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This in-depth research study discusses whether 3D TV will become a new trend in the consumers' living rooms or if it is just a hype that will fail to establish itself. The study contains both extensive market research as well as target group research among the American population. Both parts of the study deal with the market situation of 3D TVs within the United States in 2011, and an extensive analysis of both studies provides in-depth insight into a potential future of

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the 3D TV market in the coming years. In 2010 only 3% of US households had purchased a 3D TV. According to E. Rogers' book 'Diffusion of Innovation' whose theory is used as a guideline throughout the whole research paper, those 3% can be identified as belonging to the category of innovators. To incorporate other categories of the adopter categorization, the 3D TV technology has to face economic, sociological and technological challenges. Those challenges as well as the trends and developments influence the adoption of the technology. E. Rogers discusses these influencing characteristics in his work and groups them into five categories: relative advantage, compatibility, complexibility, observability and trialability. Based on Rogers' book,

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This study determines in how far those characteristics favor or disfavor the adoption process of 3D TV and how current trends and developments within the 3D TV sector might improve this process. These conclusions are then used in a target group research in order to determine whether they are feasible and will lead to a higher adoption rate of the technology within the next 3 to 5 years. Consequently, this research paper can act as a guide for both TV manufacturers and TV content producers that invest or plan to invest into 3D TV. However, the main purpose of the study is to be the starting point for marketing managers of those companies that already have started investing in 3D technology. The research gives insight into how the adoption process can be improved, and it can, therefore, be used as a

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Alle docenten die lesgeven in het hbo moeten aan de Basiskwalificatie Didactische Bekwaamheid (BDB) voldoen. Dit boek is een hulpmiddel voor docenten om deze kwalificatie te verkrijgen en biedt inspiratie om te werken aan de competenties [ontwerpen] en [doceren]. Het uitgangspunt in dit boek is de didactische visie die ook beschreven is in het boek [Activerend opleiden. Didactiek voor resultaatgericht beroepsonderwijs] van dezelfde auteurs. Deze visie is nu verder geoptimaliseerd. Activerende didactiek is een methode van lesgeven die inspeelt op verschillen tussen

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Du Rijn, H. J. van 't Hof, D. A. J.

studenten. Het accent in dit boek ligt op de didactiek met betrekking tot het ontwerpen en uitvoeren van onderwijs en is opgezet vanuit praktische vragen waarmee docenten in het hoger beroepsonderwijs vaak geconfronteerd worden. Het gaat om vragen als: Hoe bereid ik mijn lessen, trainingen of workshops voor? Hoe vind of maak ik materiaal voor mijn lessen? En, hoe kan ik studenten uitdagen?

Activerende didactiek maakt het onderwijs meer gedifferentieerd, waardoor de talenten van studenten beter benut worden. De vele praktische voorbeelden en tips in dit boek zijn afkomstig uit de praktijk van verschillende hogescholen en toegespitst op de BDB. De reflectievragen en portfolio-opdrachten helpen bij het inschatten van de eigen bekwaamheid op het gebied van



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