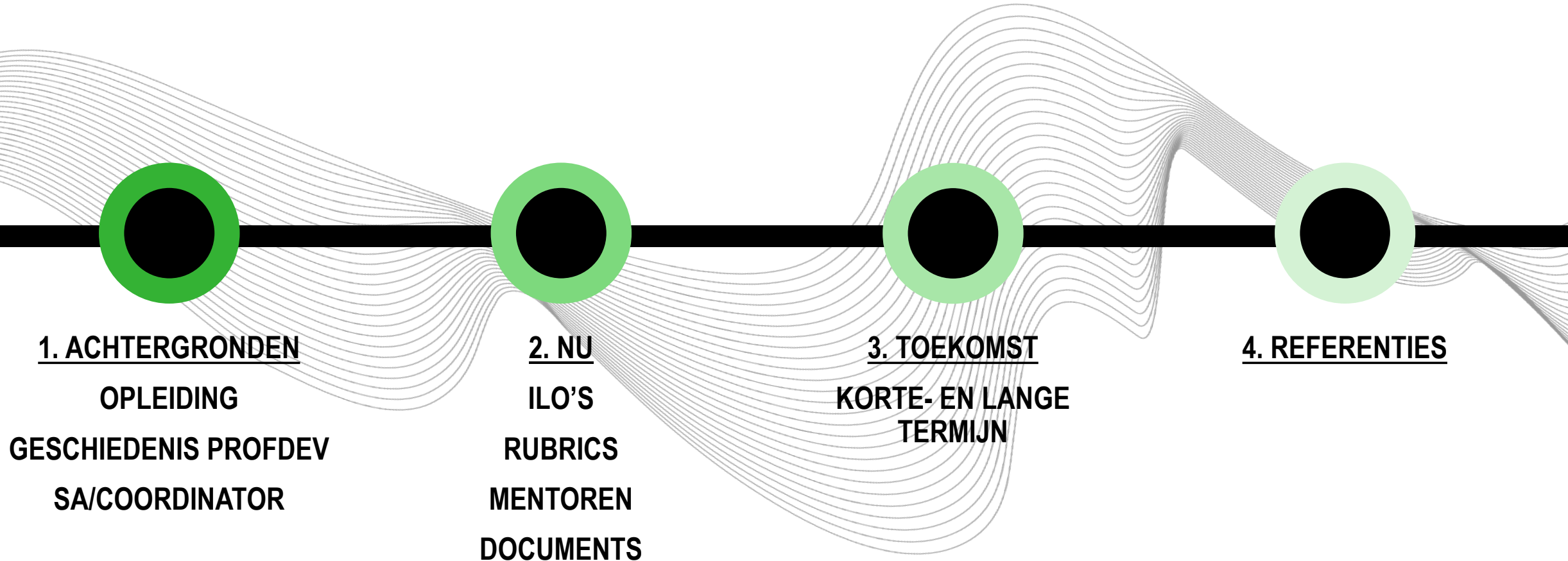


# UNIVERSITY OF TWENTE.

PROFESSIONAL DEVELOPMENT, ONDERDEEL  
VAN EEN BACHELOR CURRICULUM

# IN THIS PRESENTATION:





# 1 ACHTERGRONDEN



UNIVERSITY  
OF TWENTE.

# OPLEIDING CREATIVE TECHNOLOGY



Brede bacheloropleiding, gericht op de ontwikkeling van technische oplossingen die slim, doordacht en creatief ontworpen worden met oog voor de maatschappelijke relevantie.



# OPLEIDING CREATIVE TECHNOLOGY



- Multi-disciplinair
- Uitstel keuze student
- Veel keuzes binnen & na opleiding
- Werkveld
- Steeds veranderende en mondiale wereld
- Motivatie
- Welzijn

# ONDERDEEL VAN HET CURRICULUM

## JAAR 1 (1 EC) EN 2 (0,5 EC)

### 2009 - NU



- Portfolio
- Tutoring
- Mentoring
- Professional Development



# 2010 - 2018

## Algemeen:

- Vage omschrijvingen

## Mentoren:

- 15+ en diversiteit
- Grote verschillen in inzet, kennis, vaardigheden, beschikbaarheid en toegankelijkheid van mentoren
- Zeer grote verschillen in werkwijze / beoordelingen

## Studenten:

- Te abstract; hadden geen idee wat te doen
- Zagen/ervaarden nut niet
- Hadden er een hekel aan
- Deden het niet of slecht
- Konden mentoren niet bereiken en/of vonden mentoren niet van nut
- Vonden verschillen mentoren erg groot




# EN TOEN .....

## CONFERENTIE 'FUTURE OF CREATE' (STUDENTEN & STAF)


- Aanbeveling van studenten: behou dit CRC-gedeelte en maak stel professionele mentoren aan
- Aanbeveling van staf: integreer het meer in CRC
- Terug naar basis: waarom in curriculum
- Breed draagvlak
- Ruimte voor veranderingen en ontwikkelingen



