rijksuniversiteit groningen / faculteit der letteren

Akademisch jaar 2025/2026

Bijlage 1 Toetsplan

Master Communicatie- en Informatiewetenschappen

1 /

Visie op onderwijs en toetsing

a. Visie van de RUG

De onderwijsvisie van de Rijksuniversiteit Groningen is gericht op het creëren van sterke banden tussen studenten en medewerkers, tussen onderwijs en onderzoek en tussen onderwijs en relevante maatschappelijke kwesties, in een nationale en internationale context (zi).

De bijbehorende onderwijsstrategie is erop gericht studenten te stimuleren om gerespecteerde deelnemers te worden in de academische gemeenschap. Dit doel wordt bereikt door:

- een academische en sociale omgeving te creëren waarin studenten actief betrokken zijn bij het eigen leerproces en waarin leren en de ontwikkeling van de eigen talenten centraal staan;
- onderwijs van topkwaliteit te leveren dat is gebaseerd op onderzoekskwaliteiten van medewerkers en dat studenten de mogelijkheid biedt te studeren en te werken aan de grenzen van het weten;
- studenten de nodige vaardigheden, houding en kennis bij te brengen die nodig zijn om met succes te concurreren op de internationale arbeidsmarkt.

Het bevorderen van *Active Learning* was een van de meest prominente doelen uit het vorige strategieplan. *Active Learning* is een onderwijsbenadering waarbij studenten directer betrokken zijn bij het leerproces door activiteiten aan te bieden zoals problem-solving, schrijfopdrachten, groepsdiscussies, reflectie en andere activiteiten die kritisch denken bevorderen. *Active Learning* maakt vaak gebruik van digitale hulpmiddelen. Medewerkers en studenten worden aangemoedigd om innovatieve onderwijsmethoden, zoals 'e-learning' en de 'flipped classroom', te ontwikkelen en te evalueren.

De trend naar blended learning is door Corona versterkt, waarbij de RUG expliciet koos voor een mengvorm van online en on-campus onderwijs: hybrid learning.

b. Facultaire visie

De facultaire onderwijsvisie sluit aan op die van de RUG, en kan aldus worden samengevat (zie https://www.rug.nl/let/onze-faculteit/organisatie/diensten-en-voorzieningen/cliq/publicaties/strategieplan-cliq.pdf):

- Onderzoek kunnen doen met big data moet worden geïntegreerd in het onderwijs;
- We bieden een interactieve leeromgeving, waarin dialoog centraal staat;
- Eminente wetenschappers uit binnen- en buitenland worden binnengehaald;
- Docenten ontwikkelen werkvormen die aanzetten tot interactie;
- Er wordt gewerkt aan permanente verbetering van de onderwijskwaliteit;
- Studenten en docenten vormen samen een echte leergemeenschap;
- Het onderwijs is opgebouwd uit herkenbare leerlijnen;
- Toetsing dient, behalve voor het beoordelen van geleverde prestaties, ook om inzicht te verschaffen in hun vorderingen richting eindkwalificaties. Hierbij speelt formatieve evaluatie (feedback) een belangrijkere rol.

De richting die het onderwijs van de RUG de komende jaren op moet gaan is die van activerend leren in een hybride leeromgeving waarbij ICT een belangrijke ondersteunende rol vervult. 'Actief leren' geeft daarbij de hoofdrichting aan. *Blended learning* wordt de norm, of, in tijden van Corona, *hybrid learning*. Het onderwijs wordt herontworpen volgens de principes van constructive alignment, waarbij het didactische concept, de onderwijsvorm en het toetsprogramma in een samenhangend geheel studiegedrag bij studenten bevordert dat leidt tot het gewenste eindniveau.

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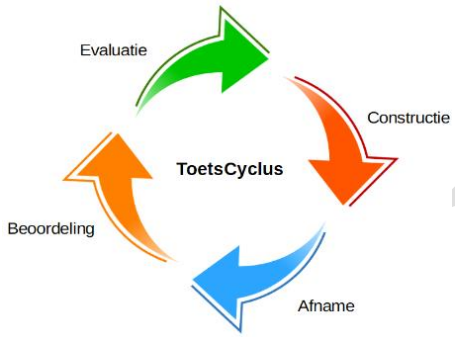
2 / Regels voor het doorlopen van de toetscyclus (van ontwerp naar evaluatie en optimalisering)

De opleiding volgt de protocollen op die de Faculteit der letteren voorstelt voor het ontwerpen, evalueren, en optimaliseren van toetsen. Het diagram hieronder beeldt deze toetscyclus uit:



3 / Toetsdossier

a. Het toetsdossier

De eisen die aan het toetsdossier gesteld worden zijn neergelegd in §4 van het 'Protocol borging toetskwaliteit in modules' van de Examencommissie.

Alle examinatoren van een opleiding zorgen ervoor dat de EC de volgende stukken in de vorm van een 'toetsdossier' ter beschikking staan:
a. de studiehandleiding
b. de cijferlijst, bevattende alle deelcijfers die bijdragen aan het eindcijfer
c. - in het geval van een toets in engere zin: de toets zoals deze afgenomen is, incl. antwoordmodel/sleutel;
- in het geval van werkstukken: de opdrachtformulering, informatie over de daarbij toegepaste beoordelingswijze (beoordelingscriteria en normering), voor zover niet beschikbaar in studiehandleiding, en de volledig ingevulde beoordelingsformulieren
- in het geval van eindwerkstukken: de volledig ingevulde beoordelingsformulieren en de ingeleverde werkstukken (al dan niet voorzien van commentaar door de docent)
d. de blauwdruk voor de toetsing, verslagen van intervisiebijeenkomsten, (zelf)evaluaties van het modules e.d. voor zover beschikbaar
e. een door de examinator ingevuld evaluatieformulier met informatie over het verloop van de toetsing.

b. Betrokken actoren

Voor het vervullen van de taken rond het toetsdossier zijn de volgende actoren verantwoordelijk:
Vakcoördinatoren en docenten zijn verantwoordelijk voor de studiehandleiding van het betreffende vak, en de toetsing met, indien mogelijk, antwoordmodellen/sleutels. Deze toetsing wordt bekeken, en, na eventuele aanpassingen, goedgekeurd door een collega. Verder zij vakcoördinatoren en docenten verantwoordlijk voor het verzamelen en beschikbaar maken van alle documenten in het toetsdossier waarvoor een speciale map aanwezig is in Student Portal.
De examcommissie beoordeelt het toetsdossier, en gaat in gesprek met betreffende docent of vakcoördinator als er iets aan mankeert.
De programmacoördinator van de opleiding is verantwoordleijk voor het opstellen van het toetsplan. Dit plan wordt, indien nodig, voorgelegd aan de examencommissie en /of de opleidingscommissie. Na goedkeuring stuurt het clusterbestuur het toetsplan door aan het Faculteitsbestuur. Deze vraagt de Faculteitsraad om het toetsplan te beoordelen. Na advies en

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eventuele wijzigingen keurt het Faculteitsbestuur het toetsplan goed als onderdeel van de OER.

4 / Programmering van de toetsing in de tijd

Name	pp.
1. Matrix of realized learning outcomes/course units in the MA Communication and Information Studies	6-11
2. Schematic representation of Assessment in the MA Communication and Information Studies	12–23
3. Learning outcomes and their assessment in course units in the MA Communication and Information Studies	24–74
4. Assessment criteria for the Master's thesis in the MA Communication and Information Studies	75–77

Leidend zijn de doelen van de opleiding, die neergelegd zijn in de eindkwalificaties van de opleiding (Deel B MA OER CIW 3.2). De studieonderdelen vervullen gezamenlijk een rol in het toewerken naar die eindkwalificaties. Dit komt tot uiting in een coherent curriculum met een transparante structuur. De matrix eindkwalificaties (bijlage 2) benoemt per track de vakken waarin summatieve toetsing plaatsvindt.

