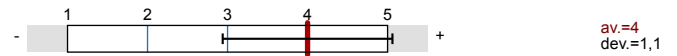


B-CREA
 2014-201400263-1B; Intelligent Interaction Design CREA
 No. of responses =18; Response rate =32.1%

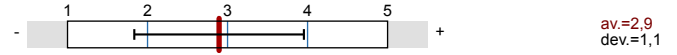
UNIVERSITEIT TWENTE.

Overall indicators

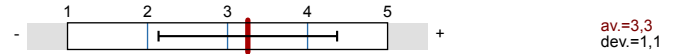
ALGEMEEN (Scale width: 5)



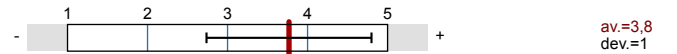
MODULE (Scale width: 5)



LEREN (Scale width: 5)



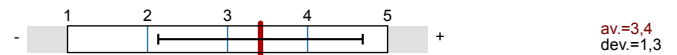
PROJECT (Scale width: 5)



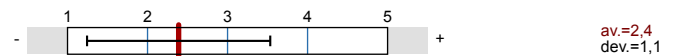
TOETSING (Scale width: 5)



INZET VOOR STUDEREN (Scale width: 5)



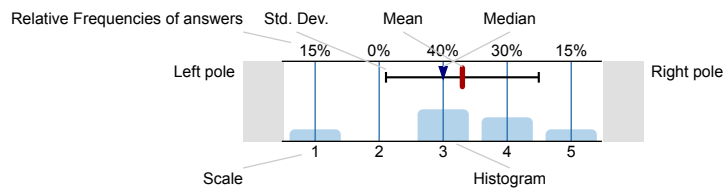
WAARDERING (Scale width: 5)



Survey Results

Legend

Question text



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



Description of quality symbol

Mean value is below the quality guideline.

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

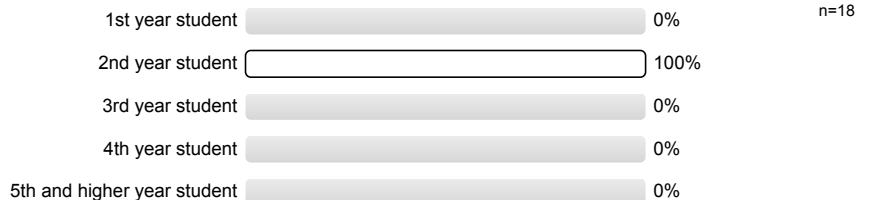
Mean value is within the quality guideline.

1. GENERAL

1.1) I am a student in ...



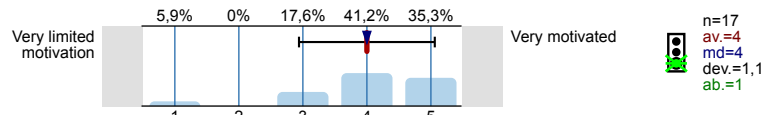
1.2) Based on my start date in this programme I am now a ... year student



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

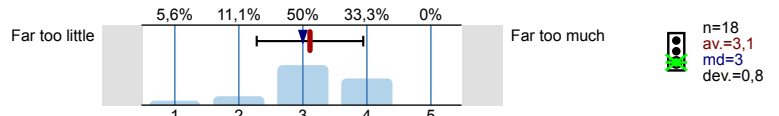


1.4) I am a motivated student.

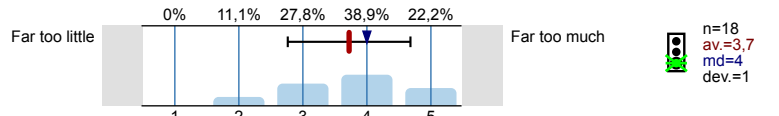


2. MODULE

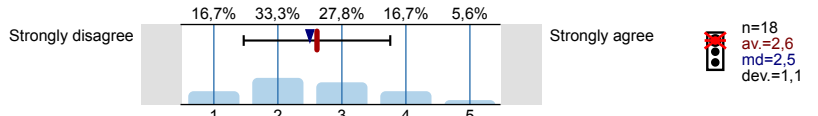
2.1) As a whole, I found the module challenging.



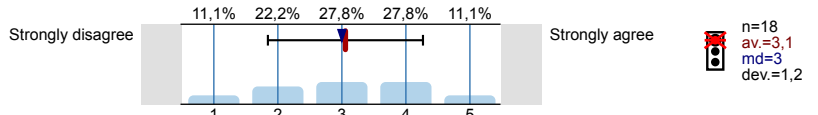
2.2) In general, I had enough prior knowledge to successfully do the module.



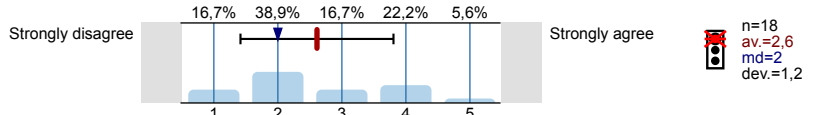
2.3) During the module I continuously knew what was expected of me. Consider for instance: participating in lectures and tutorials, active and collaborative role in project, self-study.



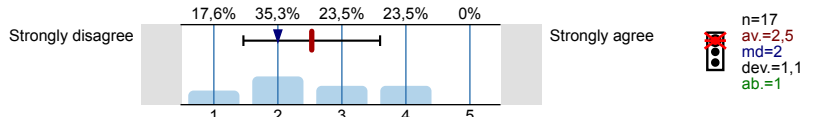
2.4) As a whole, I learned a lot in the module.



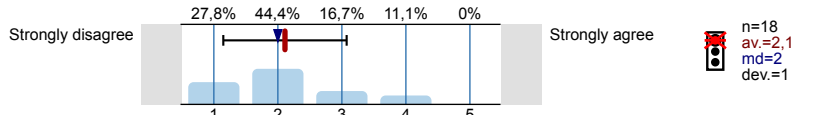
2.5) The module was logically put together. Consider for instance: parts of the module were connected well, good sequence of module part, learning pathways (in Dutch: leerlijnen).



