Transition Skills Off-Course – Interview Report

Here's a concise summary of the **mutual experiences and perspectives** shared by students in the interviews about the *Transition Skills Off-Course*. These reflect collective insights—what was broadly felt or observed across different participants:

Understanding Transition Skills

- **Initial confusion**: Most students had little to no prior understanding of what "transition skills" meant.
- **Gradual clarity**: The concept became clearer through doing and reflecting, especially after the field trip.
- **Still vague**: Despite improved understanding, many still found the concept abstract and hard to define clearly.

Mindset & Personal Growth

- **Openness was key**: Students who were more open-minded got more out of the course.
- **Self-reflection**: Many appreciated the time to reflect on personal direction, goals, and mindset.
- **Adaptability**: Flexibility, awareness, and shifting perspectives were recurring themes tied to transition skills.

Course Value

- **Worthwhile for many**: Most students said the course was valuable, particularly for prompting personal insight and motivation.
- **Depends on individual goals**: Some students didn't find it directly useful for their specific projects, but still valued parts of the experience.
- **Divergence in benefit**: HR students sometimes felt it was less suited to them than to art students.

Structure & Activities

- **Field trip = turning point**: The three-day intensive helped clarify the course purpose, bonded the group, and deepened engagement.
- **Hands-on + theory combo worked**: The blend of practical and theoretical was generally appreciated, though:
    - **Felt disjointed at times**: Some activities (e.g. wool felting) seemed unrelated or lacked clear explanation.
    - **More context needed**: Many asked for clearer connections between activities and the learning goals.

Course Setup & Environment

- **Structure mostly worked**: Students liked the balance between regular classes and the field trip.
- **Inspiration matters**: Creative or non-classroom environments were seen as more motivating than standard classrooms.
- **Scheduling clarity**: Some wished they had more information upfront—especially about the intensive and course being in English.

Social & Supportive Elements

- **Community mattered**: Group bonding, peer feedback, and sharing experiences were repeatedly mentioned as highlights.
- **Teacher involvement appreciated**: Bob's helpfulness, support, and connecting students to opportunities was praised.

Suggestions for Improvement

- **Clearer expectations**: More explanation early on about what the course is, and why certain activities are done.
- **More structure for some**: Several students wanted a bit more guidance or check-ins during the process.
- **Make learning goals concrete**: Students found it hard to connect their projects to the formal learning objectives without more direction.

Interview Transcripts (Anonymised)

Student 1

OK, are you ready to get started?

Ask me questions.

Perfect. So, I want to know if you already had an idea of the concept of transition skills and what that stands for before you started this off course.

So, I only read the description of course that we were provided. So that and that was my knowledge of what I could expect.

Well, I mean more like. Sorry to interrupt you. as in not transition skills as an off course, but transition skills as a concept, and what that means. Did you have any sort of concept of that?

No,

OK.

No not at all. I really had no idea what it was exactly, and I also didn't put the effort into looking it up or something. I didn't even know it was an existing thing.

OK.

And do you think you now have a better idea of what it means to be more transition skilled shall we say ?

Yeah,

Can you define what it means?

Uh, well, for me. There are definitely little steps you can learn to take towards a goal, nd how to get there. And I think the main word that comes up to my mind is awareness and like. Yeah. Move and make decisions from that. So, kind of taking those steps back and, Yeah, I think that awareness fits really well to it.

Yeah, I agree. Do you think that more students should learn about these skills? Learning to be more transitioned in their future?

Yeah maybe. I think it can be very valuable, maybe not for everybody, but for example, with the HR students, it was nice to see this difference between the Minerva students and HR. Yeah also how open they were to it, but also for like more spiritual stuff. And they also said that it's opened up some awareness and it was useful, so I think, yeah.

Or do you also think that maybe the same, let's say, outcome we get from partaking in this course could be achieved otherwise?

Can you say it again?

Do you think people who have maybe never or maybe never will take this course and take the time to learn about transition skills, what that means and how they can use that in their life. Without having done that, do you think the same outcome - so learning to be more transition skilled in their life - Do you think that can be achieved without ever having been taught that, In the way that we did?

I think for some people for sure, I think they kind of apply it already. Without having the knowledge of what the transit skills are and what steps to take. I Think, for me as well, some things I was like oh yeah, I kind of do that or I know about this, but not in the way of the name under the title Transit Skills.

Right OK. Um. I want to know what you thought of the combination of the hands-on activities, so like being in the field, what we did in the De Olde Stoeve and the more theoretical approaches, so like presentations, reflections, conversations, that sort of thing.

It was very interesting 'cause sometimes I felt like it was very far away from each other, so it's hard to find the thread between those two. On the other hand, I did get it and I do like that there are these complete opposites. I think it's quite useful sometimes. But that's also personal. It was bit hard to follow the more like Bloose and on hand stuff. Especially like Cora tended to talk a lot about her wool. And for me that was just not that something, like to know a bit about her professional, I would like to know about that, but it was sometimes a bit much.

That's fair enough. So, do you think that? The different like activities that we did were related enough to each other, or were they too spread out?

I think more spread out, than related.

Could you give me an example?

So now I think about it, it's like a bit double for me, yes and the other hand, no. So, for example, making the field felt landscapes things, I didn't really get what that had to do with transit skills. But on the other hand, I can see that It's like working together, being there in a moment when making something. So, knowing that, that that's the goal for an activity like that, I can see it as useful. But if it's too vague then it's like what am I doing kind of.

Right

So maybe, I don't know can they did, I don't remember if they did, with those activities' hands on, I think knowing the goal connected to transit skills

Right, making that connection clearer.

Yeah, I think if that's clear than I think many people understand it more and then also see a purpose in that activity,

Right. Well, elaborating on that, what do you think could be done better or like not done at all for the next group that Partakes in this course.

Yeah. That's quite Hard though. But I think it is an important question 'cause I think like during the course or during the weeks I did have some ideas. Like Oh, this could be, maybe not.

I'm going to go back to sort of the inclusion of our three-day field trip to De Olde Stoeve and I want to know If that setup of the course worked for you. To have normal classes and then this three-day field trip, and then to go back to our regular lessons. Is that a structure that was good for you? That you were comfortable with? Or that you think was productive? And we're back, I think.

I think it was new for me. So, I was not the open to it in the beginning, when I heard about it. I was like ehhhhhh. But in the end, I really loved it a lot.

That's great!

I think it's really good actually to do something completely different than in a classroom. So no, I think it's a really good thing. Maybe they could even do it more, have the class more outside, instead of in the classroom. Like change up locations

Right.

Because I did feel like in the classroom I would sometimes, because it's a boring room, and just sitting there working, I did not make me very motivated.

Right, so it's not the most inspiring space.

No.

Do you think that going on that field trip influenced your attitude towards what we would be partaking in and learning, in this Off-Course, after you returned?

Yeah, I think for me during the field trip, it when it actually became clear what Transit Skills was. Before that, I really had no clue. There we also got a presentation from Bob, and it was more clearly explained. That was very nice. So, at that point everything started to click. The presentations with the horizontal and vertical and those words at the different areas, I think for some it could be useful, but for me, I didn't really get it. The Pyramid for example, was really nice to see, and some other things as well. Just simple explanations and then examples. That was really useful.

That's great.