Parallel aan het curriculum biedt het toetsprogramma een evenwichtig gestructureerd overzicht van toetsvormen en toetsperiodes (per track te zien in bijlage 4). Studieonderdelen binnen een leerlijn kunnen eventueel eenzelfde visuele markering in het overzicht krijgen (zie Bijlage 7 voor deze visuele markering).
Aansluiting van de toetsing op de eindkwalificaties en de leeruitkomsten per onderwijsmodule is van groot belang om de toetsing van het gerealiseerde eindniveau te kunnen borgen. Overzichten waarin de samenhang tussen (delen van) gerealiseerde eindkwalificaties, onderwijsmodules én leeruitkomsten zijn zichtbaar gemaakt per track. Op deze wijze kan vastgesteld worden dat het programma studenten in staat stelt de beoogde leerresultaten te realiseren (per track te zien in bijlage 4).
Voor de scriptie de beoordelingscriteria opgenomen in bijlage 6.

5 / Borging toetskwaliteit door de examencommissie

De borging van de toetskwaliteit door de Examencommissie speelt zich af op het niveau van het programma en op het niveau van de afzonderlijke vakken.

a. Borging toetskwaliteit op programmaniveau

Jaarlijks brengt de Examencommissie in het jaar voorafgaand aan het nieuwe academische jaar advies uit over het concept-toetsplan van de opleiding.

b. Borging toetskwaliteit op moduleniveau

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	De examencommissie beziet elk jaar een redelijk aantal toetsen. Hierbij wordt mede gekeken naar de plaats van het vak in het curriculum en de plaats ervan in een specifieke leerlijn. **Daarnaast wordt een beredeneerde selectie gemaakt uit scripties.**

	6 /	Archivering
		Vakcoördinatoren en docenten archiveren het toetsdossier op de Student Portal van het betreffende vak. Scriptiebeoordelingen en verantwoordingen worden gearchiveerd door het secretariaat. Digiale en geschreven toetsen worden gearchiveerd conform de algemene gangbare regels van archivering.
	7 /	Lijst van de voor toetsing relevante documenten
		• Facultaire visie op onderwijs en toetsing • Regels en Richtlijnen – het huishoudelijk reglement van de Examencommissie • Onderwijs- en examenregeling (OER) – juridisch bindend document geldend voor het studentencohort dat in hetzelfde academisch jaar met de studie start. De OER bevat tevens eventuele overgangsregelingen voor eerdere cohorten. • Matrix eindkwalificaties – bijlage bij het Toetsplan, waarin gespecificeerd wordt in welke modules *summatieve toetsing op eindniveau* plaatsvindt (codering: “x”, d.w.z. met onderstreping) en in welke modules formatieve (codering “fx”) dan wel summatieve toetsing op een lager prestatieniveau (codering: “x”) plaatsvindt • Stagehandleiding –studiehandleiding voor het curriculumonderdeel ‘stage’. • Studiehandleiding – uitwerking van OER en toetsplan op moduleniveau, in lijn met de informatie in Ocasys.

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1. Matrix of realized learning outcomes/course units in the MA Communication and Information Studies

Track Communication Studies

				1. Knowledge and understanding			2. Applying Knowledge and understanding					3. Making judgements				4. Commun-ication		5. Learning skills	
				1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	4.1	4.2	5.1	5.2
	YEAR 1, Semester 1.																		
Course unit code	**Course unit title**	**ECTS**	**Voertaal**																
LCX075M05	Challenges in Health Communication	5	Engels	X			X	X	X			X				X	X	X	
LCX076M05	Communication and Education	5	Engels	X			X					X				X			
LCX077M05	Corporate and Organisational Communication in the Real World	5	Engels	X	X		X		X	X			X	X		X	X	X	
LCX078M05	Designing Interventions in Environmental Communication	5	Engels	X	X		X		X	X	X	X	X		X	X	X	X	

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LCX074M10	Navigating Communication Studies: From Theory to Thesis	10	Engels	X	X	X	X	X	X			X	X	X	X	X		X	X
LCX079M10	Analysing Discourse in Society	5	Engels	X	X		X			X			X			X		X	
LCX080M05	Evidence-Based Evaluation in Communication	5	Engels	X			X	X				X				X		X	

	YEAR 1, Semester 2.																		
Course unit code	**Course unit title**	**ECTS**	**Voertaal**	**1.1**	**1.2**	**1.3**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**3.1**	**3.2**	**3.3**	**3.4**	**4.1**	**4.2**	**5.1**	**5.2**
LCX081M15	From Classroom to Career	15	Engels	X	X		X		X		X		X	X	X		X	X	X
LCX999M15	Master Thesis Communication Studies	15	Engels	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X

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Track Digital Humanities

				1. Knowledge and understanding			2. Applying Knowledge and understanding					3. Making judgements				4. Commun-ication		5. Learning skills	
				1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	4.1	4.2	5.1	5.2
YEAR 1, Semester 1.																			
Course unit code	**Course unit title**	**ECTS**	**Voertaal**																
LHU008M05	Understanding Digital Humanities	5	Engels	x	x	x	x					x	x			x		x	x
LHU002M05	Coding for Humanities	5	Engels	x			x						x						
LHU010M05	Database Design	5	Engels	x	x		x	x			x	x							
LHU012M05	Collecting Data	5	Engels	x		x	x	x	x	x						x			
LHU011M05	Digital Humanities: Tools and Methods*	5	Engels	x			x			x		x	x						x
LHU004M05	Data in Society	5	Engels	x			x			x	x			x		x	x	x	x

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YEAR 1, Semester 2.																			
Course unit code	**Course unit title**	**ECTS**	**Voertaal**	**1.1**	**1.2**	**1.3**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**3.1**	**3.2**	**3.3**	**3.4**	**4.1**	**4.2**	**5.1**	**5.**
LHU006M05	Software and Data as Culture	5	Engels	X			X		X	X			X			X			
LHU001M05	Analysing Data	5	Engels	X			X	X		X						X			
LHU007M05	Thesis Lab**	5	Engels	X	X		X	X				X	X		X	X			
LHU999M15	MA Thesis: DH**	15	Engels	X	X		X	X				X	X		X	X		X	X

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Track Information Studies

				1. Knowledge and understanding			2. Applying Knowledge and understanding					3. Making judgements				4. Commun-ication		5. Learning skills	
				1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	4.1	4.2	5.1	5.2
YEAR 1, Semester 1.																			
Course unit code	**Course unit title**	**ECTS**	**Voertaal**																
LIX018M05	Research Seminar Information Science	5	Engels	X	X		X	X		X	X	X	X	X		X	X	X	X
LIX002M05	Semantic Web Technology	5	Engels	X	X	X	X	X	X	X	X		X			X			
LIX026M05	Shared Task Information Science	5	Engels	X		X	X	X	X	X	X		X	X		X		X	X
LIX021M05	Computational Semantics	5	Engels	X	X		X					X						X	X
LIX016M05	Learning from Data	5	Engels	X			X	X			X			X		X			
LIX027M05	Speech Science	5	Engels	X	X		X	X				X	X			X		X	
LIX024M05	User Interface Evaluation	5	Engels	X	X	X	X	X	X	X	X					X			

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YEAR 1, Semester 2.																		
Course unit code	**Course unit title**	**ECTS**	**Voertaal**	**1.1**	**1.2**	**1.3**	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**3.1**	**3.2**	**3.3**	**3.4**	**4.1**	**4.2**	**5.1**	**5.2**
LIX001M05	Advanced Topics in Natural Language Processing	5	Engels	X	X	X						X						X	X
LIX025M05	Language Technology Project	5	Engels	X				X					X			X		X	
LIX999M20	MSc Thesis Information Science	20	Engels	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

VOORBEELD

2. Schematic representation of Assessment in the MA Communication and Information Studies

Track Communication Studies

Year 1 Semester 1						
Course code and title	**Week 36-42**	**Week 43 Exam week 1 Block 1a**	**Week 45-51**	**Week 04 Exam week 1 Block 1b**		**Resit**
Navigating Communication Studies LCX074M10		**Portfolio**		**Research Proposal**		**Y**

Total number of ECTS tested	**Semester 1: 1 * 10** ECTS = **10** ECTS	

Year 1 Semester 1 Blok 1a						
Course code and title	**Week 36-39**	**Week 41**	**Week 42**	**Week 43 Exam week 1**	**Week 44 Exam week 2**	**Resit**
Challenges in Health Communication LCX075M05	**Problem statement**	**Written Literature Review**	**Advisory Report**	**Reflection Report**		**Y**

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Communication and Education LCX076M05				**Literature review and Data analysis as part of final report, Presentation**		**Y**
Corporate and Organisational Communication in the Real World LCX077M05				**Portfolio**		**Y**
Designing Interventions in Environmental Communication LCX078M05				**Advisory Report**	**Individual Discussion**	**Y**

