

Lecturer of the Year CEG 2016, ir. Judith Bosboom

Het Gezelschap "Practische Studie", study association of Civil Engineering

Preface

In this document, Het Gezelschap "Practische Studie" nominates ir. Judith Bosboom for Lecturer of the TU Delft 2016.

The first part is the nomination argument, the second part is support from within the faculty and in part three are Judith her CV and an overview of her teaching duties.



Figure 1: Ir. Judith Bosboom receives Lecturer of the Year CEG 2016 price

Name of lecturer: Judith Bosboom
Official title(s) of lecturer: Ir.
Study association: Het Gezelschap "Practische Studie"
Degree programme(s): MSc Hydraulic Engineering, specialization Coastal Engineering, Faculty: CiTG / CEG



Contents

Preface	0
1. Nomination argument.....	2
1.1 Ir. Judith Bosboom.....	2
1.1.1 Development MSc-courses.....	2
1.1.2 Thoughtful innovation	2
1.1.3 Involved lecturer.....	2
1.2 Teaching Coastal Dynamics 1.....	3
1.2.1 Two stage tests.....	3
1.2.2 Student lectures	4
1.2.3 Study material.....	5
1.2.4 Coastal Dynamics in the curriculum	5
1.3 Research.....	6
1.3.1 Morphodynamic Model Validation.....	6
1.3.2 Guiding students.....	6
1.4 Notes from students.....	7
2. Support from within the faculty.....	9
2.1 Bert Geerken – Dean.....	9
2.2 Evert Slob – Director of Education CEG	9
2.3 Hans Welleman – Director of Study CE.....	9
2.4 Marjan Bellersen – Department Manager Education and Student Affairs CEG.....	9
2.5 Het Gezelschap "Practische Studie"	9
3. Personal information & overview teaching duties.....	10
3.1 CV.....	10
3.2 Overview teaching duties	13
4. Appendix.....	15
4.1 EvaSys results CIE4305 Coastal Dynamics 1, Lecturer J. Bosboom, 2015-2016.....	15
4.2 EvaSys results CIE4305 Coastal Dynamics 1, Lectures and Exam, 2015-2016.....	18
4.3 EvaSys results CIE4305 Coastal Dynamics 1, 2014.....	26
4.4 EvaSys results CIE4309 Coastal Dynamics 2, 2014.....	27

1. Nomination argument

The first chapter gives an introduction on ir. Judith Bosboom as a lecturer. Chapter two focusses on the course she teaches and innovates with a lot of passion, Coastal Dynamics 1, by highlighting different learning styles Judith facilitates. In chapter 3, you can read more on her research and we end in chapter 4 with some notes from students.

1.1 Ir. Judith Bosboom

1.1.1 Development MSc-courses

Ir. Judith Bosboom developed two MSc-courses, Coastal Dynamics 1 (CIE4305, 6EC) and Coastal Dynamics 2 (CIE4309, 5EC). She was until last year also responsible instructor for both courses, now she's only responsible instructor for Coastal Dynamics 1. Coastal Dynamics I is obligatory for all Hydraulic Engineering students, Coastal Dynamics II for students in the specialization Coastal Engineering. This specialisation is part of the most popular Civil Engineering master track, Hydraulic Engineering.

Judith's lectures concern hydrodynamic processes and sediment transport, Marcel Stive talks more about morphodynamics. She also wrote the lecture material Coastal Dynamics 1: Lecture Notes CIE4305 together with Marcel Stive, among other publications.

1.1.2 Thoughtful innovation

One thing that immediately stands out, is the way Judith innovates her course. Apart from the actual content that she innovates, is the process. Before she implements any changes in her course, she first reads a lot of research on education topics and always has multiple substantiated reasons for doing something new or different. She bears in mind the academic attitude the students need to develop, while keeping the pass rates of this intensive course high. This attitude results in a lot of respect for her and enthusiasm for her course. Many teachers and educational institutions could learn a lot from her approach.

1.1.3 Involved lecturer

Judith is really concerned with her students, she doesn't close a subject before everyone understands it. Students answers here questions in her lectures, due to the safe learning environment she provides. She always thinks with her students and guides them if they want to get deeper into the material (with student lectures for example). She provides immediate feedback on many levels (mail, reading assignments and in person) and spends a lot of energy on presenting a well-structured course.

1.2 Teaching Coastal Dynamics 1

Judith her courses are evaluated as important, complex and difficult subjects. However, most students pass her subjects with very good marks. Her course and teacher evaluation results have been very good for as far back as the first EvaSys surveys in 2012-2013 (see Appendix). Judith has been Lecturer of the year of the master track Hydraulic Engineering since 2010-2011 until 2015-2016, with one exception in 2011-2012.

Cursus	CIE4305 - Coastal Dynamics I
Toets	Coastal Dynamics I
Toetsdatum	11-04-2016
Aantal deelnemers	142
Aantal voldoende	108 (76,1%)
Gemiddeld resultaat	6,77

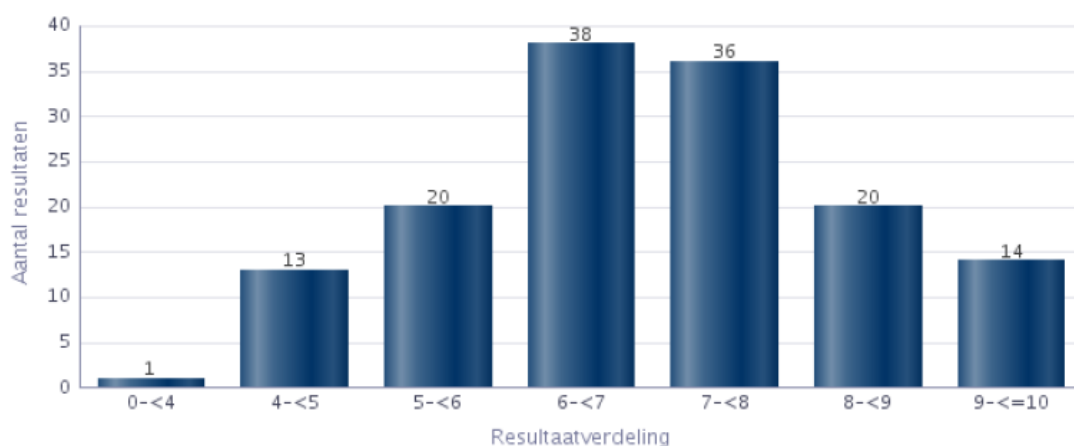


Figure 2: Test results CIE4305 Coastal Dynamics 1, 2016

She is now lecturer and responsible instructor for 160 Coastal Dynamics 1 students, together with Marcel Stive. The last couple of years, Judith is investing a lot of effort and time to innovate her lectures and her way of transferring knowledge to students. Her way of teaching the course Coastal Dynamics 1 was the subject of one of the Education in the Spotlight lunch lectures this year.

She facilitates many different learning styles, from Two stage MapleTA test, to guiding students to give student lectures and even reading assignments with immediate feedback.

