OKIO
ANNUAL REPORT
2020-2021

Opleidings Kommissie Industrieel Ontwerpen

Delft, September 2021

TUDelft

CONTENT

INTRODUCTION

OKIO is the abbreviation of Opleidings Kommissie Industrieel Ontwerpen (with spelling from the 70ies). In English this is called the Board of Studies (BoS) of the IDE faculty. The Higher Education and Research Act (Wet op het Hoger onderwijs en Wetenschappelijk onderzoek (WHW)) requires this committee. The OKIO advises the Board of Education (BoE), in Dutch this is called the Opleidingsdirectie (OD). And (indirectly) the OKIO advises the dean of the faculty regarding the quality of education. Figure 1 provides an overview of how the various fora are organised.

The OKIO is the joint Board of Studies for all 4 programmes of the Faculty of Industrial Design Engineering: the Bachelor and the three Masters: Integrated Product Design (IPD), Design for Interaction (DfI), and Strategic Product Design (SPD). The aim is to contribute to the quality of all these programmes with regard to the content of the education, the type(s) of education, and the organisation and communication about education.

Since 2017 the Board of Studies has not only an advisory function but also the right of approval on specific topics. For example, a yearly request is the BoS's advice on Teaching and Examination Regulations (OER and TER).

The OKIO advises on request as well as on its own initiative (unsolicited advice), the latter being more emphasized for three years. Sometimes, the advice is aimed at a specific course, but mainly the advice is overarching and regarding a whole programme.

Last academic year an important task of the OKIO is to advise the bachelor revision team and the BoE in the development of the new bachelor programme. Also, the coming year imput for the new bachelor, but now on the implementation, will be needed.

This report provides an annual overview of OKIOs activities and results in the academic year 2020-2021. It has been written primarily for the advised fora, but also for other IDE education stakeholders, including co-advisory parties, such as the Faculty Student Council (FSR), te Educational Advisor, the Board of Examiners (BEx), and new OKIO members for the next academic year.

TUDelft
Organisatie Onderwijs

Legenda:

| Wettelijk orgaan, advies of instemmingsrecht |
| Wettelijk orgaan, toezichthouder |
| Wettelijke functie |

Raad van Toezicht

Studentenraad/ Ondernemingsraad — College van Bestuur

Facultaire Studentenraad/ Onderdelencommissie — Decaan Faculteit # — Examen Commissie

