Survey results for the course

Technology entrepreneurship(1ZM20) 5 ECTS 2015/2016 A2
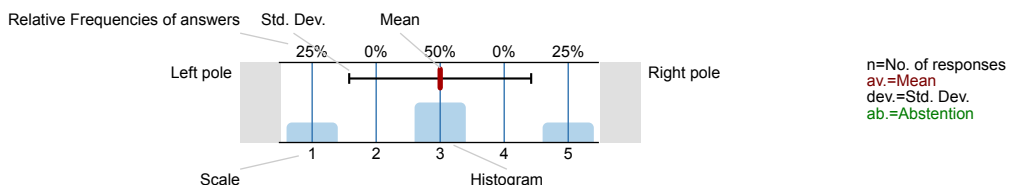
Total number of recipients: 140
Number of responses: 46
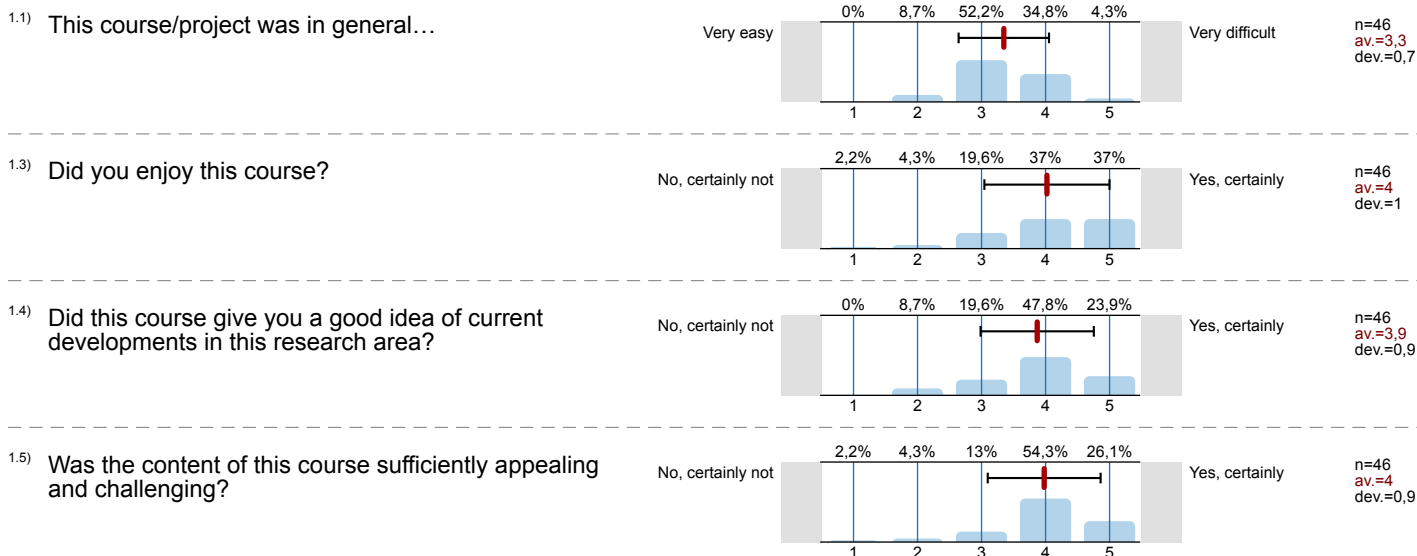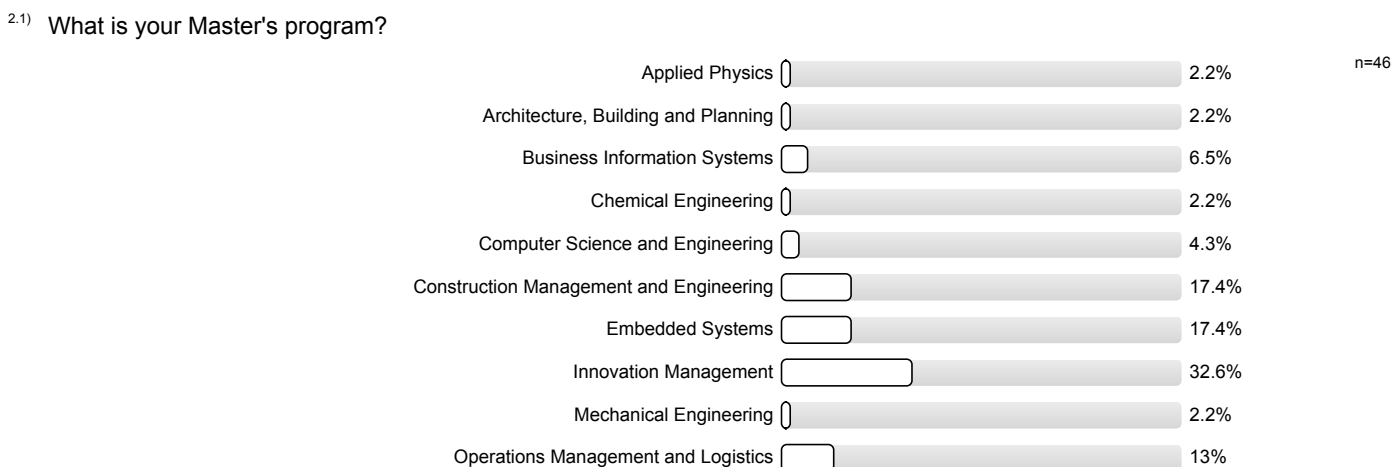Response rate: 32.9%

TU/e

Survey Results

Legend

Relative Frequencies of answers   Std. Dev.   Mean

Question text

Left pole   25%   0%   50%   0%   25%   Right pole

n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

Scale   1   2   3   4   5   Histogram

1. Technology entrepreneurship (1ZM20) - General

1.1) This course/project was in general…

Very easy   0%   8,7%   52,2%   34,8%   4,3%   Very difficult

1   2   3   4   5

n=46
av.=3,3
dev.=0,7

1.3) Did you enjoy this course?

No, certainly not   2,2%   4,3%   19,6%   37%   37%   Yes, certainly

1   2   3   4   5

n=46
av.=4
dev.=1

1.4) Did this course give you a good idea of current developments in this research area?

No, certainly not   0%   8,7%   19,6%   47,8%   23,9%   Yes, certainly

1   2   3   4   5

n=46
av.=3,9
dev.=0,9

1.5) Was the content of this course sufficiently appealing and challenging?