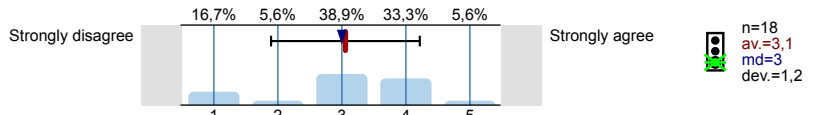
2.6) The content of the module fulfils my expectations well. Consider the objectives of the module.



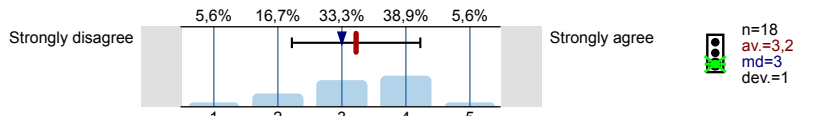
2.7) The module was well organised. Consider for instance: clear assignments, clear rules for assessment.



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

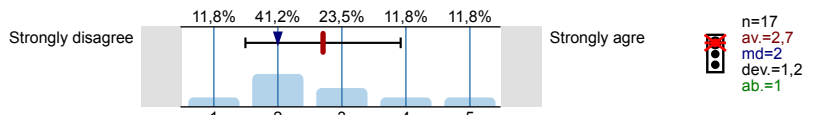


2.9) The digital learning environment, including information provision, was good. Consider: Blackboard, Orisis, web site(s).

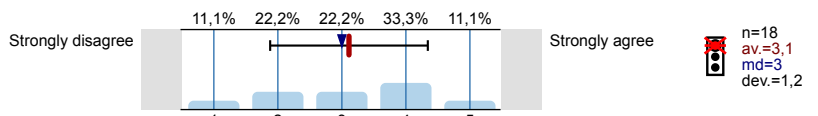


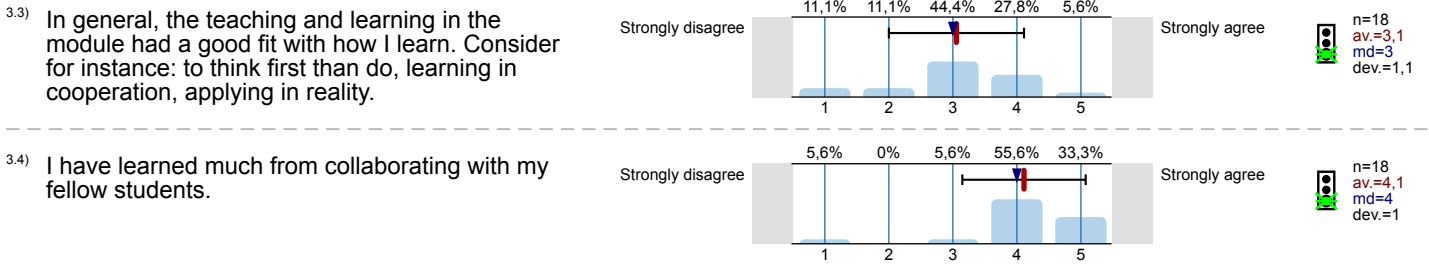
3. LEARNING

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

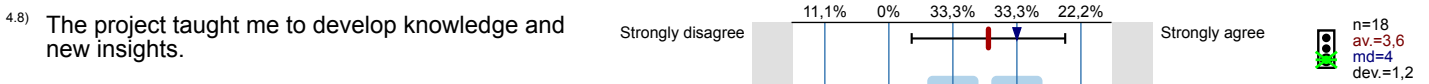
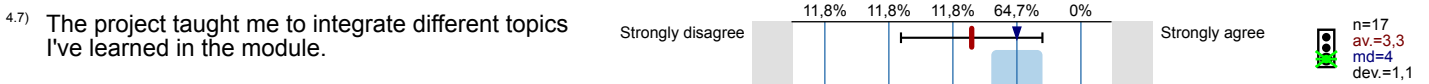
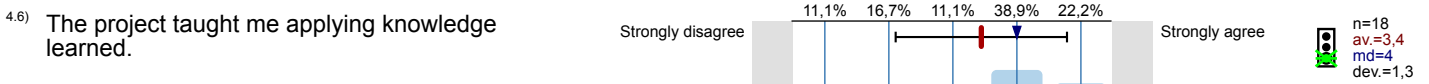
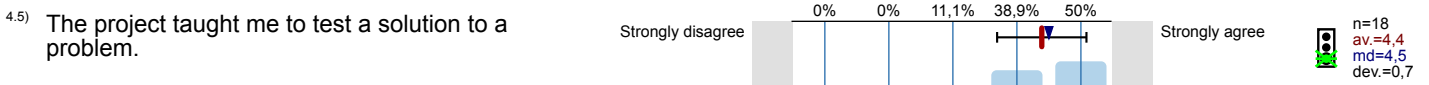
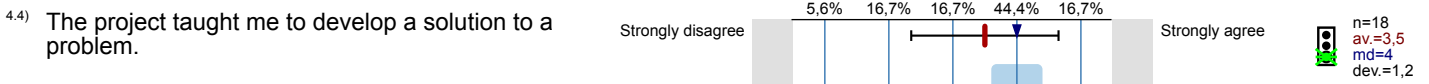
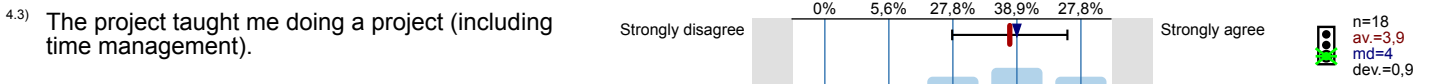
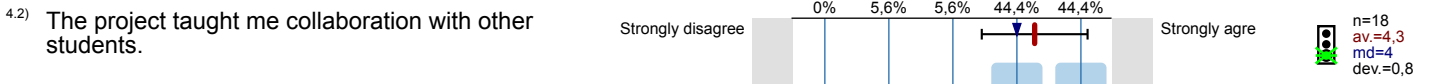
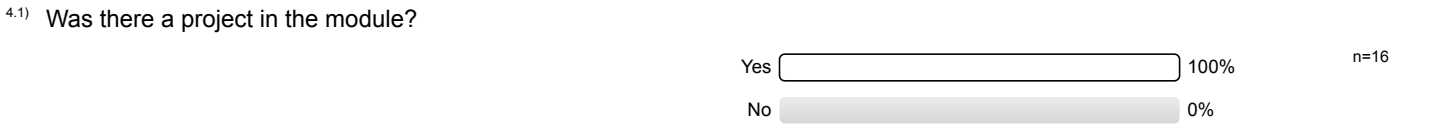