Total number of ECTS tested	**Block 1a: 2 * 5** ECTS = **10** ECTS	

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Year 1 Semester 1 Blok 1b							
Course code and title	**Week 45-48**	**Week 49**	**Week 50**	**Week 51**	**Week 04 Exam week 1**	**Week 05 Exam week 2**	**Resit**
Analysing Discourse in Society LCX079M05	**Assignment 1**					**Assignment 2**	**Y**
Evidence-Based Evaluation in Communication LCX080M05		**Assignment 1**				**Assignment 2**	**Y**

Total number of ECTS tested	**Block 1b: 2 * 5** ECTS = **10** ECTS	

VOORBEELD

Year 1 Semester 2							
Course code and title	**Week 16-19**	**Week 20**	**Week 21**	**Week 22-23**	**Week 24 Exam week 1**	**Week 25 Exam week 2**	**Resit**
Master Thesis Communication Studies LCX999M15					**Master Thesis**		**Y**
From Classroom to Career LCX081M15					**Dossier, Reflection**		**Y**

Total number of ECTS tested	**Semester 2: 2 * 15** ECTS = **30** ECTS	

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Track Digital Humanities

Year 1 Semester 1 Blok 1a						
Course code and title	**Week 36-39**	**Week 41**	**Week 42**	**Week 43 Exam week 1**	**Week 44 Exam week 2**	**Resit**
Understanding Digital Humanities LHU008M05	**Assignment**	**Assignment**	**Assignment**	**Essay**		**Y**
Coding for Humanities LHU002M05	**Exam**			**Exam**		**Y**
Database Design LHU010M05	**Assignment**	**Assignment**	**Assignment**	**Final project**		**Y**
Work Placement DH LHU000M10				**Final report**		**N**

Total number of ECTS tested	**Block 1a:** 3 * 5 ECTS = 15 ECTS	

VOORBEELD

Year 1 Semester 1 Blok 1b							
Course code and title	**Week 45-48**	**Week 49**	**Week 50**	**Week 51**	**Week 04 Exam week 1**	**Week 05 Exam week 2**	**Resit**
Collecting Data LHU012M05	**Assignment**	**Assignment**	**Assignment**	**Assignment**	**Final Project**		**Y**
Data in Society LHU004M05	**Assignment**	**Assignment**	**Assignment**	**Assignment**	**Individual Essay**		**Y**
Digital Humanities: Tools and Methods	**Assignment**	**Assignment**	**Assignment**	**Assignment**	**Final Project**		**Y**

Total number of ECTS tested	**Block 1b:** 3 * 5 ECTS = 15 ECTS	

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Year 1 Semester 2 Blok 2a							
Course code and title	**Week 06-09**	**Week 10**	**Week 11**	**Week 12**	**Week 14 Exam week 1**	**Week 15 Exam week 2**	**Resit**
Analysing Data LHU001M05	**Assignment**	**Assignment**	**Assignment**	**Assignment**	**Final Project**		**Y**
Software and Data as Culture LHU006M05	**Assignment**	**Assignment**	**Assignment**	**Assignment**	**Final Project**		**Y**
Thesis Lab LHU007M05					**MA Thesis Proposal**		**Y**

Total number of ECTS tested	**Block 2a:** 3 * 5 ECTS = 15 ECTS	

VOORBEELD

Year 1 Semester 2 Blok 2b							
Course code and title	**Week 16-19**	**Week 20**	**Week 21**	**Week 22-23**	**Week 24 Exam week 1**	**Week 25 Exam week 2**	**Resit**
MA Thesis DH LHU999M15					**Master Thesis**		**Y**

Total number of ECTS tested	**Block 2b:** 1 * 15 ECTS = 15 ECTS	

VOORBEELD

Track Information Studies

Year 1 Semester 1 Blok 1a						
Course code and title	**Week 36-39**	**Week 41**	**Week 42**	**Week 43 Exam week 1**	**Week 44 Exam week 2**	**Resit**
Research Seminar Information Science LIX018M05					**Literature study**	
Shared Task Information Science LIX026M05	**Group assignments (lit study, baseline)**		**Group assignment (system architecture)**		**Final report**	**Assignments and final report**
Semantic Web Technology LIX002M05	**Individual assignments**	**Group project proposal and presentation**			**Final report and presentation**	**Assignments and group project**
Learning from Data LIX016M05	**Individual assignments (3)**				**Group project (individual reports)**	**Assignments and report**

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Total number of ECTS tested	**Block 1a: 15 + 2.5 (seminar is full semester)**	**17.5**

Year 1 Semester 1 Blok 1b							
Course code and title	**Week 45-48**	**Week 49**	**Week 50**	**Week 51**	**Week 04 Exam week 1**	**Week 05 Exam week 2**	**Resit**
Research Seminar LIX018M05 **Computational Semantics LIX021M05**	**Assignments 1-4**	**Assignment 5**		**Thesis proposal and presentation**	**Group project (report)**		**Thesis proposal and lit study** **Assignments and project report**
User Interface Evaluation LIX024M05	**Perusal asssignment, assignment 1**	**Perusal assignment**	**Assignment 2**			**Group project (report)**	**Assignments and group project**

Total number of ECTS tested	**Block 1b: 10+2.5**	**30**

VOORBEELD

Year 1 Semester 2 Blok 2a							
Course code and title	**Week 06-09**	**Week 10**	**Week 11**	**Week 12**	**Week 14 Exam week 1**	**Week 15 Exam week 2**	**Resit**
MSc Thesis Information Science LIX999M20							
Advanced Topics in Natural Language Processing LIX006M05		**Portfolio week 2-3**		**Portfolio week 4-5**		**Group project report**	**Portfolio, group project**

Total number of ECTS tested	**Block 2a: 5**	**35**

VOORBEELD

Year 1 Semester 2 Blok 2b							
Course code and title	**Week 16-19**	**Week 20**	**Week 21**	**Week 22-23**	**Week 24 Exam week 1**	**Week 25 Exam week 2**	**Resit**
MSc Thesis Information Science LIX999M20					**Thesis**		
Language Technology Project LIX025M05		**Group project proposal**			**Final report**		**Final report**

Total number of ECTS tested	**Block 2b: 5 + 20**	**60**

VOORBEELD

3. Learning outcomes and their assessment in course units in the MA Communication and Information Studies

Track Communication Studies

Course unit code	Course unit name	Dublin Descriptor	PLO	F/S	Course Learning Outcome	Assessment	Assessment week	Resit (Y/N)
LCX075M05	Challenges in Health Communication	**1. Knowledge & Understanding**	1.1	S	Are able to describe and understand theories and methodologies in the field of health communication.	Presentation of problem statement (oral presentation, group work), formative assessment in the form of oral feedback Written Literature review	Week 1 Week 6	N Y
		2. Applying knowledge and understanding	2.1	S	Understand how these theories and methodologies are used and combined in the interdisciplinary field of health communication.	Problem statement (oral presentation, group work) Written Literature review	Week 2 Week 6	Y Y

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			2.2	S	Can apply their theoretical knowledge to analyze and evaluate a health communication problem in a concrete professional setting.	Problem statement (Oral, Group) Analytical exercises (Written, Individual) Written Literature review	Week 2 Week 4 Week 6	Y Y Y
			2.3	S	Are able to use the results of research for further theory formation or to develop practical applications.	Written Literature review	Week 6	Y
		3. Making Judgements	3.1	S	Are able to evaluate how the current theory formation can contribute to our understanding of health communication.	Written Literature review	Week 6	Y
		4. Communication	4.1	S	Are able to clearly communicate to specialist and non-specialist audiences.	Problem statement (Oral, Group) Advisory report (Oral, Group)	Week 2 Week 7	Y Y
			4.2	S	Are sensitive to the context of health communication and are able to present research, products and services to medical professionals.	Problem statement (Oral, Group) Advisory report (Oral, Group)	Week 2 Week 7	Y Y

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		5. Learning skills	5.1	S	Are able to to study independently with a view to ongoing professional development at an academic level and are able to reflect on their own learning process.	Reflection report (Written, Individual)	Exam Week	Y