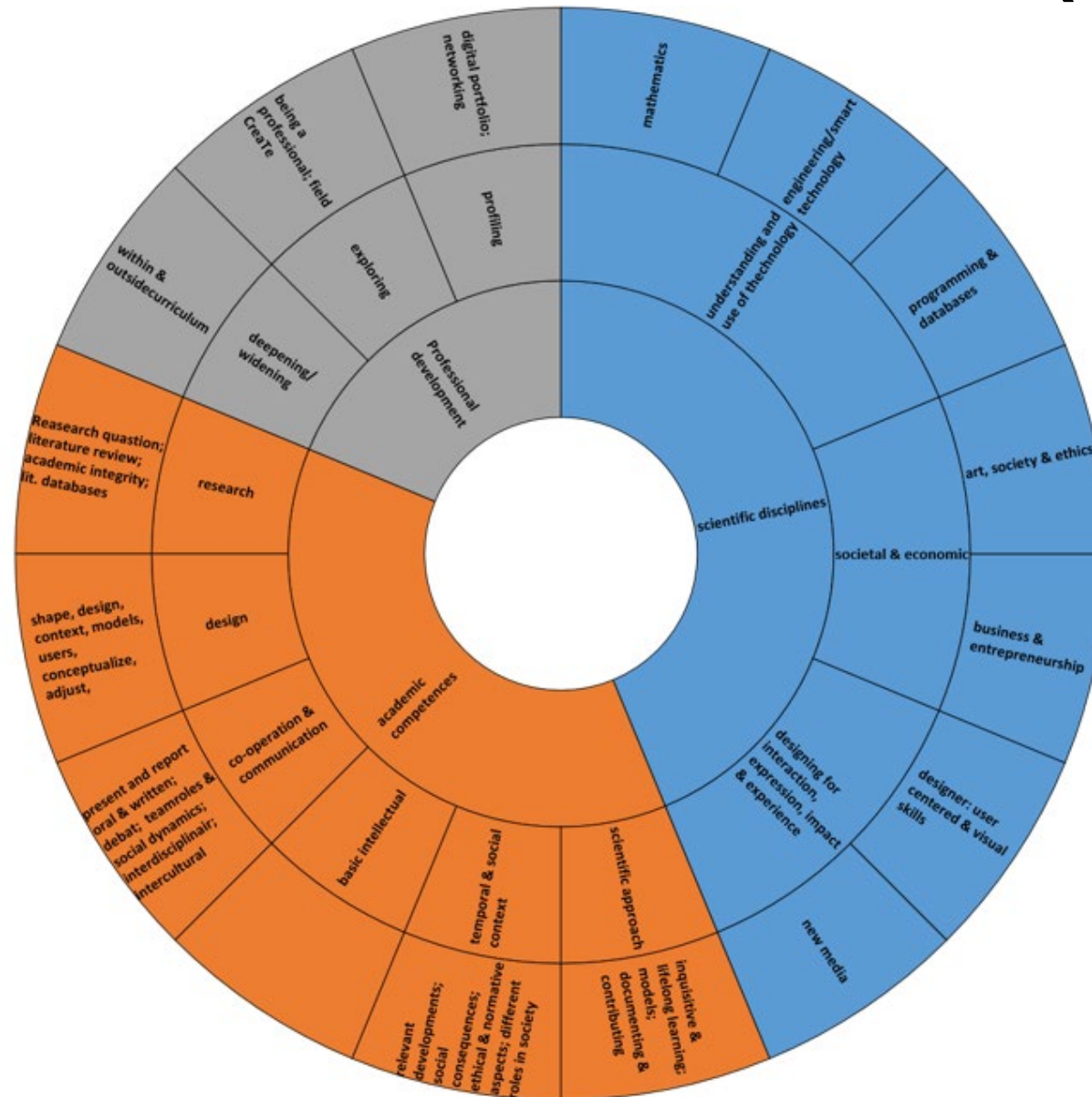
# TERUG NAAR BASIS WAAROM IN CURRICULUM

- 
- Snel veranderende werkwereld; verdwijnen van welomschreven banen; uitdagingen van 21st eeuw
  - Studenten voorbereiden op een leven als verantwoordelijke professional in een veranderende, internationale en interculturele wereld
  - Aandacht voor breed en interdisciplinair programma; maken van keuzes; passies, sterktes, talenten & wensen
  - Op de hoogte zijn/geraken van de beschikbare mogelijkheden
  - Evalueren, (leren) reflecteren en proflecteren


# VERANDERINGEN

- 
- Duidelijke positionering in CRC
  - Beschrijvingen, opdrachten en contacten duidelijker
  - Programma in S1, daarna is het aan de mentee en mentor, rekening houdend met de 3 pijlers van ProvDef
  - Getrainde mentoren
  - Uniformiteit, continuïteit en consistentie mentoren
  - Regelmatige bijeenkomsten mentoren
  - Matching
  - Student heeft voor 2 jaar 1 en dezelfde mentor
  - De student heeft per kwartiel 2 betekenisvolle contactmomenten met de mentor
  - Benutting van de expertise en kracht van studenten
  - Er is nog veel ruimte voor keuzes en input van de student
  - Documenten, o.a. 'Possibilities'
  - Reflectie

# OPBOUW CURRICULUM (CRC)



# CONSTRUCTION CRC

- 
1. **Scientific disciplines:** understanding & use of technology; societal & economic; designing for interaction, expression, impact & experience
  2. **Academic competences:** research; design; basic intellectual; scientific approach; co-operation & communication; temporal & social context
  3. **Professional development:** profiling; exploring; broadening/deepening

# OPBOUW PROFESSIONAL DEVELOPMENT 3 PILAREN

- Profilering: netwerken en digital portfolio
- Exploreren: 'het zijn van een professional' en werkveld CreaTe
- Verdieping/verbreeding: crc gebaseerd & passie/werkveld gerelateerd







# PROFESSIONAL MENTORS

**Your** career as a CreaTer, with the advice  
and help of **your mentors**



# SA/COORDINATOR

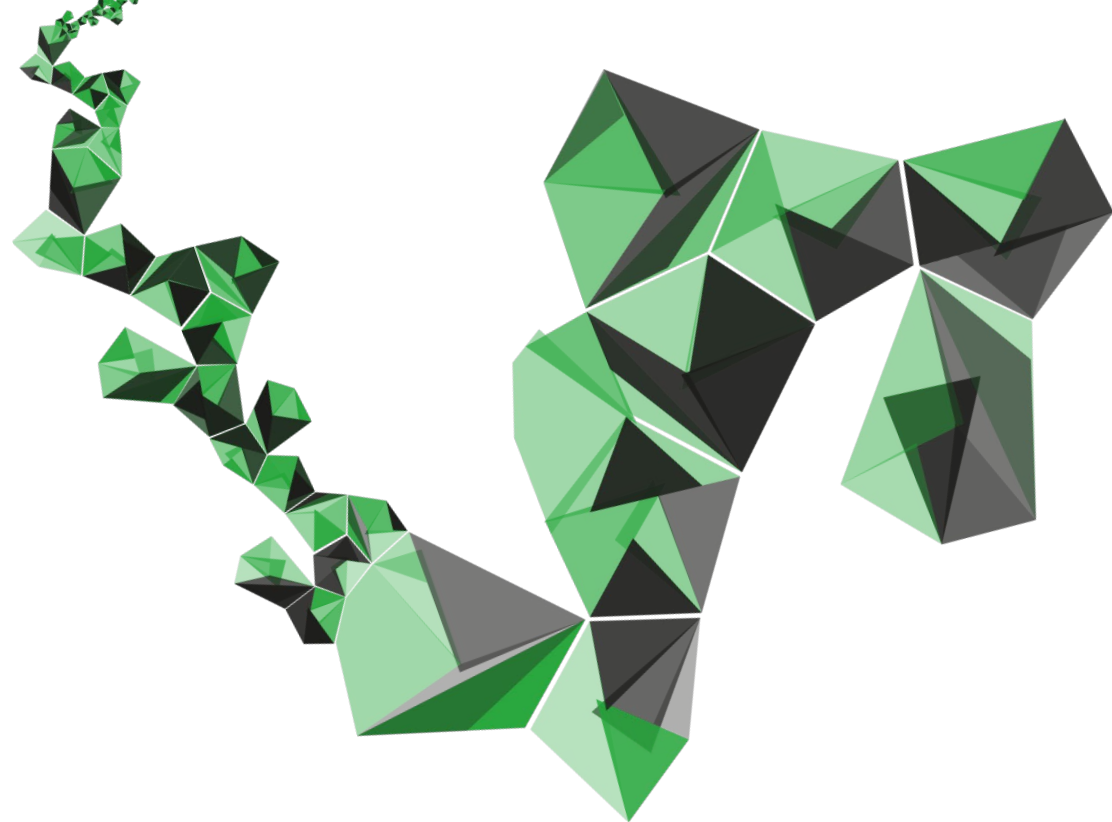
## ROL

- Vernieuwde opzet maken (met input groep)
- Samen met groep studenten en medewerkers:
  - opzet veranderingen
  - beslissingen nemen
  - evaluaties
- Verder ontwikkelen. Nu met mentoren, crc cie en studenten

## POSITIE

- Ontwikkelaar & Coördinator ProfDev
- Coördinator mentoren
- Mentor voor uitwisselings- & minoraanschuif-studenten

2 NU



# INTENDED LEARNING OUTCOMES OF PROFESSIONAL DEVELOPMENT GENERAL




The student:

- Finds his way as a CreaTe professional at bachelor level in the multicultural ever-changing society and - professional field
- Profiles himself as a creative technologist (profiling part)
- Identifies for himself in which part of the field he wants to become more proficient in (the master phase or to be active in) (deepening/ widening part)
- Behaves himself as a professional, bachelor level (exploring part)




# PROFILING


- 
- Student shows (for future client/ employers) his own CreaTe product through a digital portfolio
  - Student updates the digital portfolio regularly and makes conscious choices
  - Student profiles himself by networking
  - Student can communicate his strengths and skills confidently




# EXPLORING

- 
- Student is aware of the nature and possibilities of and within the field of creative technology
  - Student can identify skills to stay up to date that are relevant to the field of creative technology
  - Student regularly re-assess his career goals and action steps
  - Student is familiar with general professional skills and knowledge
  - Student understands his areas for professional growth
  - Student knows how to identify work environments that are satisfying for him.