I think all of the assignments were very useful. I really liked them, also the structure of them. It made sense. Even the Lego structure. I was just a funny thing, and I was like yeah sure, got my future self. You could see it as a little stupid assignment, like making a little Lego you but, while doing it, you are thinking about yourself. So, in the end I think it's very

useful. And also, the other assignments, I quite liked. I really enjoyed the part where we shared and then people could say stuff to each other. I think that's amazing! I also now know what every person's interests are and whether they're open for collaborations and stuff. It is nice when and could help to be more engaged, by being able to give more feedback during the other assignments with each other. For example, I had with my lab teacher an assignment where we all had to make a little book. We had to present it with a paper next to it for feedback on a question of your choosing, which would them be passed around the class and the others would answer it, based on the book you made.

Interesting.

From there on, you had all these answers to your questions, and you could work further with it.

That's so cool, what a good idea.

Yeah! And it's like, engaging, but it's still in silence, and you can think about it. It was very nice and something like that with giving more feedback to each other is nice. Or at least my experience with it was really nice.

What do you think worked best in the Off-Course? It doesn't have to be one thing.

Well, I really appreciated how helpful Bob was. He gave me a few opportunities and for him it's just giving a contact or something like that, but it was very very nice, and I really had the feeling that he was there for us and really wanted to help. He also gave other opportunities for the design students by visiting architects. So, I think if I look at the off course, that was definitely a high point for me. I think it was a amazing how he handled those things and was so engaging. And again, that assignment of sharing and giving each other feedback was really nice.

Okay last question, was this Off-course worth it for you?

Yes. I think so. For me it was. Because I was quite open minded. Sometimes I felt a bit like ehh. Like I didn't really know what to do with the assignment, I found it a little bit useful sometimes, but I was quite openminded, therefore I could find my goal and joy in it more. I know fr om some people that they didn't really, and they also didn't really achieve something through this off-course. But I had several little goals in general, so those were easily achieved. The other one doing photography and that you just must go and do it.

Yeah

But for example, it really depends on what kind of goal you set. Like if you do finding an internship, that's a good goal but quite a big goal, so I can imagine that some people had more struggles with that.

Is there anything that I missed or that you'd like to add?

No, I don’t think so.

Okay, well then thank you and i hope you have a good rest of your day.

Yeah! Thank you, you too! If I think of anything else, I’ll text you.

Student 2

Are you ready to get started?

Okay, yeah. What can I expect?

I'm just going to ask you a couple questions about the course, just to get some good feedback authentically from students and their experience.

Okay, so you are asking the questions.

Yes. So, before you started the course, did you already have an idea what the concept of Transition Skills stands for?

Um, Yeah. I had in mind that I was going to change something in my direction as an artist. To try something new. But, not specifically what we've done

But did you know what it is – a transition skill?

No, I had like a faint image in my mind but I could understand it better from the second, third lesson.

Okay, so do you think you now have a better idea of what it means to be transition skilled?

Yeah, it's like, because the times change so fast, then you have to learn to teach yourself how to be flexible and adapt yourself to the new age.

Do you think more students should learn something about becoming transitions skilled for their future? Or do you think the same thing we've learned from this course can be learned and achieved in other ways?

I would say, we are all the time in change. But, this course specifically had this very structured concept that you, which has more logic. Like how to make clear steps in your direction. You literally learn based on a scheme that was invented by someone, and it makes sense. For example, that pyramid or the Golden circle. I wouldn't say I could find it out in other ways.

Okay, that's interesting to know.

What was your opinion, how did you find the combination of the hands-on activities we had? So lets say the things we did in De Olde Stoeve. As well as the more theoretical approaches, such as the presentations, reflections and conversations we had. What did you find of that combination.

I think as a whole it worked well. The whole point was to experience it by yourself. They didn't ask from you, a specific assignment, like do something that you don't want. The whole experiencing part in combination with theory was… UM I don't know how to explain this.

Just speak from personal experience. Whether it worked for you, whether you think it was balanced…

Yeah, I think it did work for me. Because, I've done it before, to go somewhere to experience the environment. But, in the steps we've done, helped me focus more on why I'm doing what I'm doing, and for what. Rather than, you feel it and then is goes away.

Okay.

As we know, the Off-Course was set up where we had a number of normal lessons on campus in Zernike as well as our three day field trip to De Olde Stoeve. Did that set up work for you?

Yes, definitely because Zernike is not that far from me, and we had all the needed materials. We had paper, those tube and the Legos. And a really inspiring classroom.

Okay, what did you find inspiring about it?

I don't know, it just looked artsy and it had all the equipment that we needed. The Niew Wolda trip was very unexpected. I really cherish that time that we were there as a team and community. Also getting to change the environment to something new that, especially for international students like me, was a lovely experience.

I can imagine, that's great. So did that three day trip to Niew Wolda change your attitude or your learning process towards the Off course when you returned.

Yeah, I would say that afterwards I became more attentive to my surroundings. I learned that you can really find out things in the places that you never thought you could. And that it's very important to go outside the city to experience new locations.

Did the experiences you had there, in relation to your own personal goal and your transition skill, also become more clear after that trip?

Yeah, because most my art practice I based on a connection to nature, it's where I get my inspiration. The place where we went was just surrounded by nature. I definitely got a positive experience out of it.

Did the different activities of this course feel related to each other?

The different activities from the lessons?

Yes.

Yeah… Like the few that had an influence on me?

Well, I'm more thinking, were all the activities that we did, feel cohesive and work well together? Was there a flow? Or did they feel more separate from each other?

No, there was definitely a flow. We started to build something - a plan. Then, based on what we wanted, we just took specific steps and discussed the thoughts we had. Yeah, it was definitely very well planned.

Okay great. What do you think worked best in this Off-Course

Timing. For example, we got a specific amount of time to work on something.

Like in the class.

Yes, during the class, we got some tasks that had to be done in a specific amount of time, and for this this helped, you know that you need to finish something.

Right, like really scheduling something in.

Yeah exactly.

Okay. Are there things that you think that they should do better or maybe not include for the next round of students?

As an artist I think that we didn't find it very unusual, but from what I heard from others, they didn't expect to work with materials like felt. They experienced these exercises.

Could you give me an example.

Umm, I don't want to speak for others…

Good, focus on your own experience.

Yeah, I don't have any complaints.

You think the organisation was good, the structure was good? Are you happy with the teachers, the field trip, the assignments?

Yeah I don't feel any pressure from them. I found it very nice.

That's great.

Was this Off Course worth it for you?

Yeah, I think because of this `off `course I had a bit of pressure that I didn't know what really I could do to change a bit my direction. Because of this I really had to think quick. I probably had it in my subconscious already but, it just popped up as a project based on this. So yeah, I ended up with a good experience.

That's great news! Finally, is there anything that I maybe missed or that you would like to add?

No. I don't think so.

Well, in that case, thank you for having this interview with me, I wish you a great rest of your weekend.

Thank you, thank you a lot. I wish you a great Weekend as well.

Thank you, bye.

Student 3

Okay first question. Did you already have idea about what the concept of Transition Skills stands for, before you started this course?

No. I looked it up on the website, but no. I had no idea what it would be, or like how the course would go, or what I could experience. No definitely not no.

But do you think you now have a better idea of what it means to be more transition skilled?

I think that's a trough question. I think I have a little bit more of an idea but, still very vague. The thing that makes it vague is also maybe something you have to look into yourself. Like, why do you think it's vague and you have to look back.

Okay.

I think maybe for me in an HBO, going to Hanze Hoogeschool, is a lot of that so, I think I yeah I do Yeah.

Great. Do you think that more students should learn about becoming Transition Skilled in their future? Or do you think that the same effect (the same things that we learned throughout this course) can be learned in a different way?