1.2.1 Two stage tests

Judith wanted the students to study hard, keep up during the period, challenge themselves, really understand the concepts, go deeper and love the course. And she wanted that for all her students. To achieve this, she set-up a clever test that provides a safe learning environment, provides good quality feedback, engages (nearly) all students and is still do-able for her. She developed a series of intermediate home-work assessments in MapleTA. She set up a question bank with former exam questions and automated the feedback, which makes her system re-usable for years and years to come.

She noticed that more students would participate in her test if she would make them compulsory and if the students could gain bonus points for their final mark. This approach however strongly reduces the learning effect. Students just fill in the questions with cheat-sheets, just to get their bonus points.

That's why Judith developed a two stage approach of each test:

- Stage A, Assessment **for** learning:
 - o Formative test with prompt feedback
 - o Unlimited availability (until retake)
- A score of 80% in stage A gives access to stage B.
- Stage B, Assessment **of** learning:
 - o Summative test which counts towards the final mark
 - o Students already understand the subject and can gain bonus points in this part of the test

The tests are made on voluntary basis. This keeps the responsibility with the students and triggers them to really understand the subject before taking a test for bonus points. Students can use the unlimited availability of stage A to run through the questions again in preparation for their exam.

Judith also kept score whether the students participated or not:

- 140 (out of 169) active students in period
- 113 (out of 140) completed all stage B tests
- 23 (out of 140) missed 1 or 2 stage B tests
- 4 (out of 140) missed more than 2 stage B tests

This systems really improves study behaviour and performance. Initially, it requires great investment of the lecturer, especially in making questions on higher cognitive levels. But the system has a robust set-up which allows repetition for years to come: stage A is randomized per year, stage B is randomized per student.

Next to this system, there is a Discussion board MapleTA on Blackboard, where students can discuss and answer questions from other students. Judith and her team also contribute if necessary.

1.2.2 Student lectures

Another way Judith stimulates students to get to a deeper understanding of her subjects is by giving them the opportunity to give a student lecture. Students that are interesting in doing so pick a topic and prepare a lecture for the rest of the group. Judith guides them through these new subjects by spending additional time and energy explaining new things and answering questions. These subjects are not actually tested in the Coastal 1 exam but they give the students that are really interested in the topic an introduction to Coastal 2.

It takes additional energy for students to understand the subjects in such a way that they can transfer the knowledge to other students. Judith was always present to guide these students and stimulate the other

students to ask questions. This gives interested students an extra challenge, even outside the boundaries of this course. The other students also gain extra knowledge by attending these lectures.

1.2.3 Study material

To get more out of her lectures, Judith prepared interactive reading assignments for the students. The texts the students had to read were on a special kind of reader program. Students could add their own notes, ask critical questions and react to other students. The questions would be answered immediately by Judith or her PhD'ers, or during the coming lecture. This way, Judith collected a lot of feedback about the learning process of the students. She was therefore able to adjust her lectures to the needs of the students.

To check everyone's knowledge, Judith would use clicker questions during the lecture. The student who asked the best and most critical questions, won an interesting book at the end of the course. Participating is again on a voluntary basis.

Next to the reading assignments, Judith her Blackboard page is one of the most structured many students have ever seen. She provides a lot of study material and previous exams. Judith even provides a page with 'Advice from students 2014-2015'. Any unclear questions in the Maple TA are addressed immediately with Announcements on her Blackboard.

1.2.4 Coastal Dynamics in the curriculum

The course Coastal Dynamics 1 is an essential and mandatory course in the whole master track Hydraulic Engineering. In the diagram below, the coherence between Coastal Dynamics 1 and other Coastal Engineering courses is clarified.

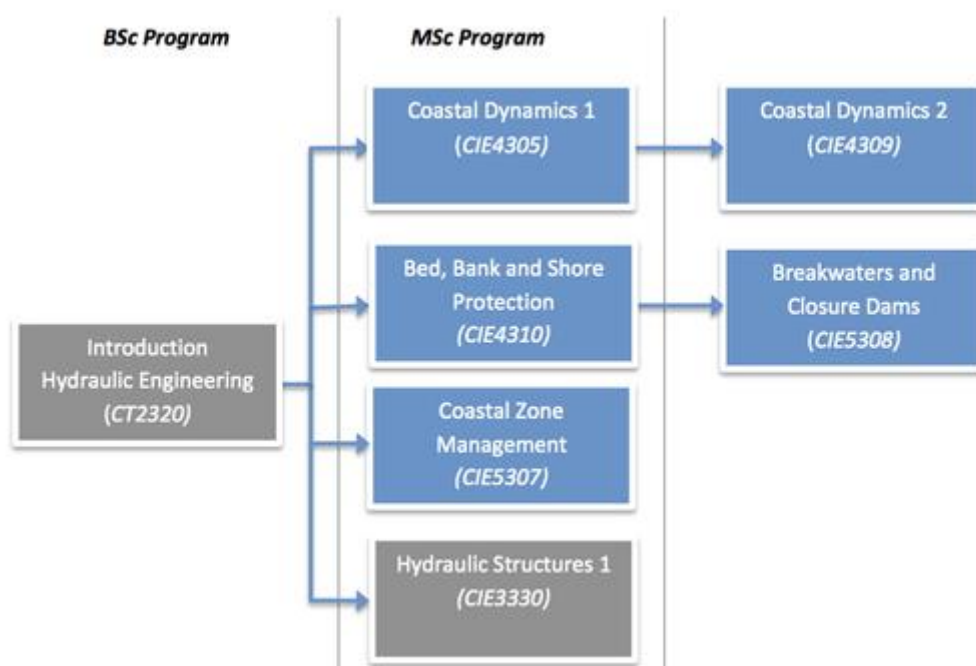


Figure 3: Coastal Dynamics in the Coastal Engineering curriculum

1.3 Research

1.3.1 Morphodynamic Model Validation

Judith is currently researcher and PhD candidate on Morphodynamic Model Validation. This research relates to the question how the quality of morphodynamic model results can be determined objectively. These results, patterns in the seabed, are now interpreted and compared by eye. This is a subjective way and on top of that, it's hard to interpret it.

Students also contribute to this research. Last year, Marcel Mol won the Best MSc student from CEG award with his important contribution to this research.

This research is in line with Coastal Dynamics 2, a course she was responsible for until last year. She is thinking about a way to integrate her research more into the lectures, but for now the space to do so is limited.

1.3.2 Guiding students

Next to her own research, Judith has guided and currently guides students in their master thesis and internships. She guides students from the whole Coastal Engineering group. More on this can be found in part 3.1 'Overview teaching duties'.

1.4 Notes from students

‘Ze is heel betrokken bij haar vak en bij de studenten. Ze maakt goed gebruik van de mogelijkheden die er zijn om het vak interactief te maken en ieder op zijn of haar eigen manier te laten studeren. Doordat je vrij bent om opdrachten te maken (voor bonus) en ze altijd goed aansluiten bij de stof die die week behandeld was is het makkelijk om het vak goed bij te houden. Daarnaast was de mogelijkheid om een student lecture te geven heel erg leuk en leerzaam, hierbij kreeg je ook alle hulp die je nodig had om de stof op een goede manier aan je medestudenten door te geven. (Ze moet echt teacher of the year voor CiTG worden, maar geeft alleen college voor waterbouwers)’

Anonymous Lecturer of the Year 2016 voter – MSc student Hydraulic Engineering

‘The course Coastal Dynamics, which she is course leader for, is (one of) the best course(s) at the faculty. It is very well structured, the lectures are always interesting and fun to attend and the course material (book and blackboard site) is the best I have seen at faculty. At last, she is not afraid to try different lecture styles that introduce variations and a new dimension of interaction between the teacher and the student.’