# BROADENING/DEEPENING

- 
- Student knows (professional) interest
  - Student can identify skills or knowledge to develop, aligned with his career direction
  - In certain parts of the curriculum, the student has become more proficient than is offered in education
  - Student has gained skills and/or knowledge from topics that are different than the scientific elements of the program, but related to the field of Creative Technology or a personal passion

# VOORBEELD PROGRAMMA

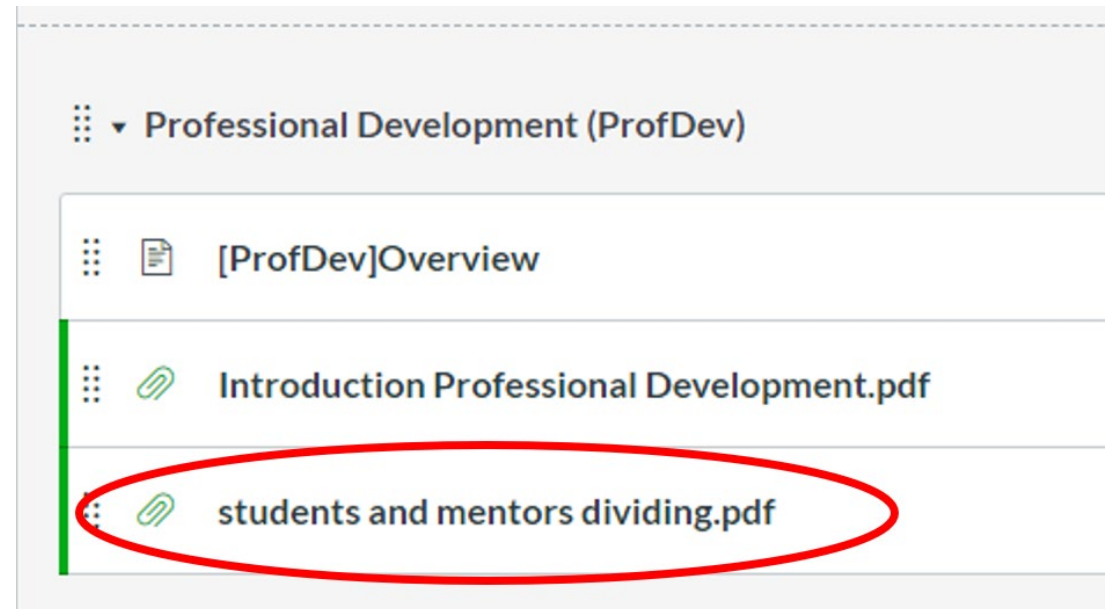


	Profiling	Exploring	<u>Deepening/ Widening</u>	<u>Assess</u>	Guide and Giving Feedback
Q1	Making portfolio (PF): Web Technology	<b>Week 40:</b> Alumni	Workshops: <b>Week 37:</b> Photoshop <b>Week 38:</b> Feedback <b>Week 39:</b> Java Script <b>Week 42:</b> YouTube & Vlog	Report PF	<b>Mentor</b>
Q2	<u>choice</u> portfolio	<u>Guest-speakers</u>	Workshops: Illustrator ?		
Q3	<u>choices</u> portfolio	<u>choice</u> student	<u>choice</u> student	Report PF	
Q4	<u>choices</u> portfolio	<u>choice</u> student	<u>choice</u> student		

# CANVAS ENVIRONMENT



CreaTe mentors of Professional De...  
CreaTe mentors of Profession...



# POSSIBILITIES

## Event Listing Sites:

<https://www.utwente.nl/en/designlab/Events/>  
<https://www.kivi.nl/>  
<https://techevents.co/>  
<https://www.dutchgamegarden.nl/>  
<https://www.eventbrite.com/>  
<https://www.meetup.com/>  
<https://forum.nl/nl/agenda?categorie=events>  
<https://www.storyworld.nl/>  
<https://springutrecht.nl/>  
<https://thingscon.org/>  
<https://i-mediaarts.jp/>  
<https://impakt.nl/nl/>  
<https://transmediale.de/>

## Noteworthy Events

### Quartile 1

September, 9 -13: [ARS Electronica](#)  
September, 10 – 13: [Goobot](#)  
September, 17 – 20: [Todays Art](#)  
October, 17 – 25: [Dutch Design week](#), Eindhoven  
November, 5 – 7: [International Philosophy of Human-Technology Relations conference](#)

### Quartile 2

26/11 – 17/1 : [Amsterdam Light Festival](#)

### Quartile 3

[Tcart](#), February  
Business Days Twente [Twente](#), 25 Februari  
<https://www.bedrijvendagentwente.nl/en>  
Audio, February:  
<https://sonicacts.com/portal/festival-editions>

### Quartile 4

April, 21 – 25: <https://www.facebook.com/European.Media.Art.Festival/>  
June, 17 – 19: Sonar, Music, Creativity& Technology; <https://sonar.es/>

## Outside CRC (Curriculum)

[UT](#):  
The cultural challenges offered by the [Vrijhof](#).  
<https://www.utwente.nl/en/campus/culture/courses/course%20offers/Creative%20Curriculum/#introduction>  
Design Lab:  
<https://www.utwente.nl/en/designlab/events/>  
[Incubase](#)  
Museum dedicated to new media art: <https://nxtmuseum.com/>

## Group or individual projects:

Students may come up with plans to achieve a goal not by course work, but by an effort organized as an individual project.

- Innovative internet projects; apply and (possibly) execute <https://www.sidfonds.nl/>
- <https://foundry.unilever.com/#Home>

## C. Exploring

### Being a professional

<https://www.utwente.nl/en/ces/tcp-language-centre/students/skillslab/>  
<https://www.goodhabit3.com/en-gb/home.html> fee for students, use your **studentnumber**  
<https://ecomer.stanford.edu/>

### Field of creative technology

Dutch Creative Industries: <http://dutchcreativeindustries.com/>  
[Stadium](#) Generale; <https://www.utwente.nl/en/sq/programme/>  
De Waag Society; <https://waag.org/nl>  
[Tetem](#) Kunstruimte; <https://www.tetem.nl/>

## Others

- Activism, an example:  
to improve and professionalize the process and reporting of CREEC (so that it becomes more useful to students and teachers)
- The alternative for mentees choosing individual challenges could be to decide to achieve a goal as a group. Such a group challenge would not be course work, but a project. The mentor then chooses a role which is **not** supervisor or manager, but closer to client or consultant.  
The combination of some mentees choosing their individual challenge and others working on a group challenge is an option, as long as it doesn't interfere with the unity of the whole group.
- Guild: contact your mentor

## Criteria Challenge

Challenges have to meet the following criteria:

- Fit in [the framework](#)  
The section on "encouraging, urging and making feel impelled" describes the general framework challenges should fit in. A student must be able to write down how and why his choice of challenge fits the framework. A mentor who is not satisfied with this motivation may reject the challenge.
- [Guarantees of quality](#)  
If a mentee proposes an individual challenge, the mentor should check how supervision, guidance and feedback, and assessment is organized. It is not necessary for a challenge to have explicit learning goals. But a challenge, which is just doing "something", without any explicit attention to development, is not acceptable
- Assessment  
In the assessment section in the main text it has been stated already that assessment of the challenge should not concentrate only on achieving the goals of the challenge. If the goals of the challenge are reached, the challenge can be assessed as a positive contribution to professional development. If the goals are **not** reached, the contribution to professional development **may still be assessed positively**. But the mentor may have to ask for an additional reflection (or another deliverable which may clarify the impact of the challenge on professional development)

# RESOURCES FOR MENTORS

A	B	C
RESOURCE	CATEGORY	Links
1 Digital Artists Hand Book	AT ( ART TECHNOLOGY )   DC ( DIGITAL CAREERS)	<a href="http://www.digitalartistshandbook.org">www.digitalartistshandbook.org</a>
2 Robots and Avatars	PT   AT   MBM ( MINDS, BRAINS AND MACHINES)	<a href="http://www.robotsandavatars.net/">http://www.robotsandavatars.net/</a>
3 SKOR CODEX	AT   ACT ( ACTIVISM )	<a href="http://societeanonymie.la/">http://societeanonymie.la/</a>
4 Piet Zwart Institute	FA ( FINE ART )   AA ( ARCHITECTURAL ARTS )   PUB ( PUBLISHING )   LBM ( LENS BASED MEDIA )	We exhibit and promote student work, and participate in p
5 Salone di Mobile Milano   <a href="https://www.salonemilano.it/">https://www.salonemilano.it/</a>	AIA ( Architecture and Interior Arts )	<a href="http://www.pzwart.nl/">http://www.pzwart.nl/</a>
6 Thursday Night Live	RT ( Recurring Talks )	<a href="https://thursdaynight.hetnieuweinstituut.nl/">https://thursdaynight.hetnieuweinstituut.nl/</a>
7 Het Nieuwe Insitute	DC ( Digital Culture )   D ( Design )	<a href="https://hetnieuweinstituut.nl/">https://hetnieuweinstituut.nl/</a>
8 TENT / London Design Fair	D	<a href="https://www.londondesignfair.co.uk/">https://www.londondesignfair.co.uk/</a>
9 Digital Archive Pete Zwart Institute	AIA	<a href="http://miard.pzwart.nl/">http://miard.pzwart.nl/</a>
0 MacGuffin Magazine	D	<a href="https://www.macguffinmagazine.com/">https://www.macguffinmagazine.com/</a>
1 Disney Research	Robotics ( R )	
2 Article on Augmented Reality in Entertainment	AR ( Augmented Reality )	<a href="https://la.disneyresearch.com/innovations/proCams/">https://la.disneyresearch.com/innovations/proCams/</a>
3 International Audio Laboratories	MT ( Music Technology )	<a href="https://www.audiolabs-erlangen.de/fau/assistant/schreit">https://www.audiolabs-erlangen.de/fau/assistant/schreit</a>
4 j MUSIC	CCS ( Creative Computer Science )   MT	<a href="https://explodingart.com/jmusic/">https://explodingart.com/jmusic/</a>
5 James Dyson: The Art of Engineering	MAMI ( Making and Managing Innovation )	<a href="https://www.youtube.com/watch?v=K3ZKLFsngXc">https://www.youtube.com/watch?v=K3ZKLFsngXc</a>
6 Siena International Photo Awards	LBM	<a href="https://sipacontest.com/">https://sipacontest.com/</a>
7 Grass Valley	LBM	<a href="https://www.grassvalley.com/home/">https://www.grassvalley.com/home/</a>
8 Startup Village Amsterdam	EAB( Entrepreneurship and Business )	
9 Metrica Sports	SAT ( Sports and Technology )	<a href="https://metrica-sports.com/">https://metrica-sports.com/</a>
0 My Reputation Lab	PAT ( Psychology and Technology )	<a href="http://www.myreputationlab.com/">http://www.myreputationlab.com/</a>
1 Startup Guide	EAB	<a href="https://startupguide.com/">https://startupguide.com/</a>
2 Dutch Creative Industries	EAB	<a href="http://dutchcreativeindustries.nl/">http://dutchcreativeindustries.nl/</a>
3 Dutch Fund for Creative Designers	EAB	<a href="https://stimuleringsfonds.nl/en/">https://stimuleringsfonds.nl/en/</a>
4 TransArtists	FA	<a href="https://www.transartists.org/about-residencies">https://www.transartists.org/about-residencies</a>
5 ResArtists	FA	<a href="https://resartis.org/">https://resartis.org/</a>
6 Venice Architecture Biennale	AA	<a href="https://www.labiennale.org/en/architecture/2018">https://www.labiennale.org/en/architecture/2018</a>
7 Crafts Council Netherlands	FA	<a href="https://craftscouncil.nl/en/">https://craftscouncil.nl/en/</a>
8 Origami Society Netherlands	FA	<a href="https://www.origami-osn.nl/en/content/origami-society-1">https://www.origami-osn.nl/en/content/origami-society-1</a>
9 Gerard van Oosten - Staphorster Stipwerk	FT ( Fashion Technology )	<a href="https://craftscouncil.nl/en/prijis-kiest-opnieuw-voor-stag">https://craftscouncil.nl/en/prijis-kiest-opnieuw-voor-stag</a>
0 Making and Metal	FA	<a href="https://craftscouncil.nl/en/making-and-metal2017/">https://craftscouncil.nl/en/making-and-metal2017/</a>
1 Smedrij Cornelius Pronk	FA - company that works with metal art	<a href="https://smederijcornelispronk.nl/">https://smederijcornelispronk.nl/</a>
2 Mondra Forge and Training	FA	<a href="https://www.mondra.nl/smederij/">https://www.mondra.nl/smederij/</a>
3 Crafts Map	FA	<a href="https://craftscouncil.nl/en/craftsmap/">https://craftscouncil.nl/en/craftsmap/</a>
4 Mayart - Center for modern art and Creativity	FA	<a href="http://www.mayart.nl/">http://www.mayart.nl/</a>
5 Dutch Shoe Academy	FT ( Fashion Technology )	<a href="https://www.dutchshoeacademy.nl/">https://www.dutchshoeacademy.nl/</a>
6 Dutch Enamellers Association	FA	<a href="https://enamellers.net/">https://enamellers.net/</a>
7 Wefnetwork	FT ( Fashion Technology )	<a href="https://www.weefnetwerk.nl/">https://www.weefnetwerk.nl/</a>
8 Studio Floris Wubben	FA   IM ( Innovative Machines )   Product Design	<a href="http://www.floriswubben.nl/about-studio-floris-wubben-">http://www.floriswubben.nl/about-studio-floris-wubben-</a>
9 Wool Works	FT ( Fashion Technology )	<a href="http://www.dewolkelder.nl/">http://www.dewolkelder.nl/</a>
0 ICAT - Textile Restoration	FT ( Fashion Technology )	<a href="http://icattextielrestauratie.nl/en/pages/overons/geschie">http://icattextielrestauratie.nl/en/pages/overons/geschie</a>
1 ma-tt-er	MAT ( Materials )	<a href="https://ma-tt-er.org/about/">https://ma-tt-er.org/about/</a>

