

DASHBOARD IMPLEMENTATIE TOM

KWARTIEL 1, STUDIEJAAR 2014-2015



Programmabureau Onderwijsvernieuwingen

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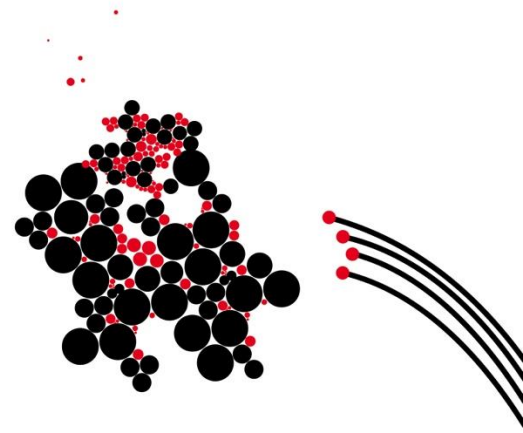
WERKWIJZE

METHODE EN INSTRUMENTARIUM

De beoogde nieuwe vorm van dataverzameling is bij module 1 en 5 als pilot en in lichtere vorm afgenomen. Nu is de SEQ afgenomen, zijn resultaten van evaluatiegesprekken van de SU meegenomen en is er een vragenlijst onder modulecoördinatoren afgenomen.

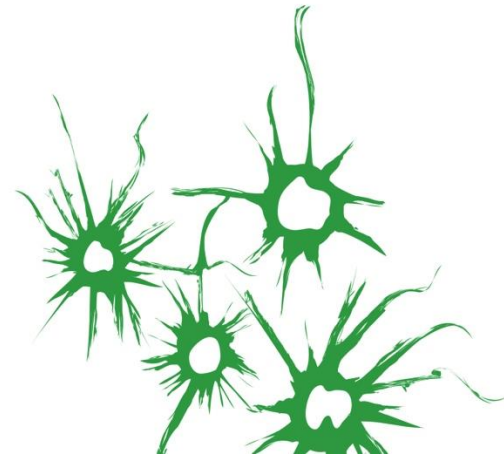
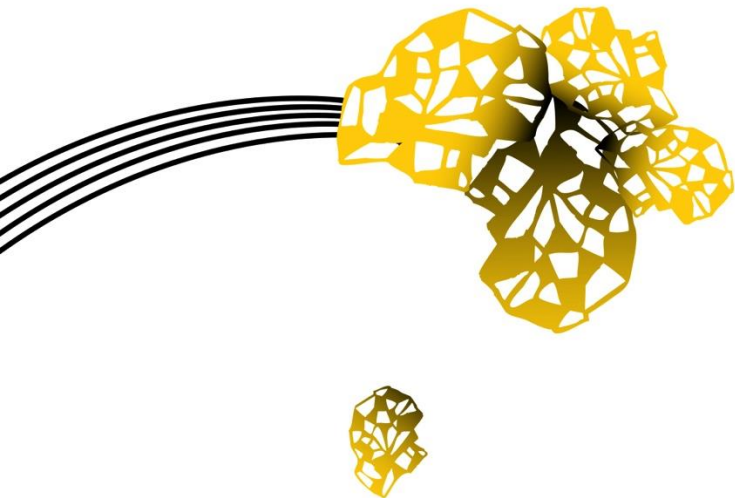
Vanaf kwartiel 2 zal daarnaast ook de volgende informatie worden opgehaald:

- O.b.v. modulehandleidingen/ontwerpdocumentatie:
 - Gedetailleerdere informatie over het type toetsen dat is afgenomen (monitoring leerproces)
 - Gedetailleerdere informatie over hoe modules (gedeeltelijk) gedeeld worden, incl. de gezamenlijke leerlijnen
 - Gedetailleerdere informatie over het aantal contacturen
- O.b.v. de vragenlijst van Inken Gast (promotieonderzoek):
 - Informatie over de perceptie en de werkdruk van docenten m.b.t. TOM



BELANGRIJKSTE UITKOMSTEN

MODULE 1 EN 5



BELANGRIJKSTE UITKOMSTEN MODULE 1

ONTWERP EN VERLOOP VAN DE MODULE

Module 1 was veelal een Ontwerp-module en had in de meeste gevallen een realistische context. Dit kwam in vijf gevallen door een (al of niet gefingeerde) opdrachtgever. De modules waren grotendeels docent gedreven. Hierbij was de verhouding tussen samenwerking en individueel werken 50/50 verdeeld. De mate van integratie van de verschillende module-onderdelen verschilde per module. Ook verschilde het sterk hoe er tegen het project aangekeken werd; in sommige gevallen werd dit grotendeels als extra gezien, terwijl bij één opleiding de gehele module als één groot project beschouwd werd. Het ging zowel om toepassingsprojecten als om projecten waarbij nieuwe kennis en vaardigheden opgedaan werd. De werkvormen waren nog redelijk traditioneel, maar wel met toevoeging van peer feedback en projecten. De module-onderdelen werden bijna altijd apart en veelal schriftelijk getoetst – d.m.v. deel- of eindtoetsen.

Zowel docenten als studenten waren positief over het verloop van de module. Het tevredenheidscijfer van 6,8 (SEQ) ligt 0,4 procentpunt hoger dan vorig jaar. Bijna 90% van de studenten zou de opleiding o.b.v. deze module aanbevelen aan anderen. In de SEQ (UT-breed) zijn uitsluitend groene stoplichten te zien.

In vergelijking met vorig jaar waren er veel verbeteringen doorgevoerd, zoals meer feedback, minder toetsing en meer keuzevrijheid voor studenten. Bij een aantal modules is de werkdruk van studenten gedaald t.o.v. vorig jaar. Vier modulecoördinatoren waren zeer te spreken over de enthousiaste en gemotiveerde houding van de studenten. De mate van samenhang van de module verschilde per opleiding. Dit geldt ook voor de integratie van wiskunde met de rest van de module. Bij drie opleidingen is 's avonds getoetst.

BELANGRIJKSTE UITKOMSTEN MODULE 5

ONTWERP EN VERLOOP VAN DE MODULE

De modules 5 hadden veelal een realistische context. Aan de O's van Onderzoeken en Ontwerpen werd het meest gewerkt. In 12 gevallen had de module een realistische context en in 6 gevallen werd er onderwijs gedeeld tussen verschillende opleidingen. Het onderwijs was in module 5 voornamelijk docent gedreven. Studenten werkten ongeveer evenveel individueel als gezamenlijk. De mate van integratie van de verschillende module-onderdelen en het belang van het project verschilde per module. In module 5 was geen sprake van pure toepassingsprojecten. De meest genoemde werkvormen waren: hoorcolleges, werkcolleges, projecten, practica, tutorbijeenkomsten, peer feedback, Probleem Gestuurd Onderwijs (PGO) en workshops. Om het leerproces van studenten te monitoren werden vooral (schriftelijke) deeltoetsen ingezet (voor een cijfer), feedback(sessies), opdrachten, diagnostisch toetsen (niet voor een cijfer), begeleiding door tutores en projectverslagen.

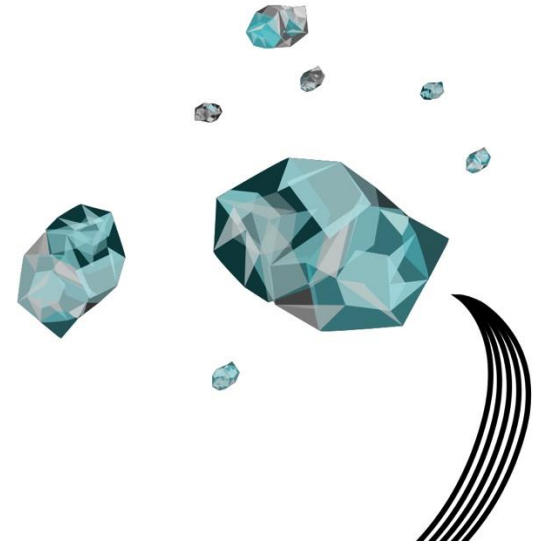
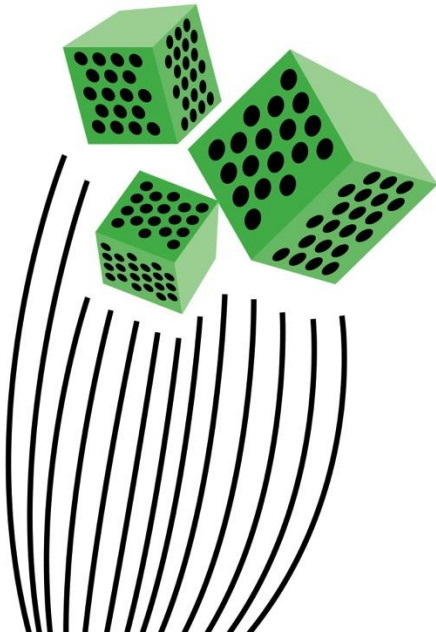
De waardering over (het verloop) van de module verschilde per opleiding. Ontevredenheid komt vooral door organisatorische issues. Verder vond men bij sommige opleidingen de werkhouding van studenten niet zoals gewenst. Sommige studenten gaven aan het gevoel te houden dat ze een pilot-groep zijn en dat ze last hebben van kinderziektes. Studenten gaven gemiddeld een 5,7 als tevredenheidscijfer. Het is voor het eerst dat studenten de opleiding niet aanbevelen op basis van deze module (rood stoplicht in de SEQ). Ook over de opbouw, organisatie en duidelijkheid van de module scoorde meer dan 30% een 1 of een 2. Studenten lijken verder ontevreden over de kwaliteit van de toetsen (geschiktheid om te bepalen of je voldoende geleerd hebt) en de hoeveelheid tijd om zich voor een toets voor te bereiden. Bij elke faculteit wordt kritisch nagedacht over de functie en de waarde van toetsen ter bevordering van het leerproces. De studenten gaven aan dat de werkdruk te doen was. De meeste genoemde tijdsbesteding die door de studenten genoemd werd, is tussen de 30 en de 40 uur per week (36,4%). Studenten waren positief over de gehele categorie 'leren' in de SEQ: de begeleiding van docenten en tutores, het studiemateriaal, de werkvormen en over het feit dat zij van hun medestudenten geleerd hebben. Op deze items scoorde minimaal 73% van de respondenten een 3 of hoger.