Anonymous Lecturer of the Year 2016 voter – MSc student Hydraulic Engineering

‘Good explanations but also set up of the course, many different ways in which you can learn and you can choose yourself.’

Anonymous Lecturer of the Year 2016 voter – MSc student Hydraulic Engineering

‘This teacher is exceptional and should be the teacher of the year because she is very committed to the course and to pass on her expert-knowledge to every student, by finding new ways to get every student involved and always improving the course.’

Anonymous Lecturer of the Year 2016 voter – MSc student Hydraulic Engineering

‘Judith is not afraid to try new things. She is very focussed on education, she uses many different ways to transfer knowledge and involves students in a way they see most fit to them. More than other lectures, she invests a lot of energy in the structure of her course.’

Jos Muller – MSc student Hydraulic Engineering (specialization Coastal Engineering)

‘Judith Bosboom is een docent die niet alleen uitstraalt dat zij plezier heeft in haar vak, maar ze is ook een docent die graag wil dat de studenten het leuk vinden, haar vak goed begrijpen en dus het tentamen halen. En welke student wil dat niet?’

Ze doet er dan ook alles aan om de studenten de stof zo goed mogelijk tot zich te laten nemen. Er zijn toetsen over alle onderwerpen beschikbaar, waar ook bonuspunten mee te verdienen zijn. Ze introduceert nieuwe lesmethoden. Dit collegejaar heeft ze een deel van de stof door de studenten laten voorbereiden en de colleges gingen dieper op de stof in die moeilijk gevonden werd. Dit alles gaat in afstemming met de studenten. Als klap op de vuurpijl heeft haar vak een uitgebreide Blackboard pagina waar alles op te vinden is, zo ook alle opgenomen colleges voorzien van markeringen waar welk onderwerp begint.

Als student kan je je geen betere docent wensen!’

Elisabeth Kasteel - Boardmember of ‘Het Waterbouwdispuut’

2. Support from within the faculty

2.1 Bert Geerken – Dean

'Impressive to see how Judith deals with the active learning approach and develops her tools and methods continuously.'

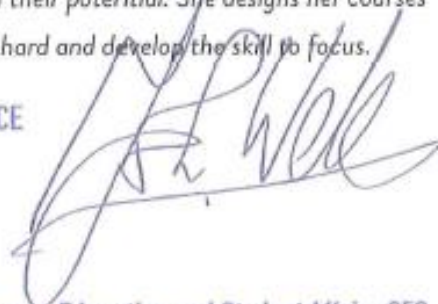


2.2 Evert Slob – Director of Education CEG

'Judith Bosboom is an excellent teacher with a heart for students who fosters creativity and stimulates students to discover and reach their potential. She designs her courses such that she motivates the students to work hard and develop the skill to focus.'



2.3 Hans Welleman – Director of Study CE



2.4 Marjan Bellersen – Department Manager Education and Student Affairs CEG



2.5 Study association Het Gezelschap "Practische Studie"

Mathijs van Dijk – President



Geerten van der Zalm – Secretary



Daan Beckers – Treasurer



Berber Renckens – Vice-president



Sophie de Roda Husman – Commissioner of Education Bachelor



Charlotte Braat – Commissioner of Education Master

'An exceptional lecturer with a heart for education.'



Yordi Paasman – Commissioner of PR & Excursions



3. Personal information & overview teaching duties

3.1 CV

CURRICULUM VITAE

PERSONAL DATA

Name	Judith Bosboom
Birth date	05/06/1970
Affiliation	Senior lecturer and researcher Coastal Dynamics, Faculty of Civil Engineering and Geosciences, Hydraulic Engineering Department, Delft University of Technology
E-mail	j.bosboom@tudelft.nl

EDUCATION

2010	University Teaching Qualification, Delft University of Technology
2010	BSc level Photo Academy, Amsterdam, the Netherlands
2000-2010	Several trainings in presentation and communication skills, leadership development, Train the Trainer
1995	Cum Laude MSc Civil Engineering, Delft University of Technology, Delft, the Netherlands. Hydraulic Engineering Department, Fluid Mechanics Section

AWARDS

Best lecturer of the years 2016, 2015, 2014, 2013 and 2011 of the MSc Hydraulic Engineering, Delft University of Technology (student association Gezelschap "Practische Studie" award).

Best MSc thesis of the Faculty of Civil Engineering in the academic year 1995-1996 (Delft University Fund award)

International Association of Dredging Companies 'Most Promising Student Award'

CAREER DATA

2007-present	Senior lecturer Coastal Dynamics at Hydraulic Engineering Department , Faculty of Civil Engineering and Geosciences, Delft University of Technology Responsible instructor of the MSc courses Coastal Dynamics 1 (CIE4305, 6EC) and (until 2015) Coastal Dynamics 2 (CIE4309, 5EC) for MSc graduate students in the Hydraulic Engineering programme Development of new (per the academic year 2009-2010) Coastal Dynamics curriculum (11EC) consisting of the courses Coastal Dynamics 1 and 2 Author of Coastal Dynamics 1, Lecture notes CIE4305 by Judith Bosboom and Marcel J.F. Stive. ISBN 978-90-6562-3720, VSSD, 584 pp. Assessor for Lecturer Professionalization (University Teaching Qualification) Researcher and PhD candidate on Morphodynamic Model Validation (from September 2011)
2006-2007	Project manager at City of Rotterdam, the Netherlands
2002-2005	Project and process management consultant and trainer at p2managers , company for project and process management, Rossum, the Netherlands Projects and trainings for Essent, Friesland Foods, Kristal N.V., City of Gouda, City of Tiel
2000-2002	Senior change management consultant and project manager at Turner , management consultancy firm, Leusden, the Netherlands

- 1 (3) - 2 2 / 6 / 1 6



- Consultant jobs for Dutch Ministry of Foreign Affairs, Wolters Kluwer N.V., Dutch Beverage and Hospitality Supply Wholesalers Association (GDH), Transavia Airlines
- 1995-2000 **Advisor/researcher at Delft Hydraulics (now Deltares)**, Division Harbours, Coasts and Offshore Technology, Delft, the Netherlands
- Various consultancy projects (coastal morphodynamic modelling) as well as research projects for Rijkswaterstaat and European Union (MAST-III projects SEDMOC, FACE, SAFE and FANS)
- Part-time association with the Netherlands Centre for Coastal Research (NCK)
- 1994 **Research assistant at Coastal Studies Unit, University of Sydney**
- 1991-1994 **Teaching assistant at Hydraulic Engineering and Structural Engineering Departments, Faculty of Civil Engineering, Delft University of Technology**