Directeur O&S

Directeur Onderwijs*   * gedelegeerd wettelijk taken van decaan

Hoofd O&S/ Beleidsmedewerker O&S

Beleids- medewerksers O&S

Hoofd centrale afdeling O&S

Opleidings Directeur 1

Opleidings Directeur 2

Opleidings Directeur 3

Facultaire Onderwijs Ondersteuning

Centrale onderwijs ondersteuning

Opleidings Commissie 1

Opleidings Commissie 2

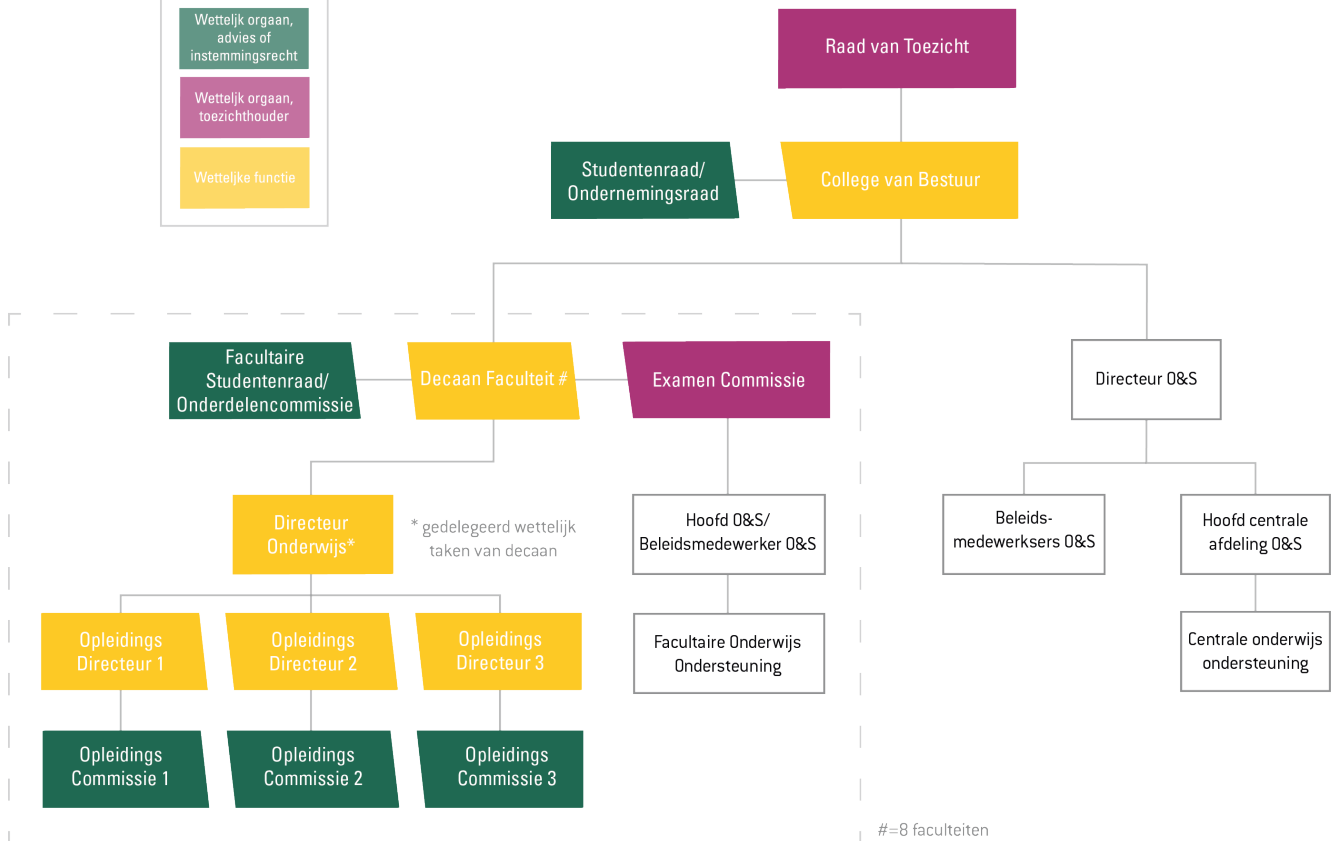Opleidings Commissie 3

#=8 faculteiten

Figure 1 - Board of Studies (of which OKIO is one) as part of the TU Delft organisation
(based on presentation 'Training Opleidingscommissies', TU Delft 2017)

2 OKIO 2020-2021

2.1 GOALS

As a result of the legal changes for this academic year Board of Studies is asked to compose an annual plan at the beginning of each academic year. In this annual plan the OKIO has formulated 3 goals:

1. To give requested advice;

2. To give unsolicited advice, and

3. To monitor developments regarding 2019-2020.

2.2 MEMBERS

The OKIO consists of five educational staff members, five student members and a supporting secretary. Figure 2 shows their faces.

Student members are appointed for the duration of one year, whereas (since 2017) educational staff members can be appointed for three years. All members can be appointed for a second term. ID Education, a section of the ID study association, is responsible for the recruitment of student members whilst educational staff members are appointed by the dean, as determined in the Faculty regulations. Each member of the OKIO has been assigned to the portfolio of one of the four educational programmes.

At the start of the academic year one new educational staff member and five new student members were appointed (new members are marked with * in the list below).

