

Onepager report training review MCT AJ 20-21

The training review of the Multimedia and Communication Technology course went on in a very open atmosphere. The discussions were engaging and substantively strong, the members of the discussion groups engaged and critical. The team members the panel spoke to were passionate and showed a strong common focus. Profiling this handsome programme is important: bring out more of the work of students and the capabilities of the programme.

It is clear that the programme has made a strong commitment to constructive alignment in recent years. Teachers know what this means and apply it in most course units.

The panel is impressed by the strong evolution and progress the training has made in recent years. There is a clear vision and a build-up (CRE and four-field model) to evaluation at VKS 6 level. The blueprint is there, is well thought out and came about with much participation from the lecturers. The lecturers are also clearly on board with the hashtag story (programme-specific learning outcomes), the three-level structure and the four-field model.

The programme is constantly looking for how to improve teaching quality. Feedback is sought, in formal and informal ways. Teachers also engage with it effectively. The panel observed this when talking to third-year and second-year students: what third-year students cited as a problem or shortcoming was refuted by second-year students. Keep involving students explicitly in the programme's policies and choices to be made

Lecturers are very much in touch with practice. A lot of lecturers also have one foot in the field, which makes them very aware of what is expected. The professional field also confirms this. In particular, both the curriculum and the technology choices in terms of frameworks, platforms and tools for web and 3D development lean closely on what the professional field expects today.

The panel became acquainted with a teaching team that is strongly aware of the need for lifelong learning. The programme pays sufficient attention to training wishes and teachers are also given time for this. It is a strong move to support the lecturers from within the programme through online learning (e.g. LinkedIn Learning) and external training, in order to keep the content up to date. Lecturers collaborate on research projects within KdG and with external funds. In this way, too, they keep their finger on the pulse.

The capacity for self-direction and self-management seems to be something students really feel, understand and absorb. It is clever how free the programme leaves students with the many choices it offers.

Tutor guidance is very important in teaching students to cope with freedom and autonomy. Teachers themselves indicate that they rely heavily on feedback. Students are very positive about feedback from lecturers, and about the coaching role lecturers take on.

The course went a long way in developing the curriculum. The result is a careful and well-thought-out training programme. The field confirms that the training focuses on the right content to meet the contemporary needs of the rapidly developing field. The course units are spot on in terms of content and practice. The field appreciates that the students are trained in a broad and technically sound manner. There is a clear gradual structure in which the student's responsibility increases throughout the curriculum. The blueprint with the three levels (common, rare, epic) and the four fields is well thought out. The panel met a team of inspired teachers and students. The teachers are rightly enthusiastic about and proud of the new curriculum and also know what it is all about. The

development was carried out bottom-up with input from lecturers, students and the field. The lecturers present know what they are talking about and together they let one voice be heard.

Students find the authentic way of assessment a big plus to the programme. They like the fact that there are hardly any classical exams and many projects and that there is a commitment to continuous evaluation. The method of assessment also fits well with the expectations of the professional field. Students also experience the assessment as fair. And in a rare case where this is not the case, the programme also deals with this feedback from students and makes adjustments.

The relationship between tutor and student is very open and informal. The lecturers also really talk in the student's interest. This comes back to both sides so that's absolutely fine. You feel the bond of trust tremendously and this is only to the benefit of the student's efforts. Students described the teachers as "chill people you can have a good chat with" or "The teacher is not just a teacher, but also a personal tutor". The other students confirmed this image. Some teachers are personal/professional development coaches from the beginning of the programme. This makes it less difficult for students to choose their specific pathway in the second year

Students themselves say that the programme is an undervalued, innovative programme, which could promote itself more. Create more buzz on social media. Highlight what students learn to make and what you can achieve with the programme. That's what students MCT are good at.