I think a lot of students could benefit from it but, they do have to be open minded because I know the art students are very openminded to it and me and Sofia as well but, some people were maybe not as open to it. So, if you're open to it, then I would think I would recommend it. Like, to step out of your comfort zone. If you have a closed mind, it could be hard to do it. Like, then it takes more than a couple of weeks to get results or something.

How did you find the combinations with the hands on activities, like in Niewe Wolda, as well as the more theoretical approaches so, presentations, reflections, conversations, that kind of thing?

I think it's good to get a little bit of information and then reflect on it, and think about it because usually what I'm used to is getting information and then doing something with it. But, I do think it's good to experience something like with the wool. That was a very strange experience. But, there are also a lot of things that you experience in the moment. Like to do the experience the activity itself, but also annoyance because it takes so long and also lie, are you continuing or not? Well, for me it was like, well, I'll just except it and just enjoy the sun. So then you have the irritation but still continue. I think that's a good thing to learn.

Do you think it was balanced in that way?

Yeah definitely.

Cool. As we know the Off-Course was set up as primarily in class sessions at Zernike, as well as, our three day field trip to Niewe Wolda. Dod that scheduling and set up work for you? Would you have preferred something else.

No I think it was perfect like this.

Yeah? Great.

Can't complain.

Did the field trip that we did, influence your attitude or learning process towards the off course? In other words, did you have a slightly different attitude on the process after you came back?

Yeah, I think so. After we came back from the weekend or just the course itself?

From the weekend.

Yeah, I think it did Because, you're more connected with each other and have talked with a lot of people. Also, because I was really openminded going into it so, yeah.

Right, did it give you like a clearer view on what you would be doing throughout the course as well? Or did you already have a good idea?

Well, maybe a little bit. But, well… Yeah like a little bit.

Okay. Where the different activities that you partook in, throughout the Off Course, related to each other? Did they feel very cohesive? If so, can you name them?

Yeah, I think that's a tough questions because we also went to an art-centre and while it was very interesting, I don't do anything with that so I questioned why I was there.

Right, it was not verry relevant for you specifically.

No. I do think that Cora and bob tried to give us a lot of things that were convenient. But I think it was more for you (artists) than for us. Yeah, I think so but, it was also very interesting to like to see a lot of different things and possibilities. Because we had no idea about all the art things.

So, in that way, quite a lot of it felt quite separated from each other, or?

Yeah, just a little bit. Not like everything was separate. But not everything was for us. It was interesting though.

Okay. What do you think worked best in the Off-Course for you?

I think talking about things and being reflective. I think you learn a lot about being reflective, about yourself and what you're doing. Like, the pyramid. Like, what are your ambitions? Who are you in the world. I think that's very interesting and I think it's important to think about.

Great. Are there things that you think the Off-Course could improve on? Or maybe not include form the next round of students partake in this course?

That's a good question. I honestly wouldn't know. No, I don't think that there is something to improve. I haven't thought "get this off the course".

But to improve? Is there any area where you think mm maybe this could have been done better? Just speaking from your personal experience.

As the students from HR, we had to make a working form/presentation from 45miutes to an hour. I think maybe that could be fun to work or bond with people like that. But we will hand that over to Cora and Bob so, they can look into it. Besides that, no I don't think so.

Great. Final question. Was this Off-Course worth for you?

Yeah definitely. It was very different and different is good. I got to know a lot of interesting people. It was also out of my comfort zone, so I think it was yeah.

Did you achieve goals that you were hoping to?

I didn't really have goals. My theme of my project was to get an internship. Well, at first it was to not be rejected but, now it's to not get rejected for my internship. I've made a portfolio (I've made a lot of progress with that) and made contacts with KPN. I'm a lot of steps further than I was before. So, if you're talking about that goal, then yeah definitely.

Great! To end off, is there anything that I may have missed or something that you'd like to add?

Yes actually. I didn't know that this course was going to be in English. So, I had I known that before-hand, I probably wouldn't have chosen it.

I see. Well thank you for sharing that.

Student 4

Let's get started, first question: Did you already have idea about what the concept of Transition Skills stands for, before you started this course?

Um, I little bit. I did read the description and I saw that it was about, you know, preparing yourself professionally in a world that is constantly in transition. That's what I got from the description. I also saw that we were going to go camping, but that's all I knew beforehand.

But so, before even having read that, did you have any idea of what it means to have Transition Skills, or what they are?

I had no idea, no.

Do you feel that you now have a beter idea of what it means, and could you define what you think it means?

A little bit. So, the transition skills, there are multiple of them, and they are all basically about the skills you need to have in order to develop yourself professionally. I still feel that the concept is a little bit vague, but I guess that's because I didn't know anything about it before hand.

Okay. Do you think that more students should be learning about becoming transition Skilled for their future? Or do you think that the same things that we learned throughout this course and of course afterwards, can be learned in a different way?

No definitely! I think that it is good that we spent a couple hours every week, thinking about what we want to do, and our future, how we want to do it.

So, do you think that the way that way it was structured within this course was beneficial, and that other people could also take a lot from? Or do you think that's it's not really necessary to have done the course to be able to achieve the same goals.

No, I think it is. The way that they did it you know, every week a class and then a three day intensive. I think it worked out really well for everyone, and that it is was in a different environment then what we spent most of our time in. You have a specific environment just for this type of learning.

Yeah. What did you think about the combination of hands-on activities and the more theoretical approaches? So, like the things we did in Neiw Wolda plus the presentations, reflections and conversations we had.

I thought it was very nice that a lot of it was, as you said, very hands on. We dod a lot of activities, instead of a lot of sitting, listening and talking. We did a lot of things. We went out, we made somethings.

Yeah.

That really keeps everyone's attention.

Great. As you know the Off-Course was structured in a way where we had these normal classes, as well as the three-day intensive. Did that structure work for you? Or would you have preferred it in a different way?

It did work for me yes. The way that we had the intensive quite early. I like that because many people didn't know each-other and it turned into a bonding experience, if that makes sense. There hadn't been groups that had formed already. So, we all collectively got to know each-other and got to know what we had to offer each-other.

Exactly.

That was very nice.

Lovely. Would you say that the fieldtrip to Niew Wolda, influence your attitude or your learning process towards the Off-Course itself. In other words, did you have a slightly different attitude towards the process after coming back?

Yes, maybe a little bit. Because, before we went on the intensive, I was kind like 'well what is this really about? I don't really get it'. Because, when you're in a classroom, you can choose not to participate or pay attention. In an intensive, it's intensive and you have to pay attention that whole time. You have to be there. You have to be active. Which actually really helped me to stay in the… yeah.

Yeah, to stay in that little bubble.

Yeah.

Would you say or do you believe that the different activities we did throughout the entire course were related to each-other? Like, was there this cohesive flow between the different activities? Or, where there aspects that felt more separate?

At first it was kind of difficult to see the connections between most of the activities. But, afterwards, it was like 'oh yeah, now I kind of get why we did that'. For example, I didn't know why we were felting all of a sudden, and then we were writing poetry. I thought why are we doing that? But, afterwards I realised that there was a connection between those things.

Furthermore, do you think that there are some things that could be improved in the Off-Course? Is there maybe something that they should no longer include for the next group of students.

Um, that's a good one. I don't really know. I think most of it worked out pretty well. I think maybe more explanation about why we were doing certain things. I was a little confused about why we were doing certain activities.

Okay, so more clarification, connecting the dots for the reasoning behind things.

Yeah, I think so.

Okay, so we're already at the final question already.

Oh.

Was this Off-Course worth it for you?

To me it was yeah. I don't spend a lot of time really thinking about what I'm gonna do later. It was nice to have a couple hours a week to kind of sit with that and think about it.