JOURNAL PUBLICATIONS

- Bosboom, J., Reniers, A.J.H.M. and Luijendijk, A.P.** (2014). On the perception of morphodynamic model skill. *Coastal Engineering* 94, 112–125, doi:10.1016/j.coastaleng.2014.08.008.
- Bosboom, J. and Reniers, A.J.H.M.** (2014). Displacement-based error metrics for morphodynamic models. *Advances in Geosciences*, 39, 37-43, doi:10.5194/adgeo-39-37-2014.
- Ranasinghe, R., Swinkels, C., Luijendijk, A., Roelvink, D., Bosboom, J., Stive, M., and Walstra, D.** (2011). Morphodynamic upscaling with the MORFAC approach: Dependencies and sensitivities. *Coastal Engineering* 58, 806-811
- De Meijer, R. J., Bosboom, J., Cloin, B., Katopodi, I., Kitou, N., Koomans, R. L., and Manso, F.** (2002). Gradation effects in sediment transport. *Coastal Engineering* 47, 179-210
- Bosboom, J.** (2000). Wind-Wave Induced Oscillatory Velocities Predicted by Boussinesq Models. *Terra Et Aqua*, 12-20
- Bosboom, J., Klopman, G., Roelvink, J. A., and Battjes, J. A.** (1997). Boussinesq modelling of wave-induced horizontal particle velocities. *Coastal Engineering* 32, 163-180

CONFERENCE PUBLICATIONS AND PRESENTATIONS

- Bosboom, J. and Reniers, A.J.H.M.** (2014). Scale-selective validation of morphodynamic models. *Proceedings 34th International Conference on Coastal Engineering*, Seoul, South-Korea.
- Invited speaker at HR Wallingford Model Validation Workshop (27th November, 2013)
- Villani, M., Bosboom, J., Zijlema, M. and Stive, M.** (2012). Circulation patterns and shoreline response induced by submerged breakwaters. *Proceedings 33rd International Conference on Coastal Engineering*, Santander, Spain.
- Ranasinghe, R., Bosboom, J., Uhlenbrook, S., Roelvink, D., Ngo, H. Q and Stive, M.** (2011). A scale aggregated model to estimate climate change driven coastline change along inlet interrupted coasts. *Proceedings Coastal Sediments 2011*, Miami, USA. ASCE, pp. 286-298
- Ranasinghe, R., Swinkels, C., Luijendijk, A., Roelvink, D., Bosboom, J., Stive, M. and D. Walstra** (2010). Morphodynamic upscaling with the MORFAC approach. *Proceedings 32nd International Conference on Coastal Engineering*, Shanghai, China. ASCE, New York.
- Bosboom, J. and Klopman, G.** (2000). Intra-wave sediment transport modelling. *Proceedings 27th International Conference on Coastal Engineering*, Sydney. ASCE, pp. 2452-2466
- Bosboom, J. and Koomans, R.** (1999). Laboratory experiments on suspended sediment concentration and fluxes. *Proceedings Coastal Sediments '99*, New York. ASCE, pp. 179-194
- Koomans, R.L. and Bosboom, J.** (1999). Effects of density on cross-shore sediment transport. *Proceedings Coastal Sediments '99*, New York. ASCE, pp. 313-324
- Stive, M.J.F., Cloin, B., Jimenez, J., Bosboom, J.** (1999). Long term cross-shoreface sediment fluxes. *Proceedings Coastal Sediments '99*, New York. ASCE, pp. 505-518

- 2 (3) - 2 2 / 6 / 2 0 1 6



Bosboom, J., Klopman, G., Reniers, A. and Stive, M. (1998). Analytical model for wave-related transport. Proceedings 26th International Conference on Coastal Engineering, Copenhagen, Denmark. ASCE, pp. 2573-2586

Chatelus, Y., Katopodi, I., Dohmen-Janssen, M., Ribberink, J.S., Samothrakis, P., Cloin, B., Savioli, J.C., **Bosboom, J., O'Connor, B.A., Hein, R. and Hamm, L. (1998).** Size gradation effects in sediment transport. Proceedings 26th International Conference on Coastal Engineering, Copenhagen, Denmark. ASCE, pp. 2435-2448

Bosboom, J., G. Klopman, J.A. Roelvink and J.A. Battjes (1996). Wave kinematics computations using Boussinesq models. Proceedings 25th International Conference on Coastal Engineering, Orlando, USA. ASCE, pp. 109-122

- 3 (3) - :



Tijd voor een micro-pauze?

Verdwijnt over 0:08

3.2 Overview teaching duties

Delft University of Technology Educational C.V.
Judith Bosboom – Civil Engineering and Geosciences (CEG)

AWARDS

- 2016 Best lecturer of the Master Hydraulic Engineering, Faculty of Civil Engineering and Geosciences (student association Gezelschap "Practische Studie" award)
- 2015 Best lecturer of the Master Hydraulic Engineering
- 2014 Best lecturer of the Master Hydraulic Engineering
- 2013 Best lecturer of the Master Hydraulic Engineering
- 2011 Best lecturer of the Master Hydraulic Engineering

TEACHING QUALIFICATION

University Teaching qualification obtained December 2010

PRESENTATIONS ON EDUCATION AND DIDACTICS

- 2016, May 5 TU Delft Education in the Spotlight lunch lecture "Interim Assessment"
- 2015, November 3 Workshop at CEG Lecturer's teaching day of CEG: "Assessment to influence student learning"
- 2015, October 2 Presentation at Teaching day of Hydraulic Engineering on innovative combination of formative and summative interim assessment using Maple TA
- 2013, June 27 Digital examination using Maple TA, Grassroots Lunch Lecture
- 2010, June 17 Effectief gebruik van Clickers, Grassroots Lunch Lecture

PROJECTS

- 2015-heden Extension school project "Online / blended Coastal Dynamics 1"
- 2012-2013 Grassroots project "Digitale zelftoetsing en tentaminering CIE4305"
- 2009-2010 Grassroots project "Activeren van studenten met behulp van Clickers"

COMMITTEES TEACHING

- 2014-2016 Assessor in the University Teaching Qualification programme CiTG-KO
- 2015-heden Member of TU Delft Adviesraad Onderwijsruimtes
- 1991-1993 Member of Studierichtingscommissie of CEG (now OC)
- 1991-1992 Commissioner Education, Board of CEG Student Association "Practische Studie"

SUPERVISION OF STUDENTS

- Shailesh Versteegh (MSc thesis, in progress)
- Floris de Wit (MSc thesis)
- Marcel Mol (MSc thesis, best MSc student CEG 2015)
- Richard Marijnissen (additional thesis)
- Mara Villani (MSc thesis, Sapienza University of Rome)
- Guillermo Perez Boloix (Msc thesis, UPC, Barcelona)
- Willem Kuiper (MSc thesis)
- Birgit Cloin (MSc thesis)
- Supervision of 4th year project Yogyakarta
- Advisor to 4th year projects Imbituba and Sri Lanka
- Dolf Rietberg (stage Royal Haskoning DHV)
- Rick van der Meijs (stage LievenseCSO)
- Carolyn Briele (stage Witteveen+Bos)

1(2) 22/6/2016

TEACHING IN BROADER CONTEXT

- 21-27 October 2015 Teaching Coastal Dynamics to a group of MSc and PhD students of Hohai University, in Hohai, China
- 2014-present Lecturer in MOOC Water and Climate: Water Systems and Interventions

