From the editors

Rounding off the third quarter of the college year means that it is time again for the Newsletter,

As always, there would be no newsletter without the active contribution of staff, students and alumni. Of course we would like to thank them again. All this effort makes our letter lively and interesting. Next to the regular features from the director, the coordinators of the master and minor program, the alumnus and the ict tips-and-trics, you will find reports on recent research activities in the framework of TU/e-calls, and an update from Anna van der Want, PhD about her stay in Finland.

Furthermore, the, in the previous newsletter announced recruitment of new staff members is rounded off. Two new external staff members will present themselves in this letter. At the moment we are in the middle of the selection procedure for a PhD student. We hope to make a choice soon. Hopefully more news in a next issue.

Elise Quant and Connie Cantrijn

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From Douwe Beijaard, director of ESoE

It is not always easy to write an introduction to the newsletter of ESoE. In the previous newsletter I ended my introduction with a number of challenges for the staff of ESoE. The biggest one pertains to getting more students in our master SEC. Therefore ESoE actively participates in (the further development of) alternative routes to the teaching profession like ‘Eerst de Klas’ and the ‘Onderwijstraineeship’ programme. Furthermore we regularly encourage students from our own university to become a teacher, immediately after their bachelor programme or later in their (study) career. I seriously hope that the TU/e Graduate School will offer new possibilities for becoming a teacher. One thing is clear: there is a strong need for many more academically educated teachers in secondary schools, now and in the near future!

Nationally a so-called ‘leraren agenda’ has been developed, one by the Ministry of OCW and one by the universities (VSNU). Fortunately both agenda’s have much in common. It is not easy to realize several points of these agenda’s, among which becoming qualified teachers through other, more flexible routes with modules than the usual one, which needs changes by law and lots of discussions with committees before that. So, things take time. This also pertains, for example, to the final decision about the newly formulated teacher competencies about which much debate is going on now between the ‘Onderwijscoöperatie’
and the ‘Onderwijsraad’. In June, we (directors of teacher education institutes at universities) are invited by Minister Bussemaker to talk with her about the progress made with the ‘leraren’ agenda of OCW, what could be done better, and the support by the Ministry of OCW to implement the agenda.

On behalf of TU/e I participate in the working group ‘Sectorplan Onderwijswetenschappen’ that tries to sharpen the definition and goals of educational sciences, to gain insight into the amount of research taking place within these sciences, and the numbers of students following educational bachelor and master programmes. Attempts are also made to identify societal and educational developments and their implications for educational research and education. Within a few months this all will lead to a report with recommendations. One aspect that probably will get extra attention is the so-called ‘onderzoekswerkplaats’ in which researchers and practitioners cooperate in research and development projects. It looks like but is not similar to the current ‘Academische Opleidingsscholen’. I hope to inform you soon more about this, because these ‘werkplaatsen’ may have a strong regional function with different partners.

I do not want to end the introduction to this newsletter without mentioning our colleague Michiel van Eijck who recently died. I greatly admire the way Michiel talked about his illness and that he wished to get the best out of it during his last weeks, both for his family and himself. I wish his family all the strength they need the forthcoming period.

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Introduction Antoine van den Beemt

Starting June 1st I will be working as assistant professor at ESoE. Until then you might catch a glimpse of me, because already I am one day per week active for . In my previous job I worked on teacher professionalisation at the Open University, with a focus on learning with Ict and networked learning.

After I obtained a degree in sociology and a masters in Science and Technology Studies, I worked in higher education and in commercial environments. The way people use internet and games for education and leisure has been the thread running through all of my work. I elaborated on this topic in my PhD dissertation 'Interactive media practices of young people', which presents an alternative to the Netgeneration hypothesis (in short: the Net generation and digital natives don't exist). This dissertation was followed by both scientific and professional publications on the consequences for education of Ict applications such as social media. Last January saw the publication of a textbook on this topic aimed at student teachers, 'Leren met interactieve media'.

I will be commuting between Tilburg and Eindhoven, and when at home you can find me most often in the kitchen preparing restaurant quality food for my family. Or reading cookbooks. Or planning a restaurant visit. Or musing on previous visits while listening to noisy music.

