Minor regulations - 2021-2022

1. Name minor: AI for Society

2. English name: AI for Society

3. Content of minor
In this minor you will learn the basics of AI and bridging this to your own education and expertise. How you reach your learning outcomes is up to you. If you want to dive into coding and learn Python, this is possible, but teaching a machine something with data can be done in 'no-code' ways (without ány programming skills) like Teachable Machine from Google.
This minor will prepare you for a future with AI, where you not only speak the AI language, but where you can use you combined expertises to see possibilities for innovations with added value.
In this minor we apply the principle of "assessment as learning", whereby the progress/learning process of students is closely monitored and adjustments can be made quickly throughout the learning process.

Resume for diploma supplement
The Minor 'AI for Society' (30 EC's) is concluded in a semester by learning about AI and bridging this to your own field of expertise, with the following subjects: Societal Impact, Data Understanding and Teaching Machines.

4. Education components (see article 16 general section of the TER)
In the minor you will address three subjects: Societal Impact, Data Understanding and Teaching Machines. We have translated these three subject to 8 learning outcomes (where one will be designed by you, linked to your own educational field; see the learning outcomes below). Throughout the semester you will work on an individual challenge (free to choose the subject) and a group project (with 5-6 students) in which you will apply the 8 learning outcomes.
There are consultants available with different expertise on a weekly basis and there will be workshops and inspirational sessions offered in relation to the subjects.

Learning Outcomes
- 1 - Societal Impact:
The student is able to approach the context and impact of their own AI project(s) from different perspectives in a sustainable way. In addition, the student is able to reflect on their own choices, taking into account data legislation and the (possible) impact on society.

- 2 - Investigative Problem Solving:
The student is able to critically look at their own AI project(s) from different perspectives, recognize problems and come up with appropriate solutions.

- 3 - Data Preparation:
The student is able to collect data and estimate its quality and usability. The student is also able to adjust the data if necessary for proper usage in their project(s).

- 4 - Machine Teaching:
The student is able to use data to train models in a way that fits the intended purpose. The student is also able to test whether the models have been adequately trained.

- 5 - Data Visualisation:
The student is able to use data to create an interesting, informative and compelling story in an (interactive) data visualization product, tailored to the right target group.

- 6 - Reporting:
The student is able to report in a methodologically sound manner on (the outcome of) own AI projects (project proposal, process documentation, reporting of final results, etc.).

- 7 - Personal Leadership:
The student shows an entrepreneurial mindset regarding their own AI project(s) and personal

development, while being aware of their own learning capacity and keeping in mind professional ambitions in their future work field.

- 8 - Personal Goal:
<With this learning outcome, the student can set his own goal in relation to their future field of work.>

5. Enrolment in the education components
Not applicable. Students will apply to the minor as a whole.

6. Overview of tests and registration for tests (see articles 18 and 22 general section of the TER)
During the minor you will work on professional products with which you can demonstrate your competence growth and the achievement of the learning outcomes. You collect these products in Canvas (the LMS we use) and continuously connect them to the learning outcomes by reflecting upon them in a Personal Development Report (PDR). Using this PDR the semester coaches will assess the students progress every 4 to 5 weeks (formative assessment). The assessment is a continuous process of feedback and guidance, which provides insight into the status of your learning outcomes and which follow-up steps you must take to demonstrate the learning outcomes successfully. In this way, the concept of 'assessment as learning' is fleshed out, whereby portfolio construction and validation of professional products take place gradually (reference to Dochy).

Feedback will be recorded in the Canvas course (both on products and the PDR's). Every formative or summative assessment will also be 'scored' per learning outcome in Canvas as followed:
- undefined
- orienting
- beginning
- proficient
- advanced

7. Passing the minor (see article 19 (2) general section of the TER)
At the end of the semester there will be a final assessment/evaluation, where this one has a summative nature. Two semester coaches will again look at all the proof per learning outcome presented in the PDR and will provide a final 'scoring' per learning outcome.

The final mark will be graded as Unsatisfactory, Satisfactory, Good or Outstanding.

The final mark will be Unsatisfactory if 1 or more learning outcomes are scored undefined, orienting or beginning.
The final mark will be Satisfactory if all learning outcomes are scored proficient.
The final mark will be Good if at least 1 and no more than 4 learning outcomes are scored advanced, and the rest are scored proficient.
The final mark will be Outstanding if more than 4 learning outcomes are scored advanced, and the rest are scored proficient.

8. Examination Board (see article 38 general section of the TER)
The specialisation exam board (FHICT Examenkamer Specialisaties) of FHICT will be available for request from students:

Members:
Mr. W.R. De Loose MSc, chairman
Mr. R.M. Bijl, secretary

E-mail:
fhict-examenkamerinno@fontys.nl

9. Validity
This information applies to the academic year 2021-2022.

10. Entry requirements minor
In order to participate in the minor, the student must have passed the propaedeutic phase or have permission from the Examination Board of his study program to take the minor.

11. Not accessible for
Not applicable.

No other requirements are to be met for participation in the minor or passing the minor than mentioned in these minor regulations.