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Agenda PC - IDE

Meeting 184

Date: 13-05-2024

Time: 12:45 – 14:00

Place: Z - 109

Minutes secretary: Loes Munsterman

CC:

Guests:

Members	Name	Present/Absent
Teachers	Geke Ludden (chair)	
	Jodi Sturge	
	Winnie Dankers	
	Kostas Nizamis (secretary)	
Students	Johan Stekelenburg (vice-chair)	Absent
	Robert Breugelmans	
	Niek Reeze	
	Martyna Mariak	

Permanent guests	Name	Present/Absent
Programme Director	Wim de Boer	
BSc. Coordinator	Hiske Schuurman-Hemmer	
MSc. Coordinator	Elora Luijkx	Absent
S.G. Daedalus	Alexandra Tark	
EvaCom	Zen Duckers	Absent

One-time guests	Name	Present/Absent

1. Welcome
-
2. Announcements:
 - 2.1. Chairman: -
 - 2.2. Program Director: -
 - 1.3 Officer of Educational Affairs, SG Daedalus: -
 - 1.4 Others: -
3. Approve minutes meeting 183:
Nice and short, improve of the minutes.
4. Action Points from previous meetings:
AP 1 – 183: Include the topic about internationalisation within the programme in the next agenda.

Done.

AP 2 – 183: Sending a document that provides a more detailed overview of how modules contribute.

Done.

AP 3 – 183: Discuss the new curriculum in the informal meeting and approve the changes.
There is confidence that it will lead to a good new curriculum. Some advice will be made, this is a positive advice with some remarks.

AP 4 – 183: Discuss the distinction rule in the informal meeting and come with a conclusion.
Come back to it in point 7, the EER update.

AP 5 – 183: Make a setup for the new programme specific EER.
Done.

AP 6 – 183: Compile the main differences of the EER in a document.
Done.

5. Bachelor curriculum revision update

[Wim] A lot was discussed in the previous two meetings. Busy with getting everything prepared now. Important: 18th of June we are presenting the new curriculum. Bit of a celebration.

[Wim] Also Marieke, our educational consultant, is getting back. She started with her meetings with the first-year modules on the project and courses level. And she is helping the teachers with the planning. We have sessions with all the coordinators of the first year and next week we will have a session with everybody again. In these sessions we talk about the types of assessments, and we ask the teachers for those guidelines, so that kind of things. This information needs to be handed in to the examination board. And from there, the information goes to Osiris.

Questions and comments:

[Geke] What is the status on new students?

[Wim] Bit beyond from last year, but especially IDE students are very late with descriptions, it can raise a bit more. The prediction now is 110. Last year we ended up with 123 students.

[Geke] Is there any update on the development coaches?

[Wim] It is now included in the document description. In the end of April, we started with some sessions about what the profile of a coach is. We defined some action points to identify the first group that could begin. And tell them what to expect, what is their time investment and where we are going to allocate it. That is the organisational part. Charlotte is setting up an environment with the eLearning specialist to see how the software can help us. And we are working on the toolboxes, tools that helps students and coaches to reflect. Preferably two sessions before summer with these proposed coaches. In the year trough also some sessions for reflections.

[Niek] Is there already an overview, for example for the first module, with course descriptions?

[Hiske] Not yet, not ready for Osiris.

[Wim] For most of the courses the learning outcomes are there, the courses are there with the ECs and the teachers are there.

[Hiske] So much information is available but is not available in such a way that you can reach it as a student.

[Geke] When will something be announced to students?

[Hiske] We need to say something mouth to mouth. We were planning to do something like this at the end of the module before the exams. Before the faculty board has approved, we cannot say anything.

[Geke] Yes, good to know, so you can students inform when there will be information.

6. Internationalization

[Geke] An important point, also because of the changes from the law. We delivered a lot of documents from the director. We briefly discussed this in our informal meeting last week. Do you have more information Wim?

[Wim] We were waiting for this in more detail. Now it came finally. The director came to a meeting of program directors, three weeks ago, I think. And he explained something about the process and the why etc. And after that a colleague, responsible for education policy, joined the educational management team meeting, discussing how to approach this and he was announcing this letter. We are now looking on what we have to do. There are two assignments that we have to work on. Most of the work lies within the program management. But also, the PC has an official role in this. The most important question we have to answer before the end of September, is that the program management and the program committee have to define whether we want to provide a Dutch track.

[Geke] Is this an option? I thought there was said, how you would organize this, and not if we want to organize this or not?

[Daedalus] It is more how we want to implement it. We need a Dutch option and then look indeed on how to organize this. Is it going to be a subject or are the exams are going to be in Dutch or is there going to be a separate track?

[Wim] As it was explained to me, the PC has a final say in whether the programme wants to be in two languages. That is how it was discussed. Their approach is more pragmatic.

[Martyna] It is more like they want us to see how we would organize it and then at the end we can write our opinion whether we think we should organize it, but we still need to figure out how to organize it.

[Geke] Also the why is especially important.

[Wim] The law is still not there. There is a proposal whether you can stay in English or not, but we need the law. The other assignment is that we prepare for the assessment. Because by law we need to do it in Dutch. Timing is also a thing. Delayed with another year probably, because the law is not even there yet. It is hard to work with when everything is still not clear. Also, what is Dutch, what is a Dutch track? Even there, there are a lot of question marks. This is

what we call the Rotterdam model, we are Dutch, but it is all English, except that you have options for assessments in Dutch.

[Geke] What would be a good strategy for us? Because we have this assignment deadline on September 30.

[Wim] Maybe a small delegation of the programme committee can help me with that. To assess how we interpreted the assignment and how to work with that.