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Introduction Wendy Sanders
Some of you might think I look familiar. That is probably because I appear as one of the master students in the ESoE graduate program movie. This year I participate in the master SEC to obtain my teaching degree for physics. This is my second teaching degree. The first one, a chemistry degree, I received from TULO in 2006. In recent years I taught at the Heerbeeck College in Best. At first I was only teaching chemistry but after some years I was also given the opportunity to teach physics and science. As a teacher the development of problem based and context-concept projects is one of my passions. Originally I have a background in environmental sciences and technology. My PhD (2001) was done on anaerobic digestion at the Wageningen University. After my PhD I stayed at the Wageningen University as a researcher and project coordinator. In 2005 I decided to get my teaching degree at TULO and after I had fallen in love with teaching I gave up my job at Wageningen University. I will combine my work at the ESoE with teaching at the Heerbeeck College. I will focus on didactics, but I don’t have any specific topics yet. So I will start with reading a lot, talking to everyone and finding out which areas are interesting for the ESoE (and me). I’m looking forward to meet everyone and have a lot of new colleagues.

Introduction Elly Wildeman
Last January I received a PhD scholarship by the NWO. I started my PhD project in April. With this research I investigate the effect of an intervention consisting of a content and language integrated approach to improve post-secondary vocational technical teachers’ interaction skills and the use of complex learning tasks during their teaching of technical subjects. The aim of this approach is to stimulate students’ knowledge development as well as their language development. For several years I worked as a secondary school teacher. In 2006 I finished the master of education at the university of Nijmegen. In 2007 I started as a teacher educator at the Fontys Pedagogisch Technische Hogeschool (PTH). Two days a week I will be working at Fontys and the other two days of my working week will be filled with research activities. Beside work, I’m busy rebuilding our new house in Nuenen. We hope to finish this project in July so we can finally start to enjoy our new home. I also like to spend time on rock climbing or snowboarding, but most of all I love to be with my two kids. I am looking forward to work at ESoE. It’s nice to be in a new and inspiring environment where I have lots of possibilities to develop myself.

Intermediate testing and student directed learning in the first year of the Bachelor College
Dr. G. Schellings
ESoE was invited by the Bachelor College to execute two research studies aimed at two components of the educational innovation the Bachelor College started in September 2012. The research studies concerned the role of intermediate testing and the arrangement of those learning environments in which students independently study with the opportunity to obtain teacher’s assistance. The research
included desk research and individual interviews with teaching directors (n=9) and ‘responsible’ teachers (n=16) from all faculties. Additionally, 21 group interviews were organized with 57 students divided over all faculties of TU/e. In all, 16 different courses were examined (5 basic courses and 11 major subjects).

The results showed that intermediate testing was mostly used in summative ways: tests received a grade; and these grades were summed up with the grade from the final test to determine the definitive score. The grades of the intermediate tests had sometimes affected the success rates. The examined courses commonly used tests with open-ended or multiple choice questions. Still, multiple choice tests were differently used by the faculties. Some courses applied homework assignments as an intermediate test; and sometimes the testing was done by writing an essay. The faculty of Industrial Design used another way of testing, they used assessment routines. Overall, the variety in forms of testing was small for the courses examined. One aim of the study was to examine whether the goals of intermediate testing, as formulated by the Bachelor College, were met. Three goals were mentioned: activating the students, preparing the students for the final test, and providing feedback. In sum, the first goal is met: students were more activated from the beginning of their study. However, the other two goals seemed to be less reached. Students (and teachers) did not refer to a preparation function of the intermediate tests. Additionally, feedback was mostly limited to “given a grade” and “pointing to wrong answers”. Teachers did offer the possibility for students to inspect the judged tests, but most students omitted these possibilities.