Course unit code	**Course unit name**	**Dublin Descriptor**	**PLO**	**F/S**	**Course Learning Outcome**	**Assessment**	**Assessment week**	**Resit (Y/N)**
LCX076M05	Communication and Education	**1. Knowledge & Understanding**	1.1	S	Develop knowledge and understanding of the forms, functions and effects of communication in an educational context	Literature review as part of final assessment	Exam week block 1	Y
		2. Applying knowledge and understanding	2.1	S	Apply the developed knowledge and understanding of the forms, functions and effects of communication in an educational context	Data analysis as part of final assessment	Exam week block 1	Y
		3. Making Judgements	3.1	S	Judge different theories and analyze data on communication in an educational context.	Literature review and data analysis as part of final assessment	Exam week block 1	Y

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		4. Communication	4.1	S	• Review previous research on the use of language and communication in an educational context for an academic audience • Report a data analysis of a specific design aspect in a particular educational context. For an academic audience • Present a data analysis of a specific design aspect in a particular educational context for a non-academic audience	• Literature review as part of final assessment • Data analysis as part of final assessment (report) • Data analysis as part of final assessment (presentation)	• Exam week block 1 • Exam week block 1 • Seminar week 7	Y

Course unit code	**Course unit name**	**Dublin Descriptor**	**PLO**	**F/S**	**Course Learning Outcome**	**Assessment**	**Assessment week**	**Resit (Y/N)**
LCX077M05	Corporate and Organisational Communication in the Real World	**1. Knowledge & Understanding**	1.1	S	Knowledge and understanding of the forms, functions and effects of the use of language, text and images in organisational and business communication.	Portfolio	Exam week block 1	Y
			1.2	S	Understanding of the structure of the field and the relationship between broader organisational	Portfolio	Exam week block 1	Y

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					contexts and sub-fields of related studies.			
		2. Applying knowledge and understanding	2.1	S	Knowledge and skills in applying analytical methods and techniques relevant to professional communication practices	Portfolio	Exam week block 1	Y
			2.3	S	Use the results of research to contribute to develop practical communication solutions within organisational and corporate contexts.	Portfolio	Exam week block 1	Y
			2.4	S	Show originality and creativity in producing innovative insights into, and artefacts within communication practices in organisational and corporate settings.	Portfolio	Exam week block 1	Y
		3. Making Judgements	3.2	S	Deal with complex issues systematically and creatively, making informed judgments that consider ethical conduct and promote sustainable societies.	Portfolio	Exam week block 1	Y
			3.3	S	Demonstrate initiative and personal responsibility in critically reflecting on the role of	Portfolio	Exam week block 1	Y

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					communication in organisations and on personal values			
		4. Communication	4.1	S	Communicate conclusions clearly to specialists and non-specialists	Portfolio	Exam week block 1	Y
			4.2	S	Demonstrate communicative competence by creating and evaluating context-sensitive communication artefacts.	Portfolio	Exam week block 1	Y
		5. Learning skills	5.1	S	Demonstrate independent learning, critically reflecting on personal growth and values	Portfolio	Exam week block 1	Y

Course unit code	**Course unit name**	**Dublin Descriptor**	**PLO**	**F/S**	**Course Learning Outcome**	**Assessment**	**Assessment week**	**Resit (Y/N)**
LCX078M05	Designing Interventions in Environmental Communication	**1. Knowledge & Understanding**	1.1	S	Describe and critically evaluate key models and theories of environmental communication, persuasion, and behavior change related to sustainability transitions.	Advisory report (50% of the final grade) and individual discussion (50% of the final grade)	Exam week 1 and 2	Y
			1.2	S				
			2.1	S			Exam week 1	Y

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		2. Applying knowledge and understanding	2.3	S	Apply theoretical knowledge to develop environmental communication products, such as social media posts, informational materials, or digital content, aimed at promoting sustainability transitions.	Advisory report (50% of the final grade)		
			2.4	S				
			2.5	S				
		3. Making Judgements	3.1	S	Critically analyze environmental communication products in terms of their form, content, and (expected) effectiveness in addressing environmental challenges.	Advisory report (50% of the final grade)	Exam week 1	Y
			3.2	S				
			3.4	S				
		4. Communication	4.1	S	Communicate effectively about environmental communication and sustainability, employing appropriate terminology to engage both specialist and non-specialist audiences.	Advisory report (50% of the final grade) and individual discussion (50% of the final grade)	Exam week 1 and 2	Y
			4.2	S				
		5. Learning skills	5.1	S	Demonstrate the ability to independently identify personal learning needs related to environmental communication, drawing on the knowledge and skills acquired in the course to support subsequent academic and professional development.	Individual discussion (50% of the final grade)	Exam week 2	Y

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Course unit code	Course unit name	Dublin Descriptor	PLO	F/S	Course Learning Outcome	Assessment	Assessment week	Resit (Y/N)
LCX081M15	From Classroom to Career	**1. Knowledge & Understanding**	1.1	S	Demonstrate an understanding of the forms, functions and effects of the use of language, text and image within the broader context of communication studies.	Dossier, Reflection	Exam break block 2b	Y
			1.2	S	Understanding of the structure of the discipline and the relationship between its various branches and other related disciplines.	Reflection	Exam break block 2b	Y
		2. Applying knowledge and understanding	2.1	S	Demonstrate skills in the methodologies and techniques related to the field.	Dossier	Exam break block 2b	Y
			2.3	S	Use the results of research to develop practical applications.	Dossier, Reflection	Exam break block 2b	Y
			2.5	S	The ability to independently tackle and solve problems and independently plan and execute tasks at a professional or similar level.	Dossier, Reflection	Exam break block 2b	Y

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3. Making Judgements	3.2	S	The ability to systematically and creatively deal with complex issues and to form a reasoned judgment.	Reflection	Exam break block 2b	Y
	3.3	S	The ability to demonstrate initiative and personal responsibility as a communicator towards society and sustainable futures.	Reflection	Exam break block 2b	Y
	3.4	S	The ability to take well-founded decisions in complex and unpredictable situations.	Dossier, Reflection	Exam break block 2b	Y
4. Communication	4.2	S	Demonstrate communication competences that are widely applicable in society: graduates are sensitive to context and have the ability to present products and services to the target audience, both independently and as part of a team.	Dossier, Reflection	Exam break block 2b	Y
5. Learning skills	5.1	S	The ability to study independently with a view to ongoing professional development at an academic level.	Dossier, Reflection	Exam break block 2b	Y
	5.2	S	The ability to follow developments within the discipline and constantly revise their knowledge and understanding and develop new skills accordingly.	Dossier, Reflection	Exam break block 2b	

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Course unit code	Course unit name	Dublin Descriptor	PLO	F/S	Course Learning Outcome	Assessment	Assessment week	Resit (Y/N)
LCX999M15	Master Thesis Communication Studies	**1. Knowledge & Understanding**	1.1 1.2 1.3	S S S	Identify and analyze scholarly sources relevant within at least one area at the cutting edge of Communication and Information Studies: • the forms, functions and effects of the use of language, text and image in institutional communication (1.1a,b) • concepts and theories in the field of linguistic communication skills (1.1c) • aspects and approaches to digital, multimodal, and AI communication (1.1d, e) • analyze complex communication issues and identify gaps in existing literature in the area and related fields (1.2) • develop an original addition to knowledge in one of the Communication and	Master Thesis	1 July / 7 February	Y

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					Information Sciences areas (1.3).		
		2. Applying knowledge and understanding	2.1	S	Apply this knowledge in creating an independently designed research project • with an academic research question that tackles complex academic or practice-related problems and issues (2.2) • using methodologies and techniques related to the field of Communication and Information Studies (2.1a, b) • contextualizing the project in an adacemically or practically relevant field (2.3) • proposing an innovative and original solution with independence, critical reflection, and objectivity (2.4, 2.5).		
			2.2	S			
			2.3	S			
			2.4	S			
			2.5	S			
		3. Making Judgements	3.1	S	• Critically analyze and reflect on different theories, paradigms, personal biases and perspectives (3.1, 3.2) • Recognize the impact of the research on societal and communication issues building a		
			3.2	S			
			3.3	S			
			3.4	S			

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			sense of purpose and responsibility (3.3, 3.4).			
4. Communication	4.1	S	Communicate clearly and effectively, using appropriate terminology and concepts from the field to engage an academic audience (4.1)			
5. Learning skills	5.1	S	• Deliver a complete Master thesis that reflects academic development, draws conclusions and critically assesses its own contribution to the field (5.1) • Critically reflect on the developments within the discipline and to constantly revise their knowledge and understanding in order develop new skills accordingly (5.2)			
	5.2	S				