Educational staff

Annemiek van Boeijen	Chairman
Aadjan van der Helm*	Representative for Design for Interaction (staff)
Zoltán Rusák	Representative for Integrated Product Design (staff)
Sijia Bakker-Wu	Representative for Strategic Product Design (staff)
Stefan Persaud	Representative for the bachelor (staff)

Students

Khalid El Haji*	Vice chair (student)
Jackie Fei (Yongqing)*	Representative for Design for Interaction (student)
Jip van Montfort*	Rrepresentative for Integrated Product Design (student)
Derek van de Ploeg*	Representative for Strategic Product Design (student)
Sterre Maris*	Representative for the bachelor (student)

Secretary

Khalid El Haji

For last academic year it was decided to give a student member of the OKIO the task to draft the minutes. The extra hours (max 40 hours) are paid through IDE Secretary.

Figure 2 - The OKIO members

2.3 PROCEDURE

This section describes how the OKIO works; the frequency of meetings, the approach to requests from other forums and the way of working regarding the unsolicited advice.

Internal meetings and contact with requestors of advice

In 2020-2021, the OKIO met every two weeks for 45 minutes, 20 times in total. In addition, there was an introductory meeting in September and several extra meetings to discuss the bachelor revision. During the internal meetings, both requested and unsolicited advice was discussed. Some guests were at times invited to the OKIO meetings to react to our provided advice or to inform.

Due to busy agendas - especially because of the bachelor revision, this year the OKIO did not organise a start and end of the year event with members of the BoE, quality assurance, the BEx and FSR.

For the regular meetings the OKIO distinguishes the following topics:

1. Information; information sharing about events, actions and happenings in the faculty
2. Discussion; idea generation and opinion forming
3. Evaluation; to determine the value and quality.
4. Decision; to decide on actions to be taken
5. Advice; to advice to the Board of Education

Approach requested advice

The general approach is:

1. The OKIO receives a request for advice and puts it on the agenda;

2. OKIO members are asked to study received documents - all or allocated members individually - and send a personal reaction to the responsible OKIO member (this is, in general, the chair or vice-chair);

3. Input from OKIO members is clustered by the responsible OKIO member;

4. The input is discussed in an OKIO meeting and conclusions are drawn;

5. The responsible OKIO member writes advice and sends the draft to the OKIO members with a request to confirm and/or to give suggestions for improvement;

6. The responsible OKIO member sends the final version to the involved party, often followed by a discussion in another OKIO meeting;

7. The responsible OKIO member and/or other OKIO members monitor the developments regarding the given advice.

Approach unsolicited advice

As a result of the new approach implemented in 2016-2017, the OKIO has been able to pay more attention to unsolicited advice. To this end, the OKIO has adopted the following approach:

1. In an OKIO meeting the members brainstorm on concerns, opportunities, and other topics in education that need attention and could serve as a starting point for unsolicited advice;

2. In addition, the Board of Education is asked for relevant subjects;

3. The most promising topics are elaborated in sub-teams according to each member's preferences and expertise;

4. Small studies are conducted (e.g. interviews with students), and discussed with non-members regarding the selected topic;

5. Interim results are shared with all members in OKIO meetings;

6. Results are discussed and conclusions are made for advice to the BoE.

2.4 RECAP 2019-2020

The Board of Education responded positively to unsolicited advice in the annual report. OKIOs point of attention to the transfer from current course coordinators was somehow addressed, for example, via a booklet with tips for new course coordinators.

Similar to last year, it is not clear to the OKIO to what extent advice on OER and TER reaches the TUDelft level, when and how. The OER & TER are discussed at a late stage in the academic year when central decisions are already made.

This year recruitment went very smooth. Both students and staff representatives were recruited in time. Chairs of departments responded quickly to OKIO's needs.

The unsolicited advice on grading system was not monitored.

The unsolicited advice on autonomous learning was well received by the new bachelor development team. Training has been provided for staff and the organised enough occasions for discussion on the matter.

3.1   INTRODUCTION

During the academic year 2020-2021, various topics were submitted to the OKIO for advice and/or approval. These topics were communicated through documents, and during online meetings. The requests mainly addressed developments concerning the Bachelor Revision.