Student directed learning or instructions (SDL/I)

Many students skipped the sessions of “SDL/I”. Reasons for skipping concerned the noise in the sessions, the sessions were overcrowded and students weren’t seriously studying. Moreover, waiting times for teacher’s assistance were too long. Teachers considered the “SDL/I” sessions to be important because students are working (“learning by doing”) and they may ask questions when they meet problems in studying or practicing skills. Students mentioned to go to “SDL/I” sessions because of to be able asking questions, but also to listen to the questions of other students. Both students and teachers mentioned the important role of plenary moments in the “SDL/I” sessions. Additionally, the role of the teacher seemed to be crucial in successful “SDL/I” sessions. Students suggested that the teacher must be both an expert in didactical skills and in content knowledge, but furthermore, the teacher must be engaged into the subject matter and to be an inspiring person. Finally, both teachers and students are referring to “collaborative learning” as a powerful instructional device. Noticeably, teaching directors, teachers and students struggled with the division and responsibility of teacher and student roles: all groups seemed to strive for student-centered learning environments (or the student directed learning environment) but within these environments, teacher’s structure and involvement remained necessary.
Recommendations

The above research project is just the first step in improving intermediate testing and making the SDL/I sessions to become more effective. It is important to discuss and to come to an agreement about the difference between “intermediate testing” and “subtests”. Moreover two goals of intermediate testing should be developed in more sophisticated ways, namely the preparation and feedback functions of testing. Intermediate testing should become an assessment for learning instead of an assessment of learning.

Many SDL/I sessions became “directed by tests” in order to stimulate the students to visit the sessions. However, it is important to realize that teacher’s structure and involvement is not similar as providing the students tests. Teachers should point to the relationship between the lectures and the SDL/I sessions. Before starting the SDL/I sessions, learning goals must be provided and the teachers should make clear that they expect an active contribution of the students. Moreover, by administering relevant assignments, supporting autonomous learning, and by creating relatedness among the students (for example by learning in groups), the students may become more engaged in the SDL/I sessions and improve their learning processes and learning outcomes.


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Conclusion Bachelor College Project: Skeleton concept mapping

Ton Marée

In the Bachelor College vision, the development of activating forms of education plays an important role. The Department of Industrial Design was searching for an alternative way of boosting the learning performance of students for the course “Applied Physical Sciences”. The ESCoM method¹ as an activating way to foster meaningful learning was enthusiastically received and prompted a project to use the ESCoM method for the course Applied Physical Sciences.

Project setup:

- Overall map APS with 11 ESCoMs and 94 concepts (Figure 1 and 2)
- 18 first year students: 9 peer groups of two students
- 2 x 2 hours / week “ESCoM meetings”
- Peer groups work independently to the ESCoMs guided by multimedia content and collaboration scripts (Figure 3).
- Software-program Mindjet & (OASE) SharePoint
Figure 1. Overall map Applied Physical Sciences with 11 ESCoMs

Figure 2. The ESCoM Newton’s Law is one of the 11 ESCoMs for the Applied Physical Sciences

Conclusions
The main findings of the pilot with the ESCoM method for the subject Applied Physical Sciences indicate that:

- students better understand the subject matter;
- cope is created for learning and learning paths independent of time and place;
- the contact time for lecturers is reduced through this blended form of education;

In view of these findings it was decided to set up as an experiment to use the ESCoM method for the course Applied Physical Sciences for all first year students of Industrial Design.

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Figure 3. The key concept ‘Newton’s third law’ with multimedia content and the 4-Step concept script.

Being in Finland
Anna van der Want
As a part of my PhD research on Teacher Identity and for another part to further develop the Identity workshops for the Induction project, I am spending some time at the University of Jyväskylä, Finland. Jyväskylä, which is located in the beautiful ‘lake area’ about 400 km north from Helsinki, has the oldest Institute Teacher Education of Finland. Nowadays it still has a large faculty of Education (including Teacher Education) at the University of Jyväskylä. I am here to visit the research group of prof.dr. Anneli Eteläpelto, who is working on professional identity and agency.