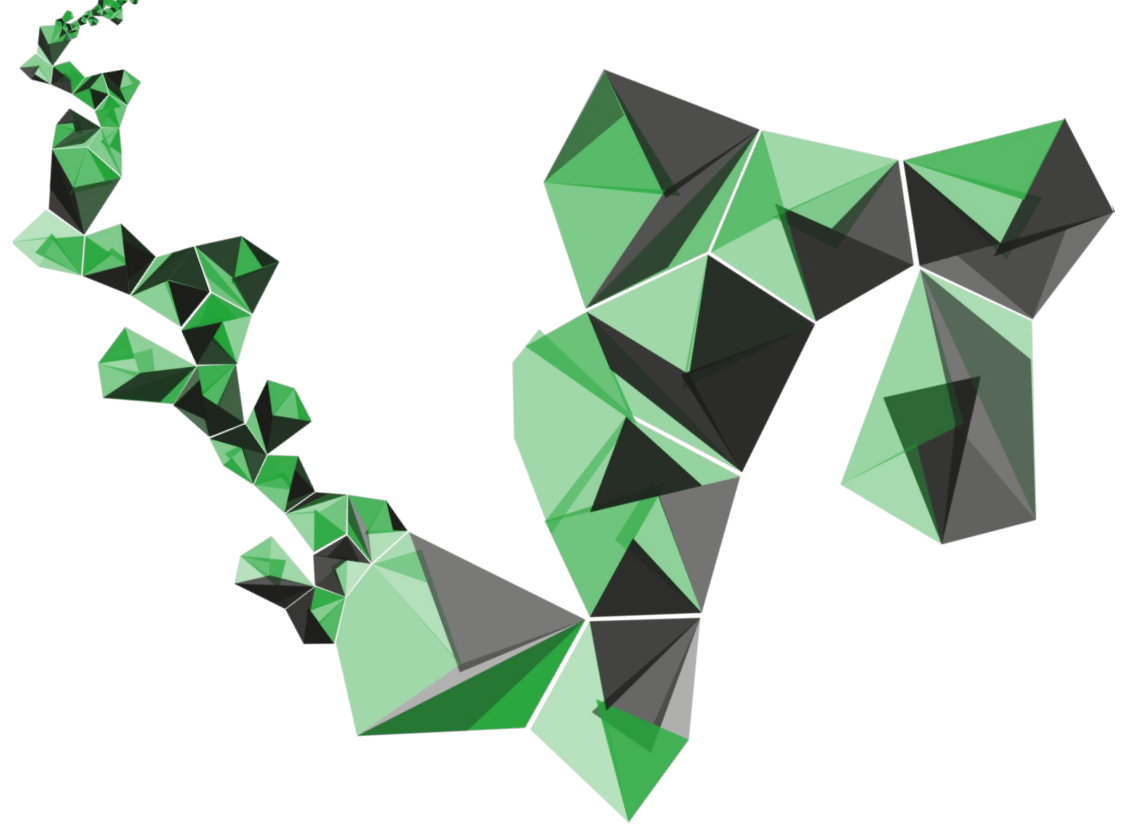


# INTEGRATIE

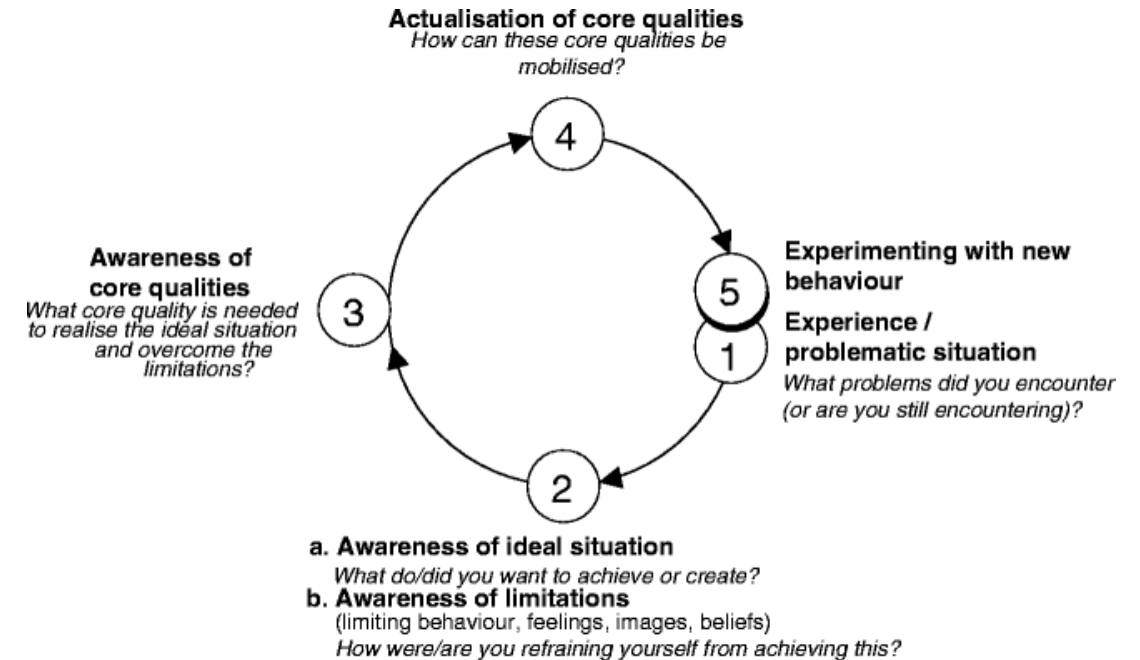
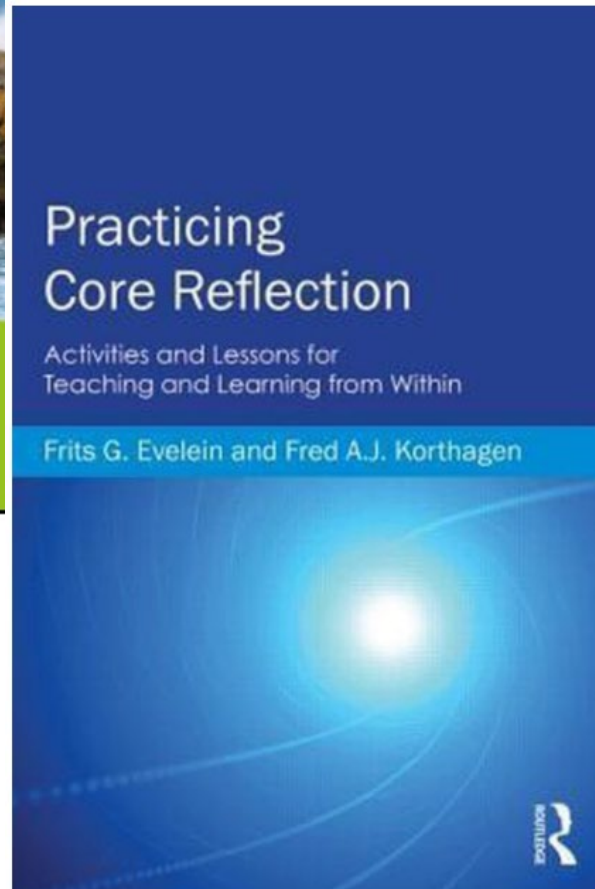
- Feedback in M1, M2 en M3