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Course unit code	Course unit name	Dublin Descriptor	PLO	F/S	Course Learning Outcome	Assessment	Assessment week	Resit (Y/N)
LCX074M10	Navigating Communication Studies	**1. Knowledge & Understanding**	1.1	S	Describe key insights and theories from domains studied in CIS, but also knowledge pertaining to research ethics and philosophy of science.	Portfolio: Concept map, Ethics assignment	Block 1: lecture weeks & Exam week 1	Y
			1.2	S				
			1.3	S	Develop an original addition to knowledge in one of the Communication Information Sciences domains	Research Proposal	Block 2: Exam week 1	
		2. Applying knowledge and understanding	2.1	S	Apply this knowledge in creating an independently designed research project in a proposal • with an academic research question that tackles complex academic or practice-related problems and issues (2.2) • using methodologies and techniques related to the field of Communication and Information Studies (2.1) • contextualizing the envisioned project in an	Portfolio: Reflective Essays Research Proposal	Block 1: lecture weeks & Exam week 1 Block 2: Exam week 1	Y
			2.2	S				
			2.3	S				

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				academically or practically relevant field (2.3).			
	3. Making Judgements	3.1	S	Critically analyze and reflect on different theories and paradigms.	Portfolio: Critiques Research Proposal	Block 1: lecture weeks & Exam week 1 Block 2 Exam week 1	Y
		3.2	S				
		3.3	S				
		3.4	S				
	4. Communication	4.1	S	Communicate clearly and effectively, using appropriate terminology and concepts from the field to engage an academic audience	Portfolio complete and Research Proposal	Block 1: lecture weeks & Exam week 1 Block 2 Exam week 1	Y
		4.2	S				
	5. Learning skills	5.1	S	Deliver a complete and concise portfolio that reflects academic development, draws conclusions and formulates relevant questions for individual research	Portfolio complete	Block 1: lecture weeks & Exam week 1	Y
		5.2	S	Follow developments within the discipline and constantly revise their knowledge and understanding and develop new skills accordingly	Portfolio: Reflective Essays; skills audit; final reflection	Block 1: lecture weeks & Exam week 1	Y

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Course unit code	Course unit name	Dublin Descriptor	PLO	F/S	Course Learning Outcome	Assessment	Assessment week	Resit (Y/N)
LCX079M05	Analysing Discourse in Society	**1. Knowledge & Understanding**	1.1	S	Describe theories and research methodologies in the field of discourse analysis.	Assignment 1, Assignment 2	Week 3, Week 8	Y
			1.2		Describe the interrelated nature of language and discourse with other areas of social science and humanities.	Assignment 1, Assignment 2	Week 3, Week 8	Y
		2. Applying knowledge and understanding	2.1	S	Apply qualitative methodologies to discourse in various contexts.	Assignment 2	Week 8	Y
			2.4	S	Demonstrate originality and creativity in handling the subject area	Assignment 2	Week 8	
		3. Making Judgements	3.2	S	Systematically and creatively deal with complex issues and to form a reasoned judgment	Assignment 2	Week 8	Y
		4. Communication	4.1	S	Express critique and scholarly findings and personal opinion in writing according to academic standards	Assignment 1, Assignment 2	Week 3, Week 8	Y
		5. Learning skills	5.1	S	Develop the practice of personal reflection and realize the importance	Assignment 1	Week 8	Y

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					of ongoing professional and personal development			

Course unit code	Course unit name	Dublin Descriptor	PLO	F/S	Course Learning Outcome	Assessment	Assessment week	Resit (Y/N)
LCX080M05	Evidence-Based Evaluatioin in Communication	**1. Knowledge & Understanding**	1.1	S	Discuss and contrast quantitative methods in communication studies.	Assignment (1): Research proposal that outlines one of the discussed quantitative methods and includes a critical reflection on all discussed methods. To be handed in by end of week 4. A passing grade of at least 5.5 (40% of final grade) is required in order for students to hand in Assignment (2).	Week 4 Resit: Week 6	Y
		2. Applying knowledge and understanding	2.1	S	Explain basic tools and technologies for implementing quantitative methods used within	Assignment (1): Research proposal that outlines one of	Week 4 Resit: Week 6	Y

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					communication research for researching language and communication skills.	the discussed quantitative methods and includes a critical reflection on all discussed methods. To be handed in end of week 4. A passing grade of at least 5.5 (40% of final grade) is required in order for students to hand in Assignment (2).		
			2.2	S	Apply acquired skills in a specific quantitative method to carry out an independently designed and implemented research project.	Assignment (2): Paper that implements the research proposal from Assignment (1) + public summary. To be handed in end of week 4. A passing grade of at least 5.5 (60% of final grade) is required in order for students to pass the course.	Week 8 Resit: Exam week block 2a	

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		3. Making Judgements	3.1	S	Evaluate/judge different quantitative methods applied within communication studies, as well as analyze the results of quantitative analyses descriptively and/or inferentially.	Assignment (1): Research proposal that outlines one of the discussed quantitative methods and includes a critical reflection on all discussed methods. To be handed in end of week 4. A passing grade of at least 5.5 (40% of final grade) is required in order for students to hand in Assignment (2). Assignment (2): Paper that implements the research proposal from Assignment (1) + public summary. To be handed in end of week 4. A passing grade of at least 5.5 (60% of final grade) is required in order for students to pass the course.	Week 4 Resit: Week 6 Week 8 Resit: Exam week block 2a	Y

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		4. Communication	4.1	S	Write critically about a specific quantitative method in communication studies as well as clearly impart conclusions to specialist and non-specialist audiences.	Assignment (1): Research proposal that outlines one of the discussed quantitative methods and includes a critical reflection on all discussed methods. To be handed in end of week 4. A passing grade of at least 5.5 (40% of final grade) is required in order for students to hand in Assignment (2). Assignment (2): Paper that implements the research proposal from Assignment (1) + public summary. To be handed in end of week 4. A passing grade of at least 5.5 (60% of final grade) is required in order for students to pass the course	Week 4 Resit: Week 6 Week 8 Resit: Exam week block 2a	Y
			4.2	S				

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		5. Learning skills	5.1	S	Develop and implement a concise research proposal that reflects self-initiative and accountability as well as effective strategies for time management, including prioritizing tasks and adapting to changing work demands.	Assignment (1): Research proposal that outlines one of the discussed quantitative methods and includes a critical reflection on all discussed methods. To be handed in end of week 4. A passing grade of at least 5.5 (40% of final grade) is required in order for students to hand in Assignment (2).	Week 4 Resit: Week 6	Y

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Track Digital Humanities

Course unit code	Course unit name	Dublin Descriptor	PLO	F/S	Course Learning Outcome	Assessment	Assessment week	Resit (Y/N)
Understanding Digital Humanities	LHU008M05	**1. Knowledge & Understanding**	1.1	F/S	Identify key debates within digital humanities research and are able to evaluate them critically in weekly written assignments.	Assignments, Essay	Weekly, final	Y
			1.2	F/S	A broad understanding of the theories and methods being used in Digital Humanities			
			1.3	F/S	Communicate effectively about the central concepts and debates in a clear and concise manner both orally and in written form			
		2. Applying knowledge and understanding	2.1	F/S	Ability to assess strengths and weaknesses of the approaches that are discussed in the assigned literature			
		3. Making Judgements	3.1	F/S	Ability to follow, interpret and evaluate the ways in which theories and methods are developing within the discipline.			

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			3.2	F/S	Ability to systematically and creatively deal with complex questions and form justified judgements			
		4. Communication	4.1	F/S	Ability to communicate conclusions clearly to experts and non-experts			
		5. Learning skills	5.1	F/S	The ability to independently plan and execute academic research			
			5.2	F/S	The ability to study independently with an aim towards continuous professional development, in the course of which knowledge and experience can be applied within new context			
Coding for Humanities	LHU002M05	**1. Knowledge & Understanding**	1.1	F/S	• Write simple programs to perform basic tasks such as searching and cleaning text corpora (Application of Knowledge and Insight). • Work with Jupyter Notebooks and other common Python data science tools to report on simple exploratory	2 Exams	Intermediate, final	Y

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					experiments: load a tabular dataset, compute summary statistics, and create plots (Application of Knowledge and Insight). • Understand and solve common errors during programming (Application of Knowledge and Insight).			
		2. Applying knowledge and understanding	2.1	F/S	• Write simple programs to perform basic tasks such as searching and cleaning text corpora (Application of Knowledge and Insight). • Work with Jupyter Notebooks and other common Python data science tools to report on simple exploratory experiments: load a tabular dataset, compute summary statistics, and create plots (Application of Knowledge and Insight). • Understand and solve common errors during programming (Application of Knowledge and Insight).			