No, certainly not   2,2%   4,3%   13%   54,3%   26,1%   Yes, certainly

1   2   3   4   5

n=46
av.=4
dev.=0,9

2. Background information

2.1) What is your Master's program?

n=46

Applied Physics	2.2%
Architecture, Building and Planning	2.2%
Business Information Systems	6.5%
Chemical Engineering	2.2%
Computer Science and Engineering	4.3%
Construction Management and Engineering	17.4%
Embedded Systems	17.4%
Innovation Management	32.6%
Mechanical Engineering	2.2%
Operations Management and Logistics	13%

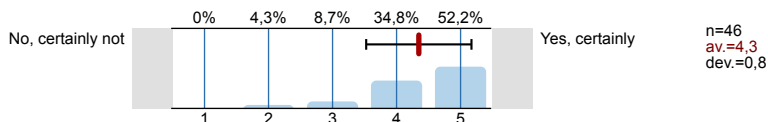## 3. Course as part of the study program

3.1) Was the relevance of the course within the program clear to you?

No, certainly not | 0% 4,3% 8,7% 34,8% 52,2% | Yes, certainly

n=46
av.=4,3
dev.=0,8

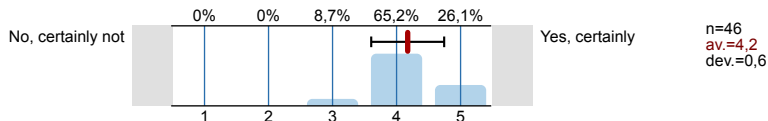## 4. Organization/set up and information

4.1) Did you familiarize yourself with the learning objectives of this course/project?

Yes — 100%
No — 0%

n=44

4.2) Were the learning objectives of this course sufficiently achieved/dealt with in this course?

No, certainly not | 0% 0% 8,7% 65,2% 26,1% | Yes, certainly

n=46
av.=4,2
dev.=0,6

4.3) Was the information about the course/project, assignment/exam and goals in OnCourse clear?

No, certainly not | 0% 2,2% 13% 26,1% 58,7% | Yes, certainly

n=46
av.=4,4
dev.=0,8
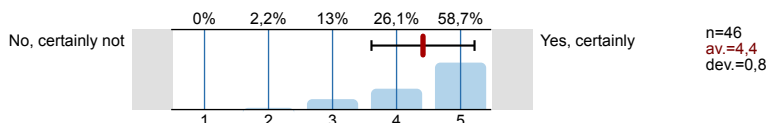
4.4) Were you satisfied with the substantive setup of this course (e.g. type of education, kind of assignments, setup of the examination)?

No, certainly not | 10,9% 10,9% 17,4% 30,4% 30,4% | Yes, certainly

n=46
av.=3,6
dev.=1,3
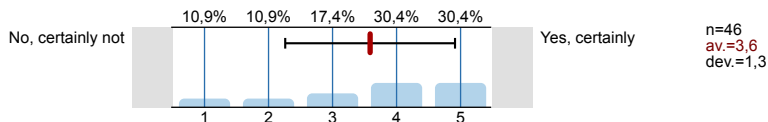
4.5) Did the lecturers and/or study material provide sufficient knowledge to get started with the assignment(s)?

No, certainly not | 0% 0% 21,7% 28,3% 50% | Yes, certainly
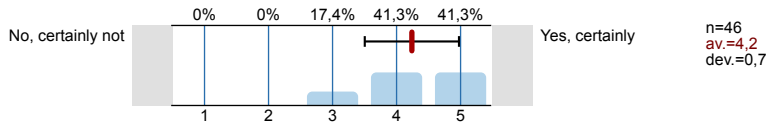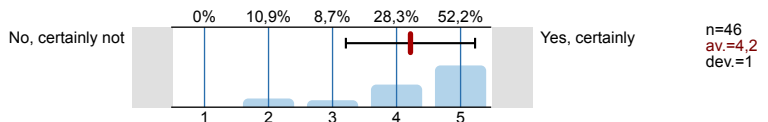
n=46
av.=4,3
dev.=0,8
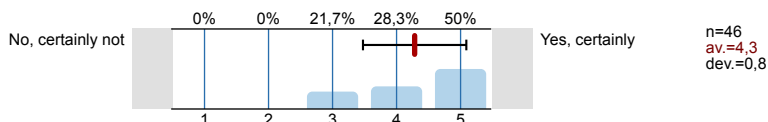
5. Course material - general

5.1) How would you rate the course material?

Very bad — 0%
Bad — 2.2%
Normal — 23.9%
Good — 43.5%
Very good — 30.4%

n=46
av.=4
dev.=0,8

5.2) Was the course material suitable for this course?

No, certainly not | 0% 0% 17,4% 41,3% 41,3% | Yes, certainly

n=46
av.=4,2
dev.=0,7

5.3) Was the course material suitable for independent study?

No, certainly not | 0% 10,9% 8,7% 28,3% 52,2% | Yes, certainly

n=46
av.=4,2
dev.=1

5.4) Was the study guide/project guide clear?

No, certainly not | 0% 0% 13% 34,8% 52,2% | Yes, certainly

n=46
av.=4,4
dev.=0,7
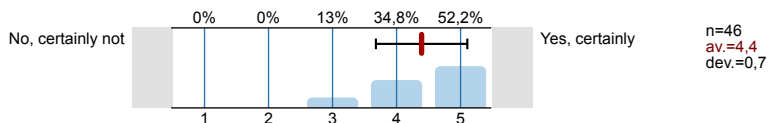
6. Course material - Video lectures/web lectures

6.1) Did you use the video lectures?

Yes 84.8%
No 15.2%

n=46

6.2) Were the video lectures useful?

No, certainly not | 4,5% 0% 20,5% 20,5% 54,5% | Yes, certainly

n=44
av.=4,2
dev.=1,1
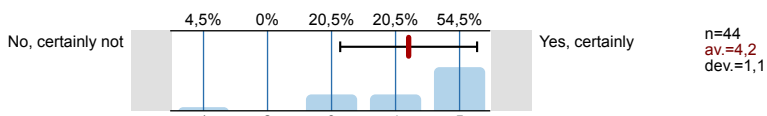
6.3) Did you use the web lectures?

Yes 100%
No 0%

n=43

6.4) Were the web lectures clearly presented?

No, certainly not | 2,2% 4,4% 6,7% 20% 66,7% | Yes, certainly

n=45
av.=4,4
dev.=1
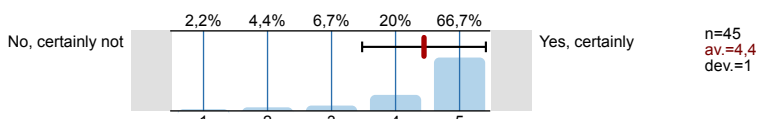
6.5) Did the web lectures have added value in addition to other teaching activities and course material?