UNIVERSITEIT TWENTE.



INNOVATIEVE IDEEËN EN KNELPUNTEN

MODULE OVERSTIJGEND



INNOVATIEVE IDEEËN

MODULE OVERSTIJGEND

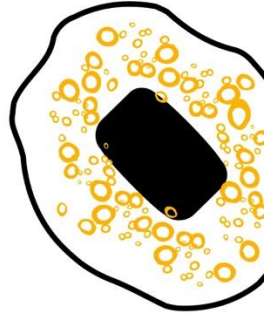
- Binnen het project van CiT (module 5) waren een aantal onderwijsbijeenkomsten die door de studenten zelf werden georganiseerd. De studenten die de bijeenkomsten organiseerden, kwamen uit verschillende projectgroepen. Dit idee is goed bevallen en zal in iets aangepaste vorm worden gecontinueerd. Nu waren de studenten heel vrij gelaten en kwam het niet elke keer goed uit de verf, volgend jaar gaat de modulecoördinator iets meer richtlijnen geven.
- Wiskunde had bij CiT (module 5) sommige bijeenkomsten als een 'flipped classroom' georganiseerd.
- Binnen TI en EE (module 5) mochten studenten voor één onderdeel zelf kiezen op welke manier ze getoetst werden. De studenten konden kiezen om opdrachten te maken en zich laten overhoren door student-assistenten, of een eindtoets te maken, of een combinatie van beide (waarbij het hoogste cijfer meetelde).
- De eindpresentaties werden bij module 5 van GZW beoordeeld door mensen uit het werkveld.
- Van één opleiding waren docenten in bachelor jaar 3 nieuwe werkvormen aan het uitproberen, om zo de overgang op TOM te verkleinen. *Genoemd door een student, opleiding onbekend.*
- Bij module 1 van CreaTe kon de hele module als een project gezien worden.

→ Deze ideeën zijn POV incidenteel ten gehore gekomen, deze lijst is zeer waarschijnlijk niet compleet.

KNELPUNTEN

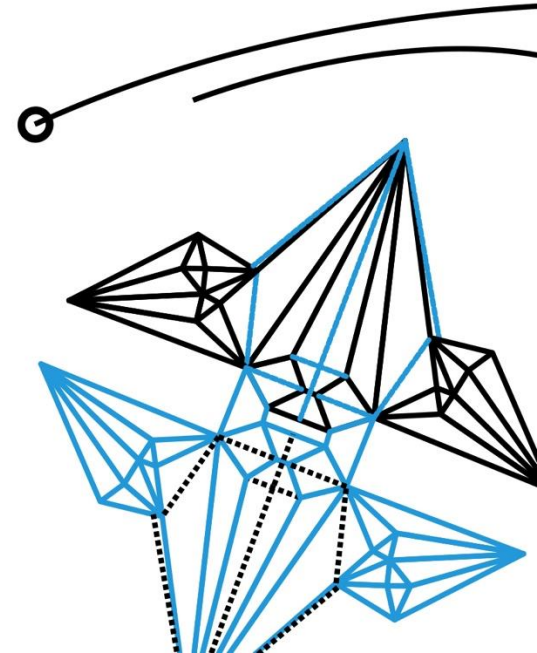
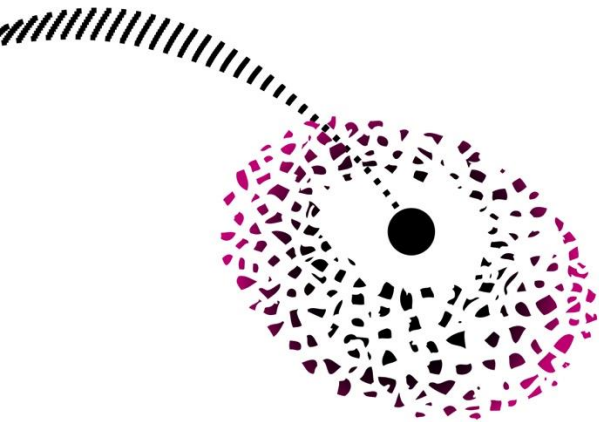
MODULE OVERSTIJGEND

- Vier modulecoördinatoren gaven aan dat het voor hen bij de start van de module onduidelijk was hoeveel studenten daadwerkelijk aan de module deel gingen nemen. Hier zijn verschillende oorzaken voor aan te wijzen. Deze onduidelijkheid was erg vervelend bij het indelen van de projectgroepen.
- Er is nog onduidelijkheid over wat de mogelijkheden zijn in de minorruimte. Zowel binnen opleidingen als UT-breed. Goede communicatie is hier essentieel.
→ *Ondertussen is er een website beschikbaar: <http://www.utwente.nl/profileringsruimte/>*
- Er zijn negatieve geluiden hoorbaar vanuit de derdejaars bachelorstudenten. Velen voelen zich 'vergeten omdat de meeste aandacht naar TOM zou uitgaan'.
- In een aantal zalen (Spiegel 2, Oosthorst en Noordhorst) zijn verbeteringen gewenst
→ *Dit is door de evaluatoren doorgegeven aan FB*



BIJLAGE 1: MODULE 1

RESULTATEN O.B.V. AFGENOMEN VRAGENLIJSTEN



Instrumentarium	Info verkregen van de volgende opleidingen
Vragenlijst	BIT, BMT, CiT, CreaTe, EE, EPA, GZW, IBA, IO, TBK, TG, TI, TW, WB
Modulehandleidingen	AT, ST, TN

SEQ

BELANGRIJKSTE UITKOMSTEN (M1)

	Module 1, 2013-2014		Module 1, 2014-2015	
Aantal respondenten	944 (55%)		876 (53%)	
Gemiddeld tevredenheidscijfer	6,4		6,8	
Aantal studenten dat de opleiding aan anderen zou aanbevelen	78,6%		89,3%	
Aantal rode stoplichten	5		0	
Items:	Gemiddelde	≥ 3	Gemiddelde	≥ 3
• De module was goed georganiseerd	2,8	57,2%	3,3	76,5%
• Ik had steeds voldoende tijd om me voor te bereiden op de toetsen in de module	2,6	49,2%	3,2	73,9%
• In het algemeen was de hoeveelheid studietijd, die ik erin moest steken te doen	2,9	62,7%	3,4	83,2%
• Tijdens de module wist ik steeds wat er van mij verwacht werd	3,1	69,3%	3,3	76,9%
• Het project leerde me een oplossing voor een probleem te testen	3,1	68,1%	3,1	70,6%

KARAKTER VAN DE MODULE

M1

Aspect	Aantal keer genoemd
Er wordt onderwijs gedeeld	3
De module heeft een realistische context	13
Probleem/project binnen de module is realistisch maar vereenvoudigd	1
Er is een echte / externe opdrachtgever	3
Er is een gefingeerde opdrachtgever	2
Er wordt gewerkt aan de competentie Ontwerpen	9
Er wordt gewerkt aan de competentie Onderzoeken	1
Er wordt gewerkt aan de competentie Organiseren	-
Er wordt gewerkt aan de competentie Ondernemen	-