[Geke] We discussed this topic last week. The Dutch track as it was now suggested, the light version, we will imagine that it takes some time to change slides, speaking in lectures etc. Especially for the staff. But we think generally that a Dutch track will be an option. Tough thing is working in project groups and assessments. And we believe that if student opt them for a Dutch track, you should offer them the possibility to have a Dutch only project group. And that is something that will create differences within the program. That is the largest hurdle that we saw.

[Winnie] If you have all the time only a Dutch project group you will not need the learning aims of the program anymore, because it is conflicting our vision.

[Hiske] Does a Dutch track means that only the assessments are in Dutch? And all the education can still be in English?

[Wim] Yes, this is the minimal thing. 2/3 of the ECs should be in Dutch.

[Geke] This is the proposal of the university, so we do not know if it would be accepted.

[Martyna] What we also discussed is if we provide the whole course in English and then only the assessment in Dutch, people probably will not do the assessment in Dutch because they will not know the specific wording. So then slides or some learning materials in Dutch will still be needed.

[Wim] There are still a lot of questions. So, it is hard now to build on that and advise and this is also what we said to the director. Instead of every program working on this separately, we have to bring people together to define.

[Geke] I think also that we are going to do a lot of work if we now try to think about this and then it is going to be different. We should be careful with this. So, we can say that we delay this till September at least. Otherwise, a lot of work for maybe nothing. And we can still make the deadline then and otherwise say that we needed more time.

[Wim] Another important thing to mention is that from the communication department, they already did some session in whether Dutch would be valuable. And they said no. And that is the other task, namely that we have to make a case of why we should get the exception. We have already some solid points for sticking to English (educational vision, staff.

[Geke] We keep it as an update on the agenda of June.

7. EER update

[Geke] We had some points we want to talk about. Some points of the distinction rule we are still confused by.

- Bit strange that the wording between the master EER and bachelor EER is different.

- And, that the motivation to remove the distinction rule was to align the other ET programs. Because last year we said that if it is working, the other programs may follow. That was the argument to implement. But that did not happen.
The conclusion of the rule is to remove it.
[Geke] One problem that remains is that it is difficult to reach cumlaude. Maybe this is something for the curriculum development then, to see if and how this will improve.
[Hiske] Some students also reached cumlaude in the bachelor last year, without distinction rule.
[Geke] Remark is that we pay attention to see how reachable cumlaude is also in the new curriculum.
- A change in the binding recommendations for the calculus courses. How will this affect the other courses?
[Hiske] This was the suggestion for the complete additional requirements for the binding recommendations right now. The other additional requirements, such as sketching and physics, we want to remove that. That is the idea.
[Niek] Why still have it for the mathematics courses and not for the others?
[Hiske] The bottleneck is still mathematics. We want students to prevent for doing mathematics in the third year. Also to prevent for passing for other courses.
[Geke] It is not fair how strong the position of mathematics is. It is a bit more like a fundamental question, do we want to do that as a programme?
[Wim] It is more on how to simplify.
[Geke] The requirement is not that heavy.
[Hiske] And also what we saw this year, is that a lot of students stop before February, will come back, but it is not a guarantee that they will pass next year. We want to prevent for that. And it is only one out of three mathematics courses that they must pass.
[Niek] I think it is important to also see after the first year of the new curriculum, if there is still a lot of people that don't pass the course. Because then there is some kind of deeper problem.
[Wim] Other programmes also had some problems with the mathematics courses, so a few changes are already made. But maybe in the end we have to give mathematics by ourselves.

Questions and comments:

- [Niek] Module 4 is still called smart products, but should it be mass production?
[Hiske] Yes, I will change that immediately.

- [Jodi] About the transitional arrangements, how many students are that?
[Hiske] Difficult to say, depends a bit on the course. I made a list because the courses of the first and second module are already done, but what I also noticed is that a lot of students on that list might get a negative binding recommendation. Then they will not even be here next year. So, I do not think it is for many students. But it is hard to say right now.

- [Geke] For the master EER, there is a question about the ECs abroad. General opinion in our informal meeting is that 30 ECs is indeed a lot. How will this affect the number of students who

will go abroad. Because it is difficult for students to only go abroad for 15 ECs. Most of the times it is half a year. What will happen to these ECs?

[Hiske] They will receive the ECs and it will also be on the list, but not as part of the program.

[Martyna] So the time you will do your master will automatically become longer.

[Hiske] Yes. Not sure how many master students go abroad.

[Wim] How is this in other master programmes?

[Hiske] The suggestion is to align this with the other programs. And the main reason is that you only have 75 credit points for the master. And the quality is not always the same abroad. The examination board is not okay with more ECs abroad.

[Wim] For students with an international mindset there is already a lot of possible here, because we are so small.

[Geke] Another thing, and it related to this is that we talked about the double masters. It is true that things are possible. But students have to find their own way, because there is no structure, and it is difficult to see what is optional.

[Wim] We can have students talking about their foreign experience and how this was organized. Lot of other options how to push students to it.

[Geke] Good to know what the programme management thinks about it.

8. Any other business / Question round

[Kostas] Can someone give me a quick update of the informal meeting on our way back.

[Hiske] How do you want to receive the EER for the next meeting. We have different versions.

[Geke] We only have to give consent for the program specific part, right?

[Hiske] Yes, but for readability, I always put it in one document. And we also had a discussion on the general specific part. I am in favour of having all sections at least in the same name, so students can find their way. I changed the order because I was not happy with it as it already was. But I really prefer to stick on that one, because then we have at least all the same section all the same things. From the general EER there is a document with changes. That is the easiest way to look at it and I can send that one to you. other one. And I can send you the combined file, where I will show which parts are specific for IDE, and which parts are UT wide.

9. Closure: 13:52.