Do you think you achieved that goals that you were hoping to? Or at least build up to that?

Not really, but I do think I got closer to them.

That's great.

Yeah!

So, is there anything that I may have missed or that you'd maybe like to add.

Not really, I think you got everything.

Great!

Student 5

Are you ready to get started?

Yes.

Alrighty, first question. I want to know, did you already have an idea about what the concept of Transitions skills stands for before you started the course.

Not really. I thought that we were going to make a curriculum, but it turned out to be very different.

Okay but, do you now think you have a better idea of what it means and what can be achieved?

Um, I guess so. My idea of this course was that we would reflect on the transition skills and decide which direction we want to work towards. Then Bob would help us to create a curriculum to achieve that.

Ah okay. So you were expecting a lot more structure and a curriculum to follow.

No. we would make the curriculum with Transit Skills.

Ah okay. When you say curriculum, what do you mean exactly?

Um, I don't know. But that was in the description.

Okay.

And, last year there were people that, I thought we would go further with there.

Um, I wanted to ask. Do you think the same results from this Off-Course can be achieved in other ways or without having gone through the course?

I think I learned to look at another perspective because of this course, so I think that's a good point. So it's more the lesson they want to teach us. So if this is the lesson, then it's a good lesson.

Okay. So, now going into more the sort of structure of the course. I want to know your opinion on the combinations of hands-on activities – so sort of the things we did in De Olde Stoeve, as well as the more theoretical approaches. So, presentations, reflections, conversations. That sort of thing.

I think it was a good combination. The presentations weren't too long, after which we would do practical things like making a web or something. It was good.

Yeah? Great. What about the setup of the classes? We had a number of lessons in class, like at Zernike, in combination with our three-day field trip to the Olde Stoeve. Did that setup work for you?

Yeah, I liked it to go to De Olde stoeve. It was another perspective you don't think the same a school than at the Olde Stoeve. It was a nice experience.

Okay so, adding onto that. Did coming back from that field trip change you attitude or learning process towards the Off-Course? In other words, did you have a slightly different process afterwards?

Yeah because, in the first lesson I wanted to make 0.50, our beer theme gadget and when we were on de Olde Stoeve, that was not my thing to do. And I think because we were there, I thought no. I want something different, and now we have a networking event and that's what I like to do more.

Mmm interesting. Um, moving forwards. Do you think the activities of the Off-Course related to each other? So, the assignments and the things that you did, were they cohesive? Did they work well together? Or do you think there were some aspects that felt quite separate?

Sometimes it felt like the gap was too big. For example by the Olde Stoeve, when we were in a big circle with lines of wool. I didn't think that it had something to do with transition skills. But, the message behind it is good.

Okay.

And the thing from Cora where with the wool felting. It didn't feel like something for Transit Skills. It's more like the thing that Cora likes to do, and she wants to bring it over, in my opinion. It was nice to do, but I don't think it had something to do with transit skills.

Thank you. What do you think worked best for you in transit skills?

That we were free to do what we want to do. That Bob and Cora always wanted to help us. That was nice.

Great. Are there things that you think that they should do better or maybe not include for next time?

Maybe be more clear about what they thought about the exercises. So, like we did the thing with the wool but, we don't know the meaning behind it. SO, maybe some more explanation about the exercises.

Okay so, a bit more about what you'll get out of it and why you're doing the exercise?

Yeah.

They told that you can feel it and get other perspectives on things. But, if you close your eyes and you need to be quite and you go with the wool, I don't see the connection between transit skills and the thing we did.

Right, I understand what you mean.

I wanted to ask something that was brought up with one of the other HR students. Did you also not realize that this course would be in English? Would you have still chosen to do this course if you had known?

Yeah I didn't know that it was in English. When I made the choice, the name was in English but the rest was in Dutch. But it was never mentioned that it was going to be in English. Yeah, I agree with that.

Okay, good to know. We are at the final question already.

Was this Off-Course worth it for you?

Yeah. I think I learned something about other perspectives, not especially about transit-skills, but it didn't meet my expectations.

Okay is there anything that I may have missed or that you'd like to add?

No, I think it was clear.

Okay well great. Thank you participating.

Student 6

Okay, First question. Did you already have an idea of what the concept of what Transition Skills meant before you started the course?

I think I knew in general. I knew it was skills you need when there's a sudden change… but that was it. The deeper meaning and specific skills that were part of the course I did not know.

Do you think you know have a better understanding of them, now that you've finished the course?

Yeah.

And do you think that you could define what it means?

Well, it kind of depends because there are different skills. When we needed to work out the three skills. Five, six and seven I believe. At first it was kind of hard to think of something, but then when you think more and more, you understand the skills more and more. I think that was a very good exercise because then you kind of make the skills your own. I think that was also the idea of the skills. That really helped to give it more of a meaning to it. But, a specific definition is hard. I guess that's different for everyone.

Fair, yeah. Do you think that more students should learn about becoming more transition skilled for their future? Or, do you think the same result, coming off of this course can be achieved in other ways, or without having done the course?

Ooh, that's a good question. I definitely think that if others do the course, they can learn so much from it. So, I definitely agree with that. I think you can probably learn the skills in other ways, but if you don't follow a course, I don't think you will open to the possibilities and experiences, exercises, everything. So, if you don't follow the course, I don't really think you automatically learn the skills. Or maybe if you do some specific things. But, I'm not sure that if you do that, with the intention to learn this specific skills. So, I'm not really sure about that.

Good answer.

Now going into more of a focus into the structure of the course, I want to know what you thought of the combination of hands-on activities – so sort of the things we did in De Olde Stoeve, plus the more theoretical approaches – so presentations, reflections, conversations, that sort of thing?

I think for me at least as an HR student, I was very confused about what we were going to do for the whole course. I feel like we started pretty soon with diving into the experience and that was at first hard to stand open for because we didn't know why and what Transit Skills were, the meaning for the course and the outcome and everything. So, the balance was not bad, but I would have balanced it out differently. So, maybe start with more the theoretical

side, to understand what the skills are and why we are going to the more experience side. I think then I would have opened more quickly.

To have some more clarity on why you're doing things.

Yeah, because it was so unclear at first. Like, the first I think three lessons and also of course as a student, you can ask questions and think for yourself or give meaning for things yourself. But yeah, you're also a student and don't really do that. So, I think that's the only thing I would definitely change. Clarify things more in the beginning.

Thank you. Going further into the structure. As you know, it made to be that we had most of our lessons in class at Zernike, and then we also had our three-day field-trip. Did that structure of lessons work for you?

Yes. I think it did. It was fine by me. On Friday I didn't have any other classes and the time was also good for me. So, I definitely wouldn't change that. I also liked that because we had the three-day field trip, we didn't have as many lessons at the end. So that was also very nice.

Great. Did our three-day field-trip influence your attitude influence your attitude or your learning process towards the Off-Course? In other words, did you have a slightly different attitude on your process afterwards?

Yeah, I definitely did. I think the three-day trip, especially with the exercise where we walked alone on the dike. We just looked, felt, smelled, focused on our senses around us. That was really a moment of insight for me because in my daily life, I can distract myself very easily with all the stimuli around me, and not really focus around me or on myself. Like on my body or whatever. So, that was really a change in my perspective on the transit skills and the classes. During the three-day trip I opened more and more and didn't really care. At first it was weird and fake and I don't know. I think the other HR students and I were thinking what the hell are we doing here, but that definitely changed over the weekend. Now I also try and focus more on my surroundings and trying not to overstimulate myself. I think that really affected me.

Great. Did you feel that the different activities you did throughout the Off-Course were related to each other? Or did you feel that there were aspects that felt really separate?

