given as separate subjects in other modules.

I&E theory is big and should be in a module where it fits. Probably mod07

Responsibilities can be in another module this would be better. It could be good in module 6. Or module 4.

Strategies should be in a separate module.

The communication between the teachers and the students has improved. Which is a good development.

There has been a talk between the teachers about the feedback problem and how to handle with this.

If you ask a question to Rik you don't get a good answer.

During the first week it would be handy to get a good overview.

## Courses

### I&E Theory

This subject and the theory is too much to learn in the amount of time given. The summary is 30 pages. You can't use a dictionary during the test. There is also no practice test. Sometimes there are translations on the test where the word is translated in dutch, but there are more nationalities so translate it in german as well? The questions can be adapted so people who are not very good in English also get the questions.

There is not enough time for the I&E B test. Much less than for A. This is because there are more subjects that take a lot of time.

The material can be divided in 3 tests instead of 2. This will make the workpressure more even over the module.

There are no practice questions.

The students use the third print only a few have the new one. During the tests the chapters that are the same are explained. This should be told before that.

The preparation to the test can be better. Materials can be more explained.

The book is good, the lectures are bad.

During the lectures it would be handy if you connect it more to the book. For instance saying which chapter you are going to cover during the lecture. It is not clear how much you have to learn each subject based on the lectures.

It would also be nice if more present day examples are given in the book. So the newer version.

Henk Kroon gives the financial part of I&E theory, he gives examples and his lectures are excellent. He understands how CreaTers learn.

Students don't like the argument: "In the real world..."

## I&E Practice

Patrick Bliet gives practice atm, but he is very sick. Students fear that he is going to drop any moment. He still tries very hard and the lectures are still good. Patrick chooses to stand in front of the class himself.

If you ask Patrick questions he gives good answers.

The question lectures only happened twice, it took long to get the feedback but the feedback was good.

It was not clear how students would be assessed for draft 1. The assessment was written in the hand in part. This is why a lot of students did not use the theory because they did not know how to write it. It is not clear what is the main source, the book or the lectures? There is a lack of examples, you can for instance add examples of last year. It was not clear the five forces should be added.

Students want a header in blackboard with a clear explanation of what should happen and be added in the business plan. And how you will be assessed. This will happen for the next draft.

It should be very clear what should be learned during the making of the business plan. The way you learn something doesn't matter what you will learn matters.

## Strategies

The colleges are good. Half is slides, the other half are examples he writes himself. This makes it very clear. There are no student assistants, instead of that it are AIO's which are personnel of the UT. It would be handy to have student assistants so you can have study nights.

The test is coming and students know what is expected of them. But most students feel like I&E is more important because this is harder. Strategies is doable on the resit. It would have been nice to have more time between the I&E test and the strategies test. And there is also a business plan deadline after that directly, It would have been better if it would have been more spread out. It should be possible to have a day between this, even if it is very hard with TOM. The kickstarter assignment could have been earlier.

## Responsibilities

The feedback has to be asked for. But it is good when you get it. There is a session planned for feedback.

The Resit is an oral exam about stuff you have to sort of read. It is a bit weird. It is used more as a stick behind the door. The Kickstarter project is very doable so this should get more focus and this is the point of the oral exam.

The assignment is a lot of fun but not very connected to the lectures. You should think about ethics during the Kickstarter project.

It might be good to have ethics in your project and to think about the ethical aspects of your business plan. This is not allowed right now but would have been handy.

The teacher doesn't like giving the subject very much. This is probably mostly because the students don't come or don't pay attention.

It would be better to have a link between what you have to hand in and what you learned during the lecture at the end of the lecture.

It can be handy to show kickstarter examples from the previous year. And explain what is good and what is not good.

