**Literatuuronderzoek Heuristieken**

**Onderwerp 1: Onderbouwing voor vaste werk- en practicagroepen**

* [The Dynamics of Group Learning in a Cohort: From Nonlearning to Transformative Learning Jay Paredes Scribner Joe F. Donaldson](http://journals.sagepub.com/doi/pdf/10.1177/00131610121969442)

This study shows how group dynamics including group climate, norms, roles, and communication—can foster or impede learning. *Niet overtuigend voor groepen*

* [The Evolving Meaning and Influence of Cohort Membership, Michelle A. Maher](http://download.springer.com/static/pdf/164/art%253A10.1007%252Fs10755-005-6304-5.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Farticle%2F10.1007%2Fs10755-005-6304-5&token2=exp=1496151525~acl=%2Fstatic%2Fpdf%2F164%2Fart%25253A10.1007%25252Fs10755-005-6304-5.pdf%3ForiginUrl%3Dhttp%253A%252F%252Flink.springer.com%252Farticle%252F10.1007%252Fs10755-005-6304-5*~hmac=b4d1b945073d9dc48c1aac020510adcd2b13b9c818a9e67f25c2cc0e965ce47c)

Results indicate that both the meaning and influence of cohort

membership were fluid and evolved as students progressed in their program, changing

from an inconsequential to a significant meaning and from a modest to a deep influence.

* [Designing computer learning environments for engineering and computer science: The scaffolded knowledge integration framework, Marcia C. Linn](http://download.springer.com/static/pdf/212/art%253A10.1007%252FBF02214052.pdf?originUrl=http%3A%2F%2Flink.springer.com%2Farticle%2F10.1007%2FBF02214052&token2=exp=1496151955~acl=%2Fstatic%2Fpdf%2F212%2Fart%25253A10.1007%25252FBF02214052.pdf%3ForiginUrl%3Dhttp%253A%252F%252Flink.springer.com%252Farticle%252F10.1007%252FBF02214052*~hmac=8b2be4953d44a9b25c68792d0addd14e75938e0b1eb1a0d952d43243f52aa9e4)

This paper describes a framework called scaffolded knowledge integration and

illustrates how it guided the design of two successful course enhancements in the field of

computer science and engineering. *Als we dit framework kunnen interpreteren als “vaste leergroepen” kunnen we dit artikel gebruiken als bewijs dat het voor de vakken die wij moeten inroosteren inderdaad beter is om de groepen van labs en werkgroepen gelijk te houden.*

**Onderwerp 2: Aanpak van ons problem als University Course Timetabling Problem**

* [Solving the Course Scheduling Problem Using Simulated Annealing, Aycan, E. ; Ayav, T.](http://ieeexplore.ieee.org/document/4809055/)

Compares the performance of various neighborhood searching algorithms based on so-called simple search, swapping, simple search-swapping and their combinations, taking into account the execution times and the final costs. The most satisfactory timetable is achieved with the combination of all these three algorithms. *Ook interessante inspiratie voor cooling schemes.*

* [A survey of approaches for university course timetabling problem,](http://www.sciencedirect.com/science/article/pii/S0360835214003714)

[Babaei, Hamed ; Karimpour, Jaber ; Hadidi, Amin](http://www.sciencedirect.com/science/article/pii/S0360835214003714)

Analyses available approaches in the study of university course timetabling problems, including operational researches, metaheuristic methods and intelligent novel methods; also the distributed multi agent systems based approach (Cooperative Search method) is investigated due to its scalability which enables the timetabling of common events between departments. In addition, in this work a complete introduction of reliable datasets has been given to test and evaluation of the structure of considered algorithms. *Veel bredere aanpak dan wat wij hebben gedaan, maar wel goed voor ons inzicht.*