3.2) The study material had a good fit with the subject. Consider for instance: books, lecture notes, guidelines, articles.





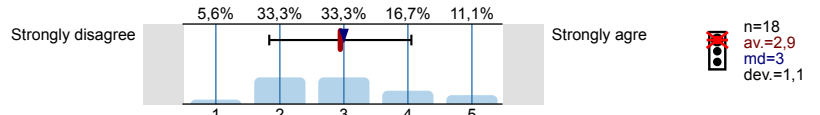
4. PROJECT



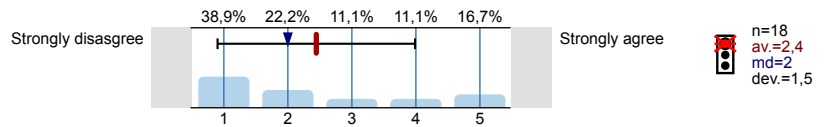
5. ASSESSMENT



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

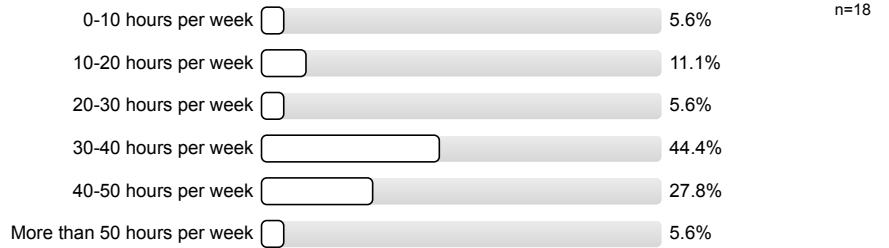


5.4) Throughout the module I had enough time to prepare for each assessment.

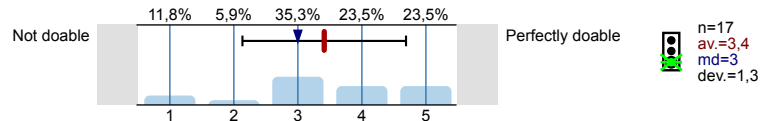


6. EFFORT TO PUT INTO STUDY

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

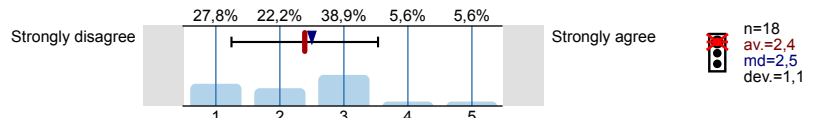


6.2) In general, the amount of study time I had to put in was doable. Consider the entire module and possible fluctuations of workload in it.

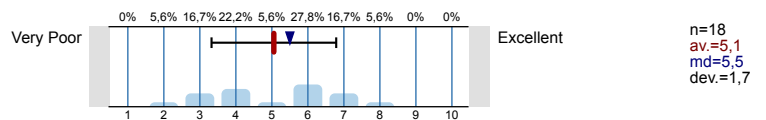


7. APPRECIATION

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



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



Profile

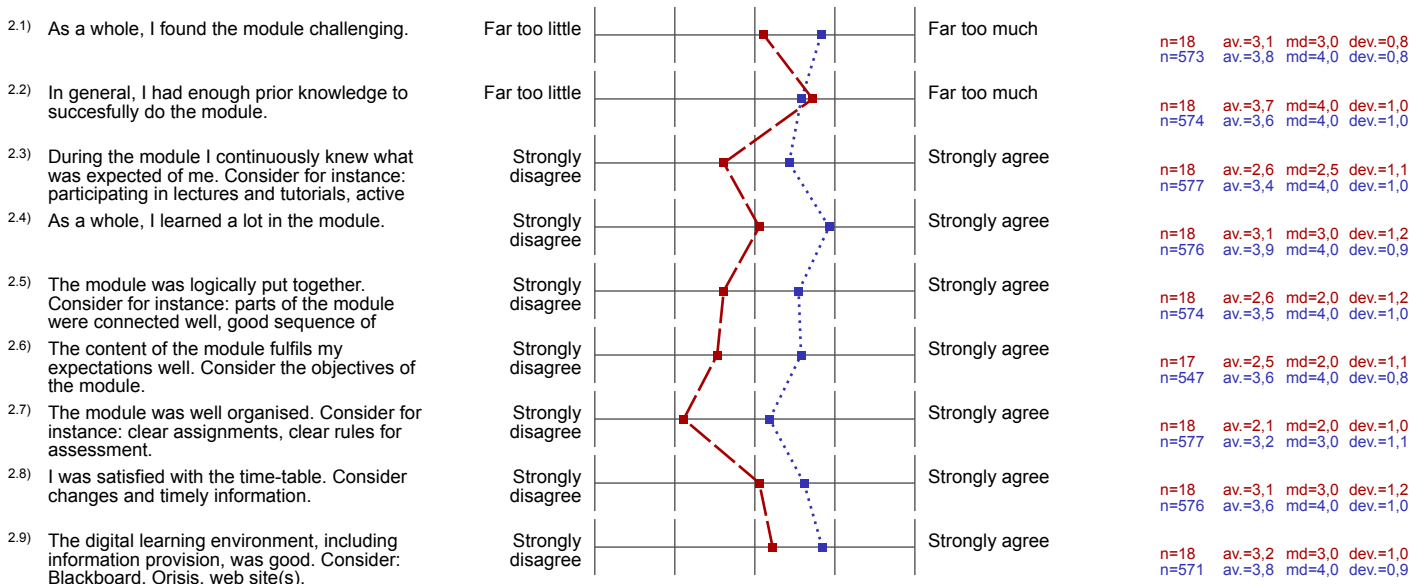
Subunit: TOM
 Name of the instructor: B-CREA
 Name of the course: Intelligent Interaction Design CREA
 (Name of the survey)
 Comparative line: Comp B1 2014 1B