BOOK

Author of Coastal Dynamics 1, Lecture notes CIE4305 by Judith Bosboom and Marcel J.F. Stive. ISBN 978-90-6562-3720, Delft Academic Press, 584 pp. Present version 0.5 (January 2015)

TEACHING AND DEVELOPMENT OF TEACHING AT TU DELFT

2016

- Lecturer and responsible instructor Coastal Dynamics 1 (CIE4305, 6 EC, 160 students)
- Introduction of online CIE4305 exam at a distance
- First introduction of Perusall (Eric Mazur's interactive reading tool, Harvard University) in CIE4305

2015

- Lecturer and responsible instructor Coastal Dynamics 1 (CIE4305, 6 EC, 140 students)
- Introduction Maple TA interim assessment (combination of formative and summative assessment)
- Renewed Blackboard site
- Introduction online lecture notes
- Hand down duties as responsible instructor in Coastal Dynamics 2 (CIE4309, 5EC, 90 students) to a colleague

2012-2014

- Lecturer and responsible instructor Coastal Dynamics 1 (CIE4305, 6 EC, 130 students)
- Highlight 2014: Introduction of lectures by students
- Highlight 2013: Introduction Digital Maple TA exam
- Responsible instructor Coastal Dynamics 2 (CIE4309, 5 EC, 80 students)

2010-2011

- Lecturer and responsible instructor Coastal Dynamics 1 (CT4305, 6 EC, 110-120 students)
- Responsible instructor Coastal Dynamics 2 (CT4309, 5 EC, 70 students)
- Highlight 2010: first year of newly developed courses Coastal Dynamics 1 and 2
- Introduction clicker questions in lectures
- Lecture notes v0.1 (first release)

2007-2009

- Complete redevelopment of the Coastal Dynamics curriculum (11EC):
 - Design and implementation of new (per the academic year 2009-2010) courses Coastal Dynamics 1 and 2 to replace the old courses CT4300, CT5303 and CT5309
 - Development of Coastal Dynamics 1, Lecture notes CIE4305 by Judith Bosboom and Marcel J.F. Stive.
- Responsible instructor Introduction to Coastal Engineering (CT4300, 4 EC)
- Responsible instructor Coastal Inlets and Tidal Basins (CT5303, 4 EC)
- Guest lectures Estuarine Dynamics in Biogeomorphology (CT5570, 3EC)

1993-1994

- Development of Computer tests (COZ) for Bachelor courses General Mechanics and Fluid Mechanics

1991

- Development of Computer tests (COZ) for Bachelor courses Construction Mechanics

2(2) 22/6/2016



4. Appendix

4.1 EvaSys results CIE4305 Coastal Dynamics 1, Lecturer J. Bosboom, 2015-2016

Dhr./mw. Masterevaluatie CiTG P3 2015-2016, CIE4305
Coastal Dynamics I [Lecturer: J. Bosboom]

Dhr./mw. Masterevaluatie CiTG P3 2015-2016

CIE4305 Coastal Dynamics I [Lecturer: J. Bosboom] (030)

No. of responses = 198

Overall indicators

Global Index

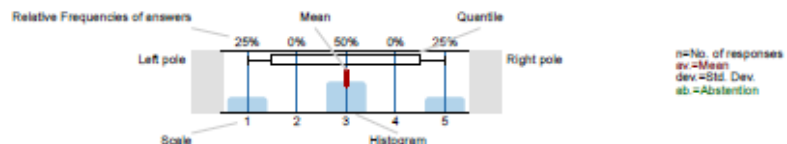
1. Lecturer



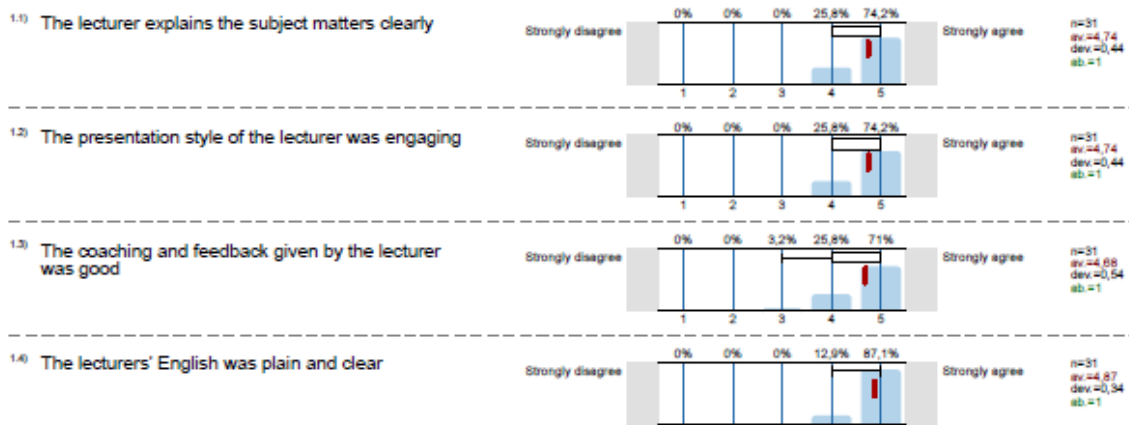
Survey Results

Legend

Question text



1. Lecturer



Profile

Subunit: CITG onderwijskwaliteitzorg (modules BaMa)
 Responsible for modules: Dhr./mw. Masterevaluatie CITG P3 2015-2016
 Name of the course: CIE4305 Coastal Dynamics I [Lecturer: J. Bosboom]
 (Name of the survey)

Values used in the profile line: Mean

1. Lecturer

1.1) The lecturer explains the subject matters clearly	Strongly disagree					Strongly agree	n=31	av.=4,74 md=5,00 dev=0,44
1.2) The presentation style of the lecturer was engaging	Strongly disagree					Strongly agree	n=31	av.=4,74 md=5,00 dev=0,44
1.3) The coaching and feedback given by the lecturer was good	Strongly disagree					Strongly agree	n=31	av.=4,88 md=5,00 dev=0,54
1.4) The lecturers' English was plain and clear	Strongly disagree					Strongly agree	n=31	av.=4,87 md=5,00 dev=0,34

Profile

Subunit: CITG onderwijskwaliteitzorg (modules BaMa)
 Responsible for modules: Dhr./mw. Masterevaluatie CITG P3 2015-2016
 Name of the course: CIE4305 Coastal Dynamics I [Lecturer: J. Bosboom]
 (Name of the survey)

1. Lecturer



av=4,78

dev=0,44

4.2 EvaSys results CIE4305 Coastal Dynamics 1, Lectures and Exam, 2015-2016

Dhr./mw. Masterevaluatie CiTG P3 2015-2016, CIE4305
Coastal Dynamics I [Lectures & Exam]