ONDERWIJSCULTUUR

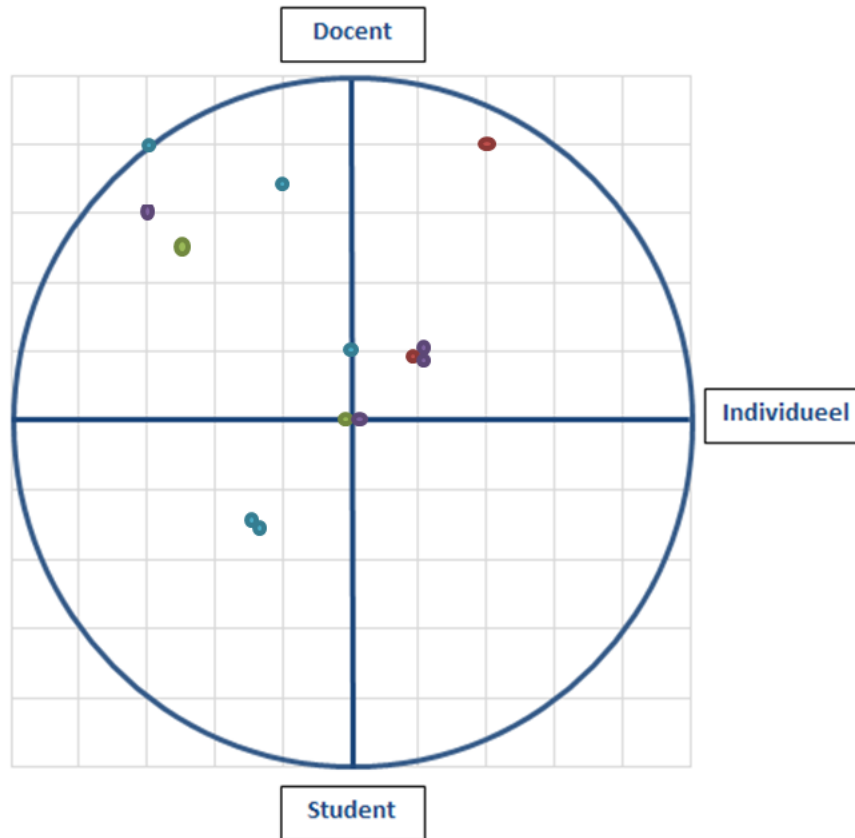
M1

De **verticale as** gaat over de verantwoordelijkheid van de student.

De **horizontale as** geeft aan in hoeverre er sprake is van een gezamenlijk leerproces.

Modulecoördinatoren vulden de roos **zelf** in.

Gezamenlijk



Faculteit	Kleur
GW	Orange
MB	Light Blue
EWI	Purple
CTW	Green
TNW	Red

WERKVORMEN

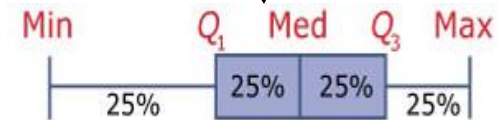
M1

Werkvorm	Aantal keer genoemd
Hoorcollege	Iedereen
Werkcollege	Iedereen
Project	Iedereen
Peer feedback	8
Practicum	7
Colstructie	6
Colleges bij project	4
Tutorbijeenkomsten	4
PGO	3
Discussies	3
Excursie	3
Begeleide zelfstudie	2
Gastcolleges	2
PBL	1
Feedback colleges	1
Tentamenvragen bedenken	1
Brainstorm	1
Workshops	1
Praktijktest	1
Voting	1
Discussies	1

PROJECT EN INTEGRATIE

M1

Uitleg boxplot



Modulecoördinatoren vulden zelf in waar op iedere as de module zich bevond.

N = 14
Gem. = 6,86
Std. dev. = 2,74

Project is extra



De hele module is te zien als een project

N = 14
Gem. = 5,86
Std. dev. = 2,41

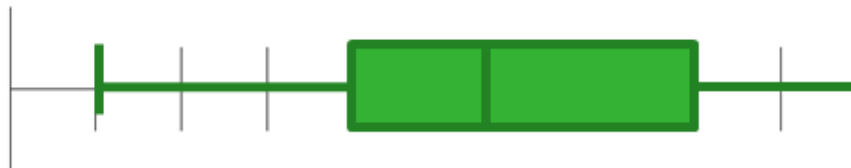
De moduleonderdelen zijn te zien als losse vakken



De module is een eenheid; de moduleonderdelen zijn niet als losse eenheden te zien

N = 14
Gem. = 6,86
Std. dev. = 2,63

Het project is alleen een toepassingsproject

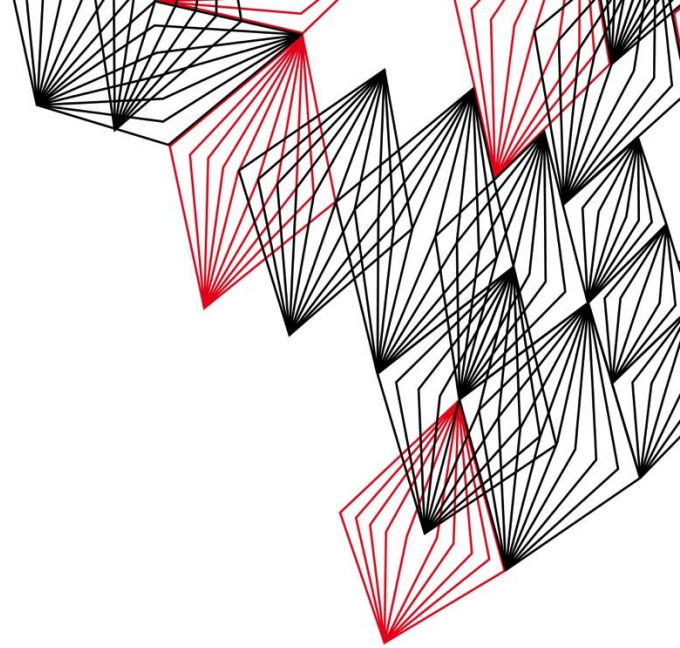


In het project doen studenten ook nieuwe kennis en vaardigheden op

TOETSING

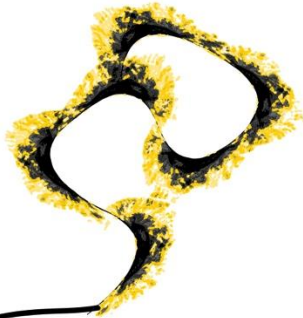
M1

Toetsvorm	Aantal keer genoemd
(Schriftelijke) deeltaets voor cijfer	13
Begeleiding door tutoeren	9
Feedback(sessies)	8
Opdrachten	8
Peerfeedback	8
Presentaties	7
Diagnostische toets (zonder cijfer)	5
(Project)verslag	5
Labjournaals	2
Mentor gesprekken	2
Mondeling (project)tentamen	1
Vragen in HC	1
Support van student-assistenten	1
Rapporten	1
Literatuurverslag	1



BIJLAGE 2: MODULE 5

RESULTATEN O.B.V. AFGENOMEN VRAGENLIJSTEN



Instrumentarium	Info verkregen van de volgende opleidingen
Vragenlijst	BIT, BMT, CiT, CreaTe, EE, EPA, GZW, IBA, IO, TBK, TG, TI, TW, WB
Modulehandleidingen	AT, ST, TN

SEQ

BELANGRIJKSTE UITKOMSTEN (M5)

Module 5, 2014-2015		
Aantal respondenten	608 (57%)	
Gemiddeld tevredenheidscijfer	5,7	
Aantal studenten dat de opleiding aan anderen zou aanbevelen	61,9%	
Aantal rode stoplichten	7	
Items:	Gemiddelde	≥ 3
• De module zat logisch in elkaar	3,0	61,7%
• De module was goed georganiseerd	2,5	47,5%
• De toetsen waren geschikt om te bepalen of ik voldoende geleerd had	3,0	56,7%
• Ik had steeds voldoende tijd om me voor te bereiden op de toetsen in de module	3,0	60,2%
• Tijdens de module wist ik steeds wat er van mij verwacht werd	2,8	53,1%
• Het project leerde me een oplossing voor een probleem te testen	2,8	59,2%
• Gebaseerd op de module zou ik deze UT-opleiding aan anderen aanbevelen.	2,9	61,9%

KARAKTER VAN DE MODULE

M5

Aspect	Aantal keer genoemd
De module heeft een realistische context	12
Er wordt onderwijs gedeeld	6
Er is een echte / externe opdrachtgever	4
Er wordt gewerkt aan de competentie Ontwerpen	3
Er wordt gewerkt aan de competentie Onderzoeken	4
Er wordt gewerkt aan de competentie Organiseren	1