3.2 OVERVIEW OF REQUESTS AND OTHER ACTIVITIES

Table 1 shows an overview of the requests and other activities with: information on the topic, the person who requested the advice, when the advice was requested, what was requested and the kind of feedback delivered to the requestor.

3.3 CONCLUSION

Similar with last year, most time was spent on the bachelor revision, especially in the first semester. Major concerns and advice were again regarding the feasibility (studeerbaarheid) of this new bachelor and the transparency and fairness of assessment. For the masters the quality (depth and newness) was a point of attention. Furthermore, there was a recurring concern about the transition from current bachelor coordinators to the new coordinators.

Table 1 Overview of requested advice and other OKIO activities

Date	Subject	Stakeholder	Request	Delivery/Activities
15-09-2020	OKIO goodbye and kick off meeting	OKIO members - old and new	Thanks to former team, get to know new team. Besteding Budget Kwaliteitsafspraken	OKIO planning Letter to Board of Education
29-09-2020	Planned activities for Quality Assurance	Educational Advisor	To inform the OKIO	Some reactions to the EA
12-10-2020	Update Bachelor Revision	Bachelor Revision team and FSR	Updates and planning 2020-2021	No deliverable
27-10-2020	Bachelor Revision: Attainment Levels	Bachelor Revision team	To agree on the document (voting right)	Document with suggestions for revision and voting result. Reply from BR team 29-10-20
10-11- 2020	Bachelor Revision: Attainment Levels	Bachelor Revision team	Feedback on details and voting	Document with suggestions for revision and results from voting.
18-12-2020	How do we make prototyping relevant in Covid time?	Board of Education	Unsolicited advice on prototyping in covid time	Document: Summary of issues and solutions for prototyping

4 UNSOLICITED ADVICE

This year the Bachelor Revision requested much extra attention from the Board of Education. Therefore, there was limited time for additional advice. Consequently, the OKIO used some of her time to discuss two topics elicited from the Bachelor Revision documents: the grading system and autonomous learning.

4.1 PROTOTYPING DURING COVID TIME

The question that OKIO explored was *How do we make prototyping relevant in Covid time?* Reason was comments from students that they strugggled with prototyping at home and questions about the support of the PMB (workshop).

Advice for the Board of Education

OKIO listed problems & thoughts, for example the observation to support: 1. Making prototypes (production); 2. Reflective learning when prototyping including feedback from coaches (conceptualisation); and 3. Learning from prototypes (evaluation with intended users). In general, with the current measurements, the

actual making of prototypes is less difficult for students than the learning while prototyping and from others, for example, when testing a prototype with intended users. Staff members developed already several sources with tips, but they do not necessarily reach students.

For references and more details see Appendix A2.

4.2 GRADUATION & WELLBEING

The aim of the advice was to enrich the discussion on how to motivate students and staff to contribute to

both students' and staff's wellbeing in general and the graduation process in particular. Reason was feedback from students, struggling to find a graduation project (contacting many staff members wihout any success) and difficulties to keep motivated and healthy during the process of graduation.

Advice for the Board of Education

OKIO emphasised the importance of keeping communication between staff alive. For example, regular updates in MT or section meetings about supervision of graduation students and division of students among staff members rather than to focus on written procedures en information (that often students and staff are not aware of).

For references and more details see Appendix A3.

5 RECRUITMENT

5.1 INTRODUCTION

This chapter is similar to that of last two years' annual reports. The chapter is included again to raise awareness for new stakeholders in IDE. It briefly reports guidelines for the recruitment of new OKIO members.

The OKIO is happy to report that this year the team was complete in time and that for 2021-2022 already in May some new students were recruited.

