

Testing Learning Materials AHS

Details

At Artevelde University College Ghent, two sets of learning materials have been tested: **Output 3: Learning material target group: starters/young entrepreneurs** and **Output 4: Learning material target group: Learning material target group: Employees in companies with growth potential or growth ambition towards management or staff positions**. The structure of the university college and its normal operations did not allow for a full testing of all the materials with the same group of students. Therefore, the materials have been tested in phases:

- The overall structure (design thinking process and business modelling) has been tested with 30 students of the 2nd year Cross-Media Design during their bootcamp project week (11-15 February 2019).
- Specific elements from O3 (*chapter 2, division of labour* and *chapter 7, motivation and perseverance*) have been integrated with and tested in the course Project Management for 22 students of the 2nd year Graphi-Media Management (18 CrossMedia and 4 PrintMedia). The course ran over spring semester of 2019.

For both groups, attendance lists and signatures can be found attached to this document.

Feedback

Feedback has been gathered by class discussion and individual reactions of the students.

Design Thinking process

While some students were already familiar with the design thinking process (Human-Centered Design), students tend to appreciate this approach. The workshop facilitators noticed that one challenge is to keep students sticking to the different steps in the process. Some groups tend to work too fast and skip steps. Especially, since these are students with a design background, the first diamond (discover/define) is often neglected and students tend to move too fast towards solutions, without fully empathising or understanding the problem.

(In other situations, we've worked with a similar process with people from other background, and they often thrive in the first diamond, but struggle in the second (ideate and prototype).)

Working with real (or in this case simulated) clients gives the students more motivation and a sense of 'realness' compared to regular school assignments given by the teachers.

The students like taking a real problem and getting the time to develop and think it through from many different aspects. Most assignments they receive in education are shorter and shallower.

Business modelling

The development of a good business model is something that doesn't come easy to many of the participants. They need strong guidance by the facilitator or teacher in explaining the meaning of certain terms and concepts, and by checking the model and providing additional suggestions. Students who have entrepreneurial backgrounds do better in this, but even they need guidance. It seems that business modelling is something that cannot be done just by receiving a good model (like the Business Model Canvas) but that requires experience and practice.

In general, the business model exercises are something that divides the opinion of the students. Some find it very relevant, whereas others have a strong reluctance to it. The last group thinks they have other strengths, and thinking about business is not something they should be concerned with but rather other people should do it for them.

Division of Labour

The team charter canvas is new to the test students. While they are in the same class and have previously worked with each other, they find it an interesting model, as for group works until now they didn't use any structured approach to divide tasks based on their strengths and characters. Setting team values and goals helped them with planning the group work.

The network spin didn't give most of the students too many insights, although they found it a useful way to discover the connections that their group members already had.

Motivation and perseverance

Before starting with the materials, the students thought they would find this an interesting topic, as this is something that many of them struggle with in their own perception. The materials did not completely fulfil the expectations the students had. The topics were described as 'abstract' and 'fluffy', especially with regards to the theory. Some had some problems translating the four steps of Duckworth into concrete actionable measures. Tips like the 'don't break the chain'-method were appreciated, and they would like more of these practical tips.

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Testing of learning materials: 03 / 04.

Target Audience / course: Bootcamp CMO.

Date: 11 / 02 / 19
12 / 02 / 19
Location: Ghent

Name	Signature	Name	Signature
Bernine Devo		Britt Deurninck	
Vanlaacke Naomi		Phoebe De Cobber	
Joelle Duval		Louise Vaneeckhoutte	
Wey Liliann		Tiffany Devo	
Beno Cuyssens		Liesbet Delvaeye	
Faou Dekeyser		Dierckx Missicon	
Robin Velophe		Aline Vercauteren	
Emmily Knockaert		Yvonne Bruggeman	
Amelja Derckx		Cin Van Witten	
Yne Desmet		Filip Van den Broek	
Jeremy Dujin		Hannel De Beir	
Geoffrey Gombin		Muel Vanoverbeke	
Jane Vandeweyer		Sarah Louwaert	
Anna Coker		Sybil Tron	
Christiam Tiffany		Amber De Groot	

Academiejaar: 2018-19

Subgroep: 2GMB-CM@S2

Deelgroep: 2GMB-CM - grafische en digitale media schijf 2 groep GMB-CM

Project Digital Publishing - Project Management GMB

Docent Spek Sander

			Vrijstelling	
1	Balcaen Lennert (2GMB-CM)	PDT		
2	Bracke Niek (2GMB-CM)	MDT		Bard
3	Butt Josephine (2GMB-CM)	PDT		
4	Cardon de Lichtbuer Aurélie (2GMB-CM)	PDT		
5	Casteels Meiyin (2GMB-CM)	PDT		casteels meiyin
6	Claes Freya (2GMB-CM)	MDT		
7	Debock Lucas (2GMB-CM)	MDT		
8	De Jonge Phaedra (3GMB-CM)	PDT		
9	De Kegel Klaartje (2GMB-CM)	MDT		
10	De Moor Margaux (3GMB-CM)	PDT		
11	Desaeger Glenn (2GMB-CM)	PDT		Glenn / Traeger
12	De Vries Jan (2GMB-CM)	MDT		De Vries Jan
13	Kaesteker Teresa (2GMB-CM)	PDT		
14	Martens Emiel (2GMB-CM)	PDT		
15	Ongenaert Emily (3GMB-CM)	PDT		
16	Provoost Melanie (2GMB-CM)	PDT		
17	Ruysseveldt Laura (3CMOa)	PDT		
18	Van Loo Jelle (1GMB)	PDT		
19	Willems Jonas (3GMB-CM)	PDT		Willems

Legende: (*) = Externe student

(EXD) = Examencontract met het oog op het behalen van een diploma

(CRD) = Creditcontractcredits

(EXC) = Examencontract met het oog op het behalen van credits



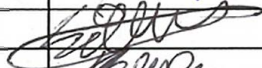
Academiejaar: 2018-19

Subgroep: 2GMB-PM@S2

Deelgroep: 2GMB-PM - grafische en digitale media schijf 2 groep GMB-PM

Project Digital Publishing - Project Management GMB

Docent Spek Sander

			Vrijstelling	
1	Bierman Jade (2GMB-PM)	PDT		
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