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		3. Making Judgements	3.1	F/S	• Read documentation on available software to evaluate its applicability to a problem (Learning skills). • Collaborate effectively with programmers using proper terminology (Communication).			
Database Design	LHU010M05	**1. Knowledge & Understanding**	1.1	F/S	• Knowledge and understanding of the theory and practice of digital data storage, data treatment and analysis (1.1, 1.2) • Knowledge and application of the E-R Model (1.1, 1.2, 2.1, 2.2, 3.1) • Knowledge and use of SQL for queries and data manipulation (1.1, 1.2, 2.1, 2.2, 3.1) • Knowledge of Linked Data and their basic principles. • Knowledge of basic component of Semantic Web (RDF & RDF Schemas).	Assignment, Project (group), exam	Weekly, final	Y
			1.2	F/S	• Knowledge and understanding			

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					of the theory and practice of digital data storage, data treatment and analysis (1.1, 1.2) • Knowledge and application of the E-R Model (1.1, 1.2, 2.1, 2.2, 3.1) • Knowledge and use of SQL for queries and data manipulation (1.1, 1.2, 2.1, 2.2, 3.1) • Knowledge of Linked Data and their basic principles. • Knowledge of basic component of Semantic Web (RDF & RDF Schemas).			
		2. Applying knowledge and understanding	2.1	F/S	• Knowledge and application of the E-R Model (1.1, 1.2, 2.1, 2.2, 3.1) • Knowledge and use of SQL for queries and data manipulation (1.1, 1.2, 2.1, 2.2, 3.1) • Ability to create a database, store and upload data, query data, and provide data analysis (2.1, 2.2, 3.1, 2.5)			
			2.2	F/S	• Knowledge and application of			

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				the E-R Model (1.1, 1.2, 2.1, 2.2, 3.1) • Knowledge and use of SQL for queries and data manipulation (1.1, 1.2, 2.1, 2.2, 3.1) • Ability to create a database, store and upload data, query data, and provide data analysis (2.1, 2.2, 3.1, 2.5)			
		2.5	F/S	Ability to create a database, store and upload data, query data, and provide data analysis (2.1, 2.2, 3.1, 2.5)			
	3. Making judgements	3.1	F/S	• Knowledge and application of the E-R Model (1.1, 1.2, 2.1, 2.2, 3.1) • Knowledge and use of SQL for queries and data manipulation (1.1, 1.2, 2.1, 2.2, 3.1) • Ability to create a database, store and upload data, query data, and provide data analysis (2.1, 2.2, 3.1, 2.5)			
	5. Learning skills	5.2	F/S				

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Collecting Data	LHU012M05	**1. Knowledge & Understanding**	1.1	F/S	Competent in gathering and formatting data for a typical digital humanities research question (1.1, 2.1, 2.2)	Assignments, final project (group)	Weekly, final	Y
		2. Applying knowledge and understanding	2.1	F/S	• Competent in gathering and formatting data for a typical digital humanities research question (1.1, 2.1, 2.2) • Deciding what annotation method is most suitable for a certain task (2.1, 2.2) • Critically assessing the acquired data set (2.1, 2.2)			
			2.2	F/S	• Competent in gathering and formatting data for a typical digital humanities research question (1.1, 2.1, 2.2) • Deciding what annotation method is most suitable for a certain task (2.1, 2.2) • Critically assessing the acquired data set (2.1, 2.2)			
			2.3	F/S	• Competent in using data exploration techniques to inform			

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					the formulation of hypotheses and research questions (2.3)			
			2.4	F/S	Demonstrate originality and creativity in engaging with the field and topic of study (2.4)			
		4. Communication	4.1	F/S	Ability to communicate conclusions clearly to experts and non-experts (4.1)			
Digital Humanities: Tools and Methods	LUH011M05	**1. Knowledge & Understanding**	1.1	F/S	Knowledge of and insight in the theory and method of data visualization in a humanities context, demonstrated in the successful completion of course assignments	Assignments, project group	Weekly, final	Y
		2. Applying knowledge and understanding	2.1	F/S	Ability to use the obtained knowledge, insight, and skills to select data, apply digital methods and techniques, and critically evaluate tools as well as data visualizations for research in interdisciplinary humanities questions or practical problems			
			2.4	F/S	Demonstrated originality and creativity in applying ideas about			

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					tools and methods in the Digital Humanities			
		3. Making Judgements	3.1	F/S	Demonstrated ability to understand, interpret, and evaluate theories, tools and methods in the Digital Humanities			
			3.2	F/S	Demonstrated ability to systematically and creatively deal with complex questions and topic-related issues and form a critical perspective			
		5. Learning skills	5.2	F/S	Demonstrated ability to monitor the development of the Digital Humanities field (or a specific subfield), accordingly updating one's own knowledge, understanding, and skills (5.2)			
Data in Society	LHU004M05	**1. Knowledge & Understanding**	1.1	F/S	• a broad understanding of data, information and knowledge as aspects of contemporary society, including theoretical and analytic perspectives • an understanding of the social	Assignments, individual essay	Weekly, final	Y

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					history of data, from which to analyse the contemporary position of data • an understanding of the impacts and effects of political and economic systems and socio-cultural influences on data			
		2. Applying knowledge and understanding	2.1	F/S	ability to assess strengths and weaknesses of the approaches that are discussed in the assigned literature			
			2.4	F/S				
			2.5	F/S	critical knowledge of the role of data in everyday life from a scholarly perspective based on the assigned literature			
		3. Making Judgements	3.3	F/S	ability to assess strengths and weaknesses of the approaches that are discussed in the assigned literature			
		4. Communication	4.1	F/S	ability to effectively - both orally and in writing - communicate the results			

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					of research and present complex information in a clear and concise manner			
			4.2	F/S	ability to effectively - both orally and in writing - communicate the results of research and present complex information in a clear and concise manner			
		5. Learning skills	5.1	F/S	ability to apply the requisite research skills to gather, process and critically evaluate information relating to data in society			
			5.2	F/S	ability to apply the requisite research skills to gather, process and critically evaluate information relating to data in society			
Software and Data as Culture	LHU006M05	**1. Knowledge & Understanding**	1.1	F/S	Students will be able to identify key artworks and digital research projects in five cultural domains, and evaluate how these employ software and data critically and reflexively in weekly written assignments.	Assigments, project, essay	Weekly, final	Y
		2. Applying knowledge	2.1	F/S	Students will be able work in a			

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		and understanding			group to draft design proposals for critical artworks and research projects using existing digital tools, and present this to an audience of peers. Students will be able to work in a group to create a small-scale, data-driven artwork or research project, and will be able to provide reflections on their group work process.			
			2.3	F/S	Students will be able to use the outcomes of their research in the weekly assignments to further develop theories about weekly themes and concepts or to develop practical applications			
			2.4	F/S	Students will be able work in a group to draft design proposals for critical artworks and research projects using existing digital tools, and present this to an audience of peers. Students will be able to work in a group to create a small-scale, data-driven artwork or research project, and will be able to provide			

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					reflections on their group work process.			
		3. Making Judgements	3.2	F/S	Students will be able to work in a group to create a small-scale, data-driven artwork or research project, and will be able to provide reflections on their group work process.			
		4. Communication	4.1	F/S	Students will be able to successfully, and in line with specific pre-determined assessment criteria, present their group work in weekly seminars. See Appendix II of the syllabus for the presentation assessment form.			
Analysing Data	LHU001M05	**1. Knowledge & Understanding**	1.1	F/S	Analysing data for a typical digital humanities research question	Assignments, final project (group)	Weekly, final	Y
		2. Applying knowledge and understanding	2.1	F/S	• Including analytics based on inferential statistics (2.1, 2.2) • Acquiring familiarity and knowledge of techniques for pattern discovery in large quantities of data such as Topic Modeling and word embeddings			