I think a little bit of both. They were related because you have your own projects, and you kind of took different aspects of it I think by those exercises. But I didn't really picture them all together. I knew that they were related by your project but, yeah not really further.

Could you give me an example?

Well at the beginning, your future self and there was an exercises where you had to visualise your project, I don't remember what the exact project was. But, what you mad was related to your project but, not exercises I think. Some other exercises were purely more on the experience side. Just using your senses.

Okay, so there were some that related but some that just were different and stood a bot on their own.

Yeah. I think so. Well, at the end I could connect and relate them to my project. But, during the course, not all projects were like “Oh yeah, I understand why we are doing this.” Or how it’s related. So no, I definitely did not think that all the projects during the course felt related.

Which were the ones that you did understand and you did see how it related to your project?

Hmm. I have to think back. I think for example the pyramid. Every time we had to do a project with that. I know we had to make this map and this future self, and kind of the way we wanted our projects to turn out.

What about the golden circle?

Yeah well, I think I would place that more towards transit-skills itself. I’m not exactly sure what the transit-skills my heart. But we opened up, everyone had sort of their power words, or meaning of the weekend and I felt that that was a little bit less connected to your own specific project.

Okay.

Yeah, I would place it a little bit separate I think.

What do you think worked best in this Off-course personally?

I think just opening up to the course and seeing what happens I guess. So, kind of making the switch to not thinking what are we going to be doing, but just okay we’re going to do this and I’ll see what happens. I think the mindset that you have really influences the whole course. Because, if you’re only thinking, why are we doing this and you don’t really understand why, then you are also not going to get the full experience of this Off-course. So, I think the mindset and more clarity in the beginning would be really nice.

Okay. Are there things that you think should be done better or maybe not included at all for the next group of students?

Well, again the more clarity in the beginning.

Were there assignments where you thought, this wasn’t maybe nessisary? Or wasn’t very helpful?

Not specifically. Maybe the moment we sat in a circle and introduced ourselves, that was really weird because that was the first thing we did for the course. OS that was a weird diver into the course.

Mmm, with the yarn.

But, on the other hand I can sort of laugh at it. I think it can also exactly why that is a good start. So, I don't know. I don't know if I would really definitely change that, but it was a weird experience for the first time while we didn't know what we were going to doing there. Assignments specifically, not really.

I want to ask something that came up with the other HR students, had you known the course was in English would you still have chosen it?

I didn't really mind that the course was in English. I'm not sure if it was more clear in the description. But yeah, I think it scares people a little bit, because it's just easier to follow in Dutch. Maybe if it was in the description, I would have thought "oh, English nah, different one". But I didn't realy care in the end.

Okay.

Maybe some people are not going to choose it because it is in English but, I don't have a problem with it.

Great. We are already at the last question. Was this Off-course worht it for you.

Yes. At the end definitely. At first, I would definitely not say that because I really didn't understand the course. But, yeah now I definitely am more conscious about my behaviour. I'm more aware of myself and my surroundings. I'm more mindful. So, that is a really great outcome, I think. So, for me yes it was.

Great! Is there anything that I maybe missed or that you'd like to add?

Um no, I don't think so.

Well great. Thank you for partaking in the interview.

Student 7

Hello.

Hello, fire away.

Okay. Did you have an idea of what the concept of what Transit Skills are and what they stand for, before you started the Off-Course.

No. I Initially saw from the description that that it was more about getting yourself to be more professional, scoping out the field. But it ended up being more abstract than I initially thought. I expected more concrete skills but, it ended up being more focused on mindset I felt.

Okay, so in that way, do you think that you have sort of gained a better understanding of it, and can now define what it means? Or is it still quite vague.

Um, well I guess it felt like trying to get yourself to be like seeing things from different perspectives and stuff mostly. I kind of felt like most lessons were random in some ways like, the repetition of getting yourself out of a certain environment or trying to get yourself to think of things differently. I thought there would be a specific way of thinking that I would learn, to be able approach these transition skills. But, the lessons were trying to prepare you I guess for being open to these kinds of transitions, trying to get you to be with them mentally. It's still kind of vague on how exactly I'm going to apply the, in the future.

Okay. Do you think that more students should learn something about becoming more transition skilled in the future? Or, do you think that the same outcome can be achieved in other ways or without having done the course?

Well, I think in general, making people aware of and open to these kinds of transitions is very important. I mean, we are in a world going through all kinds of developments, we can try not to deal with AI and stuff but like, we're going to have to. So, I mean the idea itself is very important, to just simply be made aware. I don't know per-say if a whole Off-Course is needed, or there could be a little bit more concrete learning goals I would say. It all felt very in the air and not very specific. I'd like to say I learned this, this and this but I kind of just learned to look at things differently, approach things with broad perspectives. But, I wouldn't be able to pinpoint hard things that I really have been prepared for. So, I don't know if the Off-Course itself is per-say needed in that sense. Maybe give more concrete explanations etc. That could be very helpful for the final project. But the general cause is a good cause, I would say.

Okay. And what do you think worked best in this Off-Course?

In what sense? Like my favorite thing or what?

In terms of the activities that you did, the assignment. Maybe how things were communicated. Sort of just based on your experience, what was the biggest take away that helped you and you think is important.

I think getting out of my comfort zone and going on the trip was very nice. I guess very valuable. Cause that's practicing even more, being in a different environment than the classroom, being outside. I feel like the activities we did would have been a little bit more awkward if done in a sterile classroom. So, getting us out more to be open to those kinds of exercises was very valuable. I had to try and be more open about like the stuff with Cora's introductions and everything. Hearing that the HR people were very like, oh what the fuck is this? Yeah, you kind if just go with the flow. Also in that sense, it helped us to be more open towards the transitions maybe.

Mmm.

But, um yeah think just trying to get us out of our comfort zone in that sense, went really well.

Great. Directing more towards the structure of the course, I want to know your opinion on how you found the combination of hands on activities. So, getting your hands dirty in the field, the sort of things we did in the Olde Stoeve. As well as, the more theoretical approaches, so the presentations, reflections, conversations, that kind of thing.

I felt like the non-physical things were kind of sometimes directionless in my opinion. So with the golden circle that we were talking about at like Factor I architects back then, that could be very valuable, but we never really got back to that. It kind of felt like we watched one video and then kind of left it to the side and then didn't really do anything with it in that sense. But yeah, like the hands-on things were very nice and felt like we were actually doing something. But on the other hand, a lot of time went into manifesting the person we wanted to be or something like that. But, that felt like preparing to do something for like four or five weeks, when we were could have done it in three weeks. It kind of felt unproportioned in some sense. Like, how much time we spend manifesting and less guiding or controlling the projects we were working on.

Right.

At least, I could have used someone saying "Oh how's it going" or like "what step are you on?", "how far are you?", " should you maybe do something more?". Something like that. To keep on track with the rest.

So like some more check-in and more personal direction advice?

Yeah, I think so. For the final presentation, most of us would talk everything together and that was finalized but, there's more concrete goals and requirements that could be valuable to the learning part of the whole thing.

Yeah. And, what did you think of the set up? In terms of having these sessions at Zernike, in combination with the three-day field-trip. Did that set up work for you? Would you have wanted it differently?

I think this was the most realistic way. In the sense of instead of just going to class the whole time, and only doing field trips. You're going to have to balance it out. I really liked the going out to factor I, and getting us to network. That was very valuable. I guess the balance was as good as it could be.

Would you say that out three-day field trip influenced your attitude or learning process towards the Off-Course? In other words, did you have a slightly different attitude on the process when you came back?