ONDERWIJSCULTUUR

M5

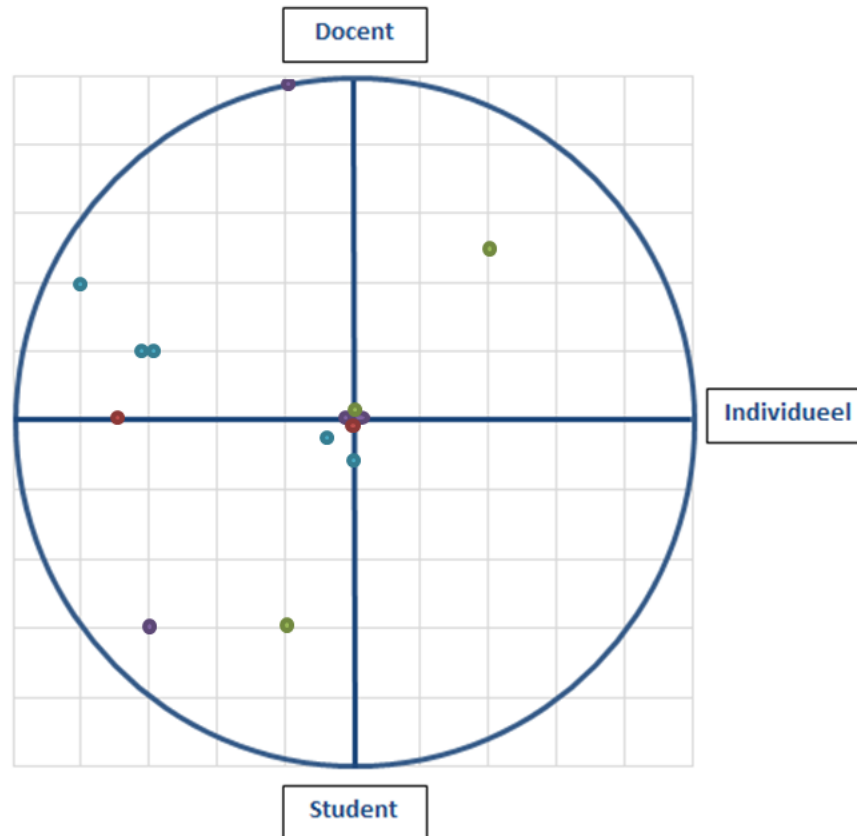
De **verticale as** gaat over de verantwoordelijkheid van de student.

De **horizontale as** geeft aan in hoeverre er sprake is van een gezamenlijk leerproces.

Modulecoördinatoren vulden de roos **zelf** in.

Gezamenlijk

Individueel



WERKVORMEN

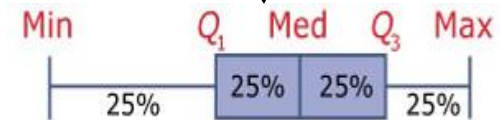
M5

Werkvorm	Aantal keer genoemd
Hoorcollege	Iedereen
Werkcollege	Iedereen
Project	Iedereen
Practicum	5
Tutorbijeenkomsten	5
Peer feedback	4
PGO	4
Workshops	4
Colstructie	4
PBL	2
Colleges bij project	2
Discussies	2
Gastcolleges	2
Q&A sessies	2
Voting/ quizzes	1
Begeleide zelfstudie	1
Feedback colleges	1
Brainstorm	1
Excursie	1
Serious game	1
Experimenteren	1
Flipped classroom	1
Studenten organiseerden sommige bijeenkomsten	1

PROJECT EN INTEGRATIE

M5

Uitleg boxplot



Modulecoördinatoren vulden zelf in waar op iedere as de module zich bevond.

N = 14
Gem. = 7,21
Std. dev. = 2,72



N = 14
Gem. = 6,57
Std. dev. = 2,34



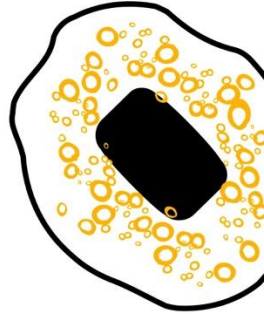
N = 14
Gem. = 8,36
Std. dev. = 1,65



TOETSING

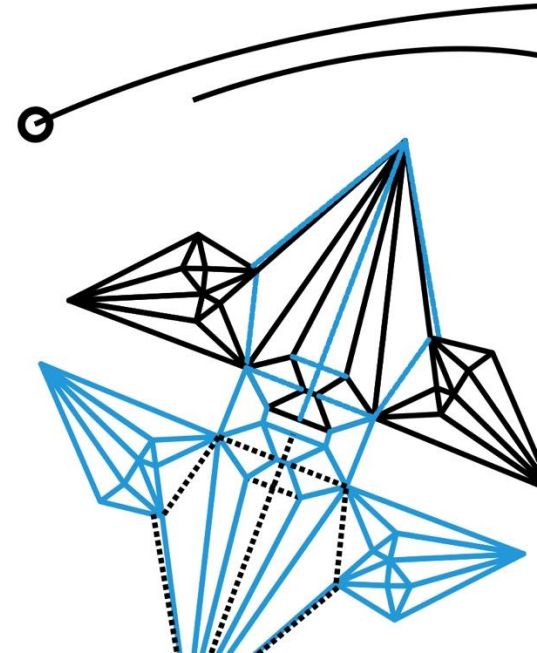
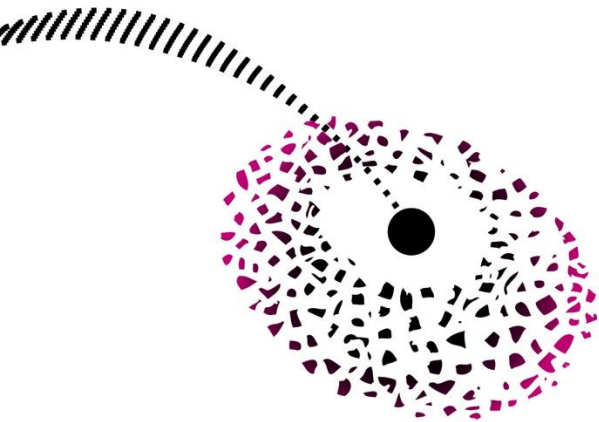
M5

Toetsvorm	Aantal keer genoemd
(Schriftelijke) deoltoets voor cijfer	14
Feedback(sessies)	9
Opdrachten	8
(Project)verslag	7
Diagnostische toets (zonder cijfer)	6
Begeleiding door tutoeren	6
Presentaties	4
Practica	3
Peerfeedback	3
Mondeling (project)tentamen	2
Projectplan	2
In- out meetings	2
Instaptoets	1
Literatuurstudie	1



BIJLAGE 3: COMPILATIE SEQ

MODULES 1 EN 5, 2014-2015

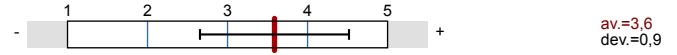


Overall indicators

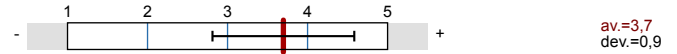
ALGEMEEN (Scale width: 5)



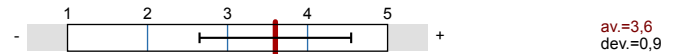
MODULE (Scale width: 5)



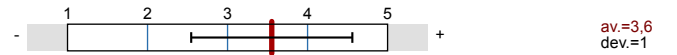
LEREN (Scale width: 5)



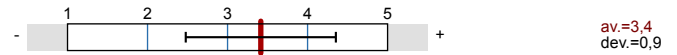
PROJECT (Scale width: 5)



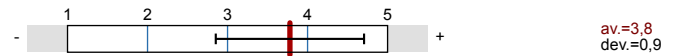
TOETSING (Scale width: 5)



INZET VOOR STUDEREN (Scale width: 5)



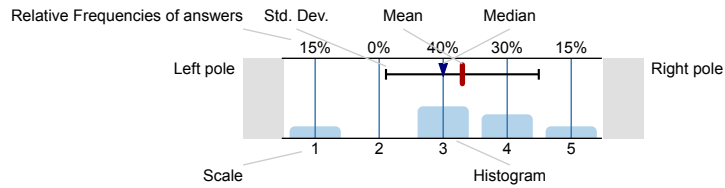
WAARDERING (Scale width: 5)



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.

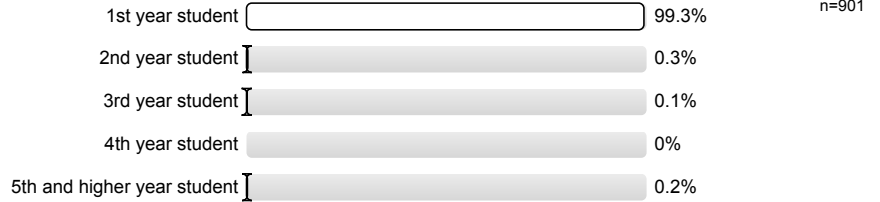
1. GENERAL

1.1) I am a student in ...

Department	Percentage	n=903
AT	5.8%	
BIT	2.5%	
BMT	5.2%	
CiT	5.5%	
Create	8%	
CW	2.3%	
EE	4.4%	
EPA/ES	1.6%	
GZW	2.7%	
IBA	9.3%	
IO	4.2%	
PSY	10.6%	
ST	3.3%	
TBK	5.3%	



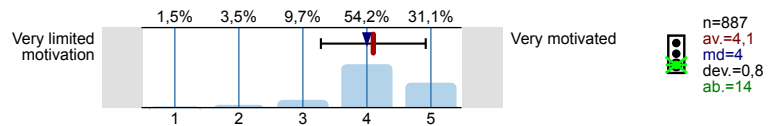
1.2) Based on my start date in this programme I am now a ... year student



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

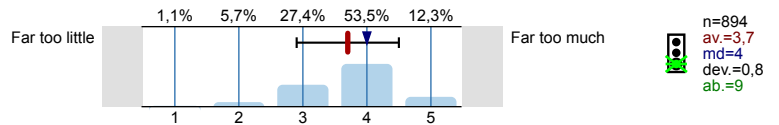


1.4) I am a motivated student.