Possible problems for coming years

- Members coming and going which might result in low commitment and influences the continuity from year to year. We have seen examples of this with both educational staff members, having too many other tasks, and student members, doing an internship or starting graduation.
- Not enough members to do the work resulting in delays in planning and response time in addition to advice based on the experience and opinion of merely part of the OKIO.
- Recruitment of educational staff members with little experience and knowledge of our education and thereby in our view not well qualified. For instance, an educational staff member of a department should be selected preliminary for his or her ability to assure and increase the quality of education, and not (as was mentioned at times) to increase his or her visibility within the faculty.
- Recruitment of student members can be difficult due to the fact that the OKIO is not visible to them. OKIO student members are also part of the ID Education committee, which can raise awareness and interest in the OKIO. For 2021-2022 the recruitment for student members was focused on ID Education, of which OKIO is part.
- It is the responsibility of the study association to select the OKIO student members. It can be argued that there is a conflict of interest, as the study association is also part of the Board of Education.

5.2 GUIDELINES

To ensure a complete and qualified OKIO team we propose the dean to communicate clear guidelines for the recruitment procedure.

Educational staff

- Start the search for new members at least three months prior to the set starting date.
- Use a set of criteria for the recruitment of candidates (see 7.3).
- Communicate the general 'raison d'etre' of the OKIO together with an overview of the official procedure, see the example in Figure 4, and the criteria for appointing a candidate to the departments.
- Organize a meeting with head of department(s) and the OKIO to discuss the candidates prior to appointment, as suggested in Figure 3.

Students

- Start the search for new members at least three months prior to the set starting date.

- Recruit students via a stand during the IDay event, at the same time as FSC members are recruited. The commissioner of Education Bachelor of the ID Board (and vice president of the OKIO) will be responsible for the recruitment of new student members.

- Present the OKIO during the Master Identity Days in the second semester.

- Use testimonials from former OKIO student members, explaining the benefits of being part of OKIO. The student members will also receive one 'RAS maand' for their work in the OKIO.

- Communicate clearly the criteria for and the implications of being a member of the OKIO. This means that the students will also be a committee member of ID Education, together with the FSR and both commissioners of ID Education.

6 CONCLUSION

Bachelor Revision

OKIO has spent the most time on the preparation of feedback on Bachelor Revision documents and feedback sessions. The main concerns (that were often discussed) were about the develoment of the new bachelor (quality, plannning and the concept of autonomous learning) and about effects from the corona situation.

Corona Crisis

Again the OKIO and IDE education had a hard time to deal with the (governmental) covid regulations. That is why wellbeing was an important concern. All meetings were online and although the commitment was high, it somehow limited the opportunities to have informal chats within the team as well as with stakeholders in the faculty.

Organisation and communication

The organisation and communication within the OKIO went well. However, OKIO could be more visible for both staff and students. OKIO members' contributions, especially staff, are mostly based on their own experiences and less on those of their peers.

Recruitment

This year the recruitment of new student members was initiated very much in time (May) and went well.

Suggested action points for 2021/2022

The following points should be taken into consideration in the next academic year:

• The OKIO will continue the two-weekly meetings;

• The OKIO will end and start the new academic year in September with an informal gathering with the current and new OKIO members;

• The OKIO would like to be informed about adjustments in OER and TER already in the first semester of the academic year, including motivations for adjustments (Now it is not clear what and when TUDelft incorporates OKIO advice for the coming year);

• The OKIO wants to re-introduce the yearly ID education 'borrel' with students and staff.

• For the coming year, OKIO will keep monitoring the study-ability and quality of the new bachelor.

• OKIO will work on creating more visibility among staff and students, for example, by organising lunch feedback sessions for staff (as organised already for students).

• The OKIO suggests continuing working with a (master) student assistant (as secretary), because (s)he is able to follow the content as well as organise and communicate the OKIO activities (in English) (budget through IDE secretary).

APPENDICES

A

A1 FINANCIAL BUDGET AND RESULTS

The yearly budget is 600 euros.

Budget: 600 euros

Spend: 75 euros to thank leaving OKIO members for their contribution..

A2 PROTOTYPING DURING COVID TIME

How do we make prototyping relevant in Covid time?

An inventory of problems & thoughts

1. Micro feedback is missing these tiny feedback moments, unplanned and informal moments of learning. Learning by seeing other students work is also dissipating.

2. PMB: Access through student assistants, when is a student allowed to use its services, what policy is in place, how to communicate it?