Values used in the profile line: Mean

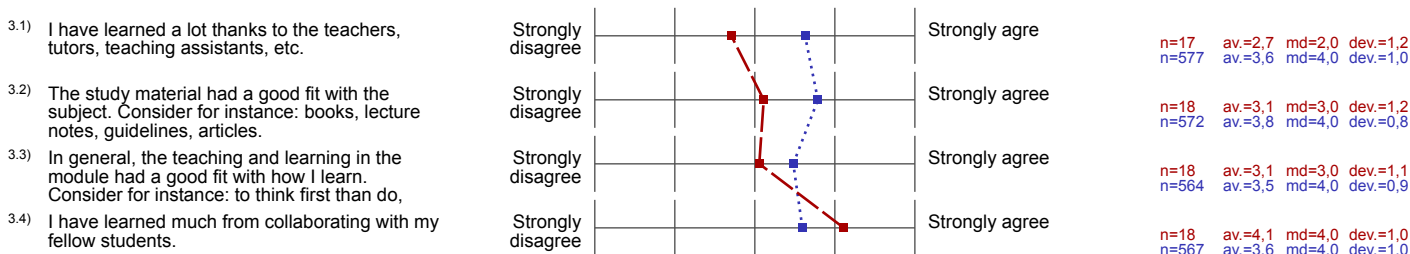
1. GENERAL



2. MODULE

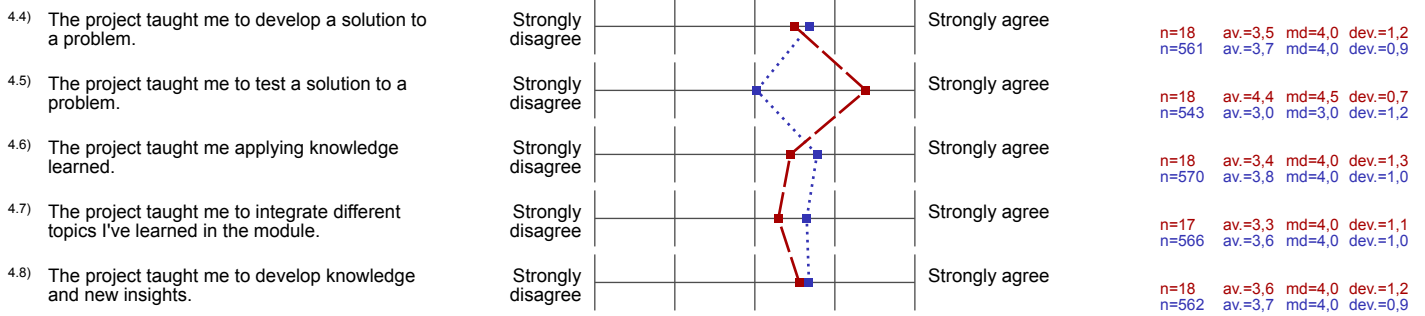


3. LEARNING

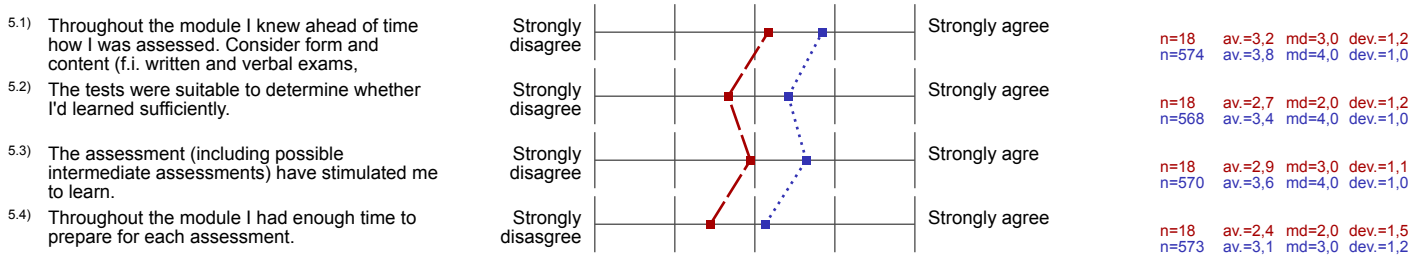


4. PROJECT

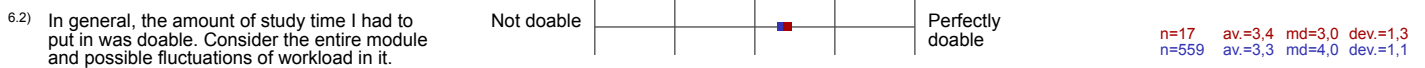




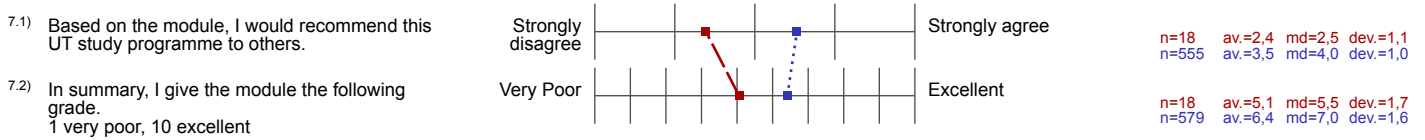
5. ASSESSMENT



6. EFFORT TO PUT INTO STUDY



7. APPRECIATION



Comments Report

7. APPRECIATION

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

- De aansluiting van Statistics op het onderzoek wat we deden was top.
De eindopdracht van Programming for CreaTe was leuk.
Ik heb het gevoel dat deze module erg eerlijk is geweest.
- Door samenwerken met INF/BIT studenten heb ik veel geleerd.
- Het concept van de module was oké, maar de indeling vele malen minder. Zo was een groep erg afhankelijk van wat voor soort medestudenten hij of zij toegewezen kreeg, en het feit dat de meeste vakken ook gedaan diende te worden met diezelfde groep.
- Het feit dat TI, BIT en CreaTe samen moesten werken. Hier heb ik veel van geleerd.
- Het project was leerzaam en leuk. Ook Research Methodology vond ik nuttig, vooral het stuk over testing.
- Het project was uniek, dit kwam omdat we samenwerkte met de andere studies BIT en INF. Dit zorgde ervoor dat je weer een andere blik krijgt op samenwerking, aangezien binnen Create mensen ondertussen redelijk hetzelfde zeggen en hebben ze aan een half woord genoeg, omdat ze dat begrijpen. De andere studies hebben alleen ervaring binnen andere onderdelen en daar moet je dan rekening mee houden. Ze zijn ook gewend om een project net iets anders aan te pakken, waardoor er soms conflicten ontstonden. Wat wel een goed leermoment was.
- Project sloot heel goed aan op het project.
- Samenwerken in multidisciplinaire groepen was erg leerzaam. Statistiek lessen en lesmaterialen waren erg goed.
- Samenwerking tussen verschillende studies.
- Vakken werden goed toegepast in het project.
Vakken waren nuttig.
Project was interessant omdat we vrijgelaten werden.
- het leren samenwerken met mensen van andere studies binnen een project
- interdisciplinary project
useful programming
- the statistics course was very well connected to the project

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

- - AI was een gratis online course met slechte kwaliteit filmpjes inplaats van colleges, als ik een gratis online course had willen volgen dan was ik wel thuis gebleven dat scheelt bovendien ook weer bijna 2,000 euro aan schoolkosten.
- Weinig colleges in het algemeen, geen colleges can HCI wat ook maar mee telde voor .5 EC maar met een toets met maar 6 vragen is het gemakkelijk om hierdoor als nog de hele module op te falen. (TOM).
- Geen goede kennismaking tussen verschillende studies, hierdoor veel wantrouwen tussen verschillende studies en daardoor slechte samenwerking, wel leerzaam.