Dhr./mw. Masterevaluatie CiTG P3 2015-2016

CIE4305 Coastal Dynamics I [Lectures & Exam] (029)
No. of responses = 108

Overall indicators

Global Index

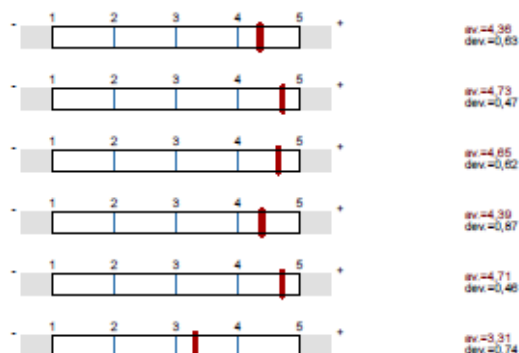
2. Course contents

3. Education methods

4. Assessment

5. Organization

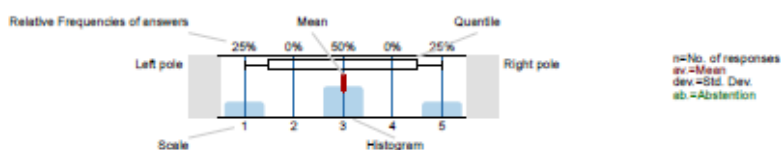
6. Studyload



Survey Results

Legend

Question text

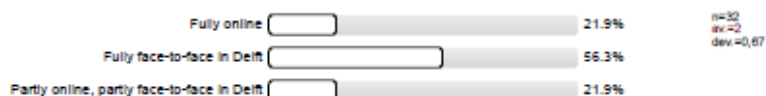


1. Background

1.1) I participated in this course because:

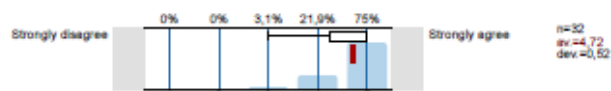


1.2) How did you participate in this course?

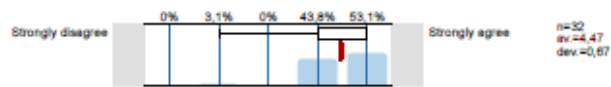


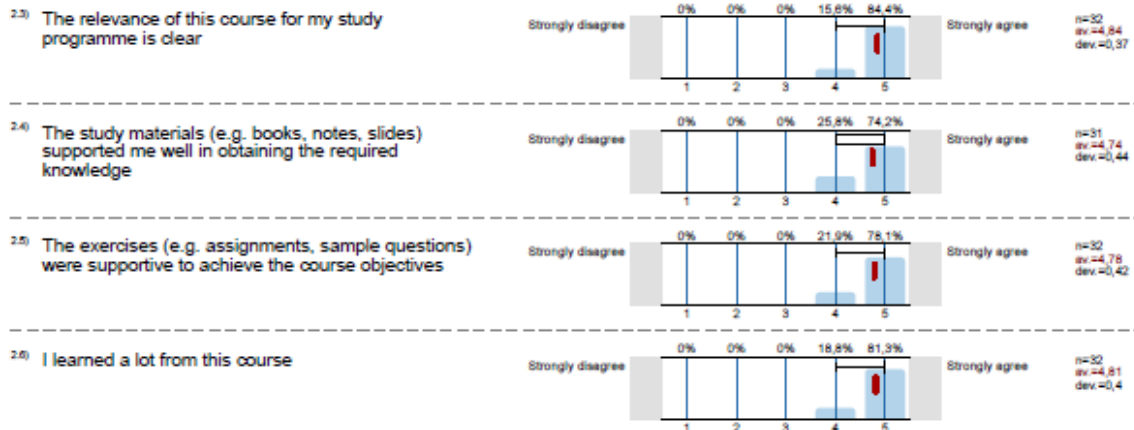
2. Course contents

2.1) The learning objectives of the course are clear

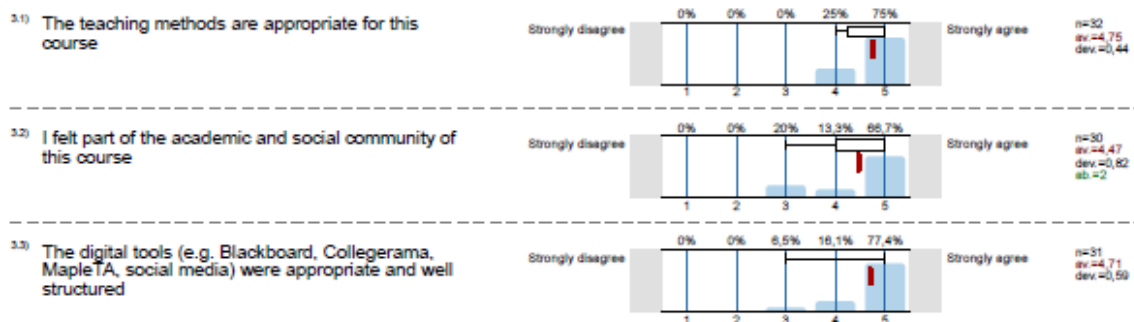


2.2) My prior knowledge was sufficient to attend the course

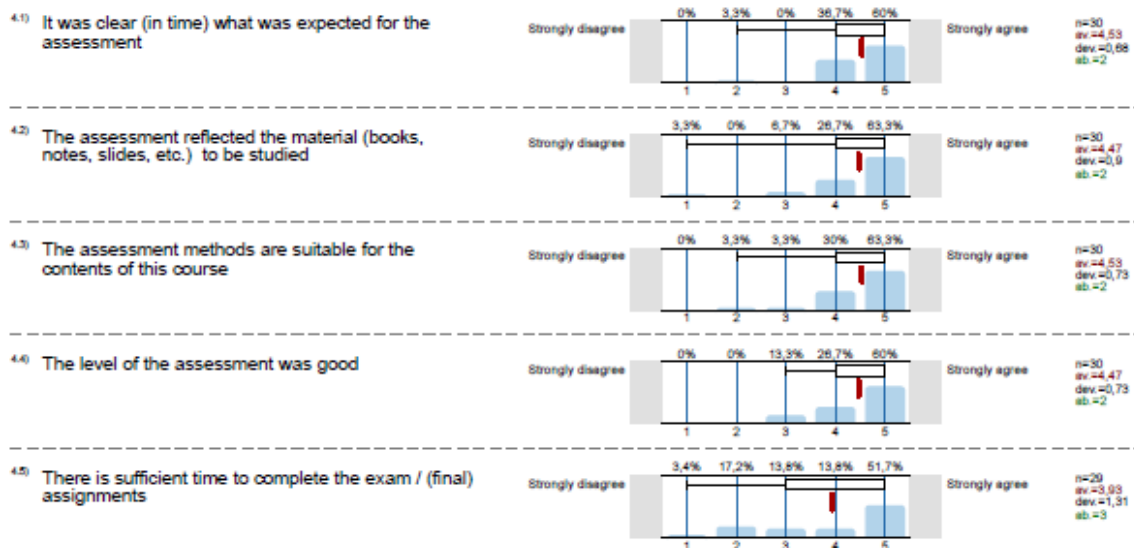




3. Education methods

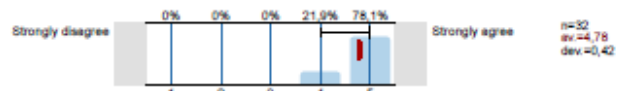


4. Assessment

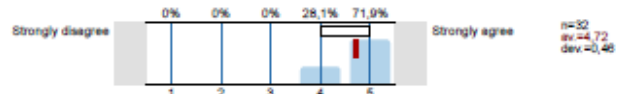


5. Organization

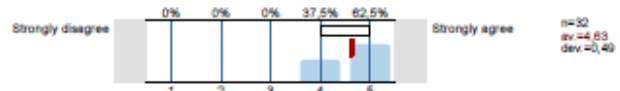
5.1) The organisation of this course was good