Yeah definitely a kind of vibe shift happened I guess within the class. Most people's walls were let down, there was already a kind of floaty float part of the whole course so, everything after that just kind of felt more natural I guess. So, that's a really nice way to break the ice, to make the rest of the course follow. So yeah, I think it was very valuable. It could have also maybe been done earlier in the course so that the first few days feel less jarring. Yeah, very valuable.

Great! Would you say that the different activities that you partook in throughout the Off-Course were related to each other? Did they feel cohesive?

Well I mean most of them were about trying to understand us as people. So, like trying you figure more stuff out about yourself, getting to know yourself and learning to apply those kind of knowledge to other things. It was pretty cohesive in that sense. It could be a bit more guidance in the sense of how to also more directly apply that.

Right.

It's not nice to get to know yourself and not know what to do with the information.

Right. Were there some aspects that felt quite separate to the rest?

Well I guess the random visit to the Factor I. For us, it made sense but for other people, it was just. Random office with I guess like, a practice that they don't really care about or know much about. We were just in the basement with the golden circle. That whole day felt quite separate from the rest. For me it felt very good and very valuable to have been there.

Yeah.

But it kind of felt quite jarring for the rest, like "what are we doing here?". But also some of the lessons we have in class felt quite separate. In general, sometimes these lessons or videos we watched, didn't feel like they properly fit in the puzzle.

Okay. Are there things that you think, and I know you've already touch on this a bit. Are there things that you think should be done better or maybe not at all for the nest round of students?

I think a little bit more productivities from the teachers. I guess they were very "you do it at your own pace. Everything is fine" and like, that worked very well to not put any pressure or expectation on people but it also didn't give much motivation. I ended up having to fit those learning goals onto stuff and it wasn't much an organic way of learning those learning goals. When we did a class where we were talking about how to do the final presentation, we realized that we were going to have to fit those learning goals into something that fits with that learning goal. It felt backwards.

Right.

So, I guess working more clearly and directed with those learning goals, if they got us to learn more definite explanations of them, would be very helpful.

Yeah, thank you. Um. We're already at the last question.

Okay.

So, I want to know, was this Off-Course worth it for you?

Yeah, I'd say so. Definitely the experiences but also meeting the other people from all the other classes, having all these kinds of talks and the course in and of itself was just a very nice change of pace of learning. But also Bob and how proactive he is in trying to get us in contact with people within our practice and trying to get us to go there. Yeah just a very nice, fresh way of learning and doing. It was very valuable Although, I don't know if I exactly followed the learning goals the set up at the end but, just in general very fun I'd say. Just very nice change of view and pace. In that sense it was very valuable I guess to me.

That's great! Is there anythting that I may have missed or that you would like to add?

I don't think so.

Well then, thank you for having this interview with me.

No problem.

Student 8

Are you ready to get started?

Yes I am!

Okay. I want to know if you already an idea of what the concept of transition skills stood for, before this course. Before you started it.

To be honest, I had no idea. So, I chose the Off-Course because it sounded the least awful and sounded like something I could do something useful with. But I wasn't actually sure what to expect. I had no idea.

Would you say that you now have a better idea of what it means and that you've become a bit more aware of what Transition Skills means?

I mean yeah. I definitely now know what transition skills are but, if I would have to explain it to someone else I would really struggle.

Okay.

Cause I had a lot of questions like "What is your Off-Cours" and I was like "Transition Skills", and they were like "What is that" and I was like "I don't know" ha ha. So, I mean I kind of get it and if I had it like on paper, then I could be able to explain it to someone else. But, right now it would be pretty difficult.

Okay. Having now finished the course, would you say, and do you think that more students could benefit, or should learn something or could benefit from learning about being more transition skilled in the future? Or do you think that the same can be achieved in other ways, without doing the course let's say?

I think it depends on the individual. I think for some people it was really useful to learn the transition skills. For me, I feel like it wasn't as useful as I thought it would be for other people. So, I say it really depends. If it suits you and you really have the need to have these skills, then sure. But, if I told people, I would say like, really look through it and see if that's what you want.

Okay.

I think that's my answer.

Okay. Now going into more of the structure of the Off-Course, I want to know what in your opinion worked best in this Off-Course?

I really liked that we started a little bit later, but that's more because of personal stuff. But, I would like to have known more about the intensive. Because I only learned about that at the first day we had class. So, I was like, oh. I didn't know that. So that was a bit unclear for me.

And time wise, it's completely fine but, I think it should be more clear about the intensive because there were a lot of people that just had jobs and whatever.

Right.

Structure wise I think it was fine. I did have some days that was like okay, what are we doing today because, it feels a bit unnecessary to come all the way to Zernike and then barely do anything in class.

Okay.

But, that also kind of depends on the individual, cause I am a really fast worker. So, I don't really need to have all the time in class. But some of the people actually really needed it, because they worked a lot in class. So, that will also depend. But, for me it was fine. I would have preferred it if it was just at Minerva, but that's also a personal thing. But, I was fine with Zernike.

Okay.

Yeah, I'm okay with it. I don't have strong opinions on the scheduling or something.

Okay, but so is there like one specific area where you thought oh, this really worked, I like that they did this. Is there something like that?

I really liked the ending presentations, that people could sign up for their own time, I think that was a good idea. Because not everyone is wanting to wait for someone else's presentation and sit for three hours listening other people.

Right.

So I think that was a really good idea.

What about content wise?

Content wise, I think the intensive was a really good idea, it's just the start was a bit unclear. For me. But, I think other people also has that problem. Yeah. I'm really neutral about the Off-Course.

Fair.

I'd say I wouldn't choose it again, but like it's okay. But I don't have strong opinions on it.

Okay so, do you think that somebody could achieve the same things that you did without having done the Off-Course? Would you say it's not the most necessary?

I mean for what my project was, absolutely. You don't need the stuff. But I do think if that person would do the same project and didn't have the three-day intensive or whatever, they wouldn't have less enlightenment about skills.

Right.

But yeah. I think for someone like me, I wouldn't do the Off-Course again if I wanted to do the project. But, there are also people who did other projects and the Off-Course really helped so, than I would say yeah, go do that Off-Course, that's good.

What was your project again?

I made a sort of archive to analyze my own artworks.

Ah, okay.

Yeah, so it wasn't really handy for me, because I could kind of figure that out on my own.

Right, I understand. Circling back to the structure of things. I want to know what you thought of the combination of hands-on activities. So, getting your hands dirty, like we did in the Olde Stoeve. As well as, the more theoretical approaches. So, the presentations, reflections, conversations, that sort of thing?

Yeah, as like a teacher in training saying this. I completely agree with combining theory with hands-on stuff. Because otherwise it wouldn't be as active, it wouldn't be as entertaining I suppose. With the hands-on you really get people more interested in doing stuff, and more motivated. So, I think that was a really good idea. Especially the walk that we did, and at the start we did an introduction with the wool.

Yeah.

I think that was a really good idea because that gets people moving. Theory wise, it was fine. I think maybe I would do another power-point. Because I thought the power-points were a little unclear.

Okay.

But, maybe that's just my personal choice.

Good to know though. What did you find unclear about it?

It was with the cloud pictures you know, the skills?

Yes.

I would have liked more text next to it. Because when I looked back, at all the power-points it was like, what did we talk about? I don't remember.

Okay. So, a bit more explanation in text?

Yeah.

Okay.

Yeah, more like that and there were more like separate power-points per lesson. Which is fine. That's like a teacher's preference. But, I would prefer it if everything was put into one file. Just so there's more of a clear line in what we did.

