

IDME (for students to): explore and embody a role as design engineer while navigating the curriculum

Do we allow our students to explore and make sense of their future role? Do our curricula offer space to contemplate and embody what they *value* in engineering?

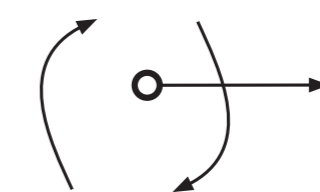
As part of new bachelor program of IDE Delft, **IDME** puts a spotlight on **growing self-conscious reflective practitioners, aware and in control of their (potential) future impact.**

IDME is set up as an extended learning line with dedicated, independent activities in the first and final week of each semester (and some supporting activities throughout the semesters).

mission:

position for (y)our future

elective space in IDE bachelor courses + autonomous learning



position as a (design) engineer

introspection through "IDME"

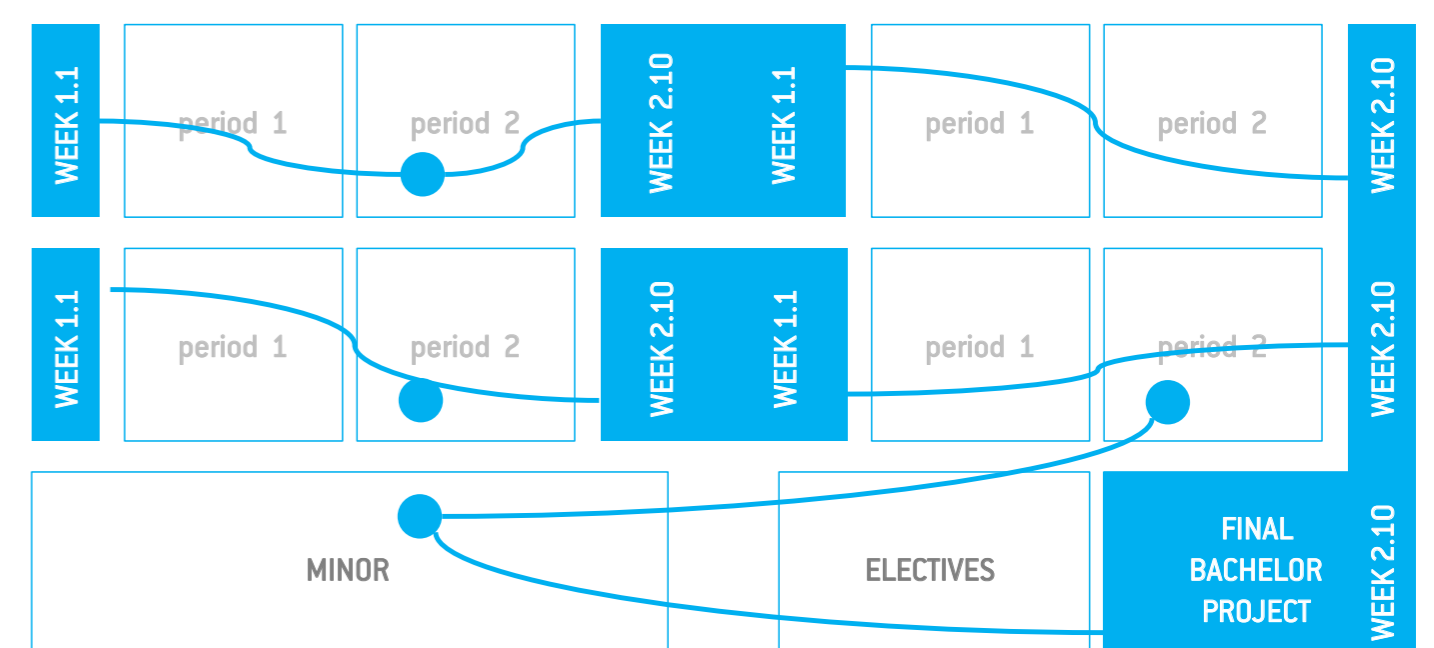
growth model:

coming of age through exploration, and validation on one's own terms

YEAR	OWNERSHIP	SKILL
1	concern(s)	perspective & questions
2	statement	personal- and professional attributes
3	commitment	individual performance indicators & assessment

rhythm:

pivotal weeks and activities, connected by longitudinal reflections



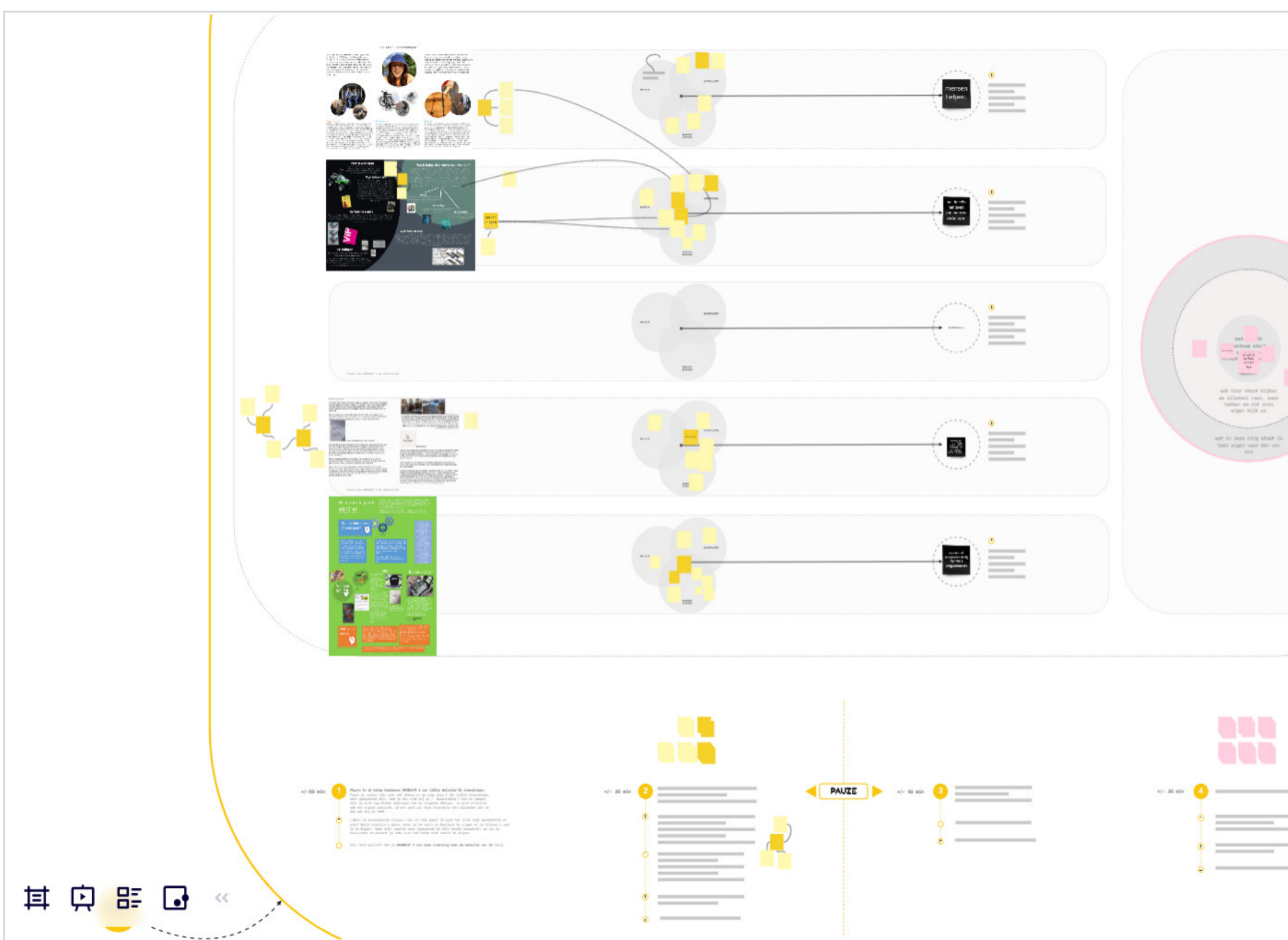
setup:

work + play, Kolb meets Socratic dialogue, mostly self-explanatory, autonomous self-study + exercises with peers



interface:

blended



Build, measure, learn ! This 1st edition launched last september and we are currently preparing for semester 2. **Let's explore how this could work for you: idme@tudelft.nl**

Sjoerd van Dommelen is the developer and coordinator of **IDME**. He is a teacher committed to (design) coaching, design of- and experiment with new forms of education and tools, and acceleration of change in education and institutions. This project is supported by an Education Fellowship grant (21/22).