No, certainly not | 0% 4,4% 24,4% 22,2% 48,9% | Yes, certainly

n=45
av.=4,2
dev.=1
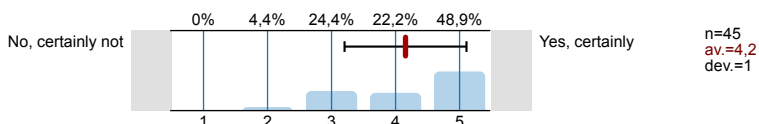
7. Education & face to face lectures

7.1) Were you satisfied with the organization of this course/project (e.g. study guide, availability of lecturers and material, provision of information, scheduling and planning)?

No, certainly not | 4,3% 4,3% 23,9% 39,1% 28,3% | Yes, certainly

n=46
av.=3,8
dev.=1
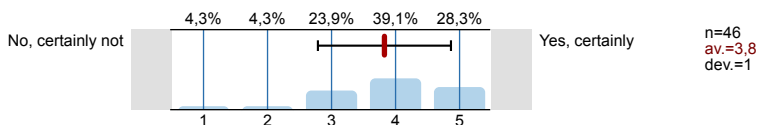
7.2) Were you satisfied with the teaching activities in this course/ project (e.g. lectures, supervised self-study, project work, practical, etc.)?

No, certainly not | 0% 13,6% 20,5% 34,1% 31,8% | Yes, certainly

n=44
av.=3,8
dev.=1
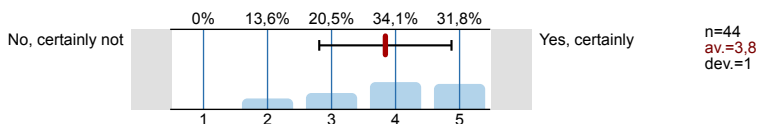
7.3) Was the combination of teaching/learning activities adequate for this course (e.g. lectures, instructions groups, assignments, online activities etc. or combinations)?
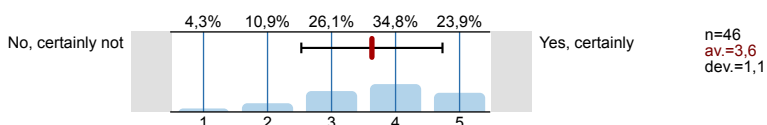
No, certainly not | 2,3% 2,3% 13,6% 50% 31,8% | Yes, certainly

n=44
av.=4,1
dev.=0,9
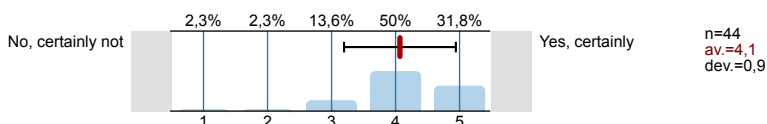
7.4) Approximately what percentage of lectures did you attend?
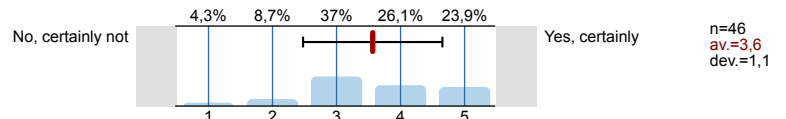
0-20% 2.2%
21-40% 8.7%
41-60% 19.6%
61-80% 28.3%
81-100% 41.3%

n=46
av.=4
dev.=1,1

7.5) Were you satisfied with the lectures given during this course (e.g. structure, content, level, coherence)?

No, certainly not | 2,2% 23,9% 10,9% 37% 26,1% | Yes, certainly

n=46
av.=3,6
dev.=1,2
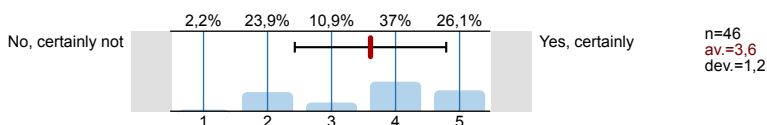
7.6) Did the lectures contribute to your understanding of the subject matter?

No, certainly not | 4,3% 10,9% 26,1% 34,8% 23,9% | Yes, certainly

n=46
av.=3,6
dev.=1,1

7.7) Did the guest lecturer contribute to your interest in the subject matter?

No, certainly not | Yes, certainly

	1	2	3	4	5	
	4,3%	8,7%	37%	26,1%	23,9%	

n=46
av.=3,6
dev.=1,1

8. dr. M.M.A.H. Cloodt - Lecturer

8.1) Were you assigned to this lecturer?

Yes 68.9%
No 31.1%

n=45

8.2) On a scale of 1 to 10, how would you rate this lecturer?

1 | 10

1	2	3	4	5	6	7	8	9	10
2,6%	0%	0%	0%	0%	2,6%	12,8%	28,2%	28,2%	25,6%

n=39
av.=8,4
dev.=1,6
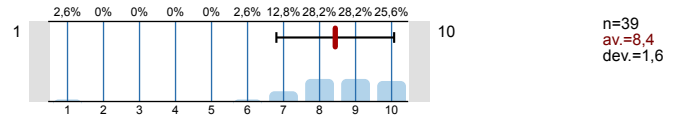
9. dr. A.S.A. Bobelyn - Lecturer

9.1) Were you assigned to this lecturer?

Yes 66.7%
No 33.3%

n=45

9.2) On a scale of 1 to 10, how would you rate this lecturer?

1 | 10

1	2	3	4	5	6	7	8	9	10
0%	0%	0%	0%	0%	7,7%	46,2%	35,9%	5,1%	5,1%

n=39
av.=7,5
dev.=0,9
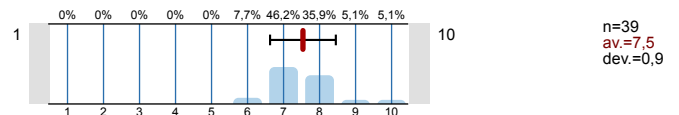
10. Instructions / guided or supervised self-study / assignments

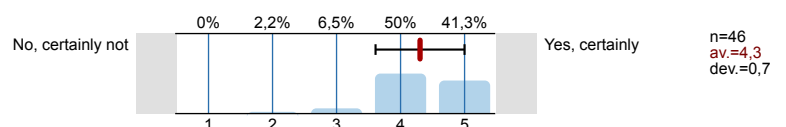10.1) Were the instructors easily approachable when you had questions or needed help?

No, certainly not | Yes, certainly

1	2	3	4	5
0%	0%	0%	26,1%	73,9%

n=46
av.=4,7
dev.=0,4
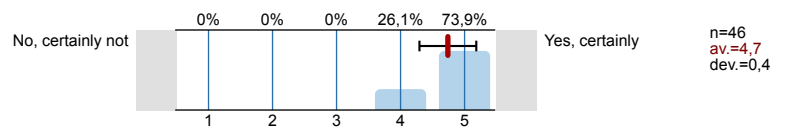
10.2) How would you rate the feedback to students from the lecturer/instructor/supervisor?