# 3 TOEKOMST



# STEEDS MEER GEBRUIK VAN OP KRACHT GEBASEERDE COACHING & REFLECTIE



# PLANNEN

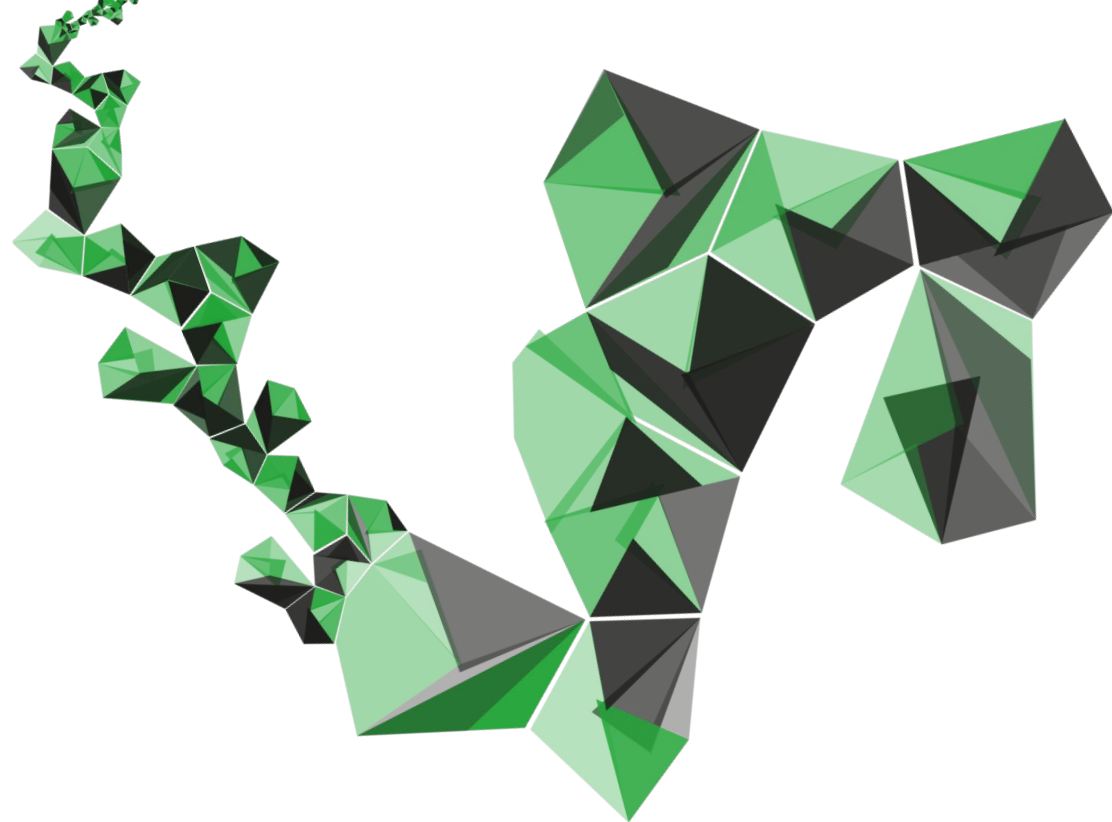
## KORTE TERMIJN

- Integratie in M12
- Training mentoren
- Leren reflecteren studenten
- Meer inzet alumni & peers
- Framework van competenties, o.a. weerbaarheid
- Concreter bv 'Boekwerkje'
- Onderverdeling uren
- Nog concreter: mentor < > SA

## LANGE TERMIJN

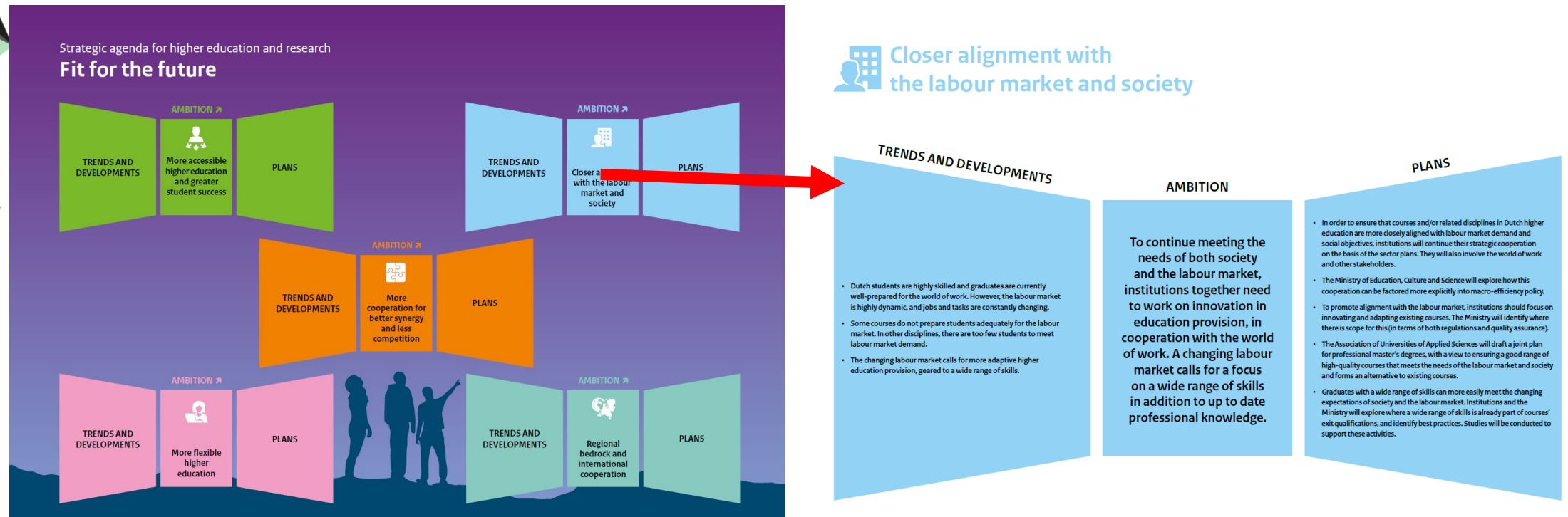
- Betere borging kwaliteit
- Onderzoeken 'heeft het nut'
- Digitale ondersteuning
- Afstudeeropdrachten

# 4 REFERENCES



# STRATEGIC AGENDA FOR HIGHER EDUCATION & RESEARCH OF THE NETHERLANDS

[HTTPS://WWW.RIJKSOVERHEID.NL/DOCUMENTEN/PUBLICATIES/2020/02/12/INFOGRAPHIC-STRATEGIC-AGENDA-FOR-HIGHER-EDUCATION-AND-RESEARCH](https://www.rijksoverheid.nl/documenten/publicaties/2020/02/12/infographic-strategic-agenda-for-higher-education-and-research)





# SHAPING 2030, UT

## SHAPING2030 | MISSION, VISION AND STRATEGY | UNIVERSITY OF TWENTE (UTWENTE.NL)

THE **UNIVERSITY OF TWENTE** IS THE ULTIMATE PEOPLE-FIRST UNIVERSITY OF TECHNOLOGY. WE EMPOWER SOCIETY THROUGH SUSTAINABLE SOLUTIONS.