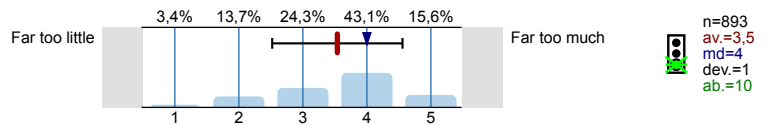


2. MODULE

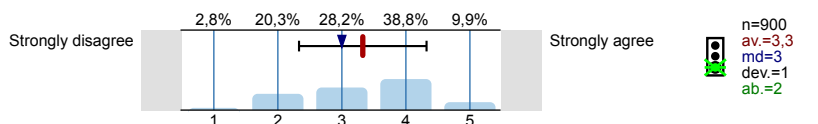
2.1) As a whole, I found the module challenging.



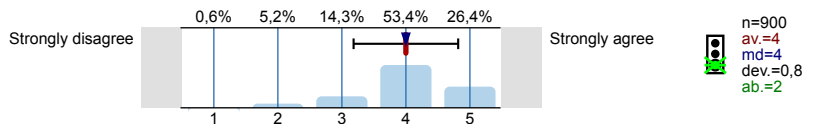
2.2) In general, I had enough prior knowledge to successfully do the module.



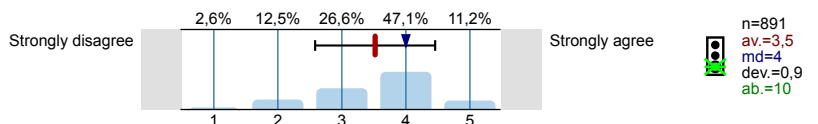
2.3) During the module I continuously knew what was expected of me. Consider for instance: participating in lectures and tutorials, active and collaborative role in project, self-study.



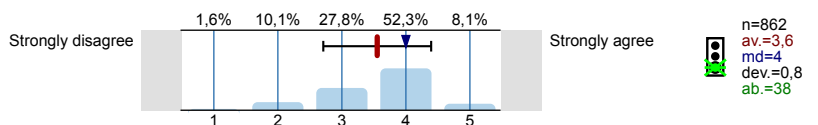
2.4) As a whole, I learned a lot in the module.



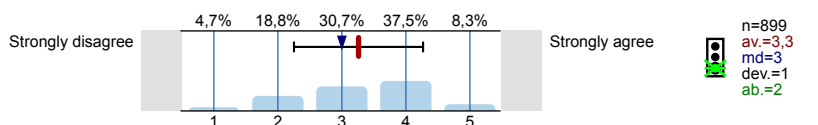
2.5) The module was logically put together. Consider for instance: parts of the module were connected well, good sequence of module part, learning pathways (in Dutch: leerlijnen).



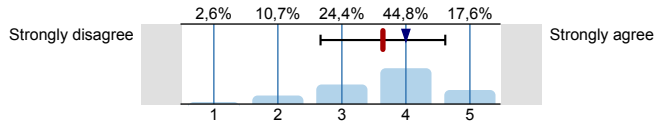
2.6) The content of the module fulfils my expectations well. Consider the objectives of the module.



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

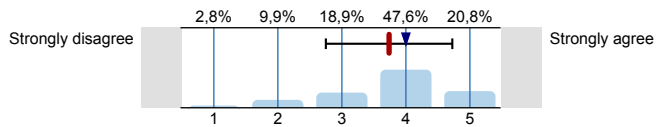


2.8) I was satisfied with the time-table. Consider changes and timely information.



n=900
av.=3,6
md=4
dev.=1
ab.=2

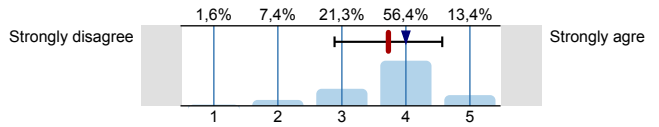
2.9) The digital learning environment, including information provision, was good. Consider: Blackboard, Orisis, web site(s).



n=899
av.=3,7
md=4
dev.=1
ab.=3

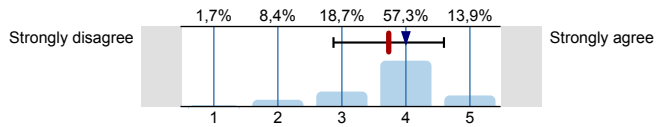
3. LEARNING

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



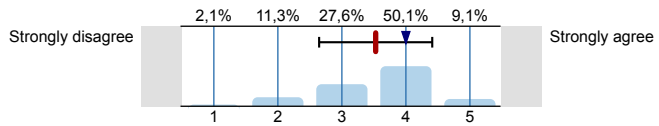
n=897
av.=3,7
md=4
dev.=0,8
ab.=4

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



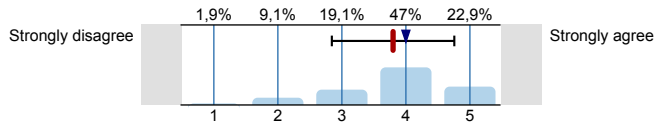
n=888
av.=3,7
md=4
dev.=0,9
ab.=10

3.3) In general, the teaching and learning in the module had a good fit with how I learn. Consider for instance: to think first than do, learning in cooperation, applying in reality.



n=871
av.=3,5
md=4
dev.=0,9
ab.=30

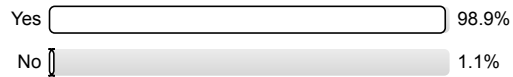
3.4) I have learned much from collaborating with my fellow students.



n=894
av.=3,8
md=4
dev.=1
ab.=7

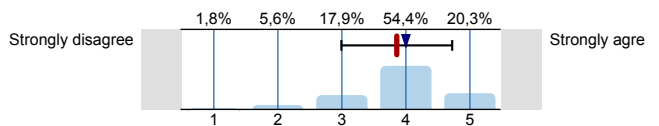
4. PROJECT

4.1) Was there a project in the module?



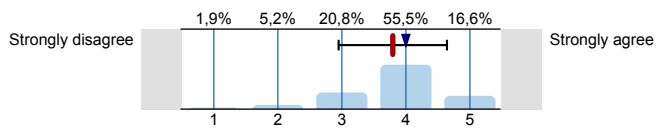
n=829

4.2) The project taught me collaboration with other students.



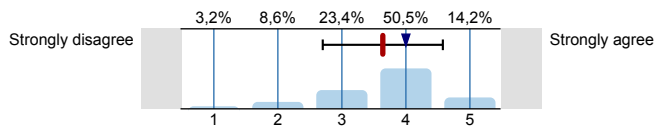
n=878
av.=3,9
md=4
dev.=0,9
ab.=16

4.3) The project taught me doing a project (including time management).



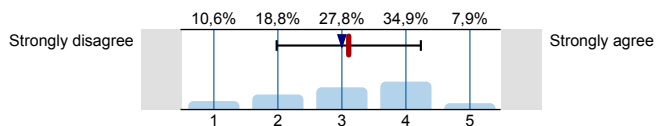
n=880
av.=3,8
md=4
dev.=0,8
ab.=14

4.4) The project taught me to develop a solution to a problem.



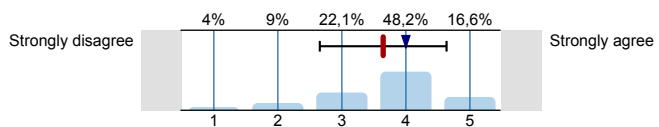
n=879
av.=3,6
md=4
dev.=0,9
ab.=13

4.5) The project taught me to test a solution to a problem.



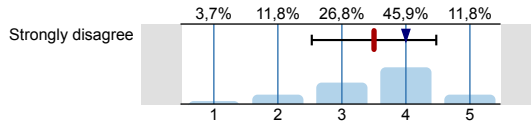
n=857
av.=3,1
md=3
dev.=1,1
ab.=35

4.6) The project taught me applying knowledge learned.

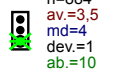


n=885
av.=3,6
md=4
dev.=1
ab.=9

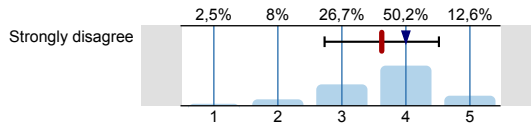
4.7) The project taught me to integrate different topics I've learned in the module.



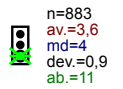
Strongly agree



4.8) The project taught me to develop knowledge and new insights.