Right.

So, for example: lesson one then there's the slides we did then. And then, lesson two, the slides we did then.

Yeah.

I think that would be better.

Yeah.

But that's a personal choice. But considering the hands-on and the theory wise, that was fine.

Yeah?

Yeah.

Okay. Great. As you know the Off-Course was set up as the number of lessons we had, like a set number of lessons in combination with the three-day intensive. I want to know if that set up worked for you? The sort of balance of classes and excursion lets say.

Yeah it worked out for me fine. I didn't have any problems with it. I liked that it felt shorter because we started later and ended earlier.

Yeah.

Because of the three-day intensive. I really liked that actually. But, as I said before, I would have liked to know more about the three-day intensive beforehand. Before I signed-up for the Off-Course.

Understood.

Would you say that the three-day intensive influenced your attitude or your learning process towards the Off-Course. In other words, did you have a slightly different attitude on the process, once you came back from the trip.

UM, yeah. I really liked that I was a lot more social with the three-day intensive. I did a lot of stuff that I usually wouldn't do. For example, with the felting. I would never want to touch that again. But, it was really enlightening to do that because I have a lot of friends who have done that. I learned a lot from it. So that was nice. I also really liked the walk that we did. That kind of got me thinking, Oh I should do this more often. I got me really calm. The being social was really nice and also talked with more people about making portfolios and making

archives, and how other people do that. So, that was nice. That's something I would barely do if I wasn't doing this Off-Course.

Right. Great.

Yeah, it did change me a little bit, but it was fine.

Okay. Would you say that the different activities throughout the Off-Course, were related to each other? And if so, can you name them? Or where there aspects that felt quite separate from each other.

I think there were a lot of things that were related to each other in a way. For example, the lego piece we had to make of ourselves, I really understood that. It was like this is clear, I know what to do and this is sort of handy for in the future. But there were also more assignments where I was like why do I need to do this? There was an assignment where we had to write about the rituals that we did.

Okay.

Also, the felting I didn't understand that completely. I was like, yeah sure. Fun we're going to do it but, why?

Right. You didn't see the connection between the felting?

I mean, I really tried looking.

Yeah.

But, I couldn't find it that clear. I'm thinking if I can find something else. There was also this assignment we had to like film ourselves in the three-day intensive like, this is my spot, this is what I'm gonna do. That was clear, that was great. Easy. That was good and that was like oh, that kind of made sense for the future assignments to do this. So, it really depended on the assignment. Most of them were kind of clear and fit together. But, there were very few that I was very confused about.

Understandably.

But they were there.

Yeah. Are there things that you think should be done better, or maybe not at all for the next round of students?

I think the introduction should be a bit more clear before assigning.

Okay. As is the text about it?

Yeah.

Okay.

And especially more about the three-day intensive. Cause, I know it was somewhere to be found online about the three-day intensive, cause there were like three people in class I think who knew beforehand. I think the others were completely confused. So, I think that should be a bit more clear. As I said about the Power-Point and the presentations, maybe even trying different types of tables or like graphs or the skills. Because, the clouds were a little bit confusing for me. But, that's just a design thing.

Still important and worth noting.

I think it was good that we did a lot of assignments on the three-day intensive. I think that was really good. I think it was a really unique point in the Off-Course, which was a good thing because it made it very social, which I sometimes lacked in other Off-Courses.

Right.

So, that was a very good thing, the social part. I also liked that we had some reflective assignments. I think that reflection is very important. They are very good to do in this kind of Off-Course. In every Off-Course actually.

Absolutely.

So, reflection is really good. Yeah, just the thing that I think is the most important that needs to be bettered is clearance. Just make it clear.

Overall?

Just structure wise and maybe in the power-points, but also on the site and stuff.

Clear in what way?

I also would have liked at the start, maybe in the first class, like a more clear planning in what we're going to do in each class.

Like a lesson plan.

They were like, okay this day we're going have the intensive… Okay, what am I going to do the other classes? That was also something I lacked. I know it's fine for others but I would have preferred it if I had a little bit more structure.

Great.

Yeah.

Already at the final question, I want to know. Was this Off-Course worth it to you?

In a way yes, because I did do something that was useful. I really like that, because the project did help me. I also liked the reflection part. That was useful for me. Being social was also useful for me. But, I think time wise, I could have done all of this in a week.

Okay.

But that's personal planning for me.

Yeah

Because I'm a fast worker. Even though the Off-course was really short, which I really liked, I feel like for the time period, I did not learn as much as I should have learned.

Okay.

If I am saying that correctly?

Yeah, I totally understand that. Right. Is there anything that I may have missed or that you'd like to add before we conclude?

No, that was pretty clear. Good questions.

Well, I'm glad.

Okay Great.

Thank you so much for participating.

Student 9

Are you ready to get started?

Yeah, sure.

SO, I want to know. Did you already have an idea of what the concept of Transition Skills was before you started the course?

No, not at all. The first time I heard about them when I ready the description. I was like h, cool. So yeah.

Would you say that you now have a better idea what it means to become more transition skilled?

Yeah, like being more flexible. But at the same time, having more of a direction. That sounds like a paradox. Like two opposite things but, somehow they kind of make sense. You know?

I understand. Do you think that more students should learn something about becoming more transition skilled in the future? Or do you think the same can be achieved in other way? Like without having done the course.

I think it could be theoretically achieved in different ways. I think even during the classes. But the teacher would have to be aware that that's something that they are also putting in the curriculum. But if they aren't, then yeah the course is a better way of doing it. Some of these things are also maybe something that you can learn when you start working for example. Like from your own experience. But, sometimes it's just nicer to learn from someone else's mistakes. To learn from someone, instead of making mistakes and then rerouting.

Yeah.

So, yeah.

Great.

I think it is better to still have the course.

Yeah, Okay. What do you think worked personally best in the Off-Course?

I think the way that is was very personal. like everyone could choose what they were working on and their needs. That's a good part. That's the part that I enjoyed the most. Just that I could look at myself and see what works and what doesn't work. I changed a little bit my goal at some point.

Okay.

So, that's also good that I could do that. Because, in the beginning I wanted to apply for this internship but, I actually took a look at my life at the moment and realized that it's not really

an optimal choice. It's not a good idea for this moment. I can do that after the graduation maybe. But, not for now. So, my goal changed a bit to be more… I was going to try more things.

Yeah.

So, in normal courses it would be difficult to change it like that.

SO, it's a lot more adaptable?

Yeah.

Nice.

Going into more of the structure of things, I want to know what you found about the combination of hands-on activities like getting your hands dirty in the field. Let's say, what we did in the Olde Stoeve. As well as the more theoretical approaches. SO, like presentations, reflections, conversations. That sort of thing.

Well, the fact that it's combined, I really like that. There were moments where I wasn;t sure what I was doing exactly. Like what's going on and why. To be honest, the part with the felting, I was so confused. It was fins and in the end I kind of got it. It was about working with our hands, doing things, okay. But, I think that in the beginning I was a bit confused.

Right.

About how it connects to the theory.

Okay.

So maybe, I think it would be nicer if maybe during the theoretical part, this would be more underlined. Like, and now we are going to do this, because this, this and this.

Right.

Because I was a bit lost at some point.

Yeah, a bit more of an explanation is needed.

Yes.

Got you.

Or like, more connections between the theory and the practical. Very direct connection, because after you think about that it's like yeahh.. it makes sense. But, I thik it would be better if it would be more direct.

Right. It needs to be like laid out.

Yeah.

Got you. As you know the Off-Course was set up as a set number of lessons as well as, the three-day intensive that we did. Did that set up work for you?