5.2) The course was well structured

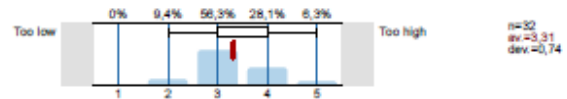


5.3) The study materials, assignments and feedback were available in time



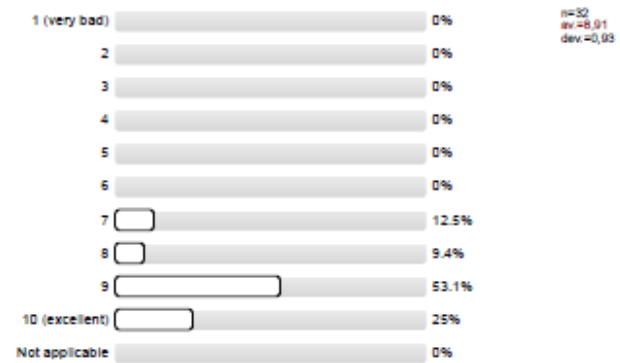
6. Studyload

6.1) The study load of this course was compared to the number of EC (1 EC = 28 hours):



7. General questions

7.1) The overall grade I would give to this course is



Profile

Subunit: CITG onderwijskwaliteitzorg (modules BaMa)
 Responsible for modules: Dhr./mw. Masterevaluatie CITG P3 2015-2016
 Name of the course: CIE4305 Coastal Dynamics I [Lectures & Exam]
 (Name of the survey)

Values used in the profile line: Mean

2. Course contents

2.1) The learning objectives of the course are clear	Strongly disagree					Strongly agree	n=32	av=4,72 mdi=5,00 dev=0,52
2.2) My prior knowledge was sufficient to attend the course	Strongly disagree					Strongly agree	n=32	av=4,47 mdi=5,00 dev=0,67
2.3) The relevance of this course for my study programme is clear	Strongly disagree					Strongly agree	n=32	av=4,84 mdi=5,00 dev=0,37
2.4) The study materials (e.g. books, notes, slides) supported me well in obtaining the required knowledge	Strongly disagree					Strongly agree	n=31	av=4,74 mdi=5,00 dev=0,44
2.5) The exercises (e.g. assignments, sample questions) were supportive to achieve the course objectives	Strongly disagree					Strongly agree	n=32	av=4,78 mdi=5,00 dev=0,42
2.6) I learned a lot from this course	Strongly disagree					Strongly agree	n=32	av=4,81 mdi=5,00 dev=0,40

3. Education methods

3.1) The teaching methods are appropriate for this course	Strongly disagree					Strongly agree	n=32	av=4,75 mdi=5,00 dev=0,44
3.2) I felt part of the academic and social community of this course	Strongly disagree					Strongly agree	n=30	av=4,47 mdi=5,00 dev=0,82
3.3) The digital tools (e.g. Blackboard, Collegerama, MapleTA, social media) were appropriate and well structured	Strongly disagree					Strongly agree	n=31	av=4,71 mdi=5,00 dev=0,59

4. Assessment

4.1) It was clear (in time) what was expected for the assessment	Strongly disagree					Strongly agree	n=30	av=4,53 mdi=5,00 dev=0,68
4.2) The assessment reflected the material (books, notes, slides, etc.) to be studied	Strongly disagree					Strongly agree	n=30	av=4,47 mdi=5,00 dev=0,60
4.3) The assessment methods are suitable for the contents of this course	Strongly disagree					Strongly agree	n=30	av=4,53 mdi=5,00 dev=0,73
4.4) The level of the assessment was good	Strongly disagree					Strongly agree	n=30	av=4,47 mdi=5,00 dev=0,73
4.5) There is sufficient time to complete the exam / (final) assignments	Strongly disagree					Strongly agree	n=29	av=3,93 mdi=5,00 dev=1,31

5. Organization

5.1) The organisation of this course was good	Strongly disagree					Strongly agree	n=32	av=4,78 mdi=5,00 dev=0,42
5.2) The course was well structured	Strongly disagree					Strongly agree	n=32	av=4,72 mdi=5,00 dev=0,48
5.3) The study materials, assignments and feedback were available in time	Strongly disagree					Strongly agree	n=32	av=4,63 mdi=5,00 dev=0,49

6. Studyload

6.1) The study load of this course was compared to the number of EC (1 EC = 28 hours):



n=32 av=3,31 md=3,00 dev=0,74

Profile

Subunit: CITG onderwijskwaliteitzorg (modules BaMa)
 Responsible for modules: Dhr./mw. Masterevaluatie CITG P3 2015-2016
 Name of the course: CIE4305 Coastal Dynamics I [Lectures & Exam]
 (Name of the survey)

2. Course contents	-	+	av=4,73	dev=0,47
3. Education methods	-	+	av=4,65	dev=0,62
4. Assessment	-	+	av=4,50	dev=0,67
5. Organization	-	+	av=4,71	dev=0,46
6. Studyload	-	+	av=3,31	dev=0,74

Comments Report

7. General questions

7.2) Which specific aspects of this course did you especially appreciate?

- Coastal Dynamics I is a very structured course with enthusiastic teachers. The contents are interesting and explained well. The book is good and not expensive. The lecture slides are probably the best I've ever seen in a TU course. Thank god some teachers do pay attention to their lecturing materials! Maple-assignments help keeping up with the pace and understanding the main concepts.
- I appreciate that the team of coastal dynamics 1 put so much effort in this course. With all the provided material of the book, the awesomely and detailed structured collegerama, the maple TA tests of both stages and the actual lecture you get the most out of it! I like that one can choose the way of learning that suits him/her best. I like the freedom to deal with the topics and discuss it with the fellow students. I think it is important to have the deadlines for the maple TA stage B tests. Unfortunately I did not manage to participate in this reading things. But I believe this is a good concept too
- I really liked the way we were encouraged to keep up with the study material. There were a lot of different ways to do so, next to the MapleTA test. I liked that one could choose how to study either only with the book, or with the extra assignments which were given. Especially the opportunity to do the student lecture.
- Judith cared a lot about how to organize it best for the students. I highly appreciate her trying to get involved with problems of the students.
- Maple TA assignments really helped with studying. Trial exam was a very good way to assess the time necessary to devote to studying during the exam period. Engaging lectures.
- Mostly the teaching method and exam assessment. The extra point from performing well in the assignments is really appreciated. Not making the assignments mandatory is an excellent way to let the student decide what is important and make his own schedule. Clicker questions were great for.
- Organization, lecturers and lecture's notes.
- The bonuspoint for the MapleTA-tests. This really motivates you to start learn the material in time.
- The content was good
- The course is really good, well structured. Good organisations etc.
- The engagement of all the professors. It was amazing to see how much they liked to be there teaching, how much they liked the topics and how open they were to let students ask questions. The clicker questions were also really good to test our level of understanding during classes. I was really afraid of the course, but the guidance was perfect.
- The regular assessments, every week there was an online Maple TA test on the treated chapters (in stage A, you could practice as much as you liked, and in stage B your real knowledge was tested for additional bonus points). But these regular tests could also be a disadvantage, because you still have to do them on time to earn your bonus points.
- The topic
- The whole structure of the course is in such a good way provided to the students that participating in this course is really do-able although it is a very difficult course with a lot of course material.
- The whole structure of the course, while challenging was really engaging and interesting. The lecturers were really good, and the organization amazing.
- Very well-structured course, with excellent lectures and a lot of material to study with - lecture notes, maple tests, collegerama, etc
- great lectures, really motivating
- learn a chapter and make exercises about it
- loved the maple ta tests

7.3) Which specific aspects of this course should really be improved?