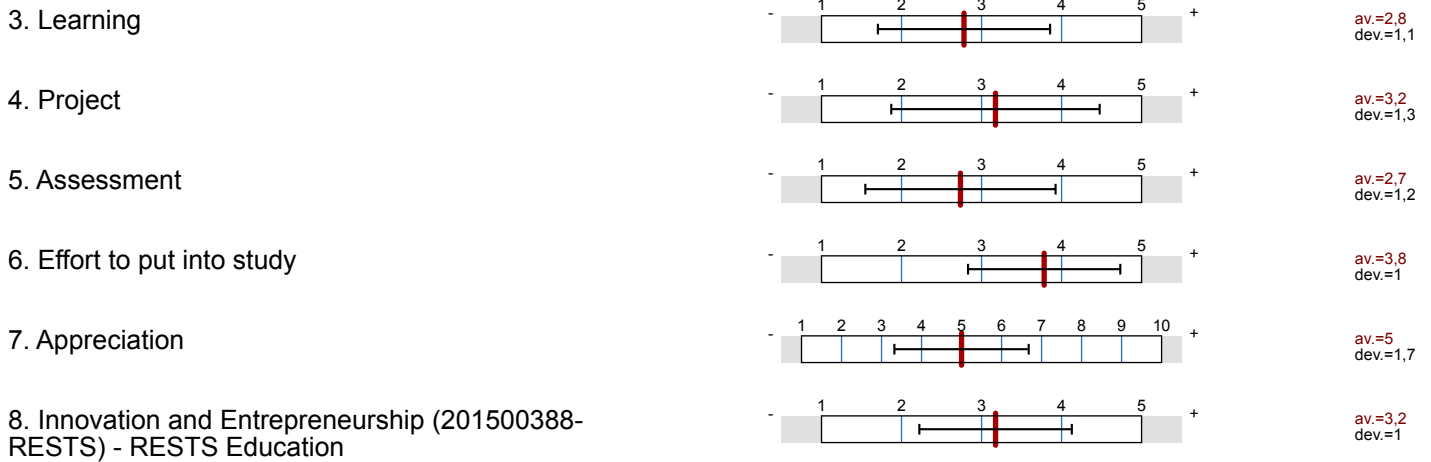
## Closing

Closing of the meeting at 13:48

(201500388)  
 B-CREA, 2A 15/16, Innovation and Entrepreneurship  
 Passwords sent: 80, responses: 23, response rate: 28.8%

UNIVERSITEIT TWENTE.

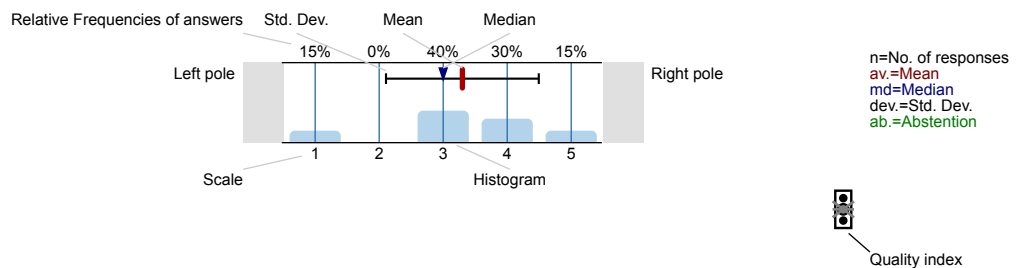
Overall indicators



Survey Results

Legend

Question text

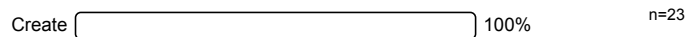


Description of quality symbol

- 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.

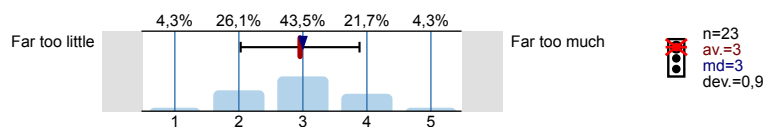
1. Innovation and Entrepreneurship (201500388-SEQ) - General

1.1) I am a student in....