Yeah, it did. I really liked that it wasn't every week. That I had more time to work on things. Because, also sometimes there's a week when you have nothing going on and sometimes there's a week where everything is due at the same time. So, it was nice that I had those two weeks more chance of having time to actually do things. So yeah.

As in outside the course or inside the course?

Like, for the course. Because it is at the end of the day an Off-Course. It's not the same study right. It is a little bit next to the study. So, if I have my list of priorities, it will be the fourth subject right.

Yeah.

So, yeah. I think that was really nice. The intensive part was something new and that made you really concentrate on what you were doing. Like, if you do it once every week, it's like you do that for two and a half hours, then you forget about it.

Yeah.

But during the three days, you had to think about it basically all the time. It throws you out of your normal life so, I think that was a really good idea.

Okay. Would you say that the intensive influenced your attitude or learning process towards the Off-Course? In other words, did you have a slightly different attitude towards the process afterwards?

Yeah, I'm not sure how to explain. But there was definitely some change. A big part of the change was that I got to know people better. So, maybe it would be nice if the intensive was a bit earlier.

Okay.

So, that we can get to know each other earlier and then the working in class will be a bot different. That's all I can think of right now but, definitely there was some change.

Great. Do you feel that the different activities you did throughout the Off-Course were related to each other? Were the cohesive? If so, can you name them? Or were there some aspects that felt more separate?

Again, sometimes I feel like they made sense to me after a moment. Like, at first I was a bot thrown like "okay, why are we doing Lego?". But then it kind of made sense, and I appreciate that, you know I have this Lego figure standing right there. And when I see it I remember the class that I made it in and I remember what we were talking about. So, that's a nice thing. I think the part with the things we had to tie on the net. That left a bit weirdly

connected. Like, there was some connection from the beginning but, I'm not sure how it connects with other things.

Right. Understood.

Yeah. From the walk then there was the poem. Then there was something, something, something. But, in the end it just didn't click for me.

Understood. Okay, are there things that you think should be done better for next time? Or maybe not done at all?

The part of me that was a little bit, and maybe it's just me and how my brain works. But, we got a few different systems of thinking about things. You know, the seven skills, the one with the arrows like with you vs the environment.

Yeah, with the clouds?

Yeah, and then there was something else on top of that. There were a lot of different systems to look at things and t some point, I started confusing them. Maybe it could be something stupid like a design thing were if they looked more separate and different it would be easier to differentiate. But, for me they were confusing. When we got the final assignment, these two separate concepts started mixing and it got confusing for me.

Right. Okay, we are already at the last question.

Damn, speed run.

I know. I want to know, was this Off-Course Worth it to you?

Yeah definitely. I am quite a reflective person. I think a lot about what I do and what I want to do. But, it was useful to actually look at what I do without just thinking. Like being very present, which was very surprising. For example, during the intensive I realized that I'm not as introverted as I thought. A surprising thought.

How cool.

Yeah. And it's because I always see myself as an introvert. So, I view myself that way. But, when I actually looked at my actions during the intensive (at the end I was super tired so I was just staying inside) I enjoyed being with other people and the social part was a big part for me.

Yeah. Great. Is there anything that I may have missed or that you'd like to add.

I don't know. I Don't think so.

Okay, well thank you for participating in the interview.

Thank you for the nice Interview.

Student 10

Are you ready to begin?

Yes.

I want to know if you already had an idea of what the concept of Transition Skills was, before you started the Off-Course?

Well, honestly not really. I read the description of the Off-Course on the poster and all, but it was kind of vague.

Yeah.

I thought that it sounded interesting enough and thought I would like it so, I was like okay. I'll choose this one.

Would you say that you now have a better understanding of what it means to be Transition Skilled? And would you be able to define it?

Yeah. I definitely have a way better idea then when I started. I think that Transition Skills is not focused on one thing. You get taught certain skills to handle certain situations. To get a grip on how, in a world that is transitioning very fast. To like, get the skills to handle that. To be able to not be left behind and stuff like that.

Right, well said. Do you think that more students should learn something but Transition Skills in the future? Or do you think the same can be achieved in other ways?

Well, I definitely think that that sort stuff could be incorporated more into our curriculum. Like how to do a project and how to start it. That kind of stuff. I do get some things like that. But, mostly I'm told to do something and just expected to do it. You don't get many instructions about it.

Yeah, okay. Moving on to your personal experiences with the Off-Course. I want to know what worked best for you in the Off-Course?

Well, I really liked that we went to the Olde Stove. I think the change in environment was really nice. That they took us out on walks and stuff. The felting was fun. I think that their idea of a change in pace, can really help you see things in a different light and maybe get you out of a rut.

Yeah.

I really liked that.

Great. Onto more of the structural side of the Off-Course. How did you find the combination of hands-on activities, so getting your hands dirty in the field (kind of what we did in the Olde Stoeve. As well as the more theoretical approaches. So, presentations, reflections, conversations, that kind of thing.

Yeah, I thought it was a pretty good balance between them. I really like hands on stuff but, I get that you also need to be able to reflect on it and talk about it.

Yeah.

Get different opinions of everybody. So, I think that was pretty good and well done.

Great. As you know, the Off-Course was set up to have a set amount of lessons as well as the three-day intensive. Did that layout and combination work well for you.

Yeah, I think so. I think there were enough (if you don't neglect the Olde Stove) lessons at Zernike to be able to talk and discuss things. I think it was enough, especially since we had two and a half full days at the Olde Stove.

Yeah.

That also really helped.

Absolutely. Speaking of the Olde Stoeve, how would you say that influenced you? Did it maybe influence your attitude or learning process towards the Off-Course? Like, did you have a slightly different attitude towards the process when you came back from the trip?

Yeah, for me it was just that I was able to relax a bit more and maybe not make my project too big. I was able to reflect on all the little things I needed to do.

Okay, so kind of helping you re-focus?

Yes.

Okay. Thinking back on the different assignments and activities you did throughout the course. Would you say that they were related to each other? If you do, could you name them?

Yeah, I think the hands on was the felting and the Lego thing we did. I think they weren't super connected to the Transit Skills but, I think it was nice to do things a different way. Be a little more creative. Because of course the Off-Course Transition Skills is more of a theoretical thing and I am an art student, so some creativity really helped me.

Yeah. But did you fell like all the different things you did throughout the course were cohesive and that they flowed together? Or did some of it feel separate or lacked relevance?

I think it was alright. I've got to say, my memory is pretty bad.

It's okay.

I don't every remember thinking why are we doing this.

Okay. Are there some things that you think should be done better or maybe not at all for the next people who take this Off-course?

Yeah, I actually would have liked to see more of everyone's end presentations. We don't have to have a whole day for I, because I don't think that that's necessary but, maybe two hours because our group isn't that big and just be able to see and talk about it all.

Okay so, to have everybody there for the presentations?

Yeah. Or like half, half.

And a discussion afterwards?

Yeah, I think it's always nice to hear what everyone thinks about it.

Yeah. Wow, we've sped through this. We are already on the last question. I want to know if this Off-Course was worth it to you?

Yeah, I think so. When I started, I was like, well I really wonder what this is going to be. Because I think we were starting with the yarn excise. And I was like okay… this is is interesting. But in the end, I actually did something and this course helped me through it. I could talk to Bob and Cora and they helped me out. I think it was also a nice motivator. Because you have to do something right?

Yeah.

So, I could do something that I really wanted to do.

Exactly, that's great. Is there anything that I maybe missed or that you'd like to add.

No, it's okay.

Okay well thank you.

Thank you.