Mission Creative Technology

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As a general comment, as I indicated in an email, I definitely do miss some concrete scenario's, as listed in scenario(s).

Another general comment is, that is is not clear who the audience is. Is it an accreditation committee, potential student(s), or UT Management?

> Creative Technology improves quality of life by identifying human needs that can be solved within the ICT domain. It does so by combining a genuine sensitivity for societal problems with craftsmanship from the engineering sciences. Key directions in which creative technology offers new solutions are in human living, productivity and wellbeing, in mobility, activity and safety and in leisure, communications and public space.

The notion of *quality of life* is quite elusive, and is perhaps not so much the concern of engineers per se, as well as of policy makers. Nevertheless exploring technologies can lead to creative solutions with societal impact. In line with UT (new) ideology, I would rather speak of finding creative solutions due to a broad scope. However, I do like the phrase: *It does so by combining a genuine sensitivity for societal problems with craftsmanship from the engineering sciences..* As indication of the field, I would prefer a shorter phrase, such as *working and living tomorrow.*

> The mission is to develop creative minds capable of producing and integrating artistic, technical and practical elements in systems in the field of new media and smart technologies.

Rather wordy, and I would rather say, we *invite creative minds* and offer *technical and practical training* in a *creative atmosphere.*

> Creative technology is multi-disciplinary, incorporating design, psychology and philosophy, electrical engineering, computer science and mathematics in new ways.

That sentence is basically OK, although I think *psychology* and *philosophy* should not be over-emphasized. Rather, there is attention for the *psychological* as well as *philosophical* context.

> Finding function and expression of smart systems and new media requires understanding of their natural roles and presuppositions. This capability is trained by following methods from the mathematical sciences and industrial design. The capability of prototyping, engineering and implementation of complex realizations grows from traditions in computer science and electrical engineering.

This paragraph seems to contain a contradiction, in the sense that both *function* and *expression* of new media and smart technology, that is their natural roles and presuppositions, are not (IMHO) trained by (methods from) mathematics and industrial design, but rather by gaining insight in the psychological and philosophical context. I would rephrase this part as: *Finding function and expression of smart systems and new media is explored by following methods from the mathematical sciences and industrial design.*

> The composite character of creative technology at the University of Twente combines artistic and technological streams in an ambitious program that enriches engineering and computing in essential and new ways.

That is well put.

> Students follow courses in the basic disciplines and apply these in challenging creative applications in the CreateLab, emphasizing individual qualities as well as teamdynamics.

As I have indicated in our previous discussions, to accomodate students with a wide variety of profiles, we should emphasize what I called *identry as a group*, meaning that students will develop an individual portfolio and will cooperate in groups, assuming different roles, according to the talents and interests of the individual student. Although it is to some extent there, this should be emphasized more!

End-terms

After completing the bachelor course in Creative Technology, students will be able to identify human needs for which they can develop, apply and implement new concepts within ICT for solutions, thereby enriching, complementing and facilitating key areas of daily life.

The restriction to ICT seems to be rather arbitrary.

Students will be adequately trained in electrical engineering, computer science and design to be able to play a central integrating role in dedicated teams of experts working on creative applications in the ICT domain. Throughout the curriculum ample attention will be given to developing communicative and social competences to fulfil this integrating role successfully.

Themn what is the role of mathematics?

The bachelor diploma Creative Technology signifies capable creative minds that can connect artistic and technical domains. Students will also be trained in the psychological aspects of man-machine interaction and in transferring good ideas into successful commercial products.

Before making such a statement, I would rather like to see a number of (profesional) scenario's, to get a clearer idea of what the role of CT students would be.

The composite role of a creative technologist is expressed on the one hand in developing a clear analysis of societal and human needs in a multitude of contexts and on the other hand connecting this to directions for artistic, technological solutions built on state-of-the-art methods from the engineering sciences.

Should it be *composite* or *integrative*, as for example emphasized in the accredition document for the new ID curriculum.