[READ MORE](#)

### VISION

The UT believes in a focused ambition that involves setting clear priorities in education, research and innovation at the touchpoints between these challenges and our own identity. Given the UT's mission to be a university of technology that puts people first, we direct special attention to three societal themes and the challenges they pose; these can all be framed in a single question:

HOW CAN WE CONTRIBUTE TO THE DEVELOPMENT OF A **FAIR, SUSTAINABLE AND DIGITAL SOCIETY** BETWEEN NOW AND 2030?

[READ MORE](#)

### OUR MINDSET



#### **Entrepreneurial: courage over comfort**

Inspiring a new generation by pushing our renowned entrepreneurial attitude to new levels to inspire and guide our technological society.



#### **Inclusive: student over system**

Everyone in our community is learning, and is therefore a student. This thriving, talented community of unique individuals is our most crucial asset in serving society.



#### **Open: community over campus**

Collaboration is essential and we will be trusted partners in our connections. The campus remains our hub, but we reach out far beyond



### STRATEGY

We are ambitious and realistic. We cannot do everything at once, nor on our own. We will keep relying on our strengths, cherishing individual excellence, and encouraging healthy competition. For realising our vision in the coming decade, we present a strategic, step-by-step roadmap for change in 2030, based on three strategic goals:

SHAPING  
INDIVIDUALS

SHAPING  
CONNECTIONS

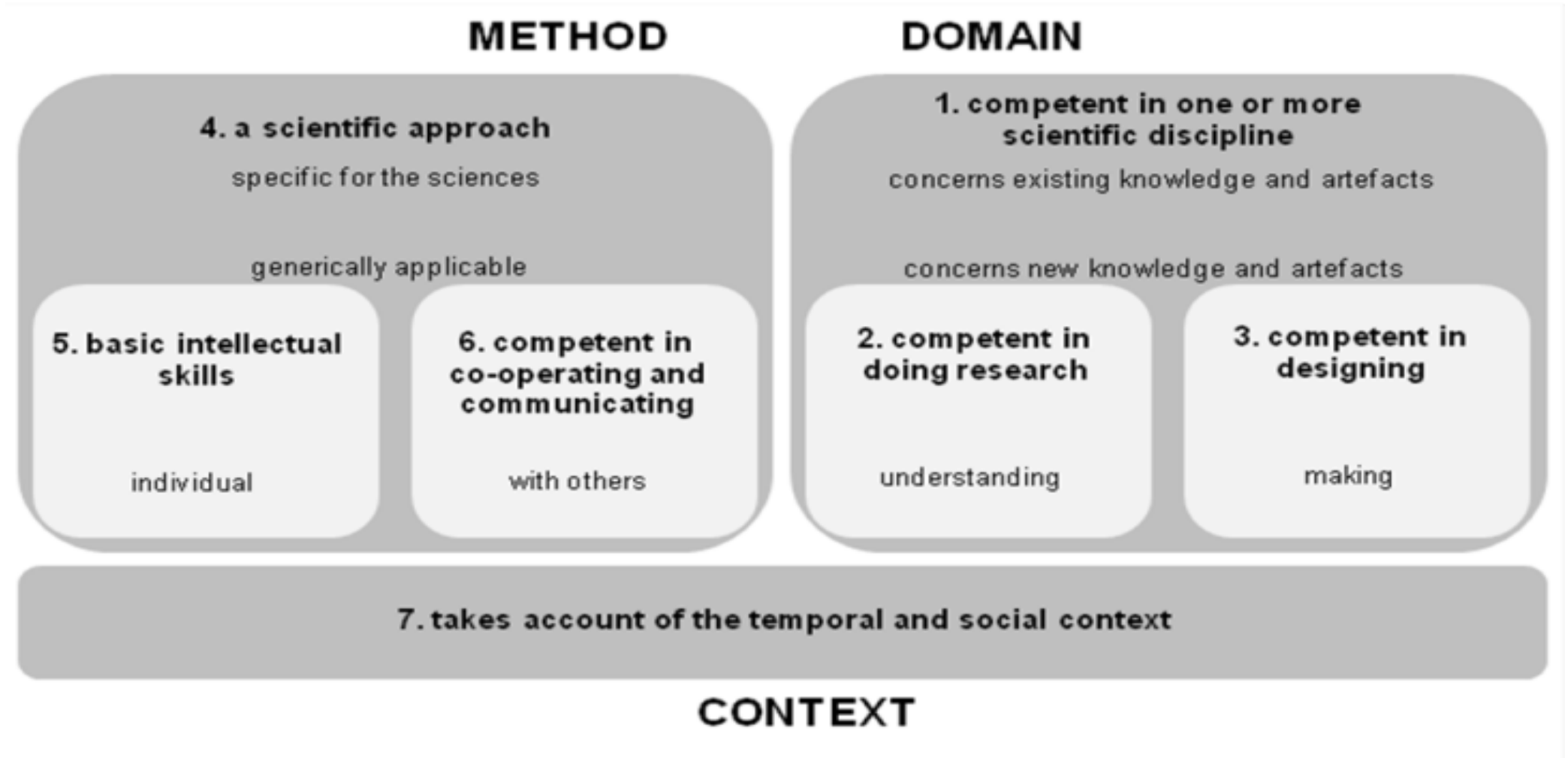
SHAPING  
SOCIETY

- **Shaping individuals** - fostering ownership and talent
- **Shaping connections** - proximity: outside in & inside out
- **Shaping society** - a quest full of challenges

These three goals are outlined in the full document of Shaping 2030, along with examples of goals (What) and actions we will take to reach them (How). This is only a kick-off, of course - we invite all of you, as individuals, groups, labs, and partners to join the conversation and work with us on translating the vision into your specific reality.

# MEIJERS' CRITERIA

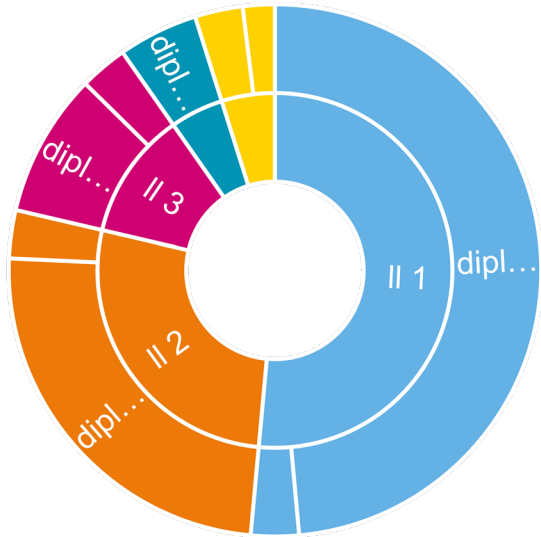
[HTTPS://RESEARCH.TUE.NL/NL/PUBLICATIONS/CRITERIA-VOOR-ACADEMISCHE-BACHELOR-EN-MASTER-CURRICULA-CRITERIA-F](https://research.tue.nl/nl/publications/criteria-voor-academische-bachelor-en-master-curricula-criteria-f)