It is an inspiring environment to work on my PhD and the identity workshops: everybody is really helpful suggesting articles, new research ideas and solving practical issues. And the good thing is: They really know what they are talking about and have a lot of experience which they are willing to share. Moreover, I feel really welcome here and I am also thankful for the ones who paved the road for me with their research: Douwe Beijaard is considered by some as the father of teacher identity research and the work of Marieke Pillen and Evelien Ketelaar is well-known and highly appreciated here. Being here makes me realize again that we as ESoE have a great research tradition and area of
expertise that is indeed recognized by the international community. Or, as someone put it: “your research group might be small, but you publish a lot, I read articles from your group all the time”

Being in Jyväskylä also gives me the opportunity to experience and observe some Finnish (academic) culture. Just as in the Netherlands, the winter/spring was extremely mild. The university website was warning everybody (“Ice is now dangerous because of an exceptionally mild winter, no shortcuts on ice suggested”) and there was hardly enough snow for the National Cross country skiing competition I went to.

The lecture rooms look like lovely old wooden houses in a small forest on a hill. You can’t use a smartboard everywhere, but a sauna is always close. It is quite common to go there after a meeting.

Last week I went on a two day excursion with a secondary school. Together with the students and the teachers we slept in a tent. It was snowing a little bit. The idea was to enlarge your comfort zone and cross borders. I did as well (after the students encouraged me…we did not wear special clothes so I was a bit scared) with the fire!
I did have to get used to the early warm lunch (11 AM) and the introvert Finnish way of living (for instance: not greeting your neighbor is seen as a form of respecting the privacy). Fortunately, the people of the group of Anneli Eteläpelto are more extravert and I often also just have a chat with them and we laugh a lot as well.

I am really enjoying my time here: Spending time in the sauna or cycling alongside the lakes; this is a great place to be! And so is the ESoE, I will be back in May full of new ideas. Be prepared...

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Column about ICT-tools for teaching
Ton Maréeë

Students need to be active to keep their concentration up. Engaging students multiple times during a lecture is also scientifically proven to increase learning (Jefferies, Cubric, & Russell, 2013)\(^1\).

Mentimeter is a tool to enable interaction between you and your students in the classroom. By using Mentimeter to ask questions during your lecture you can follow the rate of your students understanding and open up for student influence.

**Mentimeter in 4 steps**

1. Create your question
   - at [https://www.mentimeter.com/](https://www.mentimeter.com/) and click on the create question button
   - Free question type: Single Choice or Open ended questions
2. Add different choices
   - for the audience to vote on, pick a theme and your question is ready!
3. Instruct your audience to visit the internet: [https://govote.at](https://govote.at) on their smartphones, tablets or laptops (no app required).
   - Provide them with the ID which you will find in your presentation view, no app required.
4. See the result emerge in real-time
   - The results are displayed instantly as the voting progresses. Within a second of casting a vote it is shown in real time on the screen.

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Other student response systems commonly used in secondary education:

- [Socrative](http://www.socrative.com/)
- [Kahoot!](https://getkahoot.com/)
- [Poll Everywhere](http://www.polleverywhere.com/)

Student response systems used in TUT and TU/e:

- [Shakespeak](https://www.shakespeak.com/) (used in TUT)
- [eInstruction](http://www.einstruction.eu/products/student-response-systems/flow)

Used with “well known” clickers in TU/e.

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The journey to become a researcher!

Sonia M. Gomez Puente

It started four years ago...I always regarded my investigation as a journey that would take me through an interesting period of inquiry, critical thinking and self-development. In this period, I basically learned to become a researcher. My research looked as a big ‘OGO’ (Ontwerpgericht Onderwijs – DBL, Design-based learning) just the same as the topic of my investigation as a I see that doing research is like going through a process of discovery and uncertainty, in which I needed to design every single detail of that process and to make choices that led to a final artefact or solution. I must say that I found this period of my life very productive: it has been fascinating to work systematically on gathering information, screening facts according to specific criteria, generating hypothesis and selecting variables to examine, observing what it comes out of the experiments and making an in-depth analysis of the final test, to finally define the product: the definition of design-based learning as an educational approach for engineering education.

