

Agenda PC - IDE

Meeting 168

Date: 26-09-2022

Time: 12:45 – 14:00

Place: NH-115

Minutes secretary: Ilse Akkermans

CC:

Guests: Giacomo Serra, Jordyn

Members	Name	Present/Absent
Teachers	Geke Ludden (chair)	
	Alberto Martinetti	
	Winnie Dankers	
	Kostas Nizamis (secretary)	
Students	Jessica Bos (vice-chair)	Absent
	Looking for new member	N/A
	Niek Reeze	
	Johan Stekelenburg	

Permanent guests	Name	Present/Absent
Programme Director	Jan Willem Polderman	
BSc. Coordinator	Hiske Schuurman-Hemmer	
MSc. Coordinator	Elora Luijkx	
S.G. Daedalus	Luna Claassen	

Agenda:

1. Welcome

2. Announcements

- Programme director:

The number of freshmen in IDE this year is around 115-120 students. The official number will be known the 1st of October. The prospects that the number of Dutch students would decline was wrong, the number of Dutch students in IDE is roughly the same as last year. However, for the overall picture at the UT the prospect did hold.

14-15 October there will be live Bachelor open days on campus. This year it is earlier than previous years because the government has advised against large events after November. Still, the Master event is planned after November, both online and offline. But it was chosen to secure the Bachelor open Days in offline-format.

- Luna, S.G.Daedalus
The NPO request for the IDE-festival got cancelled but there is a new destination for the NPO budget. Out of the €6000, €200 will be allocated to the Battle of the Bands, €2000 for a zipline from the Horst and €900 to archery-tag. The budget will be spent rather quickly as it needs to be spent before the end of this year. This has to do with the rules for the allocation of next years fund. The PC is in favor of spending the budget. Plans can be sent to the PC. Unless complaints come up, all will be good.
- Chairman
Beatrijs has left the PC so the student part of the PC is looking for a new member. Luna did find people who might be interested. However, Jessica is also very busy with Solar Team so it might be needed to look for two new members.

3. Approve agenda

Minor changes were made this morning, but the agenda is approved.

4. Approve minutes meeting 167

The minutes were from some time ago, but they seem fine.

5. Action Points from previous meetings(s)

AP 1– 167: Make suggestions about changing the BSc. IDE PILOs to make it more design engineering.
Winnie completed this actionpoint directly after the meeting and sent it to Jan Willem and the PC. It was processed and a few elements are now incorporated in the BSc PILOs.

AP 2 – 167: Make a list of unclarities about the mobility online and business-bachelor assignment procedure.

Johan finished this actionpoint, but because it was finished before the summerbreak, Kostas forgot to put it on the agenda. Therefore, the discussion about this actionpoint will be moved to next meeting.

AP 3 – 167: Advice on EER for BSc. And MSc. IDE

The advice has been established and was received by the Program Director.

AP 3 – 161: Yearly report PC-IDE

Alberto has almost finished this actionpoint, it is still in progress.

AP 1 – 156: Re-establishing Discipline Council

This AP can be left open until September 2023. It would be good to implement the Discipline Council simultaneously with the new bachelor curriculum. Before this date a proposal should be made about what the Discipline Council should be. **AP [Geke] make a proposal before January about the discipline council.**

6. Bachelor curriculum revision

This Friday there will be a lunch meeting followed by feedback session for the proposal on IDE bachelor curriculum. The Programme Intended Learning Outcomes (PILOs) are ready, topics per module are selected and the mission statement and vision are (re)formulated.

Mission: *Guide and educate students in their development towards responsible design engineers who add value by amalgamating societal needs, tech development and academic insights.*

[PC] Why Amalgamating, why not mixing?

Vision: *Strive to be a top-rated programme by challenging students and faculty to passionately engage in the process of education. Teaching and learning community forms and academic and inspiring environment that prepares graduates for an ever-changing world.*

PILOs: As mentioned in the APs, some of Winnie's remarks are incorporated, other than that they are more or less the same as presented before. Now the PILOs are more tailored to IDE rather than general engineering.

[Kostas] Instead of repeatedly using "the graduate..." could you perhaps make the sentence plural and use 'their'?

[Jordyn] I noticed that in the bachelor, projects are very societal. So I would say that knowledge might be more academic rather than only scientific?

There is some discussion about if scientific is broader than academic. It is chosen to leave the PILO as it is but brackets around "scientific" can be considered to emphasize that it encompasses knowledge in the general sense.

[Alberto] From the interviews it became clear there is a call for more attention to history of engineering. Why don't we teach about design engineering history?

Some engineering departments do teach about the history of engineering. Which might be useful as students will always be "standing on the shoulders of giants", yet they do not always know which giants and who those giants are. Teaching about engineering history can explain something about the identity of a design engineer. It is agreed upon that students should start thinking of their identity as a industrial design engineer more. This is something that has been envisioned for a long time but is always sacrificed in the curriculum. Shaping your identity as an industrial design engineer can also be seen as reflection. 10 EC of reflection are required in the curriculum so this aspect could be integrated here.

[Jordyn] I don't see creativity mentioned in the PILOs. I think many people choose IDE for the combination of creativity and engineering so shouldn't that be pointed out in the PILOs as well?

Good point, the curriculum will remain as creative as it is now but it should be reflected in the PILOs.

[Winnie] suggestion for number 7, can it be more compromised, maybe use bullet points to make it a bit more fluent?

