Request for: Co-Creation Assignment DG-508

Mulder, S.S.

final feedback form

- 01. quality of deliverables handed in by the student
  - 1. Mention each deliverable and give feedback on the quality of them (individual and integrated).

    > * Video: The video explains the concept and the business model quite well. The pointer you're using is very helpful, good idea. Some points for improvement: your intonation can be improved, it stays 'flat' and therefor your voice becomes less appealing to listen to. The music and voice level could be tuned a bit better I suppose. To conclude the tempo could go up, the video takes a bit too ling I think. Altogether you've delivered quite well in the sense of conveying a complex idea.
    >
    > * Concept map: You're covering key concepts as intended and you convince me that you understand them. Still, you have the tendence to work in 'branches' that are not linked really. That should be improved a next time; make use of the fact that you can define by linking.
    >
    > * Accompanying documentation: I miss some aspects here: the business model canvas, a DART analysis of your own idea. The rest of the documentation is OK.
    >
    > * Co-creation during the assignment: You participated at some points, but I can imagine more interaction.
    >
    > * Reflection: You try to follow the structure of Korthagen which is good. You're very honest about how this assignment worked out for you, which I really appreciate. You could improve your reflective quality I think. E.g. 'what does that mean to me': my impression is that you learn more from applying theoretical information than solely reading a paper. That's OK, but important to notice. Furthermore I can imagine more interaction with the assignor, e.g. asking whether you're allowed to analyze a compeny you selected and verifying what's the idea behind the pairs that were pre-selected.

- 02. the student's competency development
  - 2. Indicate learning activity & development of competency areas and give feedback on this.
    - indicate type of learning activity ⓘ

      ☐ project /minor and Competency Coach Feedback   ☐ FMP brief and Competency Coach Feedback   ☑ assignment / module or other learning activity

    - indicate development 'ideas and concepts' ⓘ

      ☐ yes, substantially   ☑ yes, to some extent   ☐ no, although expected / intended   ☐ NA

      > You've worked towards the application of co-creation on a business idea tied to your project. You've worked towards a more coherent set of decisions. How come you worked quite fluent from an idea to a concept? That could be worth a reflection on the verge of Ideas & concepts and Design & Research Process.

    - indicate development 'integrating technology' ⓘ

      ☐ yes, substantially   ☐ yes, to some extent   ☐ no, although expected / intended   ☑ NA

    - indicate development 'user focus and perspective' ⓘ

      ☐ yes, substantially   ☐ yes, to some extent   ☐ no, although expected / intended   ☑ NA

    - indicate development 'socio-cultural awareness' ⓘ

      ☐ yes, substantially   ☐ yes, to some extent   ☐ no, although expected / intended   ☑ NA

    - indicate development 'designing business processes' ⓘ

      ☐ yes, substantially   ☑ yes, to some extent   ☐ no, although expected / intended   ☐ NA

      > I have to rely on indirect evidence (material shared during the lectures) proving that you're able to recognize instances of co-creation and deconstruct existing business models along the 4 building blocks (framework of Prahalad and Ramaswamy). Try to comply with the guidelines of an assignment (DART was indicated as a requirement to apply on your own project). You're able to attribute different roles to consumers and (your own/a) company. The usage of the business model canvas is unclear to me. Same for the notion of value, which may be refined more. You share your understanding of co-creation though somewhat limited.

    - indicate development 'form and senses' ⓘ

      ☐ yes, substantially   ☐ yes, to some extent   ☐ no, although expected / intended   ☑ NA

    - indicate development 'teamwork and communication' ⓘ

      ☐ yes, substantially   ☑ yes, to some extent   ☐ no, although expected / intended   ☐ NA

      > I will not give feedback on teamwork as it was not an aim of this assignment. You've shared your work with fellow students and this seemed to help you out. Furthermore you've worked towards a video communcating your idea; you're not satisfied yet with the result and you see learning goals there. Try to interact more during the lectures.

    - indicate development 'design and research processes' ⓘ

      ☐ yes, substantially   ☑ yes, to some extent   ☐ no, although expected / intended   ☐ NA

      > You seem to need the application of theory in order to really grasp it. That's OK. Try to work deliberate in such a way that you can make this 'move' or 'shift'. In a sense that's also part of the area 'Self Directed Learning'. My advice is to reflect more on this, e.g. by comparing different projects/assignments especially on this aspect.