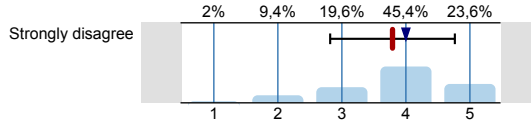


Strongly agree

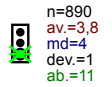


5. ASSESSMENT

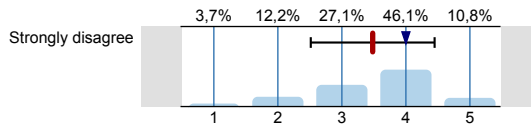
5.1) Throughout the module I knew ahead of time how I was assessed. Consider form and content (f.i. written and verbal exams, presentations, assignments).



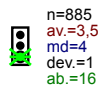
Strongly agree



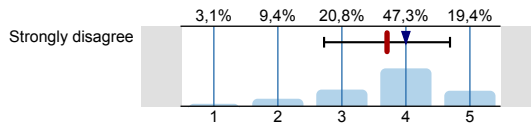
5.2) The tests were suitable to determine whether I'd learned sufficiently.



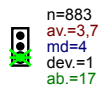
Strongly agree



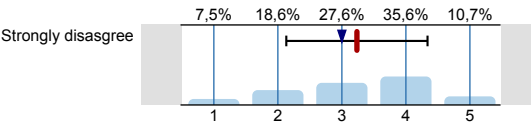
5.3) The assessment (including possible intermediate assessments) have stimulated me to learn.



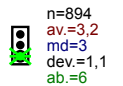
Strongly agree



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

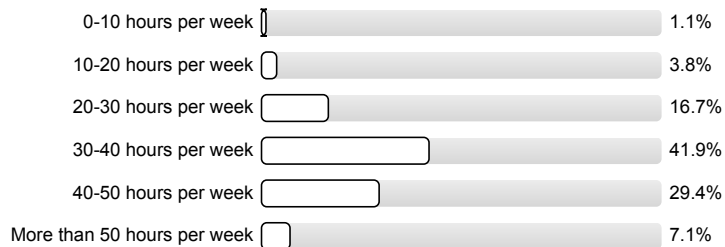


Strongly agree



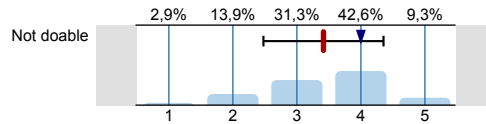
6. EFFORT TO PUT INTO STUDY

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.

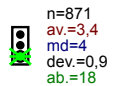


n=898

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.

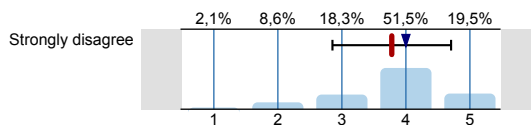


Perfectly doable

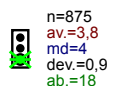


7. APPRECIATION

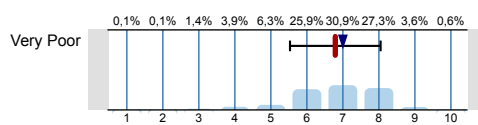
7.1) Based on the module, I would recommend this UT study programme to others.



Strongly agree



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



Excellent



Profile

Compilation:


Compilatie B1 2014 1A


Values used in the profile line: Mean

1. GENERAL


1.4) I am a motivated student. Very limited motivation  Very motivated n=887 av.=4,1 md=4,0 dev.=0,8

2. MODULE


2.1) As a whole, I found the module challenging. Far too little  Far too much n=894 av.=3,7 md=4,0 dev.=0,8


2.2) In general, I had enough prior knowledge to successfully do the module. Far too little  Far too much n=893 av.=3,5 md=4,0 dev.=1,0

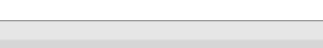
2.3) During the module I continuously knew what was expected of me. Consider for instance: participating in lectures and tutorials, active


2.4) As a whole, I learned a lot in the module. Strongly disagree  Strongly agree n=900 av.=4,0 md=4,0 dev.=0,8

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


2.6) The content of the module fulfils my expectations well. Consider the objectives of the module. Strongly disagree  Strongly agree n=862 av.=3,6 md=4,0 dev.=0,8


2.7) The module was well organised. Consider for instance: clear assignments, clear rules for assessment. Strongly disagree  Strongly agree n=899 av.=3,3 md=3,0 dev.=1,0

2.8) I was satisfied with the time-table. Consider changes and timely information. Strongly disagree  Strongly agree n=900 av.=3,6 md=4,0 dev.=1,0


2.9) The digital learning environment, including information provision, was good. Consider: Blackboard, Orisis, web site(s). Strongly disagree  Strongly agree n=899 av.=3,7 md=4,0 dev.=1,0

3. LEARNING


3.1) I have learned a lot thanks to the teachers, tutors, teaching assistants, etc. Strongly disagree  Strongly agree n=897 av.=3,7 md=4,0 dev.=0,8


3.2) The study material had a good fit with the subject. Consider for instance: books, lecture notes, guidelines, articles. Strongly disagree  Strongly agree n=888 av.=3,7 md=4,0 dev.=0,9


3.3) In general, the teaching and learning in the module had a good fit with how I learn. Consider for instance: to think first than do,


3.4) I have learned much from collaborating with my fellow students. Strongly disagree  Strongly agree n=894 av.=3,8 md=4,0 dev.=1,0

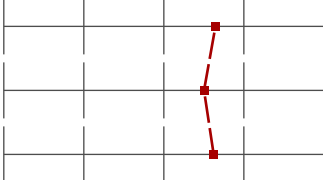


4. PROJECT

4.2) The project taught me collaboration with other students. Strongly disagree  Strongly agree n=878 av.=3,9 md=4,0 dev.=0,9





4.3) The project taught me doing a project (including time management). Strongly disagree  Strongly agree n=880 av.=3,8 md=4,0 dev.=0,8

4.4) The project taught me to develop a solution to a problem. Strongly disagree  Strongly agree n=879 av.=3,6 md=4,0 dev.=0,9

4.5) The project taught me to test a solution to a problem. Strongly disagree  Strongly agree n=857 av.=3,1 md=3,0 dev.=1,1

4.6) The project taught me applying knowledge learned.	Strongly disagree		Strongly agree	n=885 av.=3,6 md=4,0 dev.=1,0
4.7) The project taught me to integrate different topics I've learned in the module.	Strongly disagree		Strongly agree	n=884 av.=3,5 md=4,0 dev.=1,0
4.8) The project taught me to develop knowledge and new insights.	Strongly disagree		Strongly agree	n=883 av.=3,6 md=4,0 dev.=0,9



5. ASSESSMENT

5.1) Throughout the module I knew ahead of time how I was assessed. Consider form and content (f.i. written and verbal exams,	Strongly disagree		Strongly agree	n=890 av.=3,8 md=4,0 dev.=1,0
5.2) The tests were suitable to determine whether I'd learned sufficiently.	Strongly disagree		Strongly agree	n=885 av.=3,5 md=4,0 dev.=1,0
5.3) The assessment (including possible intermediate assessments) have stimulated me to learn.	Strongly disagree		Strongly agree	n=883 av.=3,7 md=4,0 dev.=1,0
5.4) Throughout the module I had enough time to prepare for each assessment.	Strongly disagree		Strongly agree	n=894 av.=3,2 md=3,0 dev.=1,1

6. EFFORT TO PUT INTO STUDY

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.	Not doable		Perfectly doable	n=871 av.=3,4 md=4,0 dev.=0,9
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7. APPRECIATION

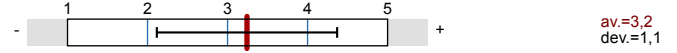
7.1) Based on the module, I would recommend this UT study programme to others.	Strongly disagree		Strongly agree	n=875 av.=3,8 md=4,0 dev.=0,9
7.2) In summary, I give the module the following grade. 1 very poor, 10 excellent	Very Poor		Excellent	n=901 av.=6,8 md=7,0 dev.=1,3

Overall indicators

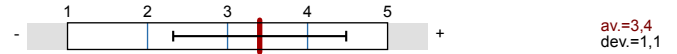
ALGEMEEN (Scale width: 5)



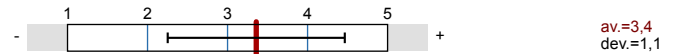
MODULE (Scale width: 5)



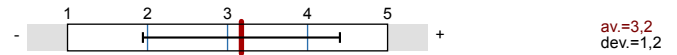
LEREN (Scale width: 5)



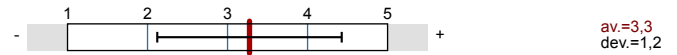
PROJECT (Scale width: 5)



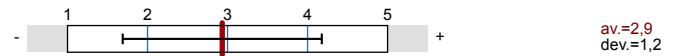
TOETSING (Scale width: 5)



INZET VOOR STUDEREN (Scale width: 5)



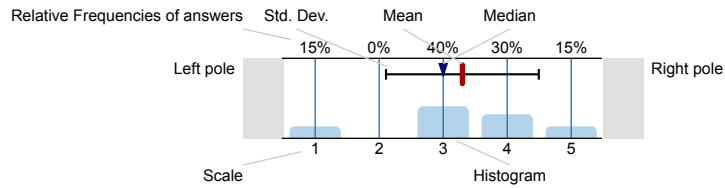
WAARDERING (Scale width: 5)



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.