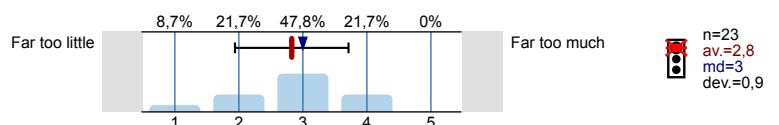


2. Module

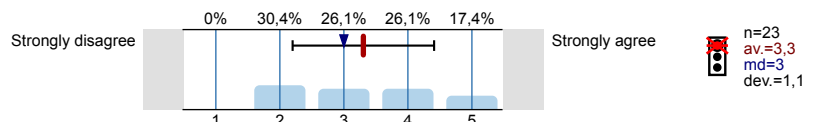
2.1) As a whole, I found the module challenging



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

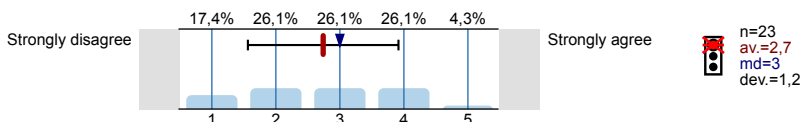


2.3) As a whole, I learned a lot in the module

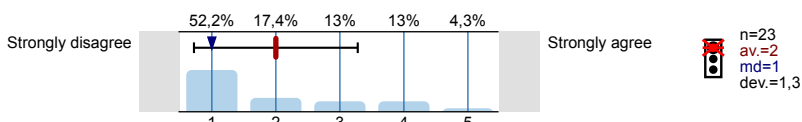




2.4) The module was logically put together. Consider for instance: parts of the module were connected well; good sequence of module parts

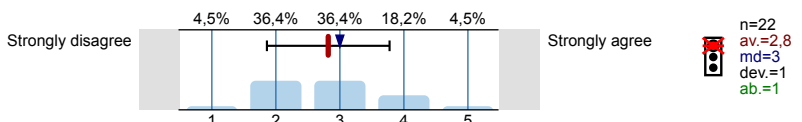


2.5) The module was well organised. Consider for instance: clear assignments, clear rules for assessments

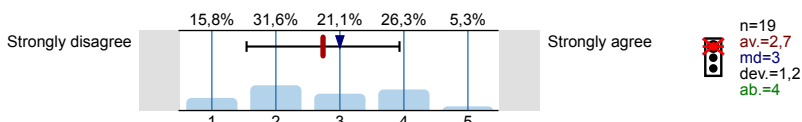


### 3. Learning

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

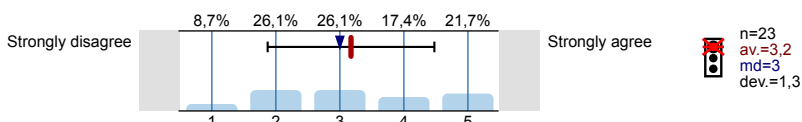


3.2) In general, the teaching and learning in the module were a good fit for how I learn. Consider for instance: thinking things through before taking action; learning in cooperation; applying theory in reality.

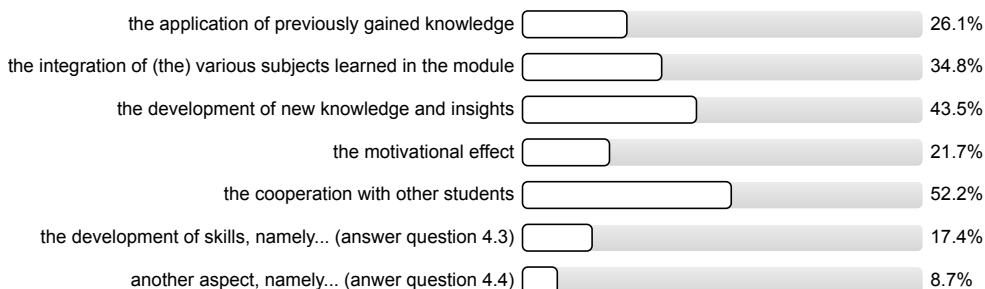


### 4. Project

4.1) I have learned a lot from doing the project

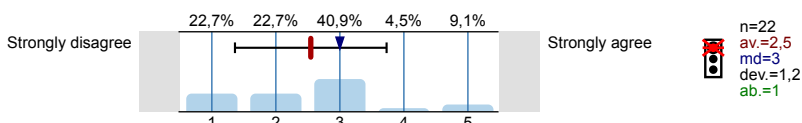


4.2) I found the following aspects of the project very valuable (more than one answer possible)