Very bad 0%
Bad 0%
Normal 15.2%
Good 50%
Very good 34.8%

n=46
av.=4,2
dev.=0,7
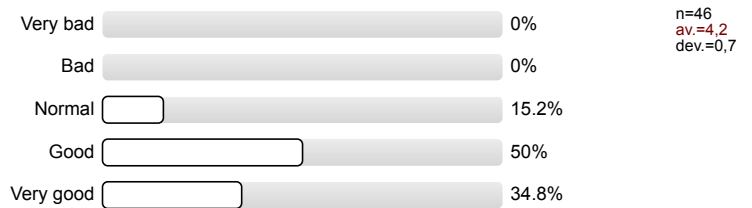
10.3) How do you rate the coaching?

Very bad 0%
Bad 0%
Normal 17.4%
Good 45.7%
Very good 37%

n=46
av.=4,2
dev.=0,7
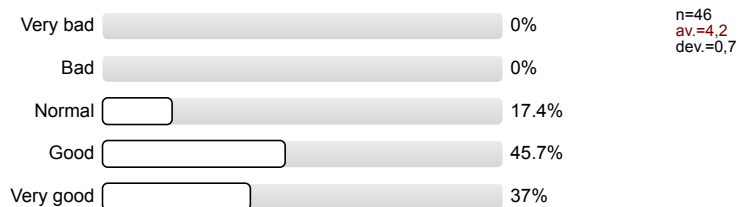
10.4) Was the explanation given sufficiently clear and comprehensive?

No, certainly not | Yes, certainly

1	2	3	4	5
0%	2,2%	6,5%	50%	41,3%

n=46
av.=4,3
dev.=0,7

10.5) The quality and relevance of the assignments/exercises was …

Very bad		0%
Bad		0%
Normal		18.2%
Good		47.7%
Very good		34.1%

n=44
av.=4,2
dev.=0,7
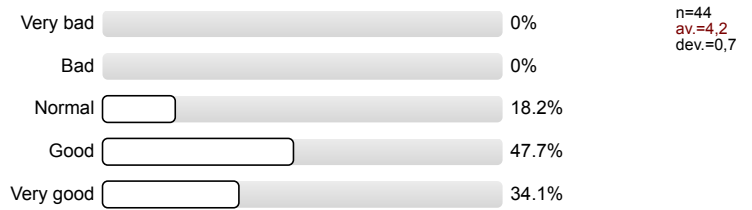
10.6) Did the assignments/exercises help to clarify how the theory is applicable in practice?

No, certainly not | 0% 2,2% 2,2% 56,5% 39,1% | Yes, certainly
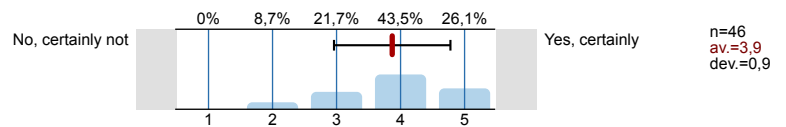
n=46
av.=4,3
dev.=0,6
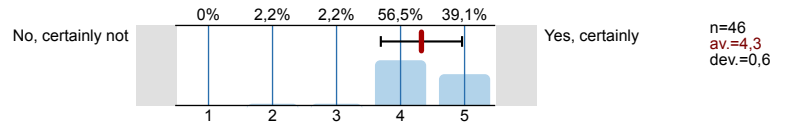
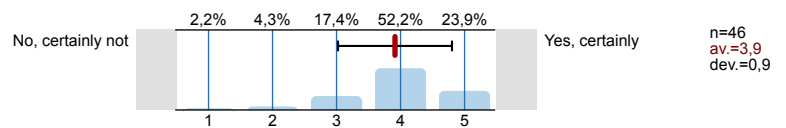## 12. Technology entrepreneurship (1ZM20) - Assessment

12.1) Were you satisfied with the assessment of this course/project (e.g. methods used, time to finish, relevance and clarity of the questions/assignments, etc.)?
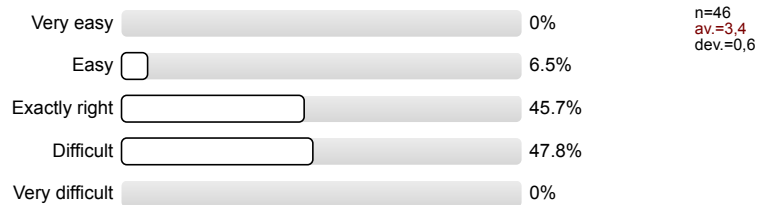
No, certainly not | 6,5% 6,5% 19,6% 47,8% 19,6% | Yes, certainly

n=46
av.=3,7
dev.=1,1
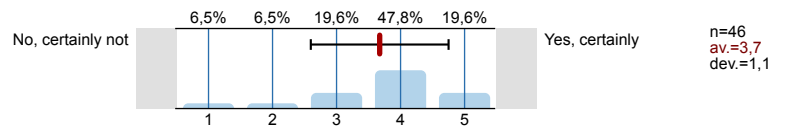
12.2) Were the criteria used for judging/grading the assessment clear to you?

No, certainly not | 0% 8,7% 21,7% 43,5% 26,1% | Yes, certainly

n=46
av.=3,9
dev.=0,9

12.3) Was the assessment a good representation of the learning matter?

No, certainly not | 2,2% 4,3% 17,4% 52,2% 23,9% | Yes, certainly

n=46
av.=3,9
dev.=0,9

12.4) What was the level of difficulty of the exam?

Very easy		0%
Easy		6.5%
Exactly right		45.7%
Difficult		47.8%
Very difficult		0%

n=46
av.=3,4
dev.=0,6

12.5) Did you have sufficient time to finish the exam?

No, certainly not | 0% 0% 6,7% 15,6% 77,8% | Yes, certainly

n=45
av.=4,7
dev.=0,6
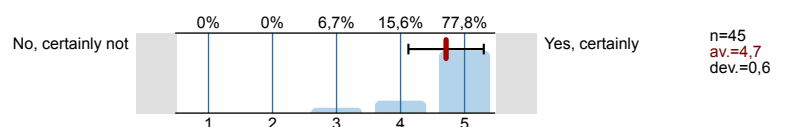
12.6) Was the exam sufficiently representative of the subject of the lectures?