I am pretty much satisfied with the results of my research. First of all, I have given form to DBL as it was under construction and not empirically defined. When operationalizing DBL its theoretical framework is now described in terms of project characteristics, the teachers’ role to supervise and coach students, the assessment of the students in DBL groups the social context is, and what professional design activities and practices are relevant from the industry context of engineers. Secondly, after redesigning the DBL projects together with the teachers at two engineering departments, e.g. Mechanical and Electrical Engineering department, it is observed that students take a deeper approach in analysing the engineering problem, in exploring alternatives for the design by conducting more calculations, and finally interpreting information in order to make decisions to adjust the design model. Regarding the teachers’ change of behaviour, I observed that the supervision takes places according to the DBL theoretical framework I defined.
Besides the positive results, I also developed myself in academic writing. One of the most fascinating areas in my research was to learn to write for a very selective and critical type of public, i.e. international peer-reviewed journals. Thanks to the good feedback done by my supervisors, Wim Jochems and Michiel van Eijck, I managed to publish five of the six research studies. The sixth one is accepted.

Despite of these enjoyable experience, the journey was not always ideal when it comes to combining research with work and with family. And that was the toughest part to deal with, honestly! Many changes took place at the university at the same time: the Bachelor College, implementing the BKO policy for the professionalization of teachers, the introduction of ICT in education, etc. The work just went on I just needed to cope with the situation. Long working days in combination with long working evenings and long working weekends of research left me very little time to share with my family. Even though it was not easy, I always got Bart’s support, my husband, and the kids. They made it very nice for me: preparing cakes and bring sticks and leaves from the woods every time they went out for a walk without me. That’s pay back!

Now that I am done with my research, when looking back to this period of intensive research I get two mixed feelings: one, I am happy and proud of myself! I have gone through it with a successful result. It has been a real learning experience and I can certainly use it in my daily work. Two, I think I am going to miss research. That’s a sign that I will keep looking for opportunities to start up initiatives to do research on educational practices together with the teachers! I will be back to this field...in due time!

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Vanuit de opleidingscommissie
Maaike Koopman
De opleidingscommissie (OC) van ESoE geeft gevraagd en ongevraagd advies aan de opleidingsdirecteur over het verbeteren van de kwaliteit van de opleiding. In de commissie zitten studenten en docenten. Op verzoek van masterstudenten schrijft de opleidingscommissie vanaf nu met regelmaat een bijdrage voor in de nieuwsbrief.

In deze eerste bijdrage is het misschien goed om iets te vertellen over de werkwijze van de OC. De OC krijgt op verschillende manieren informatie over het functioneren van de opleiding. Drie belangrijke bronnen zijn 1) de vakevaluaties die studenten invullen, 2) de panelgesprekken en 3) de inbreng van de studentleden (Roos Flapper en Ben Groenen). In de vergaderingen bespreken we onder andere de vakevaluaties en de verslagen van de panelgesprekken. Als we ruimte voor verbetering zien, formulieren we een advies aan de opleidingsdirecteur.

In de vergadering van maart zijn diverse vakevaluaties van vakken (minor en master) die in kwartiel 2 werden aangeboden besproken. De
docenten van die vakken hebben dan al de gelegenheid gehad om te reageren op de resultaten van de evaluaties en soms schrijven ze een reactie met verbeterplannen. De OC kan dan meteen haar mening geven over of zij deze verbeterplannen zinvol vinden.

Een voorbeeldje: de evaluatie van Algemene Onderwijskunde 2 was redelijk positief, maar de docenten gaven aan hiermee nog niet tevreden te zijn. Ze stellen daarom onder andere voor om volgend jaar meer te werken met het analyseren van video-fragmenten tijdens de colleges. Hierdoor kunnen studenten oefenen voor opdracht B, maar wordt ook duidelijker zichtbaar hoe een theorie in de praktijk zichtbaar kan zijn of gebruikt kan worden. De OC staat positief tegenover dit plan.

Een aantal andere acties dat in gang is gezet n.a.v. feedback van studenten en/of adviezen van de OC:

Er komt volgend jaar weer een a4-tje met een overzicht van het jaarrooster;

Elise Quant is bezig met het inplannen van een facultatieve workshop over het gebruik van Smartboards.