3. ITD: many documents with tips about how to build prototypes (paper, clay, interactive technology), a mean to reflect while designing. File with inspiration: https://docs.google.com/document/d/1P17S8kVlVVNg6BuEoVaXeaasVTtV07yWBsMVBN5iw ck/edit?usp=sharing

4. Another source can be found in the massive open online course: Delft Design Approach, free accessible. DDA691x - 7.3 - Prototying

5. A useful distinction is: 1. Making prototypes (production) versus 2. Reflective learning when prototyping including feedback from coaches (conceptualisation) versus 3. Learning from prototypes (evaluation with intended users). In general, with the current measurements, the actual making of prototypes is less difficult for students than the learning while prototyping and from others, for example, when testing a prototype with intended users.

Student perspective

Students tell OKIO that they do not necessarily experience problems in making the prototype but do come across problems when trying to test their prototype. These problems differ along the bachelor and master courses but all come back to the main issue of not being able to test with strangers. This is disrupting the essential feedback loop that makes design so user centric and unique.

Teacher perspective

Teachers were asked by OKIO to tell their experience around prototyping such as in PO1 and FormX. On most occasions, students are asked to make a presentation video of their prototypes/work. This showed to be beneficial but it takes more time and logistics from students. With PO1 freshmen students got the material needed for their projects to bring home. In one the minors 3D printers were bought and students were able to borrow them. If using them at home is desirable (does it affect health?) is not clear yet.

DEMO contacted Annemiek to explore possibilities to support education (not only research). Bas Flipsen (manufacturing and Design) and Arjen Jansen mentioned that the service is very advanced with high quality skills and knowledge, and suitable for very detailed and complex designs. Our

students mainly work on a concept level in which detailed prototypes are less relevant. The service could be useful on some occasions. However, fees are high.

SOLUTIONS

Student perspective

1. PMB can offer support to courses by means of an TA acting as an interface between the students of a course. The TA collects files for laser cutting/3D printing, does a brief sanity check and if proven right hands the files over to PMB staff. All produced results are collected by the TA and distributed to the students outside the PMB. This has to be put in place by a course coordinator. For example, in the course Form and Experience, Roberto Guido is hired to act as this interface. Since Roberto is familiar with the PMB (and the PMB staff) this works well.

2. Designs/prototypes will probably be smaller (compared to pre-corona times) since big prototypes made at home cannot be brought to the faculty. It is also not possible to leave prototypes at the faculty.

Teacher perspective

1. With help of a student assistant, a tutorial was made on how to shoot a video of a prototype. Each student makes a video and these serve to make the exhibition and allow students to learn what other possible ways to make some prototype for the assignment.

2. Alberto Guido studied at IDE and is still assisting students with prototyping. Maybe a good person to contact.

3. The lectures now work well since all of the prototypes are also presented on video. The videos help to share the experience and form factors of the example prototypes better than being all together in one big lecture room.

OPPORTUNITIES

Student perspective

Students are eager to have people to test with, our faculty could host crowd-controlled sessions in studios/offices where users are invited to test prototypes (this could at least be done for graduates) and where the student is able to learn from the feedback.

Teacher perspective

Teachers could give students a certain level of expectations with regards to the outcome of prototyping. Students have told us that they feel the pressure to constantly surpass their peers since they don't know when it's enough. Normally this would be part of the studio culture but from home it could be harmful.

A3 GRADUATION & WELLBEING

In this document insights from a short exploration about concerns regarding graduation project finding and wellbeing in Covid time are summarized. Graduation and wellbeing are here put together because they are interrelated. Especially in Covid time graduating is a lonely process in which all responsibilities are in the hands of the student. The aim of this document is to enrich the discussion how to motivate students and staff to contribute to both students' and staff's wellbeing in general and the graduation process in particular.