No, certainly not | 2,2% 8,7% 15,2% 23,9% 50% | Yes, certainly

n=46
av.=4,1
dev.=1,1
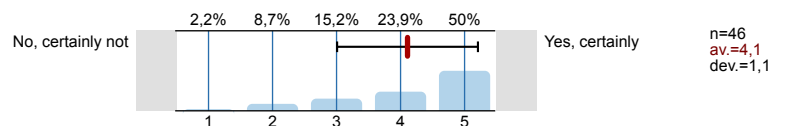
12.7) Were the forum discussions useful?

No, certainly not | 30,4% 28,3% 19,6% 15,2% 6,5% | Yes, certainly

n=46
av.=2,4
dev.=1,3
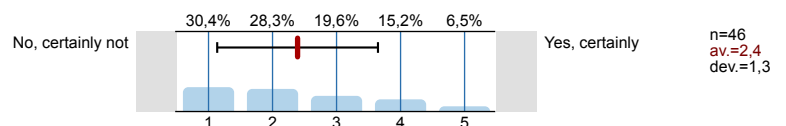
13. Time spent

13.2) How many hours did you spend on this course per week, excluding teaching sessions?

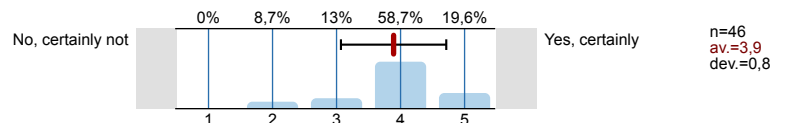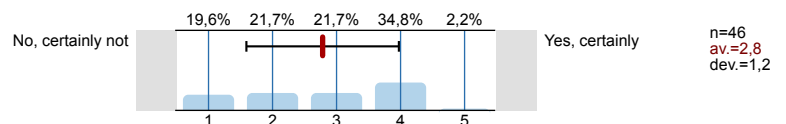|		
2		2.2%
3		2.2%
6		15.2%
8		8.7%
10		15.2%
12		21.7%
16		15.2%
20		6.5%
25		4.3%
>30		8.7%

n=46
av.=13,3
dev.=7,3
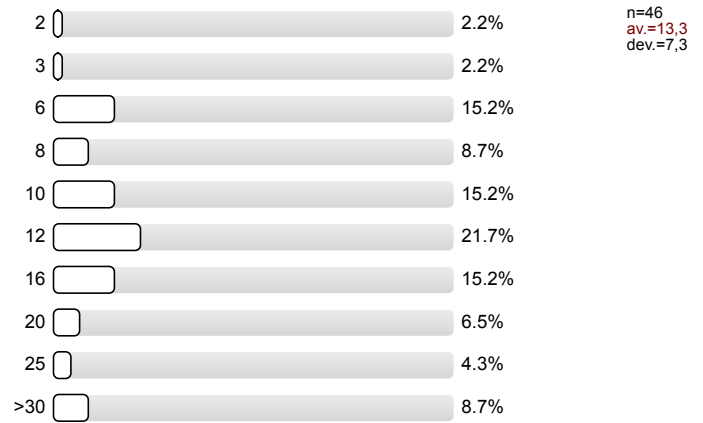
14. Workload

14.1) Does the number of credits (5 EC = 140 hours) for this course (including lectures, self-study and preparation for test) correspond to the effort you applied?

No, I applied much less effort		0%
No, I applied less effort		0%
Yes, about the same effort		40%
No, I applied more effort		22.2%
No, I applied much more effort		37.8%

n=45
av.=4
dev.=0,9
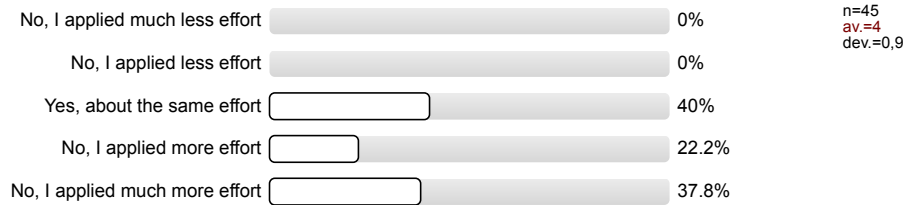
14.2) Was the work load of the course spread evenly during this quarter?

No, certainly not   0%   8,7%   13%   58,7%   19,6%   Yes, certainly

1   2   3   4   5

n=46
av.=3,9
dev.=0,8

14.3) Was the work load of this course easy to combine with other courses?

No, certainly not   19,6%   21,7%   21,7%   34,8%   2,2%   Yes, certainly

1   2   3   4   5

n=46
av.=2,8
dev.=1,2

15. Skills

15.1) Did your cooperation skills improve during this course?

No, certainly not   0%   8,7%   8,7%   47,8%   34,8%   Yes, certainly

1   2   3   4   5

n=46
av.=4,1
dev.=0,9
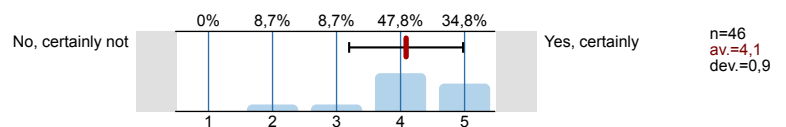
16. Finally

16.1) On a scale of 1 to 10, how would you rate this course/project?

1   0%   0%   0%   0%   8,7%   6,5%   32,6%   34,8%   10,9%   6,5%   10

1   2   3   4   5   6   7   8   9   10

n=46
av.=7,5
dev.=1,2
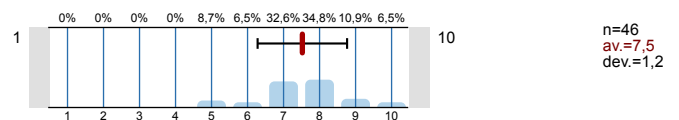
Comments Report

1. Technology entrepreneurship (1ZM20) - General

^{1.2)} Please explain your previous answer or make comments/give suggestions relevant to this aspect.

- Because the knowledge points are quite a lot

- Honestly, as a course of 5 ECTS and lasts only one quartile, the workload is too heavy. Besides, the time for us to accomplish tasks is limited. It is very unwise to arrange such workload in such a short time. I also heard that this course are separated as two course last year and each worth 3 ECTS, it is unfair for us to finish almost the same workload but with less ECTS.

- Huge workload during each week. Assignments for no grade for no reason. Couldn't enjoy the course because of the workload.
  The concept of web-lectures worked pretty okey, but because of them the actual lecture on Wednesday was super boring.

- I felt this course was really helpful. Not easy nor difficult because during the whole process we had feedback that allowed us to follow with the development.

- I liked the course and the subject matter. Hence, I did not find the course and project very difficult. Nonetheless, the course was not easy either, as it discussed a lot on the subject of entrepreneurship (i.e. product development, marketing and finance).