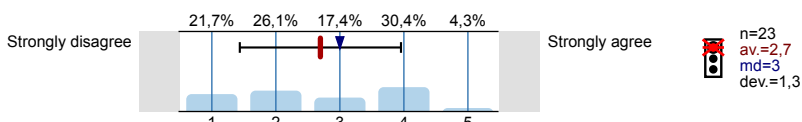


### 5. Assessment

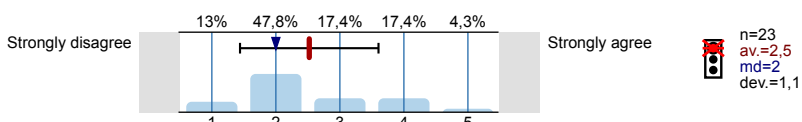
5.1) Throughout the module I knew on time how I would be assessed. Consider form and content (e. g. written/verbal exams, presentations, assignments)



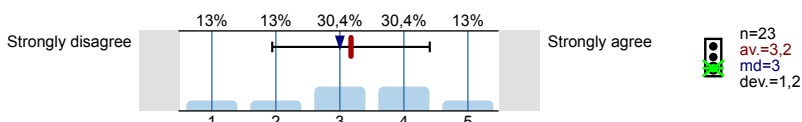
5.2) The tests were suitable to determine whether I'd learned sufficiently



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

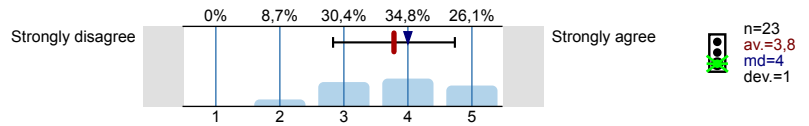


5.4) Throughout the module I had enough time to prepare for each assessment



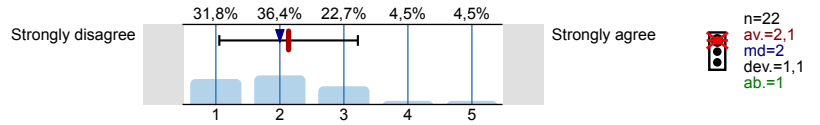
6. Effort to put into study

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.

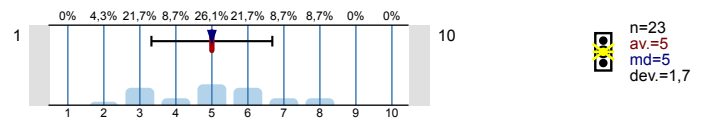


7. Appreciation

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



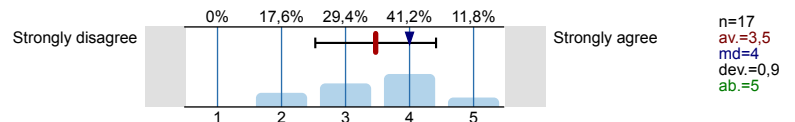
7.2) In summary, I give the module the following grade. 1 = very poor; 10 = excellent



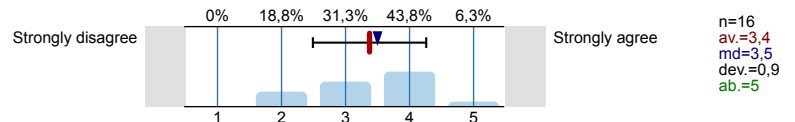
8. Innovation and Entrepreneurship (201500388-RESTS) - RESTS Education

The following questions are about the so called RESTS education. These questions are asked because in this module education that reflected on science, technology and society from the perspective of Philosophy, Ethics, History and Sociology was offered.