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					(2.1, 2.2) • Setting up simple machine learning experiments (2.1, 2.2, 2.4)			
			2.2	F/S	• Including analytics based on inferential statistics (2.1, 2.2) • Acquiring familiarity and knowledge of techniques for pattern discovery in large quantities of data such as Topic Modeling and word embeddings (2.1, 2.2) • Setting up simple machine learning experiments (2.1, 2.2, 2.4)			
			2.4	F/S	• Including analytics based on inferential statistics (2.1, 2.2) • Acquiring familiarity and knowledge of techniques for pattern discovery in large quantities of data such as Topic Modeling and word embeddings (2.1, 2.2) • Setting up simple machine learning experiments (2.1, 2.2, 2.4)			

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		4. Communication	4.1	F/S	Becoming familiar with reporting experiments and quantitative results in writing			
Thesis Lab	LHU007M05	**1. Knowledge & Understanding**	1.1	F/S	Knowledge and understanding of the main academic theories and research methods with regard to digital humanities	Literature review, presentation, thesis proposal	Weekly, final	Y (for thesis proposal)
			1.2	F/S	Knowledge and understanding of the influence of digitization and digital methods on society and the humanities.			
		2. Applying knowledge and understanding	2.1	F/S	Knowledge and understanding of digital humanities methods and techniques.			
			2.2	F/S	Ability to apply knowledge and insights to select appropriate digital methods and techniques and apply these in interdisciplinary research or to practice-oriented problems and questions.	Presentation, thesis proposal		
		3. Making Judgements	3.1	F/S	Ability to follow, interpret and evaluate the ways in which theories and methods are developing within the discipline.	Literature review, presentation, thesis proposal		

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			3.2	F/S	Ability to systematically and creatively deal with complex questions and form justified judgements			
			3.4	F/S	Ability to take well founded decisions regardiung the dat and methods to use to answer a humanities research question.			
		4. Communication	4.1	F/S	Ability to communicate conclusions clearly to experts and non-experts			
		5. Learning skills	5.1	F/S	The ability to independently plan and execute academic research			
			5.2	F/S	The ability to study independently with an aim towards continuous professional development, in the course of which knowledge and experience can be applied within new contexts.			
MA Thesis DH	LHU999M15	**1. Knowledge & Understanding**	1.1	F/S	Knowledge and understanding of the main academic theories and research methods with regard to digital humanities	Thesis	Final	Y
			1.2	F/S	Knowledge and understanding of			

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					the influence of digitization and digital methods on society and the humanities.			
		2. Applying knowledge and understanding	2.1	F/S	Knowledge and understanding of digital humanities methods and techniques.			
			2.2	F/S	Ability to apply knowledge and insights to select appropriate digital methods and techniques and apply these in interdisciplinary research or to practice-oriented problems and questions.			
		3. Making Judgements	3.1	F/S	Ability to follow, interpret and evaluate the ways in which theories and methods are developing within the discipline.			
			3.2	F/S	Ability to systematically and creatively deal with complex questions and form justified judgements			
			3.4	F/S	Ability to take well founded decisions regardiung the dat and methods to use to answer a humanities research question.			

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4. Communication	4.1	F/S	Ability to communicate conclusions clearly to experts and non-experts			
5. Learning skills	5.1	F/S	The ability to independently plan and execute academic research			
	5.2	F/S	The ability to study independently with an aim towards continuous professional development, in the course of which knowledge and experience can be applied within new contexts.			

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Track Information Studies

Course unit name	Course unit code	Dublin Descriptor	PLO	F/S	Course Learning Outcome	Assessment	Assessment week	Resit (Y/N)
Research Seminar Information Science	LIX018M05	**1. Knowledge & Understanding**	1.1	S	Students are up to date with recent developments in NLP and CL.	Thesis proposal	9	Y
			1.2	S	Students understand the structure of the discipline and its relation to other fields	Thesis proposal	9	Y
		2. Applying knowledge and understanding	2.1	S	Students are able to read critically advanced scientific papers, and sustain discussions about them	Literature study	6	Y
			2.2	S	Students are able to prepare a detailed and critical literature review on a topic of interest	Literatury study	6	Y
			2.4	S	Students understand how research is done by researchers in the field, both interacting with RuG staff as well as international guests. They are able to prepare a master thesis proposal and present it.	Thesis proposal	9	Y
			2.5	S	Independently solve a problem	Thesis proposal	9	Y
		3. Making Judgements	3.1	S	They are able to prepare a master thesis proposal and present it.	Thesis proposal	9	Y
			3.2	S		Thesis proposal	9	Y

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			3.3	S		Thesis proposal	9	Y
		4. Communication	4.1	S	Students are able to deal with a QA session about their proposed research work	Proposal presentation	7	N
			4.2	S		Proposal presentation	7	N
		5. Learning skills	5.1	S	Students are able to prepare a detailed and critical literature review on a topic of interest	Literature study	6	Y
			5.2	S		Literature study	6	Y
Shared Task Information Science	LIS026M05	**1. Knowledge & Understanding**	1.1	S	Work in a team to solve a concrete computational problem in information science	Group assignments (lit rev, baseline, system arch, report)	3,5,7,9	Y
			1.3	S	Work in a team to solve a concrete computational problem in information science	Group assignments	3,5,7,9	Y
		2. Applying knowledge and understanding	2.1	S	Translate the theoretical knowledge acquired to a practical implementation	Assignment 2,3	5,7	Y
			2.2	S		Assignment 2,3	5,7	Y
			2.3	S		Asssignment 2,3	5,7	Y
			2.4	S	Develop novel approaches and compare to the state-of-the-art	Assignment 3,4	7,9	Y
			2.5	S	Learn to work independently with	Group assignments	3,5,7,9	Y

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					minimal supervision from the teacher			
		3. Making Judgements	3.2	S	Develop novel approaches and compare to the state-of-the-art	Assignment 3,4	7,9	Y
			3.3	S	Learn to work independently with minimal supervision from the teacher	Group assignments	3,5,7,9	Y
		4. Communication	4.1	S	Work in a team to solve a concrete computational problem in information science	Group assignments	3,5,7,9	Y
		5. Learning skills	5.1	S	Learn to write a scientific paper (and meets the required standards)	Assignment 4 (report)	9	Y
			5.2	S	Develop novel approaches and compare to the state-of-the-art	Assignment 3,4	7,9	Y
Semantic Web Technology	LIX002M05	**1. Knowledge & Understanding**	1.1	S	Ability to work with semantic web languages and tools (processing RDF, querying RDF using SPARQL, RDF and OWL ontology development using Protégé). Familiarity with influential data sources, in particular DBpedia.	Individual assignments (4)	1-4	Y
			1.2	S	Critical understanding of the	Assignment 1, 4	1,4	Y

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			1.3	S	motivation and concepts underlying the development of the semantic web.	(evaluate entity linking, synthetic data)		
		2. Applying knowledge and understanding	2.1	S	Ability to work with semantic web languages and tools (processing RDF, querying RDF using SPARQL, RDF and OWL ontology development using Protégé).	Assignment 2,3	2,3	Y
			2.2	S				
			2.3	S	Ability to integrate these skills with general programming skills in the implementation of a demonstrator that uses semantic web technology.	Group project (presentation, report)	9	Y
			2.4	S				
			2.5	S				
		3. Making Judgements	3.2	S	Ability to integrate these skills with general programming skills in the implementation of a demonstrator that uses semantic web technology.	Group project	9	Y
		4. Communication	4.1	S	Ability to integrate these skills with general programming skills in the implementation of a demonstrator that uses semantic web technology.	Group project (Presentation and report)	9	Y
Learning from	LIX016M05	**1. Knowledge &**	1.1	S	The course has a strong focus on	Assiggments 1-4	3,5,7,9	Y

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Data		**Understanding**			practice, so that students are expected to be able to practically run machine learning experiments on a given (NLP) problem. They will master key concepts and terminology of machine learning, understand training and testing procedures.	(text classification, named entity classification, advanced text classification, final project)		
		2. Applying knowledge and understanding	2.1	S	Students will use existing tools that support machine learning experiments - more specifically, they will become accustomed to using existing libraries and software, and preparing data for it.	Assignments 1-4	3,5,7,9	Y
			2.2	S				
			2.5	S	In setting up an experiment for a given task, they will be able to decide how to represent a problem, choose and implement features for learning and an appropriate algorithm, and interpret the results critically, by understanding evaluation metrics as well as possible sources of errors (overfitting, little data, etc).	Assignment 4 (final project, individual) (report)	9	Y
		3. Making Judgements	3.3	S	In setting up an experiment for a given task, they will be able to	Final project	9	Y