- I think the course was great. I just didn't like to make so many reflection reports.

- It was just right

- It was mostly a lot of work, not necessarily difficult but it can be challenging to have so much to do next two 2 other demanding courses.

- It was no rocket science, but that's also not the goal of this course. The goal is to learn you more/make you enthousiastic about entrepreneurship.

- It was not necessary difficult, it was hard work

- It was not very easy and not very difficult. The course was doable, but we had to put in a lot of effort, especially in the assignment.

- It was very clear what the content of the learning material was about, but applying this to your own case (venture) was not always that easy.

- Not very difficult. Did take a lot of time. Could be much more efficient!

- Overall, I enjoyed the content of the course. Although there were more and less difficult aspects of the course, I generally thought the sheer amount of content was rather large - the time that was required to complete every required deadline (or even remain a constant overview of all deadlines that started overlapping at the end) was really challenging to combine with other subjects.

- The content of the course was sometimes a bit too much, but it was quite intresting

- The contents of this course are not very difficult. However, it was A LOT of work, more than twice the number of hours it should have been. Also, the material for the examination was also a lot more than generally would be for a 5 ECTS course.

- The course challenges us enough, but it is not overly difficult. With effort, the assignments were very doable

- The course material was not difficult to understand, however, the exam was too specific and focused only on facts aspect rather than on comprehension questions. I believe, this course is developed to provide insight in entrepreneurial aspects, which need to be tested (exam) not by just facts, but on insights. Furthermore, I liked the course and the literature which has been used.

- The course was at the right level of difficulty, however, the amount of hours needed PER WEEK to do all the assignments was exceptionally proportional. The course 'is worth' 5 points, in my opinion it is more like 10!

- The difficulty of the course was medium; the teachers explained quite clear what they wanted in every week's assignment. Difficulties showed up sometimes, within the context of certain assignments, which needed more specific knowledge and required perhaps more research.

- The planning of the time during this course can be improved since the time it took to perform all the necessary steps is longer than the ECTS it rewards

- The project was, for an IM student, easy to do.

- The theory explained in the (web)lectures was easy to understand, but thee application of it in the assignments made it more difficult. The transition from a principle to really applying it on your problem made it a bigger task.

- The video lecture materials of commercialization and financial plan doesn't explain concepts clearly.

- The workload of the course was high. A lot of activities with high speed,

- Theoretical part is easy to follow. The workload of the assignment is a little heavy.

- There were deadlines every week for both the team and individul deliverables. It was challenging but a bit difficult I felt. But the professor was very supportive and helpful throughout the course

- With lots of practice and continuous assignments, the theory was quite doable

- content wise the course contains knowledge/material for 5 ects with almost one deadline each week

- the course was challenging but really well organized. Learned a lot during this course

- very much work to do

11. Blended Learning

^{11.1)} How did you experience the blended learning format? What are the advantages and disadvantages?

- Adv: better understanding of the course material, Dis: takes a lot of time

- Advantage - a lot of self study, disadvantages - it was sometimes chaotic and a little bit too much

- Advantages: gives the possibility to rewatch the videos as much as you want.

  Disdadvatage: the content was quite superficial

- Advantages: learning at your own pace
  Disadvantages: no interaction.

- Although I initially enjoyed the blended learning, as the variation and difference with other courses became clear, it became more and more frustrating once the quartile progressed further. The increase in content that was required, deadlines and combination of all the required time (a lot of reflections, the assignment, reading, web lecture and actual lecture) took rather absurd amounts of time towards the end of the quartile.

- I consider the blended learning concept very useful, in principle. However, were the lectures to much repetition of the weblectures. Due to this the added value of the lectures was little.

- I didn't like it really. The way we were supposed to do it, ensured a lot of extra work that did not fit in with other courses but also it just was a lot of redundant work.
  Advantages: you learn by doing it yourself.
  Disadvantages: Redundant work, almost every day we had to do something (preparation, forum post, read chapters, do the assignment, read papers, etc) which is very inconvenient. Effectual approach is way too much redundant work.

- I experienced it in a positive manner when we had to apply the theorems to our case (our potential new venture), however, the lectures on Wednesday seemed less to contribute less to achieve blended learning. Since, after having read the case thoroughly, it was more a repetition of the content of the case in the lecture, which is boring if your know it already. Moreover, the forum did not work at all in my opinion. Firstly, one time only, it worked, but the weeks after that, people just copied things that other people said and changed their words a bit. This is was students around me proudly stated to have done to contribute to the forum.

- I liked it :)

- I liked it. Advantages are that you can watch the lectures with the theory in your own time, whenever it suits you.

- I liked the idea, it was an interesting concept. On the other hand, I believe the live lectures (where the cases were discussed) were not always useful, since most of the information could be already understood from reading the case, so such a complex explanation and discussion of the cases is not really needed.

  I think the Friday workshops were beneficial and it was the real time to actually work on your idea. Instead of the case discussions, I would perhaps allocate more time to working on the business ideas, more coaching and feedback as well as some team-building activities within the teams to actually work on the group dynamics (since we didn`t know each other at all before).

- I liked the online lectures a lot. But it resulted in less interesting "normal" lectures since most of the "new" information was given in the web lectures already

- I liked the weblectures. It was nice that you could watch one video about a certain topic. this was useful for both the assignment and the exam. A disadvantage were the lectures. When I go to a lecture, I want to have the feeling that important information is discussed. The lectures of this course didn't provide much information (in my opinion) and were too long. In normal courses, all the information need to be discussed in the lectures, in this course most information was already told in the weblectures so not much additional information was discussed in class. But don't understand me wrong, I prefer that all information is in the weblectures so you can check it out whenever you want.

- I see no disadvantages.

- I think is a good way to approach courses, however in this case i feel we missed time at the end of the course with the financial issues

- I think it is very helpful in understanding the course material. On the other hand, some of the instructions were not that helpful in understanding the course material. The negotiation skills training wasn't for example.

- I was able to dividede all the learning in my own agenda.

- In terms of the video lecture I would propose to use mandatory literature and course material during the face to face lectures. I am unfortunaly a little bit skeptical about the video lectures, since I was not always motivated to watch them. As a side effect, there was sometimes little incentive to join face to face lectures.

- Interesting format and helpful. The combination of both online and face-to-face communication contributed to the learning process. However, the set up of the course and the workload required more time, than it should, regarding the received ECTS (5)

- It helps to adopt the knowledge and enhance the learning efficiency.Talking about the disadvantages, it takes more time than traditional learning.

- It is a big advantage that you can watch the weblectures when it suits you best. Furthermore you can pause or replay the video whenever you want.
  A disadvantage is that you are more easily distracted at home than in a college. Furthermore the added value of the lectures on

wednesday was not really clear to me.