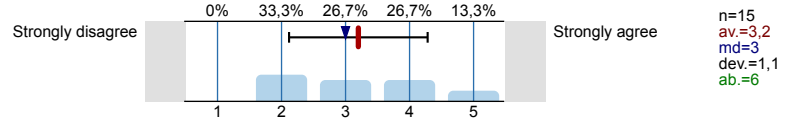
8.1) I learned a lot from the content of this RESTS education



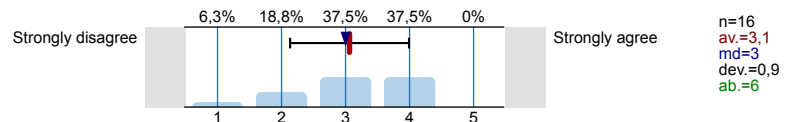
8.2) I learned a lot from the teacher(s) of this RESTS education



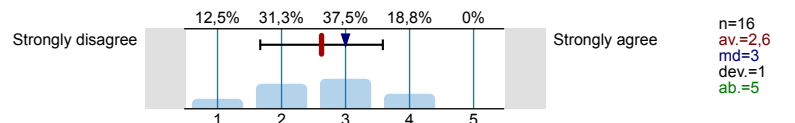
8.3) I was intellectually challenged by the teacher(s) of this RESTS education



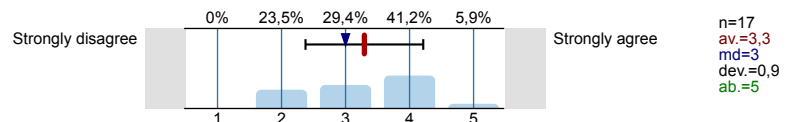
8.4) I was sufficiently made enthusiastic by the teacher(s) of this RESTS education



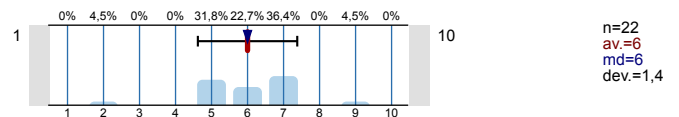
8.5) This RESTS education was well integrated with the rest of the module



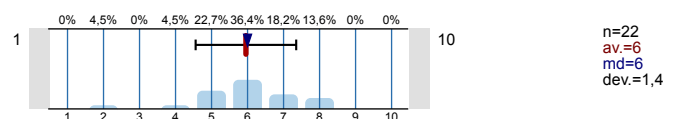
8.6) This RESTS education equipped me with the knowledge and skills to reflect on science, technology and society



8.7) In summary, I give this RESTS education the following grade (1= very poor, 10 = excellent):



8.8) In summary, I give the teacher(s) of this RESTS education 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:

- - Better assessments
  - More insight into the requirements for the students
- Be there more often; one of our teachers was sick. Also, STUDENT ASSISTANTS. We could've used a lot of student assistants but never had any.
- Better communication and organisation in general.
- Communication can be done better easily
- Don't let draft grades count for your average, and don't give grades as a 'wake up call'.
- Feedack on I&E Theory assignments and exams!
- Invest in student assistants for the course (has 2 advantages):
  - The student assistants are a valuable addition to the feedback given by the project course teacher, especially if you need to wait until the end of the day for feedback.
  - The student assistants can coordinate the project time in case the teacher cannot attend.
- Maybe also add some more technical or practical aspects?
- Stop giving insufficient grades "to motivate students". Try to actually motivate students by having INSPIRING guest speakers and not even more theory, but someone who is from the practical world; the course is the PRACTICE part!!  
Stop just giving students a vague task and actually train them. If you want students to learn pitch a business plan; show them one and not just a YouTube link in an e-mail a couple of days before the presentation day. If you want students to write a proper business plan; stop with the sea of theory only and show how a regular business plan is built.
- be a lot more precise with the assignments, (what is expected from us, when, how it will be graded). A lot of things were very unclear to us.
- give us the goddamn feedback we need

## 7. Appreciation

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

- none
- Businessplan
- Ethics and Strategies
- For me personally it was an interesting module because the content was very interesting to me.
  - Ethics lectures were good
  - Guest lecture was good
- Good group project, nice guest speakers. I liked the ethics class.
- Patrick Bliet was very open to giving feedback. It was useful and constructive.
- Responsibilities was a good and fun subject.
- Responsibilities was a good course. Robert-Jan gives good feedback and lectures. Strategies seems a bit too abstract for CreaTe but it's well taught, good lectures and the exam was doable with enough preparation material.
- Strategies, nice teacher and clear instructions for everything.
- The courses responsibilities and strategies.
- The strategies professor did a very good job teaching all the content of the course. As a result I was able to prepare myself for the exam very well.
  - The responsibilities teacher used a lot of the feedback that was given by the students following the course. As a result all students had the feeling that the course, especially at the end, improved.