1. Sparing Partners (SPs)

In our faculty we have two 'sparring partners' for graduation students each master program https://www.tudelft.nl/studenten/io/onderwijs/afstuderen-master/graduation-support/

The Sparring Partners for each specific master are:

For DfI: Stella Boess and Gert Pasman

For IPD: Jos Oberdorf and Ruud van Heur

For SPD: Sylvia Mooij and Anne Kranzbühler

Ellen: If students have difficulties with finding supervisors, it may help to refer them to the sparring partners for help (many students are not aware of the fact that we have these sparring partners).

OKIO's student representatives did not know about this service.

Gert Pasman was asked if he receives messages from students who struggle to find a graduation project and he answered that that is not the case. OKIO did not contact other SP's.

2. Initiate to Graduate

Ellen: In Q2 and Q4 the Initiate to Graduate course. It has been opened to all students, including students who did not register on time. In the previous and current version there is a record number of students (about 180 were on the list), so almost the entire cohort is participating.

The board of Education has decided that Gerd Kortuem is responsible for the graduation process (is it?). In a Transition-elective courses meeting, organized by Elisa Giaccardi, Friday 22th of January the graduation process was discussed. Gerd emphasized that more quantitative insights are needed (who, how many students have difficulties). The OKIO checked this with own experiences. One student member estimated that he knows 15 students who struggle to find a project. Another estimated at least 8. They know, for example, from conversations in their Whatsapp groups. An OKIO staff member mentioned that he received messages from five students like 'ik trek het niet meer' that they can not handle it any longer or 'ik zit er doorheen'. A quick questionnaire among Initiate to Graduate students could be useful. Arjen Jansen – coordinator of the master elective Initiate to Graduate mentioned the systemic issue;students formulating their own project versus researchers who focus on own research. There is a mismatch between the expectations of students and staff. For example, researching staff used to a graduation culture from other universities and disciplines may only want students that support directly their research, while other researchers believe that designers need personal freedom to formulate their own goal.

Of course, there is also the middle way in which graduation projects proposed by the researcher (and posted on the graduation website) can be tuned to the student's own preferences and abilities. From a discussion in the OKIO it is clear, that students often do not know about these different ways to deal with a project assignment. As staff,

we could think of more open briefings as suggestions to students and/or stimulate a culture of s[...]om briefs formulated by staff. Each staff member – possible chairs – are asked to formulate at least two p[...]als per year. This type of proposals is recognized by their format.

In Elisa's meeting Valentijn Visch stated that it is his own 'mistake'; he just has no time to supervise (more) students. And yes, time is also an issue. Some themes are more on topic (societal needs) then others and there might be a lack of staff that is able to supervise it properly. This puts extra pressure on some staff members. OKIO does not know the landscape. That could be mapped. Note: OKIO is not in favor of distributing and managing

the number of graduation students equally. There are always compelling reasons why one staff member supervises more students than another. A qualitative approach is considered as more effective and motivating. The wellbeing of staff is equally important though OKIO realizes that students are less embedded in a structure than staff and therefore less back up from, for example, colleagues.

Elisa questioned how master elective coordinators could have an extra role in supporting students regarding graduation.

Ellen: More coaching has been used within ItG to coach students in small groups and to help them towards a graduation project.

For current graduation projects there is:

1. The possibility to have a graduation **workplace at the faculty** two days a week. The OD increased the number of places in December. There is now room for 90 graduates.

2. Rebecca Price and Mieke de Bijl-Brouwer did a trial before Christmas with a kind of **weekly meet-in**. This has been widely communicated and a total of 40 students participated. They will continue this after Christmas. More about these weekly check-ins below.

3. Delft Design Labs

The Delft Design Labs are also useful structures to make students feel connected and find a graduation project. Some labs have a community with regular meetings between graduating students. Maybe, new comers with similar interests or just questions to be answered could 'visit' such a group to ask for advice from these graduating students. Other staff members (without lab but with a specific topic) could organize something similar too.

