

UNIVERSITEIT TWENTE.

FACULTY OF ELECTRICAL ENGINEERING, MATHEMATICS AND COMPUTER SCIENCE

DATE

24 February 2020

OUR REFERENCE

EWI20/BOZ/8188/KR

158 PC-AM 21st of January 2020

55 *Present: Hil Meijer, Linda ten Klooster, Sem Geerts, Aleida Braaksma, Lavinia Lanting, Gjerrit Meinsma, Bodo Manthey, Jan Schut (M-coordinator), Judith Timmer (B-coordinator)*

1. Opening

3:40pm

2. Minutes last meeting

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- Use of first names or last names is not consistent
- Page 1: no time
- Line 19: once it should be pointed out
- Line 13: programme committee trainer
- Line 96: shortly discussed, change to briefly
- Line 99: last meeting
- 65 ▪ Line 79: there are two people
- Lines 108 and 117: when one excludes, list that summarizes
- Line 119-120: which language she should speak as a student assistant
- Line 119: point out
- 70 ▪ Line 162: rephrase; pd asks for an advice
- Page 3, 4 it is unclear what a teacher is supposed to do
- Line 170: it should be postponed to
- Ten Klooster wasn't there

Action points

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- 335 transferred to Braaksma
- 338 done
- 339 done
- 341 is considered to be done
- 347 stays
- 348 considered to be done
- 80 ▪ 349 the date has been fixed
- 350 leave it as an action point

3. Correspondence

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- a. Advice on the proposed language and test policy
- b. Incoming email
 - i. There is a schedule of upcoming faculty council meetings and it is important for us to know this schedule, so that any advices are given in time.
 - ii. Another email is an announcement that MasterMath will send their evaluations of Fall 2019-courses at the latest on 27th of march, and they have a meeting on 17th of April. It would be good if some of the students could go, Ten Klooster will ask Weedage to come to that meeting. The chairman says that teachers are also welcome. He says that if Weedage cannot come, he will try to go himself.

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4. Announcements

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- a. The PC training has been scheduled on 26th of February. Details will follow.
- b. The chairman has been asked to be part of a committee on behalf of the university council they want to look into the progress support and structural recognition in the sense of hours and money, but also information for participation bodies. University council, faculty board, faculty council, programme committees but also "dienstraden". Because of that, the programme committee members might be asked at some point how much time they spent on being part of the committee.

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5. Proposal for an elective in Module 11

There is a proposal for a new elective "Simultaneous Statistical Inference" in module 11. The bachelor coordinate is asked whether she knows the status of the proposal. She says she does not. The chairman tried to get in touch with the lecturer, but that did not work out. As far as he knows this concerns a course

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160 she would like to teach in quartile 11, but only for the upcoming academic year. At this moment the programme committee is asked to give an advice whether this course is suitable. Ten Klooster thinks the course proposal seems well thought through. She only has a question about the usage of R, since it is used now in module 5 and she wonders whether it is necessary to have it. The chairman wonders whether it would be wise for the lecturer to recap R in the first tutorials, so that
165 students can familiarize themselves again with useful commands in R. Lanting adds that having a few scripts with useful functions and comments is already helpful if there would be no time for a recap class. The chairman would like to see the list of learning goals written in a different format, because it 's first stated in a general form and what is the idea behind it and then what the students should do. The chairman will communicate to the lecturer that we are positive about this course proposal, but the PC
170 would like to see another description, with updates and also with an Osiris description. The B-coordinator remarks that the recommended book is quite expensive and even with the students discount it will not be much cheaper. The members discussed that maybe the library has this book and maybe it could be possible to access it digitally, so that students would not have to buy it. The chairman will also ask the lecturer how much of the book she really uses.

175 6. Evaluations

a. Module 4

This was the first time this module has been taught in quartile 4 instead of quartile 3. The chairman sees some planning problems as the most common complaint in the evaluation was to take care of the examination schedule. This year, exams in module 4 were scheduled the day after some bigger activities, like the Batavierenrace. Ten Klooster suggests that if an exam is scheduled for Tuesday, instead of Monday, it is already much better.

b. Module 8

180 In the evaluation students say that one exercise takes a lot of time to solve. It is easy to make a mistake, so they need time to redo all calculations if they find out. It would be less stressful for the students if the grading rules were clearer to them, i.e., that the way they solve the question is important more than the answer. It should be communicated with the module coordinator that communication about the way the exams are graded should be clearer. The chairman mentions that, according to the evaluation, the projects does not seem to contribute a lot to mathematics.
185 **[AP chairman: discuss the grading system of module 8 with the module coordinator.]**

c. Module 12

190 The course Complex Function Theory changed with a new lecturer. In the evaluation students remark that the exam was quite different from what they expected. This was accommodated by an extra resit in October. For the bachelor project, many students are not aware whether their supervisor is going to be present during the final presentation. Among many other programmes at UT, the supervisor is required to be present and a supervisor needs a good reason not to come. Ten Klooster suggests that since there are two supervisors, during the poster presentation at least one of them should be present. The poster presentation is an oral exam, so there should be someone to be able to interview the presenter.

d. Module 1

200 Meinsma remarks that he tried to schedule the MATLAB sessions late enough so that students would have enough knowledge to learn how to program in MATLAB, but at the same time soon enough to enable them to successfully finish the project. Meinsma says that the project this year was not that focused on the modelling part and says this wasn't the best project the programme offered. Another complaint concerned the grading of
205 the project, as some students contributed more to the project than others, but teachers decided to give everyone the same, fixed grade for a project (within a project group), because it was hard to prove that someone contributed more than others.

e. Module 5

210 The new lecturer for Statistics made some changes in the course resulting in differences between reader and lecture. So, some students were surprised by the exam. When it comes to the content, the students prefer the course given by the new teacher.