- It makes sure that you keep active on the subject and are weekly involved with it. I haven't experienced any delay, so that is positive. The application of the theory in the lectures and assignments was also very useful. Disadvantage was though that it took very much time in my weeks, sometimes other courses suffered a bit therefore.

- It was quite different from other courses. At first it feels strange, but I enjoyed it and I think it is an interesting teaching format.

- Lot of concepts were learnt while doing the assignments. Reading the concpets would be boring. But when it is applied in a business case, I felt the sgnificance of the concepts

- NO comment

- The advantage is this is a new format which will attract students. But the disadvantage is it will increase the workload for students

- The blended learning provided a platform to learn concepts from home and learn related real-time examples in the class. This helped us to learn concepts with an analogy and proper implementation during assignments. However, it is hectic and working more than required time. Anyways, It is a good format to learn and excel.

- The learning format had a lot of errors. The video's loaded slowly and the pdf's where to large and flickered across my screen. Furthermore there where a lot of administrative tasks that needed to be submitted. This was way too much. The weblectures where fine, however during the lectures no new information was provided, and where therefore not that interesting.

- The video lecture materials can be more clear and understandable.

- Took a lot of time! The time spent in each small step accumulated to more than was it rewarded in ECTS points.

- Very good, good understanding, to the point, own learning pace.

- We had to read the articles, watch weblectures, read the book, post something on a forum, be at the coaching session, write a reflection report and work on the group assignment, EVERY WEEK. On top of that, the 'normal' lectures only spoke about the already read articles; in my opinion this did not provide any meaning, it was just an overload.

- With blended learning format, I assume you refer to the combination of web lectures, case discussion and coaching. Overall, I really liked. In the very beginning I felt it was quite a lot of work to watch all the web lectures and read and answer the case, but that got better later on the course. I don't think there are a lot of disadvantages to this format. It could be a disadvantage to some people that only attending the lectures is not enough to fully understand the topic.

- Yes. Advantages: convenient. Disadvantages: In this way, the teacher would not carefully consider the workload the student would face, and would easily lead to assign too much assignment.

- suitable for self study and revision. i enjoyed it a lot.

- the quiz was useful and the web lectures were a good way of learning by yourself and than the face-to-face lectures were also efficient

- way to much contact moments!

13. Time spent

13.1) How many hours did you spend on this course per week, including lectures, guided self-study, etc.?

- 4 (2 Counts)

- 5

- 8

- 10 (6 Counts)

- 10-15

- 12 (4 Counts)

- 13

- 14 (3 Counts)

- 15 (4 Counts)

- 16 hours (2 Counts)

- 16 (3 Counts)

- 18 hours

- 18 (3 Counts)

- 19

- 20 (5 Counts)

- 30-40

- 32

- 35

- 35 hours

16. Finally

16.2) What did you like about this course/project?

- -The weblectures were very informative and usable
  -I liked the instruction meetings in a small group
  -The lecturer of the instruction meetings was really good prepared.

- A combination of all education techniques (weblectures, tutorials, assignments, lectures) kept it fresh and interesting

- Every week the study guide was clear and the emails about what we had to do. Well organized.
  Furthermore, about the course evaluation, I have not much to notice.
  But I want to say that the quiz was a good element during the lectures on Wednesday. Some questions, not too much, to let students see if they have understood the study material.
  I learned a lot from this course and that was not always the case with some Bachelor College courses…

- Got an opportunity to learn something new.

- I already explained in a previous question, the concept is nice, I would dedicate more time to working on the business ideas and less on discussing the cases.

- I do like the literature and the new perspectives on entrepreneurship. I believe this course can be a contribution to the IM master, since many entrepreneurial aspects are included and rooted in theory. I really like the theoretical approach.

- I like the way of teaching

- I like the way this course organized.And i do learn a lot from this course.

- I liked the fact that we were able to learn while developing a project. Developing the project putting in practice the knowledge acquired

- I liked the flipped classroom.

- I liked the online lectures a lot. And all the effort that the teachers put in this course. It certainly was new. Some aspects like timing and deadlines were overlooked which made it very hard to combine the course with other courses. But it's fair to say that it is really cool to see some new things happening here!!

- I really like the subject and the effectual approach that is teached. This is clearly distinctive from other courses and really was an added value.

- It helps us understand methods to start ew entrepreneurship.

- It is very clear that there has been put a lot of effort in the organization of the course. It is very well structured and worked out. Also for a student from another faculty is was able to understand the course.

- The activities and case studies.

- The combination and uniqueness of the blended learning

- The concept of gaining detailed insight of the entrepreneurial world. It was a simulation of starting a business/start-up in reality, including all the steps you need to take.

- The concept of the courses. How you tranform an idea into a product and especially the financial plan and value proposition parts.

- The enthusiasm of the teachers, the assignments regarding our new venture. Kahoot, worked well for me for 3 times, after that it became a bit boring. I did enjoy the web lectures a lot.

- The fact that what we learned during the web lectures was put into practice when doing the project work of that week. So, the combination of theory and practice was really nice. And, I personally think Ms. Cloodt is a great teacher.

- The structured approach, in that way the theory was applied at the right time an the workload was spread.

- The subjects where really practical; many real life stories of entrepreneurs. This really motivated me.

  I would rate this course with a 10 due to the enthusiastic teachers. However, the amount of deliveries per week was just too high.

- The web lectures were very useful, although it took a lot of time to watch them some weeks. The application of the theory on a case and on a weekly assignment is too a good thing, it makes you understand the theory better. Further on, the extra trainings were nice, we got a lot of feedback (which was definitely helpful) and I've learnt a lot!

- To develop a business plan from a certain point of view

- Too much workload (including the video lecture and assignment). No need of setting an exam.

- Very interesting matter

- Working with a team on a business model is a fun thing to do!
  Efforts where taken to alter the course in order to cope with feedback from students, thanks for that.

- blended learning

- good organization

- superficial content of the video lectures
  layout course handbook is quite messy

- weblectures and teachers were always helpful.

16.3) What would you improve about this course/project?

- -Too much small deliverables. Not that it was too much work in my opinion, it was just a overload of small deliverables. I really think reflection reports are good for your learningprocess, but for me it would have been much better to make 2 or 3 of them instead of each week. I experienced the same with the discussion forum, the assignment and the slidedeck. It was just a bit too much and therefore I was less focussed.
  -Too much lecturer hours scheduled.

- 1. Use face to face lecture instead of video lecture.
  2. Less and appropriate workload will be better.
  3. The exam should at least be open-book exam. Because the knowledge of this course is not something we must remember, but something we only need to know how to use.