4. Departments and Sections

Giulia Giaccardi took the initiative to get the list of possible chairs and mentors updated in the DOS department. Where is this list shared, to whom? It is important to know that masters are not directly linked to departments. In the section Design Aesthetics graduation was also recently discussed. Pieter Desmet will discuss in the IDE MT a better distribution of an updated list of possible chairs and mentors (among students as well as staff). In addition,

the DA section called for a lower threshold to support graduation students, even if they do not link with own research topic and/or have low grades. A similar discussion was in the section Design Communication & Communication. IDE community could share more of those (best) practices among staff. Where? Do we need a platform, for example, in Teams? https://www.tudelft.nl/studenten/io/onderwijs/afstuderen-master/graduation-support/

5. Weekly check-ins

Mieke van de Bijl-Brouwer and Rebecca Price started a structure for students and staff to

meet; weekly check ins to meet and find peer support.

https://www.tudelft.nl/evenementen/2020/teaching-academy/online-meet-eat-rebeccaprice-

mieke-van-der-bijl-brouwer-supporting-our-students-to-flourish/

AThey published about how to stay or become resilient. https://www.linkedin.com/pulse/we-need-resilient-designers-rebeccaprice/?trk=read_related_article-card_title

And in particular they paid attention to graduation. https://belongingproject.org/wellbeing-of-tudelfts-graduate-students/

Update Marie: We would like to give you an update about the project: "co-creating the graduation journey". Before the Christmas holidays we ran a series of four weekly check-ins for graduate students. The goal of these weekly check-ins was to bring students together to support each other and to provide some structure in their weeks.

We used different working principles to shape the weekly check-ins:

• Peer coaching

• Working in a group and sharing challenges and experiences

• Peer planning and providing structure (every Monday morning a check-in)

• Getting further by building on each other's ideas

• Giving motivation

What the students valued the most was that this intervention gave them the opportunity to work on their wellbeing and learning experience and was not focused on the content of their project. We have seen that this first intervention increased their level of motivation (53% of the graduate students that filled in the survey about the weekly check-ins said that the intervention motivated them), made them feel like they belonged to a group (80%) and that peer discussions supported them in their graduation project (67%). If you would like to know more, I added a PowerPoint presentation with some examples and feedback of the students. At the moment, we are running four more weekly check-ins. Namely, in the first series we provided extra content besides the general check-in. The discussed content consisted of themes that we found in our data and students mentioned to struggle with. With the second series of weekly checkins, we want to research the students' reactions when there is less discussion material provided and the main goal is really just 'checking in'. We are making a blogpost and showcase video about this first intervention that can be shared with a broader audience. We are also working on a second intervention, a community starter package. This community starter package is an opportunity for all graduate students starting in February to kickstart their own graduation community. The idea is that we provide the conditions for the graduate students to build a community and get the most out of it. If you have any feedback or would like to have a chat about what we are doing, please do contact me.

Marie and the project team, Mieke van der Bijl-Brouwer, Rebecca Price, Eva Legemaate.

Marie Van den Bergh / Researcher for the Systemic Design Lab / Faculty of Industrial Design Engineering |Delft University of Technology / M: +32472828424

Unfortunately the check in (on Brighspace: https://brightspace.tudelft.nl/d2l/home/88735)

cannot be found by staff and when they do not know about it they cannot advice students to go there.

The check-in series just finished. A new one will stat in February. And with a graduate community program, a learning community to facilitate during the 20 weeks of the graduation process.

And finally…

In the double blended course Culture Sensitive Design students ended (this month) with a pressure cooker project. They worked in small teams on a self-formulated design challenge. To of them were related to the problems discussed above. Here are some screen shots of their video and PowerPoint slides. Key is that in covid time we miss the informal and unplanned interactions with others. For example, during a walk to the coffee corner conversations help to attine to each other's cultural background and nurture an IDE culture. The concepts are digital platforms to enhance informal encounters. A similar concept was proposed in the graduation project of Xiaodi Tang: Tang, X. (2020) Chachat: towards a design to support Chinese young adults' mental health during quarantine in corona crisis. Master thesis, faculty of Industrial Design Engineering, Delft. If you like to know more, please contact Annemiek.

Note: An OKIO member suggested to organize speed dates between staff and students and to emphasize that when students are rejected (through email) tips for other staff member are included.

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