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					decide how to represent a problem, choose and implement features for learning and an appropriate algorithm, and interpret the results critically, by understanding evaluation metrics as well as possible sources of errors (overfitting, little data, etc).			
		4. Communication	4.1	S	They will also know how to appropriately report on the experiments they run, as it is done in academic publications.	Final project	9	Y
Computational Semantics	LIX021M05	**1. Knowledge & Understanding**	1.1	X	The student who masters the theory and techniques given in this course will be in a good position to appreciate and critically assess ongoing developments in computational semantics and semantic annotation	Assignments 1-5, group project	1-9	Y
			1.2	S	After the course the student is able to give a formal semantic analysis of a fragment of natural language	Asst 1-5	1-7	Y
		2. Applying knowledge	2.1	S	After the course the student is able	Asst 4	5	Y

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		and understanding			to provide a compositional semantics of a (simple) sentence using the lambda calculus			
		3. Making Judgements	3.1	S	The student has a good understanding of all these techniques from computational semantics and lexical resources to apply them in a practical application	Group project	9	Y
		5. Learning skills	5.1	S	The student has a critical awareness of the possibilities and limitations of first-order logic applied to concrete language understanding problems	Asst 1-5	1-7	Y
			5.2	S				

MSc Thesis Information Science	LIX999M20	**1. Knowledge & Understanding**	1.1		Knowledge of computational and statistical methods relevant for IS	Thesis	June	Y
			1.2		Understanding structure of the discipline			
			1.3		Make an original contribution			
		2. Applying knowledge and understanding	2.1		Knowledge of technologies in the field	Thesis	June	Y
			2.2		Ability to apply computational and statistical techniques			

			2.3		Ability to develop practical applications			
			2.4		Creativity in handling the subject area			
			2.5		Ability to tackle problems independently			
		3. Making Judgements	3.1		Ability to evaluate theories	Thesis	June	Y
			3.2		Ability to deal with complex problems			
			3.3		Initiative and responsibility			
			3.4		Make decisions in complex situations			
		4. Communication	4.1		Present conclusions to expert audience	Thesis	June	Y
			4.2		Present conclusions to wider audience			
		5. Learning skills	5.1		Ability to study independently	Thesis	June	Y
			5.2		Ability to follow developments			
Advanced	LIX001M05	**1. Knowledge &**	1.1	S	Understand the historical	Portfolio week 2-3,	3, 5, 9	Y

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Topics in NLP		**Understanding**			evolution of the NLP field: starting from the traditional NLP pipeline and its core components (e.g. segmentation, POS tagging, syntactic parsing, etc.) to modern end-to-end Neural Network-based approaches; Understand a range of neural approaches to NLP, including the most widely used architectures (e.g. Recurrent Encoder-Decoder, Transformers) and their training regimes (i.e. standard supervised learning vs transfer learning);Apply the currently dominant techniques for text pre-processing, such as tokenization, sub-word segmentation and vocabulary extraction, . Identify the appropriate NLP techniques to solve a newly provided problem, and apply them successfully using relevant software libraries (possibly including the use of pre-trained models and their fine-tuning);	portfolio week 4-5, group project		
			1.2	S	Understand the historical evolution of the NLP field: starting from the	Portfolio week 2-3, portfolio week 4-5,	3, 5, 9	Y

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				traditional NLP pipeline and its core components (e.g. segmentation, POS tagging, syntactic parsing, etc.) to modern end-to-end Neural Network-based approaches; Identify the appropriate NLP techniques to solve a newly provided problem, and apply them successfully using relevant software libraries (possibly including the use of pre-trained models and their fine-tuning);	group project		
		1.3	S	Conduct a small research-inspired project as part of a mixed-expertise student team and present the results in written and oral form to teachers and peer students;	Group project (report, presentation)	9	Y
	3. Making Judgements	3.1	S	Name and reflect upon a number of open issues affecting the current state of the art in NLP.	Group project (report, presentation)	9	Y
	5. Learning skills	5.1	S	Identify the appropriate NLP techniques to solve a newly provided problem, and apply them successfully using relevant software libraries (possibly including the use of pre-trained models and their fine-	Group project (report, presentation)	9	Y

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					tuning);			
			5.2	S	Conduct a small research-inspired project as part of a mixed-expertise student team and present the results in written and oral form to teachers and peer students; Name and reflect upon a number of open issues affecting the current state of the art in NLP.	Group project (report, presentation)	9	Y
User Interface Evaluation	LIX024M05	**1. Knowledge & Understanding**	1.1	S	Understand the various aspects of UIE including cognitive psychology, human-computer interaction (HCI), and usability engineering.	Perusal assignments	2-7	
			1.2	S		Assignment 1 (cognitive walkthrough)	3	Y
			1.3	S		Final project	9	Y
		2. Applying knowledge and understanding	2.1	S	Critically analyze UIs by considering both the human and the usability engineering factors	asst 2 (evaluate)	5	Y
			2.2	S	analyze human-computer interaction from both theoretical and practical perspective and to come up with well-founded and target-group or task-oriented solutions	Asst 1, 2, final	3, 5, 9	Y

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			2.3	S	Identify the needs of users (of user-interface) and how they are served by UI.	Asst 1	3	Y
			2.4	S	apply design principles to guide the evaluation of any user interface	Asst 2	5	Y
			2.5	S				
		4. Communication	4.1	S	Understand the various aspects of UIE including cognitive psychology, human-computer interaction (HCI), and usability engineering	Perusal, asst 1,2, final project	2-9	Y/N
Language Technology Project	LIX025M05	**1. Knowledge & Understanding**	1.1	S	Understand recent developments in the field of Natural Language Processing, mainly those related to the application of neural networks to this field	Group project, Proposal, Report	3, 9	Y
		2. Applying knowledge and understanding	2.2	S	Apply the knowledge acquired to solve well delimited practical exercises in the field of Natural Language Processing	Final report	9	Y
		3. Making Judgements	3.1	S	Assess critically their own research (course project) and research conducted by others (research papers)	Proposal, report	3, 9	Y

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		4. Communication	4.1	S	Communicate to peers the results of research conducted by the student him/herself (course project) and by others (research papers)	Final report	9	Y
		5. Learning skills	5.2	S	Assess critically their own research (course project) and research conducted by others (research papers)	Final report	9	Y

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4. Assessment Criteria for the Master's thesis in the MA Communication and Information Studies

Final Evaluation report CIS Master Thesis

Faculty of Arts, University of Groningen

Name of student	
Student number	
Study course	Communication and Information Studies
Course title	CIS MA Thesis
Course code	LCX…
Thesis title	
Name of thesis supervisor	
Name of second reviewer	
Date	

Final Grade	**0,0**

1. Content (quality of the research project): 60% of the grade	**evaluative comment in keywords or running text by thesis supervisor**	**by second reviewer**
Definition of problem and research question/hypotheses Theoretical accountability, embedding in literature/state of the art Research design and methods Data collection Analysis (qualitative or quantitative) Design/implementation/evaluation of software, website, communication tools Originality and creativity Interpretation, critical reflection and discussion		
Individual Grade for Content*		
Final Grade for Content	**0**	

2. Reporting (quality of the report text): 20% of the grade	**evaluative comment in keywords or running text by thesis supervisor**	**by second reviewer**
structure, composition of the thesis, distribution of chapters/paragraphs coherence, line of argumentation Language use: clarity, precision, conciseness Design of the title page, table of contents, appendices Design of tables and figures List of sources, bibliography Layout		
Individual Grade for Content*		
Final Grade for Reporting	**0,0**	

3. Process (quality of realization): 20% of the grade	**evaluative comment in keywords or running text by thesis supervisor**
Independence/self-activity Commitment Work management (according to schedule) Handling of feedback	
Grade for Process, given by Reviewer 1*	

* for a satisfactory final grade (voldoende), each sub-grade must be at least 5,5

Summary evaluation		

Name		
Role	**thesis supervisor**	**second reviewer**
Signature		

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