    - indicate development 'self-directed and continuous learning' ⓘ

      ☐ yes, substantially   ☐ yes, to some extent   ☐ no, although expected / intended   ☑ NA

    - indicate development 'descriptive and mathematical modelling' ⓘ

      ☐ yes, substantially   ☑ yes, to some extent   ☐ no, although expected / intended   ☐ NA

This assignment only addressed a descriptive model by means of a basic flow-chart-like modeling kit & a concept map defining key concepts of the assignment. I realize I'm unable to indicate development here. I'll think through the deliverables for the next assignment. The concept map is OK, but limited. The business model you've created fnds a good balance between detail and main line.

- 03. process (approach)
  - 3. Indicate which activity of the (design) process the student has done and give feedback on this.
    - envisioning / transforming society ⓘ

      ☐ yes, substantially   ☐ yes, to some extent   ☐ no, although expected / intended   ☑ NA

    - exploring / validating in context ⓘ

      ☐ yes, substantially   ☐ yes, to some extent   ☐ no, although expected / intended   ☑ NA

    - making: synthesising / concretising ⓘ

      ☐ yes, substantially   ☑ yes, to some extent   ☐ no, although expected / intended   ☐ NA

      You've worked towards a more coherent set of decisions. You've shared some interface ideas which really adds to my understanding; it's not clear though whether this was teamwork or individual work. In what way was this setting fruitful for you to synthesize? Where did you have difficulty to work towards coherence and why? Reflect more on this 'activity'.

    - thinking: analysing / abstracting ⓘ

      ☐ yes, substantially   ☑ yes, to some extent   ☐ no, although expected / intended   ☐ NA

      You've made good use of the DART framework to analyze existing companies and became more proficient in it you indicate in your reflection. I can imagine that you tackle the more abstract concepts more deliberately (e.g. value, transparency).

- 04. attitude
  - 4. Describe and give feedback on the student's attitude.

    Constructive attitude. I can imagine that you push your deliverables more so they stand out more. The video is heading in that direction, but try this for the documentation, the concept map, etc as well. Try to interact more both with the assignor and during lectures.

- 05. advice
  - 5. What advice would you like to give to the student?

    See above :-)

assessment form

- 01. Study Advisor note (SA-note)
  - 1. Does the student have a Study Advisor note for this assessment?

    ☐ fill in this feedback   ☑ NA

- 02. update previous C-conditions (if applicable)
  - 2. (if applicable): Update on comments and/or conditions from the previous assessment

    ☐ H   ☐ P   ☑ NA

- 03. verdict for current block
  - 3. 1. Determine and justify your verdict

    ☑ hold (H)   ☐ (C)   ☐ promoted with Comment or Condition (PC)   ☐ promoted (P)

  - 4. 2. If P-verdict with 'excellence': underpin your proposal for 'excellence':

    ☐ excellent (E)   ☑ NA

- 04. quality achieved for overall competence of designing, vision and identity
  - 5. 1. Describe the student's overall competence of designing, as apparent from the demo / exhibition and showcase
  - 6. 2. Describe the student's vision on designing and identity, as apparent from the demo / exhibition and the showcase:
- 05. stage and growth in overall competence
  - 7. 1. Determine the developmental stage the student has achieved this semester:
    - blank > awareness

      ☐ BLANK ☐ > ☐ >> ☐ >>> ☐ >>>> ☐ >>>>> ☐ >>>>>> ☐ >>>>>>> ☐ AWARENESS (expected stage for B1.2)
      ☑ NA

    - awareness > depth

      ☐ BEYOND AWARENESS ☐ > ☐ >> ☐ >>> ☐ >>>> ☐ >>>>> ☐ >>>>>> ☐ >>>>>>> ☐ DEPTH (expected stage for B3.2) ☑ NA

    - depth > expertise

      ☐ BEYOND DEPTH ☐ > ☐ >> ☐ >>> ☐ >>>> ☐ >>>>> ☐ >>>>>> ☐ >>>>>>> ☐ EXPERTISE (expected stage for M2.2) ☑ NA

    - expertise > visionary

      ☐ BEYOND EXPERTISE ☐ > ☐ >> ☐ >>> ☐ >>>> ☐ >>>>> ☐ >>>>>> ☐ >>>>>>> ☐ VISIONARY ☑ NA

  - 8. 2. Describe the student's growth for this semester.
- 06. advice for future development
  - 9. What advice would you like to give to the student with respect to future development?