Mariyan Gardenier (coördinator werkplekleren) is naar aanleiding van het panelgesprek in december bezig met een pilot waarin ze studenten gelegenheid geeft om ook zelf naar stageplekken te zoeken;

De OC maakt een overzicht van de belangrijkste resultaten van de vakevaluaties (met daarin de meest opvallende sterke en zwakke punten van een vak, voorgestelde verbeteracties door de docenten en eventuele adviezen van de OC). We kunnen dan beter de ontwikkeling van een vak door de jaren heen monitoren.

In de volgende vergadering staat het bespreken van het verslag van het laatste panelgesprek op de agenda en geven we een advies over aanpassingen in de Onderwijs en Examenregeling (OER) voor volgend studiejaar.

Mocht je feedback hebben over de opleiding, dan kun je altijd bij de OC-leden terecht!

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Van de Master Coördinator

Elise Quant

Woensdag 2 april was het super druk op vloer 3 van de Traverse! Mede dankzij de aanbeveling van de rector magnificus hadden we een goed gevulde zaal met belangstellenden voor de lerarenopleiding. Rond de 60 studenten lieten zich informeren over de educatieve minor en de master Science Education and Communication! We hopen velen van hen volgend jaar te verwelkomen!

Onlangs opende de International School Eindhoven haar deuren om hun prachtige nieuwe locatie te tonen. Een bijzondere school, niet alleen vanwege de herkomst van hun studenten uit alle delen van de wereld, maar ook vanwege hun onderwijs volgens het programma van het International Baccalaureate. Wellicht volgt er nog een excursie later dit academisch jaar.

Ook zal komend kwartier een extra training aangeboden worden om te leren goed gebruik te maken van een smartboard.
30 april geen colleges vanwege meivakantie
8 mei the national, annual meeting of the Division Beta and Engineering divisie Beta en Techniek van de VOR (vereniging onderwijsresearch) will be organized. The division aims at Beta and engineering education. Website of the meeting: https://betabodybrains.wikispaces.com/ (in Dutch)... Interesting for everyone: educators, teachers, student teachers, TU/e-lecturers
21 mei ECENT symposium met als thema ‘Het bèta-mozaïek: Samenhang in de vakken’, zie www.ecent.nl
28 mei: training smartboard & smart software, TR 3.32, 13.45-16.00; Nodig: laptop met Smart software (of kijken bij een buurman/vrouw). De tijd: 13.45 – 16.30, plaats: Tr. 3.32 De software: via de ICT pagina van de TU/e Het doel is de beginnende en de gevorderde trucs te laten zien die met een smartboard kunnen t.o.v. een gewoon bord. En omdat je nergens zo goed van leert als zelf doen, is de eigen laptop met smart software erg nuttig. Een handleiding vind je op: http://www.tue.nl/en/publication/ep/p/d/ep-uid/282468/ Meld je even aan voor de bijeenkomst bij mij, via l.g.a.d.putter@tue.nl
28 mei: PhD defence Neele Coninx
25 juni afsluiting bètadidactisch ontwerpen, BBQ om collegejaar af te sluiten.

Van de coördinator Educatieve Minor
Mariyan Gardenier
De eerste vijf Bachelor College (BC) studenten hebben het Oriënterend Onderwijs Pakket succesvol afgesloten. Vier van hen vervolgen hun weg naar het Onderwijs Verdiepend Pakket.