[AP chairman: Remind the new PD to organize a presentation skills workshop for the new teachers.]

f. Module 2

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215 No comments

g. Module 6

The name of the module coordinator is incorrect.

220 Braaksma wonders if the evaluations ever lead to some action. She sees that some module coordinators make a list of action points with things that should be improved, but she asks whether there is more. The chairman says that whenever he sees the same complaint in a following year, he makes a note. He would like to see module teams to make reflections on the modules listing things that went well what to improve, but it cannot be forced. Braaksma tells about the evaluation system for a course she teaches at another university. After the evaluation, teachers at that university would sit with the students and make a list of things that should be improved together and this list is send as a remainder two months before the course starts again. She says especially the reminder is a useful part.

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[AP Chairman: Discuss the evaluation system with the PD.]

[AP M-Coordinator: Send the evaluation of master courses to PC.]

7. TOM 2.0, current state and discussion

230 The reason it is again on the agenda, is a meeting the chairman will attend next Monday about TOM 2.0. In October 2019 the PD handed in a draft TOM2.0 curriculum ("houtschoolschets") with many integrated modules, but a discussion on that topic ended without conclusion. In spring 2020, the new real curriculum has to be ready.

235 For now, the most important aspect is an organizational choice; a module can be coherent or integrated. Integrated would mean that a module has subcomponents, but in the end, you have one, final grade and for this final grade one gets ECs. A coherent module would consist of subcourses with separate grades that already leads to ECs. A good example is module 5, which consists of a coherent part of Statistics and the Project and Analysis II as a disjoint part. The chairman asks the committee members whether they would like to see integrated or coherent modules.

240 Ten Klooster says some modules, like module 8, could be coherent. She says that with some modules it is fine, when they are integrated, but she says that in comparison to the current version of modules, more could be separated.

245 Manthey says that defining a module as integrated just so it is integrated, does not make much sense to him. An example of module 1 is being discussed. This is a module with quite distinct parts: Calculus and Linear Algebra, and there are students that take only one of these courses, so that would be a reason to make this module coherent, but, on the other hand, as Meinsma mentions, the idea behind this module is to check whether students are suitable for this degree.

250 Braaksma says that originally, based on module 8, she preferred coherent modules, but she finds it difficult. During a lunch session on TOM2.0, benefits of an integrated module were mentioned such as higher study success, which is desired. At the same time, we want to move to coherent modules and she thinks this does not go well together. She says that it makes sense to have integrated modules in year 1, so that the students get to a certain level. It should be noted, that if the module is shared with another programme, which defines the same module as coherent, while AM has it integrated, then it is only fair to make it coherent for the math students as well. She sees the benefit of integrated modules though and she thinks that if everything was to be made coherent, then it cannot be expected that the benefits of the integrated modules will still be there.

255 Lanting agrees that having integrated modules, especially in the first year gives much more motivation and shows whether one is actually suitable for the programme. She does not agree about this when it comes to module 3. AM students have to repeat the entire module, including Mathematica and Vector Calculus, while AP students have this module coherent.

260 Geerts says that this draft is made by saying lets making everything integrated and look what we can make coherent. He does not agree with the approach and he thinks things should have been done the other way around. That is, looking at every module as a coherent one, and then see what is actually integrated and then make those modules integrated.

265 The chairman summarizes that the PC sees that the integrated modules could be modules 1, 2, 4, 6 and 7. He says that those reasons should be justified: module 1 and 2, this would be a proper way of giving

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the students feeling whether they can get their BSA or not. And others modules should be kept coherent and only if a programme has good reasons, then the module should be made integrated.

8. Question round.

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Meinsma would like to change something in course Signals & Transforms, but he does not know whom to contact. The chairman suggests to contact the Programme Board. Lanting asks Meinsma why he wants to change the course. He explains that the topics are not covered in very much detail. Lanting explains that she asks, since many students were enthusiastic about the course and she was surprised Meinsma wanted to change something.

9. Closing

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5:43 pm

Action Points

Nr	Description	Meeting	Responsible
335	Inquire about the skewed workload distribution in the Reflection-course in module 11.	4/6/2019	Braaksma
347	Send a case for the training to Hans van den Berg.	19/11/2019	Chairman
350	Discuss changes with lecturers of analytical programming course.	19/11/2019	Programme Director
351	Discuss the grading system of module 8 with module coordinator.	21/01/2020	Chairman
352	Discuss the course evaluation system with the PD.	21/01/2020	Chairman
353	Send the evaluation of master courses to PC.	21/01/2020	M-coordinator