- RM colleges waren totaal in in overeenstemming met de leerstof, boek wel leerzaam maar heel veel tekst met lage informatie dichtheid.
- Te weinig tijd voor praktische deel van het project waardoor er maar met een half systeem getest kon worden, terwijl user tests een cruciaal onderdeel waren van het project.
- Betere planning binnen module mbt. deadlines en toetsen, met name in laatste twee weken. RM: Als een oefentoets verstrekt wordt, verstrek dan ook de bijbehorende antwoorden. AI: te moeilijk voor Create, te makkelijk voor INF en BIT. HCI: toets met zes vragen veel te kort.
- De 2 weken voor de tentamenweken waren veel te druk. Er waren 3 tentamens in gepland, een groot inlevermoment en ook moest er voor het project verreweg het meeste gedaan worden in deze 2 weken (prototype afmaken en testen met de doelgroep (die geen andere studenten mocht zijn)). Hierdoor hebben veel mensen of het statistics examen niet gedaan of de programming assignment (groot inlevermoment) overgeslagen om deze vervolgens te doen in de herkansing. Zelf vind ik dat dit het bewijs is van een slechte module planning, als zoveel mensen besluiten een tentamen te skippen.
- De fase voor prototype ontwikkelen en testen op de echt target groep was erg kort. Het blackboard onderdeel van AI was echt een rotzooi. 2 bestanden die ongeveer hetzelfde waren bij andere kopjes. Antwoorden die niet aansloten op de vragen (of die misschien ook wel bij andere vragen hoorden, maar het was erg onduidelijk).
- De module was aan het eind (voor/tijdens/na de toetsing) een grote chaos.
De video tutorials van Artificial Intelligence waren niet handig, ik had liever een boek gehad.

- Geen online course voor Artificial Intelligence!!
Verder was er veel chaos en waren dingen naar mijn mening niet goed georganiseerd.
- HCI is een vreemd vak, haal dit of uit de module of maak hier een groter vak van. Nu had je er net niets aan.
Zorg ervoor dat RM lectures aansluiten op het boek! Nu deed dat het lang niet altijd.
Niet alle deadlines in 1 week!
Maak eerder en duidelijker bekend wat alle deadlines zijn!
Zorg voor meer overzichtelijke readers.
Blackboard moet overzichtelijker, je moest ontzettend goed zoeken soms voordat je wist wat je moest doen die week; eerst assignments kijken (staat dan niets) dan course materials en de readers van elk vak bekijken (en die kloppen dan vaak ook niet of staan niet op blackboard) etc.
Geef aan het begin een korte lecture over wat studenten van alle studies in deze module kunnen, dat maakt het project makkelijker te organiseren. Veel studenten van BIT en INF dachten dat Creators niet zoveel konden, terwijl Creators juist wel vanalles konden en nu ook geen idee hadden wat zij nou eigenlijk in hun arsenaal hadden.
- Ik kreeg geen CreaTe gevoel bij deze module. Het voelt alsof ik een andere studie doe. Ik zou meer CreaTe elementen in deze module zien.