Modules:

[Giacomo] About the nervousness amongst students about the curriculum; the spacing of certain courses makes it difficult to resit courses from the first and second year. Is this taken into account?

This is a known point and this is also on the agenda to be discussed.

[Johan] Am I correct in that I am missing smart products? Or is it involved in data driven design?

Part of it is in data driven design and part in product service systems. The elements of the former smart products module will be dispersed over different modules and courses.

[Niek] I see that in the new curriculum, students receive Ideation as the first module. I personally think module Kick-start was a nice project. Are you still completing a whole project in module Ideation?

Module Ideation focusses more on ideation and history. Niek advises to not lose the ability to familiarize students with the entire design process directly at the start. Jan Willem thinks students like this module because they have a complete, finished product at the end. He reasons this may put the focus too much on the end product rather than the process.

[Giacomo] The benefit of module 1 is that you get a complete overview, which might help students decide if this study is their right fit before the deadline of February 1st. The modules are set up in such a way that students get to know the entire design process in time.

[Jordyn] There is not a lot of pressure to include the knowledge from technical courses in the project. In module Kick-start and Smart Products, students are forced to include technical knowledge in their project. Students often do not like it when they cannot apply the technical principles they are taught.

[Winnie] What is Design for Transition?

The complexity of projects builds up over the years. Design for transition is a challenge based project, focussed on making a transition. E.g. transitioning to sustainable transport or improving a current system. It is about design for change. Transition indicates that it is about a complex change.

[Winnie] I was also surprised to see Sustainable Packaging as a module. Packaging should not be something every student should do.

[Geke] The focus is not on packaging but there is more to it. For the website it will be considered to add a short explanation to the module names to clarify these questions.

[Luna] I am missing the more general sustainability in the first year, why is it only introduced in the 2nd year?

[Jan Willem] Sustainability is introduced in the first year, just not as a dedicated module.

Other points:

- The focus will shift towards being a learning community rather than exams, trials and error. This means the curriculum will move away from massive resits. Students will be considered as partners in teaching and learning.
- The aim is to make transfers between modules more smooth and to integrate elective courses in modules 5 to 8 already, as well as in module 11.

- There will be an explicit and integrated skills line throughout the new bachelor curriculum.
- The new curriculum was made in a small team so some input is needed and welcome. The upcoming presentation session should be repeated or recorded because from this group of people it became clear multiple people will not be able to attend the presentation.

[Jordyn] Some studies have a dedicated resit week. By not having to do a resit you are rewarded with a full free week. From what I have heard this works really well. Doing the resit at the end of the next module, as in the current situation, is horrible because it creates a gap in learning. Did the new curriculum consider this?

[Jan Willem] In Groningen they researched what is more beneficial for the learning process and they found the resit should be far away from the original exam.

[Giacomo] Concerning the naming of the modules. Prospective students will look at title of the module and decide from that. Maybe use different words or subtitles to give a quicker introduction.

7. Advice asked by PC

This agendapoint was skipped because of time restrictions. This point has been discussed during the informal meeting and it has been decided to give the advice as established in the informal meeting.

8. EvaCom Update

The workshops and the evaluations have become mandatory.

Including SEQ surveys in quartile report.

The grades are included in the appendix and comments are included as well. The SEQ have lower attendance rates than EvaCom evaluations. The EvaCom wonders if it is okay to stop including the SEQ because it is less informative than the evaluations. The reason for this being that the SEQ looks at modules as a whole rather than course per course. The comments are not always related to specific courses, or dislinked. The EvaCom thinks the grades can be used but the comments are not very useful. It is hard to get qualitative data out of the SEQs, the quantitative data can be useful.

[Jan Willem] The SEQs are currently being redeveloped. Teachers will now get a say in the questions which are added to the SEQ.

The EvaCom proposes to skip the comments from the SEQ in their report and to include the grades in the appendix.

[Kostas] Let's keep grades for now until we know what the new system does.

[Jordyn] What happens to the evaluation of module 12, the bachelor assignment?

Hiske, receives the SEQ of module 12. This SEQ has the same questions as any other module. The mandatory evaluation upon submission of all the documents is much more useful. This is something the bachelor supervisor receives. EvaCom cannot write about module 12 with the current SEQ set-up. The EvaCom thinks it is useful to evaluate the bachelor assignment and students their experiences with the bachelor assignment. The request is to forward the unpersonal data from the BA-submission questionnaire to the EvaCom as a means of evaluation.

[Jordyn] Many students are already away for their thesis at the end of module 11 and therefore the evaluation has very low attendance rates. The evaluations will be conducted like the evaluation of master courses.

9. Any other business/ question round

[Kostas] Is everyone receiving the invitations for the meetings?
Yes, only Ata wants to be taken of the invitation list.

10. Closure

14:00

Year Planner: [\[link\]](#)

PC – Open action items from previous meetings			
Action:	Target date:	Executed by:	Status/remark
AP 1 -168: write a proposal about the discipline council.	January 2023	Geke	
AP 2 – 167: Make a list of unclarities about the mobility online and business-bachelor assignment procedure.		Johan	Finished (to be discussed in the next meeting)
AP 3 – 161: Yearly report PC-IDE		Alberto	In Progress
AP 1 – 156: Re-establishing Discipline Council	September 2023	Geke and Jan Willem	In progress.