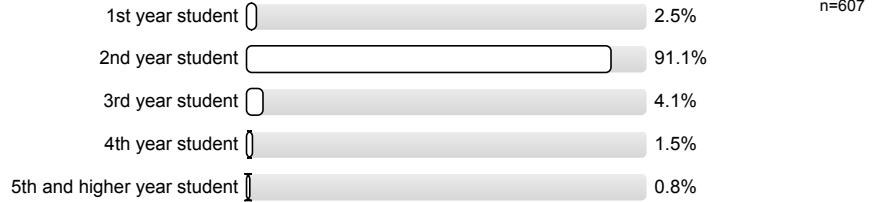
1. GENERAL

1.1) I am a student in ...

Department	Percentage	n=608
AT	8.1%	
BIT	2.1%	
BMT	6.3%	
CiT	4.1%	
Create	4.6%	
CW	2.6%	
EE	5.1%	
EPA/ES	3.1%	
GZW	5.8%	
IBA	7.1%	
IO	4.6%	
PSY	11.3%	
ST	2.1%	
TBK	6.6%	



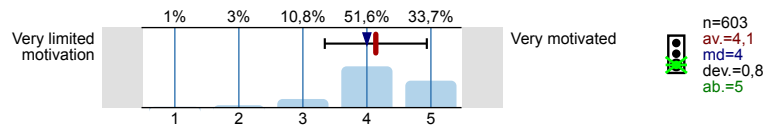
1.2) Based on my start date in this programme I am now a ... year student



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

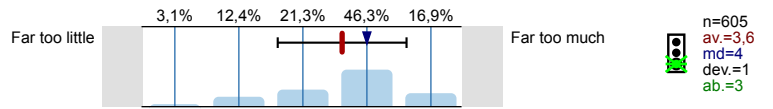


1.4) I am a motivated student.

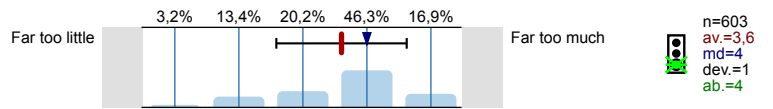


2. MODULE

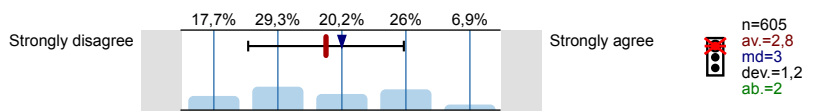
2.1) As a whole, I found the module challenging.



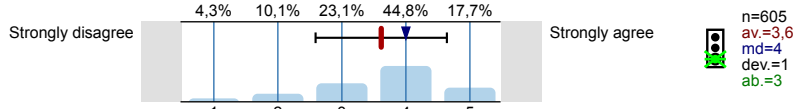
2.2) In general, I had enough prior knowledge to successfully do the module.



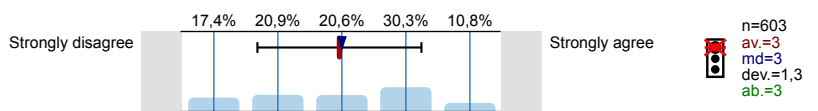
2.3) During the module I continuously knew what was expected of me. Consider for instance: participating in lectures and tutorials, active and collaborative role in project, self-study.



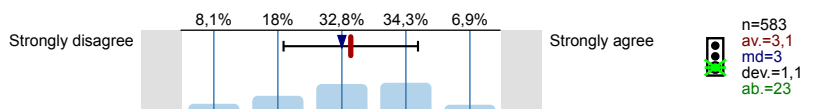
2.4) As a whole, I learned a lot in the module.



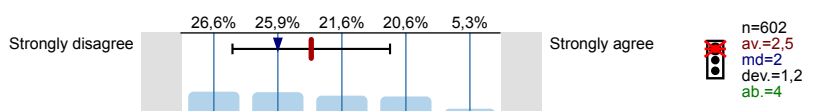
2.5) The module was logically put together. Consider for instance: parts of the module were connected well, good sequence of module part, learning pathways (in Dutch: leerlijnen).



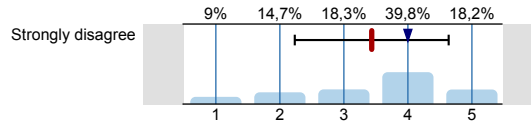
2.6) The content of the module fulfils my expectations well. Consider the objectives of the module.



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

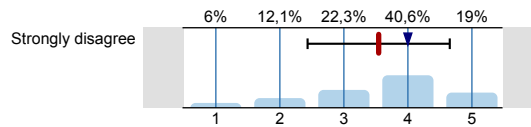


2.8) I was satisfied with the time-table. Consider changes and timely information.



Strongly agree
 n=600
 av.=3,4
 md=4
 dev.=1,2
 ab.=5

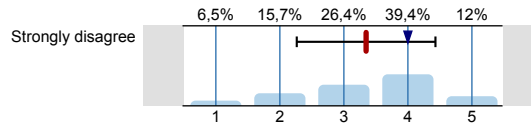
2.9) The digital learning environment, including information provision, was good. Consider: Blackboard, Orisis, web site(s).



Strongly agree
 n=596
 av.=3,5
 md=4
 dev.=1,1
 ab.=11

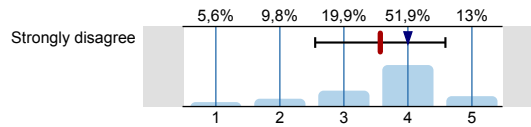
3. LEARNING

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



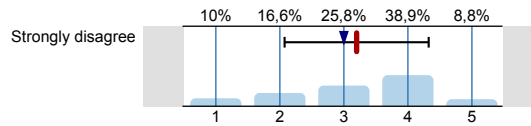
Strongly agree
 n=599
 av.=3,3
 md=4
 dev.=1,1
 ab.=8

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



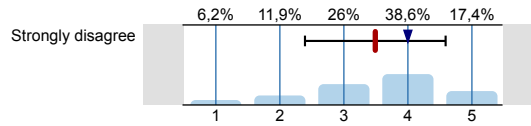
Strongly agree
 n=594
 av.=3,6
 md=4
 dev.=1
 ab.=13

3.3) In general, the teaching and learning in the module had a good fit with how I learn. Consider for instance: to think first than do, learning in cooperation, applying in reality.



Strongly agree
 n=592
 av.=3,2
 md=3
 dev.=1,1
 ab.=14

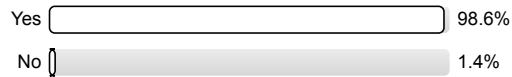
3.4) I have learned much from collaborating with my fellow students.



Strongly agree
 n=599
 av.=3,5
 md=4
 dev.=1,1
 ab.=7

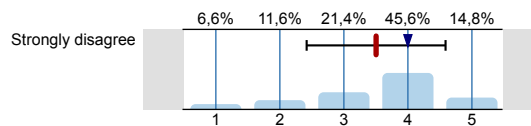
4. PROJECT

4.1) Was there a project in the module?



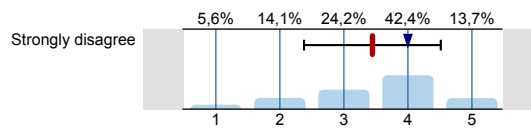
n=569

4.2) The project taught me collaboration with other students.



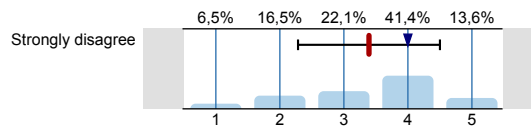
Strongly agree
 n=588
 av.=3,5
 md=4
 dev.=1,1
 ab.=15

4.3) The project taught me doing a project (including time management).



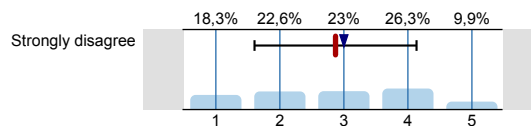
Strongly agree
 n=590
 av.=3,4
 md=4
 dev.=1,1
 ab.=13

4.4) The project taught me to develop a solution to a problem.



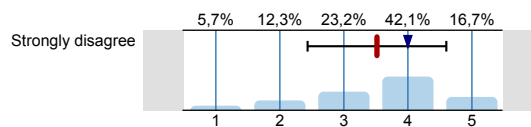
Strongly agree
 n=589
 av.=3,4
 md=4
 dev.=1,1
 ab.=14

4.5) The project taught me to test a solution to a problem.



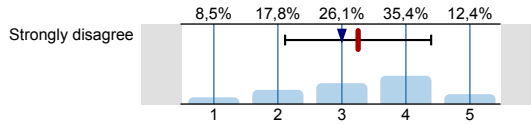
Strongly agree
 n=575
 av.=2,9
 md=3
 dev.=1,3
 ab.=27

4.6) The project taught me applying knowledge learned.