Artificial Intelligence was niet geïntegreerd met andere vakken. De praktische opdracht was te moeilijk voor CreaTe studenten (het programmeer gedeelte). Dit was de enige praktische opdracht en ik kon hem niet doen. Ik zou meer (kleine) opdrachten willen want het is een leuk onderwerp.

Programming for CreaTe switchte te snel tussen programma's en elk programma bringde weer zijn eigen problemen mee. Ik, en veel andere, hebben vele uren verspild om de installatie goed te krijgen. We zijn vaak niet zo heel handig met computers en we hebben over zulke programma's weinig tot geen verstand. Waarom niet gewoon 1 programma gebruiken en laat ons er meer in verdiepen? Zo kunnen we veel meer onderwerpen bestuderen, dat was zo geweldig aan Programming with Algorithms!!! Dat vak is tot nu toe mijn favoriete vak!
- In het project moesten we in 2 weken een hifi prototype bouwen van ons product, inclusief testen en verslagen schrijven. Dit was erg weinig.
- Meer vrijheid, betere integratie van de module onderdeling. Geen halve EC vakken waar je theoretisch de module op zou kunnen falen. Betere invulling geven aan HCI. Voor Create was het nu een vak waar je begrippen moest leren waardoor er niet op daadwerkelijke kennis van het vak werd getoetst
- Research Methodology was best wel een zinloos vak, dat hadden we ook in 2 weken kunnen leren ipv in 8 weken, het was voornamelijk erg veel tekst leren met weinig nieuwe informatie.

Artificial Intelligence was een ramp, we moesten een online course volgen, wat sowieso belachelijk is want dat geeft gewoon aan dat de docenten niet bekwaam genoeg zijn om het zelf uit te leggen, de student assistants wisten niet goed wat ze deden, er zaten ONTZETTEND veel fouten in de oefenopgaven en in de toets zelf, de lectures waren doodsaaï en te moeilijk, er waren veel te veel filmpjes die we moesten kijken waardoor niemand het bijhield (ik heb het echt geprobeerd maar ik moet ook nog andere dingen doen op een dag dan alleen AI filmpjes kijken), als je op de toets een vraag stelde wist de docent het antwoord niet want "hij had deze vraag niet gemaakt". Bovendien kregen we een opdracht die alleen uitvoerbaar was voor mensen van Technische Informatica, waardoor in bijna elke groep deze opdracht gemaakt is door 1 of 2 mensen, terwijl 5 mensen eraan hadden moeten werken, maar dit was simpelweg niet mogelijk omdat er van ons verwacht werd dat we echt goed konden programmeren in Java of Python, CreaTers kunnen dit niet, wij kunnen net een driehoekje over een scherm laten bewegen en daar houdt het op. Dit was dus een belachelijke aanname en het is ook absurd dat deze opdracht nu dus alleen gemaakt is door de TI mensen.

Programming begon okay maar eindigde met heel veel stress, we begonnen met driehoekjes programmeren en daarna moesten we opeens een Kinect aansluiten, dit was echter nooit uitgelegd, waardoor 90% van de CreaTers in volledige paniek raakte en uiteindelijk allemaal geholpen is door 1 CreaTer die godzijdank wel heel goed kon programmeren omdat hij ooit een blauwe maandag informatica gestudeerd heeft. Opzich heb ik hier wel dingen van geleerd maar de sprongen waren gewoon veel te groot waardoor het niet meer bij te houden was.
- better organization
- dont put (almost) all the test in two weeks!
- more time before the exams and deliverables, split the AI course between the different studies to make the practical part more feasible for the create students

TOM Evaluation - Quartile 6

03/02/2014

Present students	*classified*
Later students	None
Present committee members	Beerend (chairman) & Ruben (secretary)
Present teachers	*classified*

Opening of the meeting at 12:39

General Remarks

The collaboration between different studies was interesting and informative. The collaboration between did not always go smooth. However since this is an experience you will get later in life, students found it interesting and informative.

Also the skill sets from different students were unclear in the beginning, which causes a lot of miscommunication from both student sides.

Another problem is that INF and BIT are not English studies, so there were a lot of issues with writing the report, like bad grammar and spelling errors.

There were a lot of deadlines and test in the two weeks after the holiday. Students decided not to study for test and go for the resit, so they could spread the tests more.

Courses

Course 1 - Project

Very standard project, not really inspiring.

Especially the user research phase took very long, which caused less time to build the project.

The amount of time people put in the project was not corresponding with the planned EC. Not because it was too hard, but because it was too time intensive.

Students missed a template for the project report earlier in the module. The one they got was good, but it should have been there for other assignments as well. In the mean time it was not clear what needed to be handed in.

The communication between the coaches and teachers was not good, especially on the Research Methodology part of the project. The teacher had a completely different view on the report than the coach which caused some low grades.

Also there were big differences between the coaches, some didn't give feedback at all, while some were doing a great job. To structure this process it was suggested to give all the coaches a document what they need to do and/or a meeting before the module.

Course 2 - Statistics

Great course, great teacher, nice homework assignments, very good slides and a nice way of testing. Also the opportunity to look up the answers online was appreciated. Only side note is that it is not challenging. A lot of statistics done last year came back within this part of module.

Course 3 - Human Computer Interaction

The course was not useful for CreaTe students since they did sort of the same last year with human factors. The test was only learning terms, the book was unclear since it was contradicting itself most of the time. Student did not feel like they were learning something.

Students suggested to give more questions on the test so people can't fail on one question.

Course 4 - Artificial Intelligence

It felt more like an online tutorial, which you can do if you are interested in the subject. The movies were unprofessional, students were logging for lectures.