- I believe this course should not be examined using computers
- In my opinion, multiple choice exams are not good to evaluate someone's knowledge
- It just takes a lot of time to do this course, almost beyond belief.
- Just to very small notes to an almost perfect course:
 - structure the information with regard to the maple TA in just one subfolder on Blackboard. The deadlines, the links to the stage A and B tests, as well as the access to the review (if possible) Especially the parts on the external server (stage B, chapter 8 & trial exam) was really confusing in my opinion
 - I would appreciate that you further develop the idea of a discussion round instead of giving the lectures (not all of them but a few - maybe 50% and then just 1h). People are able to look back the lectures on collegerama. Everyone is reading the lecture notes anyway in preparation for the Maple TA. I think you should use the lectures (especially in the end) more to discuss and evaluate projects or

discuss things students don't understand! (I know it's always hard to get people participating. (No one is even answering if you ask back on the clicker questions) Maybe that is the difficulty of the future development of the course. Maybe smaller groups (with support of doctoral students) could enhance people to participate in discussions)
Good luck with the further development of the course and continue to work on it! It would be sad if the concept is the same in 5 years still...

- Keep on experimenting with the online learning parts, as long as it is not mandatory to do before the exam.
- Maybe more ects
- Please don't send such a huge amount of emails. It is better to send only the very important messages by mail and the other less urgent messages via announcements only.
- The Perusall reading assignments were okay, but there was not enough time (again) to do this exercise well and thoroughly. These were also extra, so this will be the first thing students will skip if they have time issues.
The exam was of a much higher level than I expected it to be, regarding the Maple TA tests, the content of the lectures and the trial exams. So, although I practiced a lot with the course material, I still could not pass the exam.
- The course is pretty intense and at some point despite going all the lectures I could not read the book in time. Therefore, sometimes I found difficulties in the final chapters due to lack of knowledge in the previous one. There are two options: distribute better the courses along the year (OCF, HS1, Breakwaters, and CD1 in the same quarter is almost impossible) or stretch the course (which would affect CD2).
- The most important part of the course (chapter 7,8,9) were taught in the weeks in which we also had important deadlines for Hydraulic Structures.
- The perusal exercises should definitely NOT become mandatory next year. Reading from a computer screen is not for everybody and I really prefer asking questions FACE-TO-FACE with fellow students instead of being obligated to do this via the computer. It consumes extra time for student who prefer their own learning methods (studying together, reading books and asking questions in person)!!

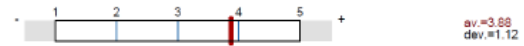
I'm really glad I took the course this year so I was not obligated to use Perusall!

(Think about people who read the book carefully, underlining stuff that is interesting, or hard to understand, they have to read everything twice (obligated!) as also on perusal questions have to be asked!!)
- This year it was okay, since the reading assignments didn't add to the bonus point. But as soon as they become part of the bonus point, the distribution of assignments should be organized carefully. Once there were 4 reading assignments and the usual Maple TA assignment in one week, as well as three lectures, which used up a lot of time, so that other courses suffered from this in that week. The hours I spent on CD1 were more than 6 times 28 hours and I skipped the last reading assignments.
- Too much lectures. Could be more efficient!
- even more practice with drawings and practicalities of the course
- nothing, it could not have been better!!

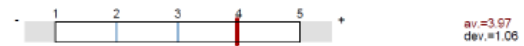
4.3 EvaSys results CIE4305 Coastal Dynamics 1, 2014

Code:	CIE4305	Course:	Coastal Dynamics	Responses	24
Docent:	Ir. J. Bosboom	Year:	2013-2014	Period:	3
Adjusted:	11-06-2014	Auteur:	M.A. (O&S)		

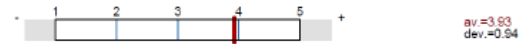
Organisation



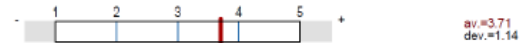
Content



Coherence



Assessment



Lecturer



Source: Evasys

Reaction Dispuut (Dutch)

Geen reactie ontvangen.

Reaction Lecturer (Dutch)

Geen reactie ontvangen.

4.4 EvaSys results CIE4309 Coastal Dynamics 2, 2014

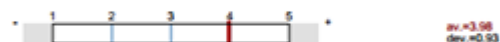
Vakcode:	CIE4309	Vaknaam:	Coastal Dynamics 2	ECTS (uur):	5 (140uur)
Docent:	Ir. J. Bosboom	Collegejaar:	2013-2014	Periode:	4
Laatst bewerkt op:	25-11-2014	Auteur:	O&S (A.F.)		

Gemiddeld cijfer door studenten (1-10)	8,0
Slagingspercentage (%)	-
Responsie	15

General Course statistics

Global Index

1. Organisation



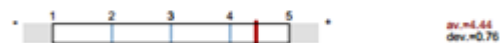
2. Content



3. Coherence



4. Assessment



Assignment statistics:

Global Index

1. The questions below are questions about the practical(s) or assignment(s) of a specific course. Examples: practical, assignment, project work, experiment, lab assignment, home assignments, groupwork for which you have returned work to the lecturer. Please fill out the questions.



Lecturer: J. Bosboom

Global Index

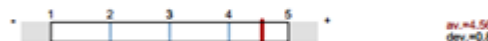
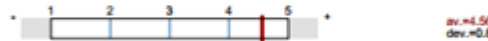
1. Lecturer



Lecturer: S. de Vries

Global Index

1. Lecturer



Lecturer: A.J.H.M. Reiniers

Global Index

1. Lecturer



Lecturer: M.A. de Schipper

Global Index

1. Lecturer



Lecturer: A.J.F. van der Spek

Global Index

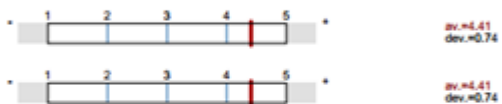
1. Lecturer



Lecturer: D.J.R. Walstra

Global Index

1. Lecturer



Lecturer: Z.B. Wang

Global Index

1. Lecturer



Bron: *evasys-studenten-enquête*, scores lager dan 3 zijn aandachtspunten.

Reaction Dispuut:

No input delivered..

Reaction Lecturer:

No input delivered..