- A self reflection is always useful, however, in this course the effect of the self reflection was low, since we needed to reflect every week. I believe this is too much, and causes, students write down invented stories, due to the lack of reflection material. I would propose to write one reflection in the first week, a second have the course and a final reflection at the end of the course.

- An improvement would be to give this course more ECTS and make its duration in whole semester, because then more elaborated and serious work can be done for the development of a business plan.
  Also, the personal reflections are useful, but certainly it does't make any sense to have to submit a personal reflection every single week. Usually the changes are not even obvious from one week to the other. It would be better, to have one in the beginning and one in the end, to see what changed individually along the way.

- Do not discuss the full case study in the course anymore. This was very boring, as we already read the case, so we knew what was in there. I really felt it was a waste of time.

- Don't let students perform groups but split them into groups, in order each group have even 100% variety of background or 100% specialization on a field.

- How will an idea can be converted into a business venture and what can be the difficulties and circumstances that will arrive in the execution of the same.

- I do not feel yet why the reflection reports are so important. I do not see how this fits in a scientific environment like the TU/e. I would rather have had a weekly form which I could fill out to provide feedback towards my team members.
  Also, the guest lecture was a bit "vague", I did not really find this of added value.
  Moreover, the groups for the group assignment were way to large. We were with six, and after kicking one guy that had not participated well, we were left with 5. This still, was too much. It is simply not possible to do such an intense assignment with such a large group (which requires a lot of direct communication and cooperation). The schedules of all of us did not allow a weekly meeting, thus each week it was stessfull to find a suitable moment to get together. After a few weeks we just decided to split up each time and divide the work. I do not believe that this was good for the quality of the project.
  Next, I had already stated this in one of the other questions, the forum did not add any value. It would be the case that people copied what I said, changed some words, and repost it. Moreover, this was not a graded part, so I believe students do not care about the quality of their posts.
  I did enjoy the workshops on friday, except, the woman who gave us the negotiation workshop was not fit for the job. She was really nervous, she took way too long to let us read the case. She asked us three times in a row if we were ready, while with the first time we were already. She did not seem to be comfortable, the case was not explained well either. She talked to us like we were high school kids or something. Additionally, I would have like to participate in more of these types of workshops, but then more oriented towards team working, presentations etc. That would have been more relevant for the assignments.
  There was also a feedback lunch, in which I would gladly have discussed this, but it was in the exam week.... ofcourse I could not join in these busy weeks.

- I felt I missed time for finishing it properly. In the last part, financial part I felt we needed to rush and were not able to really internalize the knowledge.

- I think it is really not a good idea to ask students to deliver 2 or even 3 times a week deliverables. Sometimes it was necessary to "work" on this course almost every day of the week. You didn't really have to put in effort for these "deadlines" but it made planning very hard for me (and lots of friends who think exactly the same about it). It is not a bad thing that you have to put in effort for a course if you have the freedom to plan the hours yourself. The "deadline" schedule just wasn't right!! Take the course of dr. Langerak as an example. In the end you had to put in the same amount of time and effort while the course stayed enjoyable. The only big difference was a less "childish" schedule. (I DON'T MEAN TO OFFEND HERE). If i can help to improve this course feel free to email me because the idea rocks!

- It is more a 10 ects course than a 5 ects course. Delivering every week a group assignment and an individual reflection is too much work if you compare it with other courses. Especially when you also have to make an exam where you have to learn almost an entire book and several articles.

- LESS DELIVERIES PER WEEK. One assignment per week is ok, but this course just asked way to many deliveries per week. It took me on average 20 hours per week to keep on pace, and I am not joking.

  The main assignment, making a proper business model, was really good. But all these 'extra' compulsory deliveries such as the forum and the reflection reports where highly annoying to conduct every week.

  For example: Just ask for ONE reflection, and ONE combined article post in week 7. But not every week.

  To conclude.
  This course really motivated me and i learnt many new things. However, I started this quartile with 3 courses, I unsubscribed from another course just be able to follow the remaining 2 courses in a decent manner.

- Less reflection reports

- Less self-reflection can enable learning, however doing this every week is not effective and costs too much time to develop. There where too much answers that needed to be answered by the self-reflection.
  As an IM student the course theory was not challenging.
  The cases where too extensive. Especially if you take all the other course work into account.
  The large lecture rooms do not facilitate good interaction with the students.
  The exam was vague, questions where multi-interpretable and answer where non exclusive.

- No class cases, but more room for feedback collleges

- Not much, I really enjoyed following this course.

- Please don't do the effectual approach for the business plan. It is just not worth the time and effort to do it like this. Effectuation should be about doing it, instead of writing a report to do it at some later time. This is not really a right application of the theory or the way of working!
  Please also limit the time students should spend on the course.

- Please don't regulate the font of reports, for Latex doesn't provide Times New Roman.

- The Friday sessions were not efficient I think.

- The amount of reflections was ridiculous, it's impossible to reflect every week on an incremental change.

- The combination off weekly report, forum participation, self-reflection and lectures was too much of work every week. it cost too much time every week to complete everything.

- The work load before Wednesday is a little bit heavy.

- The workload is heavy, especially team assignment

- The workload is sometimes very big, my other courses have suffered I think. I'm not sure on which topics one should spent less time, because the web lectures, lectures and time for the assignments was all usefull.

  The reflection reports could work better than I've experienced until now, maybe it's a good idea to review the questions asked and relate the reflection reports of weeks more. The reflection reports I've written at the Education & Communcation Minor were more thoroughly. Maybe less reflection reports, but with more depth?

  The lectures on Wednesdays were useful, but sometimes too long-winded. Information we could have got from the cases themselves doesn't have to be repeated. The OnCourse forum helps to prepare better, but in practice most people copy each others answers I think. And you should think if it's useful to try to have a group discussion, the group seems to big for this and therefore only a small fraction is actually joining the discussion.

  I found it an interesting idea to get lectures from guests, but the ones chosen this time were not very attractive so I haven't paid much attention to them.

  The hours on Fridays were mostly useful, but when everyone gets the chance to present their project, try to get more feedback from the group as well. In this way, most people are just waiting to present and the rest of the time they're relaxing.

- Trying to reflect less frequently, as well as demanding somewhat less of either the project or taught content from students.

- What I did not like was the confusing amount of small exercises. It was just too much little assignments, which made the course confusing and sometimes irritating, despite the clear amout of effort put in organizeing the course. My advice would be to skip few of the activities: Lectures, workshops, discussions, weblectures, groupassignments in various formats, individual reflection reports and a written exam.. Sometimes less or more!

- not weekly assignments

- the possibility to rewatch the video lectures
  guest lectures