Also the expectations of the course were different. Since the course was called Artificial Intelligence students got the idea that they should elaborate on the subject. Suggestion was to call it Intro to Artificial Intelligence. For the non-coders from CreaTe it might be nice to give an example application, to visualize the algorithms.

There was a subject for the test (discrete math) but there was no learning material about this matter. The practice test was good, but the movies were not covering the whole test.

Another idea might be to split AI for CreaTe and for BIT and INF.

Course 5 - Research Methodology

It was a lot of text and on the test only the terms came back. The lectures were aimed on the project not on the subject research methodology itself. CreaTe students thought it was not useful for them but it was for INF and BIT student. There was a lot of learning material they already got at HCI and Human Factors.

The practice test was good, however it was not useful that the answers were not included. Students could not check if their answers were correct. On the test itself there was a part about security but it was not clear for the students they should know this.

Also the English of the teacher was very bad. He used google translate to translate his slides and (especially) international students found it hard to understand.

Course 6 - Programming

The course looked like programming with structures only now the language they used was C++. Some students who were more advanced in programming were disappointed that they should program in yet another framework. However for the less advanced students this was again found useful. The students suggested to let the advanced students work without a framework.

The levels within the homework assignments were nice. But in some tutorials the steps went too high

too quick. The students prefer even more levels.

About the lectures the opinion differed a lot. Students who are advanced thought they were very good, but students who were not so far ahead found them difficult to understand and went to fast for them. These last group asks for next time that an extra hour were they could ask questions will be arranged.

Closing of the meeting at 13:53

TOM Evaluation - Quartile 6

7/1/2015

Present committee members	Ruben van den Berg (voorzitter) & Beerend Gerats (notulist)
Present teachers	Mariët (from 13:05)
Amount present students	5 students (2 female, 3 male ; 1 international)

Opening of the meeting at 12:45.

General Remarks

Remarks on the Creative Technology in general

The **communication to students is really unclear sometimes**. Especially when talking about information around the TOM modules. An example: one of the students couldn't attend a certain TOM module, since he hasn't passed a math course within the second TOM module yet. He didn't notice this, until a mail he received lately. It would have been nice if this would be known right after he failed the course. Another example: some teachers/employees within Creative Technology suggest that students don't have to do the entire module again next year when failing one course, but only the course they failed, while others within Creative Technology suggest students do have to do every single course again.

A large group of **teachers don't know how to use the different tools of Blackboard** very well. This results in having grades within a document posted in 'Announcements' while other teachers fill in the grades of the students within the 'Grade Center'. This causes a lot of confusion at the students. It may be a good idea to instruct all teachers on how to use Blackboard.

Remarks on the module

Although some groups experience problems because of the collaboration between the students of different studies (Creative Technology, Business & IT and Computer Science), the **students do experience this collaboration as a good idea**. Problems occurring now, may also be present in the later working career. The students of the different studies seem to have a different 'mind-set' sometimes and do expect different things from their fellow students. Example: Creative Technology students seem to be the persons which has to take the most initiative, but aren't always that forced on being present at all lectures (of course, this differs per group). Besides that, some Creative Technology students have the feeling they aren't taken seriously by the BIT and Computer Science students, since they have less knowledge on programming.

Students experience the idea to have a little more **Artificial Intelligence within the Creative Technology curriculum as a good initiative**.

The **Blackboard is a bit unorganized**. Students have problems with finding things easily. Some documents were posted in 'Announcements' while it's more logical to have it within a certain categorized folder.

When the **groups were being formed, the differences between ‘Smart Technology’ and ‘New Media’** Creative Technology students hasn't been taken into account. It would have been nice to have one student of both groups within the same project group. This because programming might cause problems when a group consists of only ‘New Media’ students.

The students have **the feeling that they are aren't learning always that much at the courses Research Methodology and Human Computer Interaction**. Things are experienced as quite logical. Some of the things that came up at Research Methodology were already learned at Human Factors, some modules earlier.

The module does fit within the Creative Technology curriculum. All courses are somehow related to the subjects of the study.

A suggestion on **planning**: next week (the 12th till the 16th of January) there are a lot of exams and deadlines planned, while the week after there is a lot of project time which the groups don't necessarily need. Therefore, students are already planning on failing the first test and having the resit on the second week, to have the work load more spread within the next two weeks.

The small amount of present students within the first weeks of this module, is mainly caused by the **last very full weeks of the first module** of Creative Technology. The work load was really high on these weeks, and students used the weeks after to cool down a bit.

Courses

Course 1 - Project

The assignments of the Project are pretty vague sometimes. Students have the feeling they don't now for sure what is expected from them. Besides that, the documentation which they have to write is not always feeling as necessary to the students.

There was one assignment on “writing a report on data that has been collected, concerning security and ethics”. However, this subject wasn't always applicable on the projects, what caused that some project groups had to make things up to write about for this assignment. A better idea would be, giving an example project on which the student have to make this assignment. Then this subject always fit with the project.

The 5 EC's reserved for the project might be a bit too high. The students don't think they spend 700 hours with the entire group on the project. *Note: after the meeting we found out the Project is planned for 4 EC's. This matches the thought of the students that 5EC would be too much for the Project.*

Course 2 - Statistics

This course is experienced as fine at the students. The Blackboard structure is very organized, just like the rest of the course. The explanations of the teachers are more difficult to follow to students which has no experience with statistics at all. Therefore, some of these students prefer to make the assignments at home, instead of visiting the lectures. However, the teacher is very helpful to students which are asking for help during the lectures.

Course 3 - Human Computer Interaction

The students don't know for sure whether this course is necessary within this module. Most of the topics are already known to Creative Technology students. A suggestion would be, providing more learning top-

ics within the course. The book is experienced as clear and easy to learn from. However, the lectures seem to be pretty vague. Especially to BIT and Computer Science students. It might be better to have the lectures closer to the book.