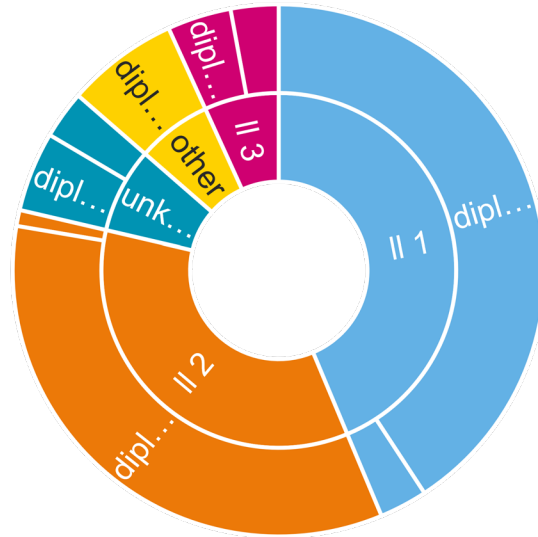
# OOK GEBRUIKT

- 
- Publicaties Fred Korthagen, Margriet Sitskoorn, Deci & Ryan, Ikigai, Margriet Sitskoorn, Evelijne Means, Erik Erikson, Paul Verhaeghe, Manon Ruijters en college, Trudy Dehue, .....
  - The SAGE Handbook of Mentoring
  - Mentale vooruitgang – Kraaijeveld, Halink en anderen
  - De tirannie van verdiensten - Sandel
  - Contacten, o.a. LVSA, UKAT en NACADA
  - LVSA: <https://www.lvsa.nl/>

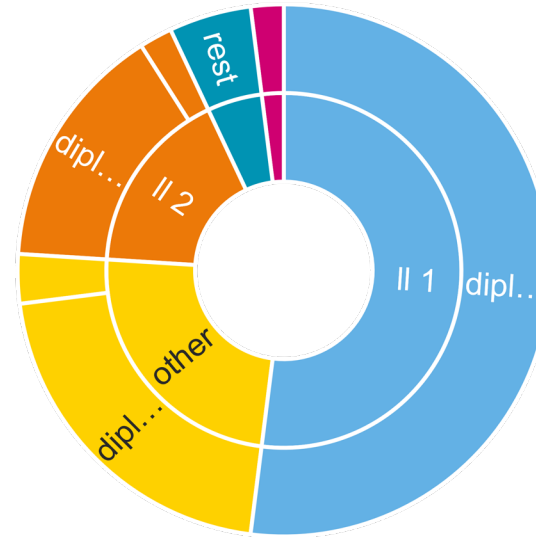
Cohort 2010; n=31, %



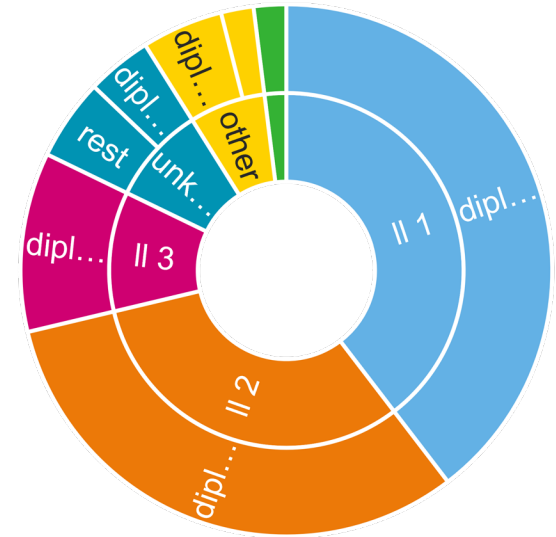
Cohort 2011; n=71, %



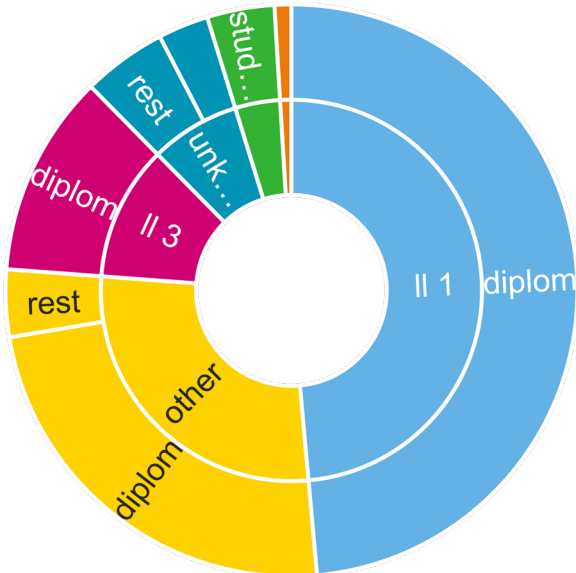
Cohort 2012; n=61, %



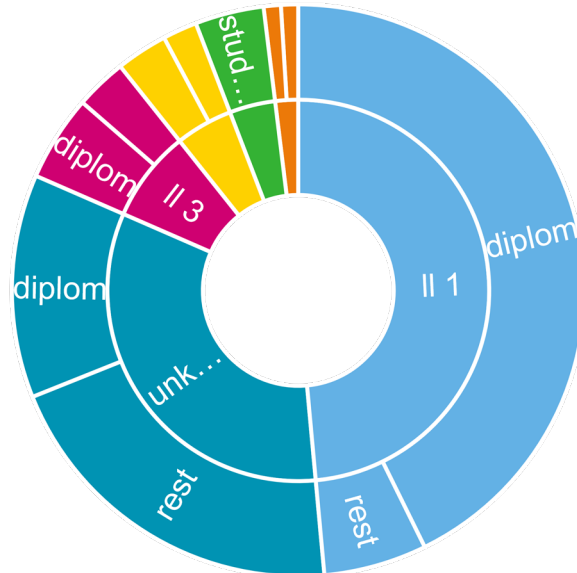
Cohort 2013; n=56, %



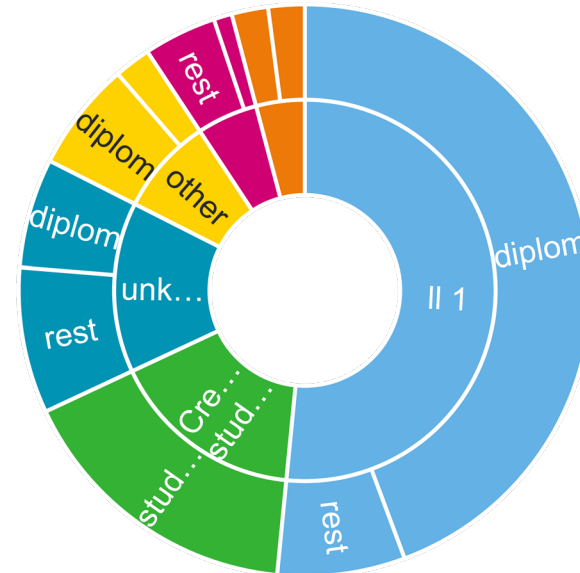
Cohort 2014; n=77, %



Cohort 2015; n=95, %



Cohort 2016; n=94, %



# VERKLARINGEN, KLEUREN ETC. SLIDE 36



- LL1: Understanding and use of technology (dark blue):  
Programming & databases; Engineering/Smart Technology; Mathematics
- LL2: Designing for interaction, expression, impact and experience (orange):  
Interactive Media; Design: user centred ; Design: visual skills
- LL3: Societal, economic and global competences (grey)  
Innovation & Entrepreneurship; Art, society, ethics
- Other (yellow)
- Unknown (light blue)
- CreaTe student (light green)

All entrants, %

