

Development dialogue with assessment panel for Creative Technology

25 March 2021

On 25 March an external panel of experts ('peers') assessed the degree programme of Creative Technology (CreaTe) for which the programme had to demonstrate that their educational practice meets the four NVAO-standards. In addition, the panel assessed the degree programme on the five so-called ECA-criteria for the distinctive feature Internationalization.

The panel concluded that the degree programme meets all the four NVAO-standards well, as well as the five criteria for the distinctive feature. Therefore Creative Technology obtained accreditation, and an acknowledgement of internationalization being part of CreaTe's DNA. The latter is a big accomplishment: Creative Technology is the third degree programme at the University of Twente that gained this 'award' for internationalization.

Part of the assessment of CreaTe was a so-called development dialogue between representatives of the programme and the panel. For this dialogue, CreaTe invited the panel members not 'just to assess' the quality of the degree programme, but specifically reflect on the educational practice and on CreaTe's developments and ambitions as well. CreaTe explicitly wished to use the 'development dialogue' for further elaboration on the panel's observations, findings and/ or opportunities that it seems fit for Creative Technology.

The starting point for the development dialogue was the panels' feedback as presented in the final presentation of the panel's main findings and conclusions. These were presented per standard and separately for the distinctive feature. During the development dialogue a more integrated feedback was given for the degree programme and separately regarding internationalization. Based on the dialogue CreaTe has derived the following topics for further development of the degree programme.

In touch with the outside world: further use of strong profile CreaTe

The panel affirms the degree programme has a great mission and vision. It also states that the programme operates in a rich environment.

Regarding the mission and vision, and the rich environment, the panel feels that the programme can be more in touch with the outside world, and the profile of CreaTe could be put down stronger. The panel recommends to involve representatives from industry and alumni more intensively to further clarify the professional career perspectives for prospective and current students. The panel was very impressed with the students' graduation work but strongly feels that not just their work, but the students themselves whom are 'end products' as well. It is precisely the students' stories that can be better communicated. Also because it's these narratives that represent the strong points of the programme and therefore could be helpful to strengthen awareness with (new) students.

To embed this within the educational structure the panel advises to include competences in these stories, that would benefit a constructive alignment between profile, learning goals, and assessment

(see following point for further development below). In other words, the personation could be brought into the context and presentation of the curriculum.

The rich environment in which CreaTe operates contains very valuable aspects that are used in the teaching-learning environment. The panel is of the opinion that it contains opportunities for increasing social aspects that not yet been fully utilized. In addition the brought up idea of an 'Exhibition lab' is a very good idea according to the panel.

Another remark regarding the profile regards the name of the programme. The panel dropped the question: What's in the name? Should creative technology not be more about responsive technology? Since you want more than creative technology?

Constructive alignment in programme structure: the educational structure from intended learning outcomes to assessment

The mission and vision are well reflected in the Intended Learning Outcomes that form the basis of the curriculum content. The panel finds the way these are translated into learning lines impressive. A remark was made regarding the education aspects within these learning lines. The panel feels there is room for improvement and advises to have staff members reflect upon and communicate the overarching mission of the programme in terms of the professional competencies of students needed for their future careers. This links to the previous regarding 'in touch with outside world'. Via the educational concept, specifically by making the competency-framework more explicit it would become more clear for students what professional competencies are needed to achieve the careers which are open to them.

The basis for the educational structure, the way the curriculum is built, is via T-shape structure. Regarding this the panel states it appreciates the wideness of horizontal layer (T-shape). In addition it finds it advisable to offer students more possibilities to go in-depth towards master and/or to regarding excellence.

The panel recognizes the multi-disciplinary aspect as a red treat and feels that this could be more addresses in assessment forms. Assessments and testing in general feel a bit outdated with a strong focus on more strict summative types of assessments, while more formative, with use of reflection and guidance as an assessment form, are more suitable for the degree programme and the DNA of CreaTe since formative way of assessments are strongly based on the students' progress. Again this could be reached via competence base education since this embraces an integrated approach for assessment and could entail to create a students' story during the programme (that includes more reflection). Via the fitting assessment form the societal nature of CreaTe could be made more concrete.

Also in addition, the competences could be used as personal development plan, to structure student guidance and counselling, to make concrete how students' progress.

Distinctive feature on internationalization

Regarding the distinctive feature on internationalization, the CeQuInt criteria were assessed all positive. The first two criteria were assessed as sufficient and the third, fourth and fifth criteria were

assessed as good. In the presentation of the final feedback the panel presented two remarks concerning the first two CeQulnt criteria:

The first regards the intercultural aspects that were identified with the sustainable development goals to bring wicked problems into the programme. In addition the panel feels that intercultural aspects concern more 'closer by smaller aspect' of daily situations, and that these could be addressed better in the communication: 'à la brand management'.

Another question is the level to address internationalisation. The practice of intercultural and international institutionalization seems to be on organisation level. The panel feels that this could be integrated more on the programme level. This could be done via personal stories that show the integration that the profile stands for.