Course 4 - Artificial Intelligence

This course also caused some problems. Some lectures are experienced as confusing to the students, while the video/internet lectures are going pretty fast. The course is a good idea to have within this module, but the students think there is too much content now to learn in such a short time. A lot of things which are totally new for Creative Technology students at this course are already known at BIT and Computer Science students.

Although the programming assignments are ment to be made by de Creative Technology students (to give them extra knowledge about programming), most BIT and Computer Science students are doing these assignments within the project groups. Also, it is hard for Creative Technology students to learn Java in such a really short time. Maybe it is better to have a different course or assignments for Creative Technology students than for BIT and Computer Science students. The gap between the studies is really large at this subject.

The book is really useful. However, most students didn't bought it since it was not clear that this book was necessary to buy.

Course 5 - Research Methodology

The book is experienced as good, especially when students have less experience with Research Methodology. However, when students are known to this subject, some topics are quite logical. Although the students are very happy with the book, most students didn't buy it since they thought it wasn't necessary to buy. Unfortunately, Creative Technology students don't buy all required books, only if the teacher tells to buy it within a lecture or so.

Sometimes things are told differently or clash within Research Methodology and Human Computer Interaction.

The lectures are very sticked to the book, what is really nice to have. The teacher was very clear and used good examples.

Course 6 - Programming

Great to have a lot of freedom within this course. The different colored assignments with different levels of difficulty are a great invention. Some students think it might be useful to have an extra book with it, like the book at 'Processing', others think it isn't needed. Also, it might be thinkable to teach the students the Java language, since they need it for Artificial Intelligence.

The end assignment for Programming was the same end assignment as in TOM module 4, with the 'Flocking' subject. It might be nice to have a different assignment. However, the end assignment was fun to do.

A small thing. Within the presentation slides, a typeface is used at which it is hard to see the difference between a '(' and a '[' sometimes. Furthermore, the teacher is very helpful when mailing her.

Closing of the meeting at 13:42

TOM Evaluation - Quartile 6

26/11/2014

Present students	Kasper de Kruiff, Margot Rutgers, Kevin Vogelzang
Later students	Abel Gerritse
Present committee members	Ruben van den Berg (chairman) & Beerend Gerats (secretary)
Present teachers	Mariët Theune (vanaf 13:05)

Opening of the meeting at 12:52

General Remarks

The **collaboration between the students** of different studies is called 'interesting' by the four CreaTe students. This collaboration is not working perfectly smooth, but the troubles caused by this mixed project groups is learning the students about the way of working of the students doing another study. The CreaTe students think it is important to get this knowledge and experience.

The **main differences** are:

- IT and BIT students have more knowledge about programming. Most of them put the most effort in the coding-part of the project, and are less participating within the brainstorming phase.
- CreaTe students have less knowledge about programming, but know enough to follow the coding of IT and BIT students. They have the feeling that they have to take the most responsibility within the project group and most of them are taking a more 'team leading' part within the group. When brainstorming, mostly the CreaTe students have to keep up the conversation.

The **module as a whole**: this element was a little bit less present than within the previous module (TOM 5, Smart Technology). However, within this module the cohesion of all courses were really strong. Within TOM 6 there is always a link that can be found between the different courses. The students think this level of cohesion is just fine. Also, the stress-level is lower than the previous module, what gives the students more space to do their work.

In contrast to the previous modusle, within this module every course/subject has different **student assistants**. This works really good, since every student assistant must have a good knowledge about a specific course instead of just knowledge about the whole module.

The module is experienced as a module that is **fitting within the Creative Technology curriculum**. The students have the feeling that the subjects about brainstorming or surveys/research are less interesting to BIT and IT students.

Courses

Artificial Intelligence

The videos, functioning as main learning material for this course, are not working that well. They are **too slow and are taking too much time** for the amount of information that a student is learning from the videos. Some students are playing the videos at a higher speed or aren't watching them at all. However, the videos are clear and understandable. A better idea to fill in this course: having lectures, including the same subjects as the videos, and having a reader corresponding these lectures. Within the lectures and the reader it may be good to refer to the videos. Then they work more as a reference instead of main learning material.

The assignment about the 'self-learning system' is experienced as difficult, but fun to do. Unfortunately, the **CreaTe students which are less experienced with programming are less involved** within this assignment. Especially when a group is consisting out of two IT/BIT students and one CreaTe student, it can result in a less participating CreaTe student. It may be a better idea to make groups of only IT/BIT students and groups of only CreaTe students for this assignment.

The lecture about 'Boolean Logic' was for most CreaTe and IT/BIT students too long. Most information was already known (given in the first year). A shorter lecture, which was only about refreshing the information, may be a better idea.

3 EC is corresponding with the amount of time students spend on this course.

Programming

The **explanation from Angelica is much better** than the previous course given by her. The cause of this can be the higher level of programming, which may be easier to explain for her (since it is not the basic level anymore). The slides/readers used during this course are good, since all the information needed for the assignments are included within this material.

The difficulty of the course is just fine. The amount of assignments the students has to make in one week is sufficient to get it done. These assignments are not mandatory, which is working well since the students know they have to make enough assignments to obtain enough information to pass the oral exam in the end of the module. The students like this form of examination.

The system with the black, green and blue assignments is working really well. Students know exactly what they have to achieve to pass the course, while more experienced students are challenged to get a higher mark.

2 EC is corresponding with the amount of time students spend on this course. Within six hours a week, the students have enough time to make the needed assignments. For the more difficult assignments (green/blue) the students need some more time than this six hours.

Research Methodology

The students experience the **book about Research Methodology not necessary for CreaTe students**. The book is mostly giving names to methods or forms of questions the students already know. A shorter reader would be sufficient. However, this may be different for the BIT/TI students, since they have less experience on making surveys and doing research in this way.

The first lecture about 'How to make a good survey' was really useful. Within this lecture almost everything the students needed to know is explained.

The students are not sure what they could expect on the exam for Research Methodology.

Closing of the meeting at 13:46.