- The strongest point of this module was that it was in regards to Business, which is my interest in field later on. The Venture book was really interesting, and I learnt a lot. Furthermore, it was interesting to do a study case about a big company such as Dell.
- Writing a business plan (which the project was about) is a valuable skill to learn.
- fukn nothing
- learning about ethics was very useful for our study
- project

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

- - The teachers should listen better to the students
  - If one of the most important teachers gets sick for longer period of time, there should be substitute available and the students should not be the ones that suffer from that. Which during this module was the case
  - The students should be taken seriously. For many of us this was the first time we did anything business (or economics) related. I often got the feeling that if you asked a question or you asked for feedback the teacher did not take you seriously and sort of laughed in your face.

All these remarks are for the courses I&E theory and I&E practise

- 90% of the people doing this module didn't even fucking care about entrepreneurship if we cared about business we would've done a business education
- Better organisation overall, better communication with the students
- For the first part, I tried to be a good "CEO" and get ahead on some assignments. But, for instance, the Dell case, some information came after I have handed out the work to my group, and therefore had to change the whole plan. This means that a lot of the work we did on the Dell case was unnecessary. Also, the fact that sometimes the assignments on balckboard came up quite late. Some lectures were made not as interesting as they should be. Business should be taught with a lot of examples, since a lot of big companies are known to the people.
- I&E theory is the worst course I've ever had in Creative Technology. The book is outdated and way too in-depth about certain topics, without giving a good view on how to setup a company. There are no sample tests or questions. The resit exams were exact the same as the first exams. The exams were just English tests; if you were lucky you knew the terms and their corresponding meanings. The course doesn't follow the test scheme.
  - The group assignment has no feedback at all. The draft we had to hand in was just completely ignored.
  - I&E practice wasn't much good either. Lecturer being absent for 3 weeks without any replacement. Terrible way of motivating students by giving lower grades on purpose. Barely any guidance.
  - The module overall seems very bad organized. The module manual seems incomplete and not showing all the correct info. The communication with/to students is bad as well; being updated last minute all the time. It's also a very bad idea to plan tests on the Monday after a week of holidays at 8:45 in the Therm.
- Improve the coordination between teachers. I did not have the idea that all subjects were integrated with each other very well.
  - Add student assistants to the project course (would have fixed a lot of the issues present during the project course).
- Make a clearer planning and give the assignments way further in advance. Take comments and feedback from the students seriously.
- More communication and outlining assignments earlier.
- More organizational clarity to the students
- More student assistants; I don't believe that the business game in the beginning of the module was super effective, but it was fun.
- On I&E Theory was no feedback whatsoever. The resit tests were exactly the same as the original which was unfair to the people who decided to stick with their 6 on the original and people with a 2 on the original due to not studying got an 8 on the resit because they memorized the original. Very weak...
- Organize it better, maybe guest lectures? more practical details, more practical help. More clearance on assignments.
  - Better assessment. The I&E Theory tests are really just learning a book, learning terms. That is not motivating, and it is very hard. The knowledge must flow more natural.
  - For responsibilities a better testing method should be found, since the kickstarter page does not require much knowledge of the (interesting) lectures.
- The communication of the requirements of assignments could be improved.
  - Furthermore, when a teacher is ill for three weeks, it would be nice if there would be someone replacing him.
- more explanation of the theory in the books, the slides were not focussed on that

# Evaluation TOM 07

2016/04/26

Present students	5
Present committee members	Ruben van den Berg (Chairman) & Tom Onderwater (Secretary)
Present teachers	Joost Brinkman

Opening of the meeting at 12:43

## General Remarks

De organisatie en communicatie was niet erg goed. Opdrachten werden laat duidelijk gemaakt. Een voorbeeld hiervan is een project dat op donderdag gehouden moest worden en dat dat pas op donderdag duidelijk werd gemaakt. Een ander voorbeeld is dat een verandering nog gemaakt werd in de avond daarvoor.

Het is vreemd dat dit nog zo is aangezien er niet veel veranderd is en er dus eerder dingen gedeeld hadden kunnen worden.