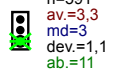


Strongly agree
 n=594
 av.=3,5
 md=4
 dev.=1,1
 ab.=8

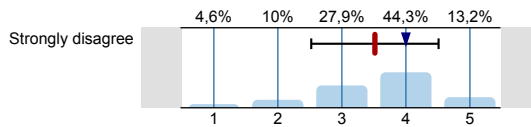
4.7) The project taught me to integrate different topics I've learned in the module.



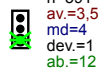
Strongly agree



4.8) The project taught me to develop knowledge and new insights.

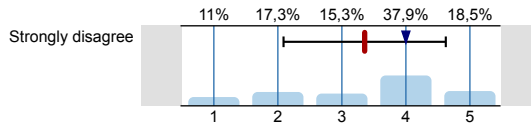


Strongly agree

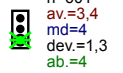


5. ASSESSMENT

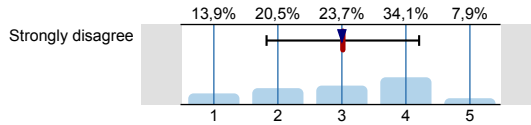
5.1) Throughout the module I knew ahead of time how I was assessed. Consider form and content (f.i. written and verbal exams, presentations, assignments).



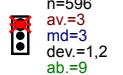
Strongly agree



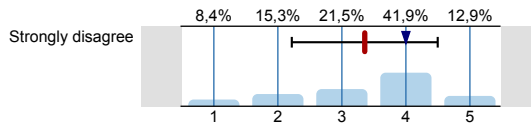
5.2) The tests were suitable to determine whether I'd learned sufficiently.



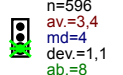
Strongly agree



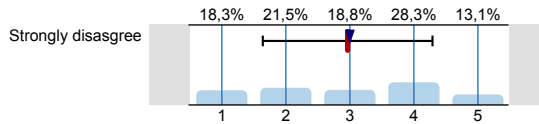
5.3) The assessment (including possible intermediate assessments) have stimulated me to learn.



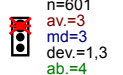
Strongly agree



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

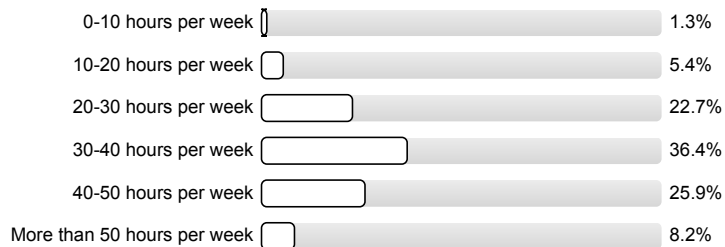


Strongly agree



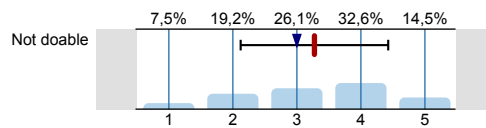
6. EFFORT TO PUT INTO STUDY

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.



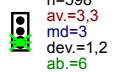
n=607

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.



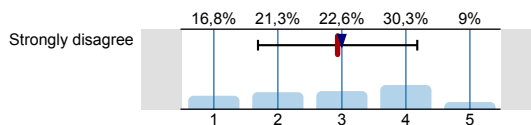
Not doable

Perfectly doable



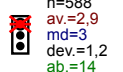
7. APPRECIATION

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

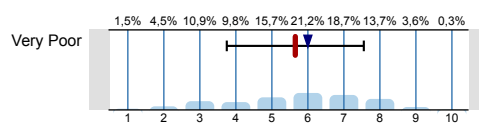


Strongly disagree

Strongly agree



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



Very Poor

Excellent

n=604
av.=5,7
md=6
dev.=1,9

Profile


Compilation: **Compilatie B2 2014 1A 1**


Values used in the profile line: Mean

1. GENERAL


1.4) I am a motivated student. Very limited motivation  Very motivated n=603 av.=4,1 md=4,0 dev.=0,8

2. MODULE


2.1) As a whole, I found the module challenging. Far too little  Far too much n=605 av.=3,6 md=4,0 dev.=1,0


2.2) In general, I had enough prior knowledge to successfully do the module. Far too little  Far too much n=603 av.=3,6 md=4,0 dev.=1,0


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


2.4) As a whole, I learned a lot in the module. Strongly disagree  Strongly agree n=605 av.=3,6 md=4,0 dev.=1,0

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


2.6) The content of the module fulfils my expectations well. Consider the objectives of the module. Strongly disagree  Strongly agree n=583 av.=3,1 md=3,0 dev.=1,1


2.7) The module was well organised. Consider for instance: clear assignments, clear rules for assessment. Strongly disagree  Strongly agree n=602 av.=2,5 md=2,0 dev.=1,2

2.8) I was satisfied with the time-table. Consider changes and timely information. Strongly disagree  Strongly agree n=600 av.=3,4 md=4,0 dev.=1,2


2.9) The digital learning environment, including information provision, was good. Consider: Blackboard, Orisis, web site(s). Strongly disagree  Strongly agree n=596 av.=3,5 md=4,0 dev.=1,1

3. LEARNING


3.1) I have learned a lot thanks to the teachers, tutors, teaching assistants, etc. Strongly disagree  Strongly agree n=599 av.=3,3 md=4,0 dev.=1,1


3.2) The study material had a good fit with the subject. Consider for instance: books, lecture notes, guidelines, articles. Strongly disagree  Strongly agree n=594 av.=3,6 md=4,0 dev.=1,0


3.3) In general, the teaching and learning in the module had a good fit with how I learn. Consider for instance: to think first than do,


3.4) I have learned much from collaborating with my fellow students. Strongly disagree  Strongly agree n=592 av.=3,2 md=3,0 dev.=1,1

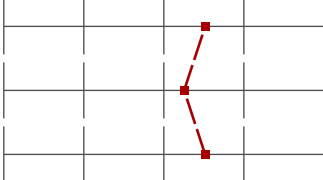


4. PROJECT

4.2) The project taught me collaboration with other students. Strongly disagree  Strongly agree n=588 av.=3,5 md=4,0 dev.=1,1

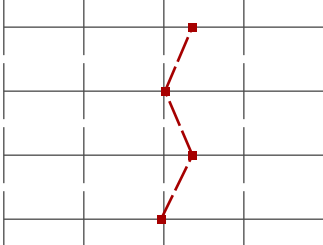
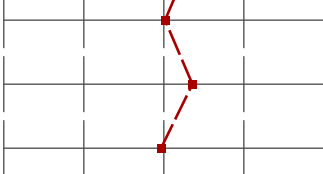


4.3) The project taught me doing a project (including time management). Strongly disagree  Strongly agree n=590 av.=3,4 md=4,0 dev.=1,1

4.4) The project taught me to develop a solution to a problem. Strongly disagree  Strongly agree n=589 av.=3,4 md=4,0 dev.=1,1

4.5) The project taught me to test a solution to a problem. Strongly disagree  Strongly agree n=575 av.=2,9 md=3,0 dev.=1,3

4.6) The project taught me applying knowledge learned.	Strongly disagree		Strongly agree	n=594 av.=3,5 md=4,0 dev.=1,1
4.7) The project taught me to integrate different topics I've learned in the module.	Strongly disagree		Strongly agree	n=591 av.=3,3 md=3,0 dev.=1,1
4.8) The project taught me to develop knowledge and new insights.	Strongly disagree		Strongly agree	n=591 av.=3,5 md=4,0 dev.=1,0

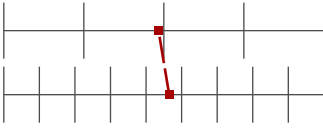
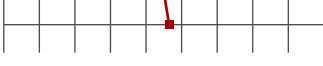
5. ASSESSMENT

5.1) Throughout the module I knew ahead of time how I was assessed. Consider form and content (f.i. written and verbal exams,	Strongly disagree		Strongly agree	n=601 av.=3,4 md=4,0 dev.=1,3
5.2) The tests were suitable to determine whether I'd learned sufficiently.	Strongly disagree		Strongly agree	n=596 av.=3,0 md=3,0 dev.=1,2
5.3) The assessment (including possible intermediate assessments) have stimulated me to learn.	Strongly disagree		Strongly agree	n=596 av.=3,4 md=4,0 dev.=1,1
5.4) Throughout the module I had enough time to prepare for each assessment.	Strongly disagree		Strongly agree	n=601 av.=3,0 md=3,0 dev.=1,3

6. EFFORT TO PUT INTO STUDY

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.	Not doable		Perfectly doable	n=598 av.=3,3 md=3,0 dev.=1,2
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7. APPRECIATION

7.1) Based on the module, I would recommend this UT study programme to others.	Strongly disagree		Strongly agree	n=588 av.=2,9 md=3,0 dev.=1,2
7.2) In summary, I give the module the following grade. 1 very poor, 10 excellent	Very Poor		Excellent	n=604 av.=5,7 md=6,0 dev.=1,9