Hieronder een kort verslag van één van hen, Tijmen Wintjes.
De keuzevakken geven heel iets anders dan wat in de andere colleges wordt aangeboden. Je leert over onderwijs en ontwikkeling en vergaart algemene kennis over het aanleren van gedrag en vaardigheden. Geen wiskundige formules, lastige concepten of saaie termen maar informatie die bruijkbaar is in het leven van een onderwijzer. Het zijn daarom ook keuzevakken die uiteindelijk gericht zijn op het geven van les. Elk beetje informatie wat aangeboden wordt is te gebruiken in de les. Dit maakt het echter ook belangrijk dat je selectief te werk gaat omdat je anders te veel hooi op je vork neemt.
Ontzettend leuk aan de keuzevakken is dat je in de stage jouw 'collega's in opleiding' zichtbaar vooruit ziet gaan! Ze worden zelfverzekerd of stellen visies bij. Jijzelf doet dit ongemerkt ook en aan het eind van het eerste jaar ben je in staat om meer dan dertig vragende paar ogen te weerstaan.
Er blijft een grote zorg om de geringe aanmeldingen in vergelijk met voorgaande jaren. De keuzeruimte biedt de BC student veel mogelijkheden en voor ons betekent dit meer concurrentie. Vaak dienen studenten een flinke puzzel te maken om hun vakken goed ingeroosterd te krijgen.

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Hoe gaat het nu met... Joris Geurts

Bij een 'normale' opleiding hebben de studenten veelal dezelfde vooropleiding en gaan ze na afloop ongeveer hetzelfde werk doen. Bij de ESoE kom je m.i. nauwelijks studenten tegen die een overeenkomstig pad bewandelen. Dat houdt de rubriek "Hoe gaat het nu met..." wel zo aantrekkelijk. Ikzelf heb in het jaar 2011-2012 mijn Masteropleiding bij de ESoE gevolgd. Hiervoor werkte ik al vier jaar als docent informatica bij de Fontys Hogescholen. De opleiding heb ik in 1 jaar afgerond. Dat was voornamelijk gelukt omdat ik dacht "binnenkort ga ik het vast heel druk krijgen, dus laat ik nu alvast maar aan de opdracht (OWK, VD, etc.) beginnen". En toen die 'binnenkort' aanbrak, viel het met de drukte wel mee, en op basis van dezelfde redenering begon ik al met de volgende opdracht, enz, enz. Ook kreeg ik al snel een idee voor het afstuderen, zodat dit plan nog kon rijpen in mijn gedachten en zo kon het afstudeerwerk efficient verlopen.

In mijn ESoE-jaar gaf ik les op Fontys, en op het Lorentz Casimir Lyceum, en deze werkzaamheden kon ik mooi gebruiken voor mijn WPL. Het student-zijn op de ESoE was dan tevens een spiegel hoe studenten/scholieren naar mij kijken. Als ESoE-student moest ik soms erg op jacht om de organisatorische informatie over een vak te vinden (hoe zou dat bij mijn vakken zijn?), en probeerde ik een bepaalde boosheid als de beoordeling lager was dan ik verwachtte (ook hier: hoe ervaren mijn studenten dat?). Maar soms zie je duidelijke tegenstellingen: als leraar wil je een constructivistische aanpak, terwijl mijn studenten/scholieren liever achteroverleunen en graag voorgekauwd krijgen wat ze moeten doen. Maar in de ESoE lessen kwam het wel eens voor dat wij studenten constructivistisch bezig waren terwijl de docent liever niet van zijn traditionele lijn wilde afwijken.

Waar ben ik nu terechtkomen? Na het ESoE jaar heb ik ook mijn middelbare school vaarwel gezegd. In de klas kon ik niet de doelen bereiken die ik graag wilde. Nu werk ik weer volledig bij Fontys, alwaar ik mijn ESoE kennis overigens ook goed kan aanwenden. Ik had nog de ambitie om naast mijn informatica bevoegdheid ook een wiskundebevoegdheid te behalen, maar dat was er niet van gekomen. Grappig genoeg geef ik bij Fontys nu wel een aantal wiskunde vakken, en dat ervaar ik wel als een verrijking. Ook geef ik les op onze Engelstalige opleiding; in de klas zitten studenten uit mooie tropische oorden die toch maar vier jaren in ons koude kikkerlandje komen wonen. Da's leuk en gevarieerd legeven.

Dan komen we tot slot aan een negatief punt van mijn werk: er zijn zoveel leuke vakken om te geven, en een werkweek is snel vol, zodat ik mijnje keuzes moet maken en vakken aan mijn collega's over moet laten.