Module manual is ook veranderd en dat is niet helemaal goed.

Als studenten opdrachten extra wilden maken kwamen deze pas heel laat.

De cijfers zijn later nog veranderd. Voorbeeld is een groep waarvan het cijfer van een 4,5 naar een 6 is veranderd. De groep heeft alle feedback die gegeven is verwerkt en toen hebben ze een 3 gekregen. Het was onduidelijk waar ze op beoordeeld werden.

Communicatie was het grootste probleem van de module. Mailcontact was erg traag.

Het gevoel van deze module is dat je eerst alles fout moet doen en het daarna moet verbeteren. Maar je krijgt wel een cijfer voor de dingen die fout gingen. Dat is erg vreemd aangezien je herkansingmogelijkheid moet hebben.

## Courses

### I&E Theory

De toetsen zijn niet veranderd t.o.v. vorig jaar. Rik wilde geen nieuwe toetsen maken. Er waren stukken in de verkeerde toets beland. Sommige stukken kwamen terug in de verkeerde toets omdat de toets en het boek niet meer met elkaar kloppen.

Er was geen oefentoets, hier is Rik niet verplicht toe. Wel oefenvragen.

De lectures waren niet erg interessant, er werd niet veel extra inzicht gegeven in de stof naast het boek.

Het boek was duidelijk, zonder de lectures had je genoeg stof.

Er kwamen vragen in de toets die alleen tijdens de lectures besproken waren. Dit terwijl de lectures niet verplicht waren.

De financiën slides waren niet online gekomen Alles na slide 5 kwam niet online.. Deze waren een groot onderdeel van de toets.

De herkansing was precies hetzelfde als toets 1 en toets 2 en alle toetsen van alle voorgaande jaren.

De voorbeelden van de DELL case waren niet erg goed. Er werd niet goed gekeken naar de documenten gemaakt door studenten.

In eerste instantie was er geen herkansing voor de DELL case. Dit is heel discutabel.

De lectures zouden meer voorbeelden moeten geven en meer op het boek toevoegen en niet het boek alleen herhalen.

Het tentamen **moet** veranderd worden. De content komt overeen met het vak, maar er moeten nieuwe vragen verzonden worden.

Het boek was goed.

De slides zouden (op tijd) online moeten komen.

## I&E Practice

Het beoordelingsformulier is er laat opgezet en was niet erg duidelijk. Patrick heeft alles zelf nagekeken. Hij heeft waarschijnlijk niet de tijd gehad om alles te vergelijken. De draft met het final document. Hij kon dus niet zien of je echt dingen had verbeterd.

De cijfers die hij gaf heeft hij gegeven als 'wake up call'. Deze cijfers leken nergens op gebaseerd en het leek alsof ze uit de mouw waren geschud. Dat is het gevoel dat studenten ervan krijgen.

Studenten hebben geen gevoel waar ze staan met hun draft. Het is maar hopen wat voor cijfer je krijgt.

Laten schrikken werkt 1 x, 2x demotiveerd.

Er waren erg weinig lectures, Patrick was bijna altijd ziek. Er was geen vervanging, Dit was vooral het begin. Naderhand werd hij beter, maar heeft hij wel weinig lectures gegeven.

Er waren 1 x student assistenten. Die kregen weinig tijd om je businessplan door te lezen. Zij waren niet heel erg voorbereid. Meer student assistenten zou handig zijn. Zo heeft Patrick vooral minder last op zijn schouders.

De manier van feedback geven was dingen omcirkelen. Patrick vergat daarna ook wat voor feedback hij gaf. Het was dus helemaal niet duidelijk wat er verbeterd moest worden.

Er zouden pitches zijn, die zijn niet doorgedaan omdat Patrick ziek was. Toen is de module manual veranderd en heeft de laatste draft meer meegewogen. Dit werd als oneerlijk bevonden.

Er was een boek (I&E Theory boek), maar deze mocht je niet gebruiken. en er waren erg weinig slides.

Patrick had te veel te doen, het gevoel is dat hij hulp nodig heeft.

Feedback was erg slecht, Patrick wist vaak niet wat voor feedback hij gaf. Hij lichtte niks toe.

Reflectie was 1 dag nadat de module was afgelopen gegeven. Deze moest vorige week woensdag worden ingeleverd. De reflectie telde mee voor een cijfer, dit was niet goed aangegeven.

De cijfercriteria van de reflectie was niet duidelijk en gebeurde achter de schermen weer. Hoe de cijfers werden berekend was niet duidelijk. Er waren heel erg veel mensen met hetzelfde cijfer.

Studenten hebben het gevoel dat ze niet serieus worden genomen als ze een vraag stellen over de mail als ze om feedback vragen.

## Strategies

Alles is goed. Goede docent, goede lectures, goede feedback, goede opdrachten, goed tentamen, goede reader, goede slides.

De reader en de slides haakten goed op elkaar in.

De IO's waren erg goed.

Tijdens inzagementen is Walter stap voor stap door te toets heen gegaan met studenten.

Hij zou nog wel kunnen verwijzen naar online filmpjes voor meer references. Dit zou nog meer extra kunnen helpen.

## Responsibilities

De lectures waren interessant.

De guestlecture was goed.

Het werd vreemd bevonden dat de opdracht erg klein was om het vak af te sluiten. Dit voelde als erg weinig en het voelde niet alsof je alle stof in de Kickstarter assignment kon verwerken.

Het was wel als een leuke opdracht bevonden.

Het was niet toegestaan om de Kickstarter met I&E Theory en Practice te combineren.

Feedback is mogelijk, maar je moet wel zelf een mailtje sturen.

De cijfers waren erg hoog voor responsibilities. De becijfering was erg soepel.

Het gedeelte Ethical theory op de Kickstarter bedroeg slechts 1,5 punt.

Er is minder tijd in gestoken dan je kreeg aan EC's.

Het was ook mogelijk om het vak te halen zonder bij de lectures te komen. Het gaan naar de lectures was geen toegevoegde waarde.

Er zouden meer discussies kunnen zijn tijdens colleges. Hij probeerde het wel maar zou dit meer kunnen proberen.

Er waren extra stukken van boeken, deze waren volledig en reflecteerden de lectures goed.

Het vak heeft zeker potentie.

## Closing

Closing of the meeting at 13:43

	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>B1</b>	<b>3,4</b>	<b>3,2</b>	<b>3,6</b>	<b>3,3</b>	<b>3,0</b>	<b>3,4</b>	<b>3,3</b>	<b>3,4</b>	<b>3,7</b>	<b>3,3</b>	<b>3,0</b>	<b>3,3</b>	<b>3,5</b>	<b>3,3</b>	<b>6,4</b>	<b>650</b>	<b>44%</b>	<b>1489</b>	<b>77%</b>
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%
<b>B2</b>	<b>3,4</b>	<b>3,3</b>	<b>3,8</b>	<b>3,5</b>	<b>3,2</b>	<b>3,6</b>	<b>3,3</b>	<b>3,5</b>	<b>3,8</b>	<b>3,3</b>	<b>3,2</b>	<b>3,2</b>	<b>3,5</b>	<b>3,5</b>	<b>6,6</b>	<b>519</b>	<b>39%</b>	<b>1316</b>	<b>80%</b>
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%
<b>B3</b>	<b>3,3</b>	<b>3,5</b>	<b>3,2</b>	<b>3,0</b>	<b>2,9</b>	<b>3,3</b>	<b>3,1</b>	<b>3,2</b>	<b>3,5</b>	<b>3,1</b>	<b>3,2</b>	<b>3,2</b>	<b>3,3</b>	<b>2,9</b>	<b>5,9</b>	<b>419</b>	<b>44%</b>	<b>955</b>	<b>67%</b>
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%
<b>Grand Total</b>	<b>3,4</b>	<b>3,3</b>	<b>3,6</b>	<b>3,3</b>	<b>3,1</b>	<b>3,4</b>	<b>3,3</b>	<b>3,4</b>	<b>3,7</b>	<b>3,3</b>	<b>3,1</b>	<b>3,2</b>	<b>3,4</b>	<b>3,3</b>	<b>6,3</b>	<b>1588</b>	<b>42%</b>	<b>3760</b>	<b>75%</b>

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: