rijksuniversiteit groningen / faculteit der letteren

Academic year 2025/2026

Assessment Plan

Masters Media Studies

Mastertracks: Journalism, Journalistiek, Datafication and Digital Literacy, Media Creation and Innovation, Social Media and Society

1 / Vision of teaching and assessment

The program's teaching philosophy is based on the principles of **active and inclusive learning**.

The programme aims to provide an **active** learning environment that stimulates students to engage with the field of study. In theoretical, methodological, and professional learning pathways, students are expected to participate actively. This approach assumes that teaching, learning, and assessment methods stimulate students to take ownership over their own learning. We practise a range of learning and teaching methods aimed at self-development, with the support and inspiration of staff members.

The department creates an **inclusive** learning environment through its focus on collaboration between students, and between students and staff, with a close focus on intercultural skills; students' cultural backgrounds are made productive in teaching, as students are encouraged to draw from and reflect upon media through their own cultural backgrounds.

The large majority of teaching in the programme is team-based, with a team of lecturers involved in a course. One of them acts as course coordinator who follows departmental guidelines to organise the course, including documentation and grades, in close consultation with colleagues before, during, and after the course. Team-based teaching reflects the teaching philosophy of the programme and ensures coherence in and between courses. It prevents the rise of stand-alone courses that become "hobby horses" of individual lecturers departing from the principles that guide the programme as a whole.

The assessment policy of the degree follows from its student-oriented educational vision in which a learning environment focused on activating students is key. Emphasis lies with what students should know, understand, and be able to do in order to have the best possible preparation for entering media-related professions, weighed against the intended learning outcomes. Students are thus endowed with a balanced combination of domain-specific and generic competences (knowledge, understanding and skills) at an academic level.

Assessment is considered a steering mechanism that helps students achieve the learning outcomes. It guides their learning behaviour and reflects the content of what they learn. To ensure the quality of the programme and study progress within it, assessment is both summative and formative, and as such has three functions:

1. To assess whether the learning outcomes of the degree, and its individual course units, are achieved (summative; at the end of the course unit);
2. To provide feedback to students about their performance throughout courses which helps them to get the most out of their learning experiences (formative; during the course unit);
3. To provide information for the staff on how to cater to the learning needs of students and to improve courses and the programme.

Though summative assessment is deemed crucial to measure to what extent the students have achieved the intended learning outcomes, it is the formative assessment that lies at the heart of the programme and its teaching philosophy. In all learning pathways, assessment is organised in the form of regular assignments throughout the courses on which formative feedback is given. Providing feedback during the instruction process helps students to learn and grow, pinpointing points of development, and allowing feedback to be considered in re-writes and future assignments. The learning environment and emphasis on teaching in small groups facilitate active learning. Students are invited to engage with the subject matter, exchange ideas and opinions through a mix of group and individual assignments, in order to

acquire and train the critical and analytic attitude and skills crucial to both academic study and media work. Formative assessment is thus pivotal in the programme because it both instructs and motivates students in the way they do their work.

2 / How to follow the assessment cycle (from design to evaluation and optimization)

The assessment system is designed in such a way that each assessment method suits the intended learning outcomes of the various phases and learning pathways of the degree. Here we apply the model for *programmatic assessment in action*, where assessment takes place not just at the end of a course, but also integrated by way of formative and complementary tests and assignments (see above). Final (summative) assessment is spread as much as possible throughout the exam period so these are productive, rather than punitive, measures of students' achievement of intended learning outcomes.

Students are assessed through a variety of forms, including through exams using open essay-type questions, portfolios, journal entries, group or individual presentations, as well as individual literature and research essays.

All syllabi contain information about the nature of and the criteria for assessment. These are discussed and evaluated by course coordinators and the programme coordinator to ensure a mix of different assessment methods, balanced between those which evaluate written accuracy under pressure (i.e. written exams, assignments on deadline), or longer-term sustained engagement with a topic (i.e. essays/papers, larger portfolio work). Assessments also include continuous assignments (of variable, yet appropriate length) throughout a course unit that require students to stick to deadlines, often as part of a group, towards a final product.

Except for lecture series, 80% attendance in class is a prerequisite for passing in all course units, in accordance with the Teaching and Examination Regulations (Appendix 2). Across course units, the passing threshold of 5,5 is used except for the Master's thesis (6,0), with students given opportunities to re-sit assignments according to criteria stipulated in the Teaching and Examination Regulations and included in each course syllabi.

The department applies a peer-review system for the design of exams and assignments. Draft exam questions and their answer keys are circulated among all lecturers involved in a course plus a colleague who is not directly involved to provide feedback on the level, content, and phrasing of questions. The programme also uses assessment forms with clear criteria to mark similar assignments such as presentations, essays, research papers and the Master's thesis. Alongside close consultations among the teaching teams for each course and the programme coordinator and/or professor of practice, uniform assessment throughout course units is ensured. This includes making sure work is assessed fairly within a course as well as across courses and Master's tracks. Issues such as efficacy (does the assessment accurately assess aligned course-specific learning outcomes?), workload (are assessment demands balanced within the theory and skills courses, across theory and skills teaching, and in relation to the credit weighting?), and type (is there a variety of assessment types utilised within and across courses?) are considered here.

3 / Assessment dossier

a. The assessment dossier

The requirements of the assessment dossier are set out in §4 of the 'Protocol for Quality Assurance in the Assessment of Course Units' drawn up by the Board of Examiners.
When requested, the examiner of the programme provides the Board of Examiners with an 'assessment dossier' containing the following:
a. the syllabus
b. the list of marks, comprising all marks that count towards the final mark
c. - for assessments in the narrower sense of the word (i.e. tests): the test that was set, incl. model answers/key
- for written assignments: the formulation of the assignment, information about the assessment method (assessment criteria and standards) if this is not listed in the syllabus, and a selection of completed assessment forms
d. the assessment blueprint, minutes of peer-support meetings, evaluations and self-evaluations of course units, etc., if available.

b. Parties involved

In 'Rules and responsibilities for the assessment of the Faculty of Arts', laid down by the Faculty Board of Arts on 28 May 2019 (modified on 13-02-2020), all parties involved in fulfilling duties related to the assessment are described.
With regard to the assessment dossier, the following guidelines and responsibilities are relevant.
If a course is part of the periodic evaluation of Board of Examiners, the lecturer (or course coordinator) is requested to provide the information for the assessment dossier (upload on the Brightspace site of the course). If, as a result of the evaluation, shortcomings are found in the basic quality of the assessment, the Board of Examiners will draw up a recommendation to the Cluster Board. The Cluster Board is responsible for drawing up an improvement plan with concrete measures to improve the identified shortcomings. The Board of Examiners will automatically include the course in question in its next assessment round.

4 / Assessment timetable

Overview of learning outcomes of the degree programme + matrix	Appendix 1
Schematic overview of time periods intended for assessment, modes of assessment used and, if relevant, learning pathways	Appendix 2
Overview of the intended learning outcomes of the course units and their modes of assessment	Appendix 3
Additional regulations for the graduation dossier	Appendix 4

The objectives of the degree programme, set out in the learning outcomes of the degree programme (Appendix 1), form the guiding principles. All course units together fulfil a role in working towards these learning outcomes. This is reflected in a coherent curriculum with a transparent structure. The matrix of learning outcomes (Appendix 1) defines the course units that include summative assessments and distinguishes between a) course units with assessments that *lead up to* the attainment level set out in the programme-level learning outcomes and b) course units with assessments *at this attainment level* (in the latter case the learning outcomes of the course unit are thus identical to the programme-level learning outcomes of the degree programme). This distinction is expressed as follows:

'x', i.e. underlined, is used for summative[1] assessments at the level specified in the programme-level learning outcomes
'x' for summative assessments at lower performance levels
'fx' for formative[2] evaluations at lower performance levels

In parallel with the curriculum, the assessment programme (Appendix 2) offers a balanced, well-structured overview of modes of assessment and exam periods. Course units taught within one learning pathway may be given matching visual markings in the overview.
In order to gain insight at the programme level into whether the chosen modes of assessment tie in with the learning outcomes of the course units and create a balanced mix in the run-up to the programme-level learning outcomes of the degree programme, the intended learning outcomes of the course units are related to their modes of assessment (Appendix 3).
Specific rules may apply to certain components of the graduation dossier (e.g. for the thesis: approval of the thesis proposal, amount of supervision, resit). These rules are set out in Appendix 4.

5 / Safeguarding of assessment quality by the Board of Examiners

The Board of Examiners is responsible for safeguarding the quality of assessment at both the degree programme level and the level of individual course units.

a. Safeguarding of assessment quality at degree programme level

The Board of Examiners annually issues advice on each degree programme's draft assessment plan for the coming academic year.

b. Safeguarding of assessment quality at course unit level

[1] Summative assessment aims to assess a student's knowledge and skills. Such assessments are usually awarded a mark, accompanied by a justification of the mark (adapted from *Toetsen in het hoger onderwijs* (2017)).
[2] Formative evaluation relates to the process of searching, aggregating and interpreting information, which students and lecturers can then use to determine how students are doing in their learning process, what they should work towards and how this can be most effectively done (adapted from *Toetsen in het hoger onderwijs* (2017)).

The Board of Examiners has a procedure for the assessments of all course units in a degree programme, bearing in mind the position of the course unit in the curriculum and in a specific learning pathway. In addition, a substantiated selection of theses is also evaluated.

6 Archiving

When selected, all necessary documents of the assessment dossier of a course unit are up via the button 'Board of Examiners'. Per academic year an inventory list of all evaluated c secretariat.

7 List of documents relevant to assessment

Faculty vision of teaching and assessment – see https://myuniversity.rug.nl/infonet/medewerkers/let/onderwijs/vision-for-education.

Rules and Regulations – the internal regulations of the Board of Examiners.

Teaching and Examination Regulations (TER = OER; *Onderwijs- en examenregeling*) – a legally binding document that applies to the entire cc students who start a degree programme in a certain academic year. The TE also contain transitional arrangements for previous cohorts.

Matrix of learning outcomes – an appendix to the Assessment Plan that specifies the course units with *summative* assessment leading up to or at the level specified in the programme-level learning outcomes and the course units with formative assessment.

Placement manual – a manual for the placement course unit.

Syllabus – a document that sets out the details of the TER and the Assessment Plan at course unit level in accordance with the information in Ocasys.

Assessment programme – the implementation of the TER, Part A, Article 4.16

Appendix 1. Learning outcomes of the degree programme + Matrix of learning outcomes

Programme-level Learning Outcomes (all tracks: [J], Journalism and Journalistiek; [DDL], Datafication and Digital Literacy; [MCI], Media Creation and Innovation; [SMS], Social Media and Society)

Dublin descriptors	
1. Graduates have demonstrable knowledge and understanding that is founded upon and extends and/or enhances what is typically associated with the Bachelor's level and that provides a basis or opportunity for originality in developing and /or applying ideas within a research context.	1a Knowledge and understanding of the main academic theories on media with regard to specific programmes, i.e. 1a.1 [J] Journalism and Journalism Studies 1a.2 [DDL] Data, Datafication, and Digital Literacy 1a.3[MCI] Media Production and Media Innovation 1a.4[SMS] Social Media, Networks, and their relation to Society 1b Knowledge and understanding of the historical, sociocultural, technological, economic and political-judicial aspects of media, media policy and media culture 1c Knowledge and understanding of the influence of technological, social and cultural developments on the media profession and the process of: 1c.1 [J] gathering, selecting and presenting news; 1c.2 [DDL] datafication within society, including its relation to digital literacy and policy 1c.3 [MCI] cultural production, use, and innovation within media industries 1c.4 [SMS] the development of social media, networks, and their place in society 1d Knowledge and understanding of media types, audiences, national and international news flows, media systems and genres
2. Graduates can apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.	2a The ability to contribute independently to academic research on media cultures, professions, and production 2b The ability to transform an academic standard, based upon an excellent command of techniques and skills, into high quality individual or joint: 2b.1 [J] journalistic productions, in a multimedia setting if required 2b.2 [DDL] data and digital literacy strategies, including policy and social initiatives 2b.3 [MCI] explorations of media production and innovation processes 2b.4 [SMS] data analysis and critical studies of social media, networks, and their roles in society 2c The ability to situate oneself within the diverse needs of actors within specific media fields, and to actively anticipate the needs of professionals within media fields in society
3. Graduates have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical	3a A professional attitude that is aware of the ethical and policy aspect of media, including: 3a.1 [J] ethical and judicial policies with regard to journalistic activities;

responsibilities linked to the application of their knowledge and judgements.	3a.2 [DDL] governmental and societal priorities regarding digital literacy 3a.3 [MCI] fair use, copyright, and other access and media use policies 3a.4 [SMS] legal and social considerations around privacy and data in society 3b An awareness of the professional media field, including changes, policies, developments, and innovations 3c The ability to read, weigh, interpret and construe a wide range of information and sources in the light of the value, dependability and usefulness of information and sources in a professional media context
4. Graduates can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.	4a The ability to transfer complex information through deliberately chosen and well-considered presentation forms and channels, taking context and target audience into account 4b The ability to fairly and efficiently interact with sources, audiences, and combinations thereof
5. Graduates have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.	5a The ability to systematically and creatively handle complex issues and to establish well-founded opinions 5b The ability to independently direct the process of assessing and solving problems creatively 5c The ability to independently plan and execute academic research 5d 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.

Appendix 2. Learning outcomes and their assessment in course units

Matrix of learning outcomes attained/course units passed in the degree programme in Media Studies/Master's track in Journalistiek

	1. Knowledge and understanding				2. Applying knowledge and understanding			3. Making judgements			4. Communication		5. Learning skills			
Year 1	1a.1	1b	1c.1	1d	2a	2b.1	2c	3a.1	3b	3c	4a	4b	5 a	5 b	5 c	5 d
Journalism Studies: Theory and Methods	x	x	x	x	x						x	x	x	x		
Theoretical Specialization	x	x	x	x	x						x	x	x	x	x	x
Vaardigheden 1: Houding en Interactie				x		x		x	x		x	x				
Vaardigheden 2: Het journalistieke verhaal			x	x		x	x	x	x	x	x	x				
Vaardigheden 3: Profilering en verdieping			x			x	x	x	x		x	x				
Research Seminar Journalism and Journalistiek	x	x	x	x	x						x		x	x	x	x
Voorbereiding Ma-scriptie	x	x	x		x						x		x	x	x	x
Journalistieke Innovatie en Ondernemerschap		x	x	x			x				x		x	x		
Year 2																
MA Stage		x	x	x		x	x	x	x	x	x	x		x		x
MA Scriptie	x	x			x						x		x	x	x	x

Matrix of learning outcomes attained/course units passed in the degree programme in Media Studies/Master's track in Journalism

	1. Knowledge and understanding				2. Applying knowledge and understanding			3. Making judgements			4. Communication		5. Learning skills			
Year 1	1a.1	1b	1c.1	1d	2a	2b.1	2c	3a.1	3b	3c	4a	4b	5a	5b	5c	5d
Journalism Studies: Theory and Methods	x	x	x	x	x						x	x	x	x		
Theoretical Specialization	x	x	x	x	x						x	x	x	x	x	x
Journalism Skills I				x		x		x	x		x	x				
Journalism Skills II				x		x		x	x		x	x				
Journalism Skills III				x		x	x	x	x		x	x				
Business and Ethics						x	x	x	x	x						
Research Seminar Journalism and Journalistiek	x	x	x	x	x						x		x	x	x	x
Journalism Skills IV			x			x	x	x	x	x	x	x				
Journalism Skills V			x			x	x	x	x	x	x	x				
Year 2																
Preparation for MA Thesis	x	x	x		x						x		x	x	x	x
MA Internship		x	x	x		x	x	x	x	x	x	x		x		x
MA Thesis	x	x			x						x		x	x	x	x
MA Thesis Plus	x	x			x						x		x	x	x	x

Matrix of learning outcomes attained/course units passed in the degree programme in Media Studies/Master's track in Datafication and Digital Literacy

	1. Knowledge and understanding				2. Applying knowledge and understanding			3. Making judgements			4. Communication		5. Learning skills			
Year 1	1a.2	1b	1c.2	1d	2a	2b.2	2c	3a.2	3b	3c	4a	4b	5a	5b	5c	5d
Transformation in the Digital Society	x	x	x								x	x	x			
Methods 1	x				x	x									x	
Methods 2	x				x	x									x	
Algorithmic Culture	x	x	x		x			x			x		x			
Digital Literacy	x	x				x	x	x								
Conceptualizing Audiences	x	x		x						x	x	x				
Research Seminar Media Studies	x	x	x	x	x						x		x		x	
Civil Society, Policy and Regulation		x	x	x		x	x		x	x		x	x	x		
Practice Lab				x		x	x	x	x	x	x	x				
Contemporary Debates in Media Studies		x	x	x	x		x	x		x	x		x	x	x	
Thesis Lab	x	x	x		x				x		x		x	x	x	x
Year 2																
MA Thesis			x	x		x	x	x	x	x	x			x		x
MA Internship	x	x			x						x		x	x	x	x
MA Thesis Plus			x	x		x	x	x	x	x	x			x		x

Matrix of learning outcomes attained/course units passed in the degree programme in Media Studies/Master's track in Media Creation and Innovation

	1. Knowledge and understanding				**2. Applying knowledge and understanding**			**3. Making judgements**			**4. Communication**		**5. Learning skills**			
Year 1	1a.3	1b	1c.3	1d	2a	2b.3	2c	3a.3	3b	3c	4a	4b	5a	5b	5c	5d
Transformation in the Digital Society	x	x	x								x	x	x			
Methods 1	x				x	x									x	
Methods 2	x				x	x									x	
Cultures of Creativity	x		x		x	x				x	x		x			
Forms and Formats	x	x	x		x	x		x	x	x	x		x		x	
Conceptualizing Audiences	x	x		x						x	x	x				
Research Seminar Media Studies	x	x	x	x	x						x		x		x	
Civil Society, Policy and Regulation		x	x	x		x	x		x	x		x	x	x		
Practice Lab				x		x	x	x	x	x	x	x				
Contemporary Debates in Media Studies		x	x	x	x		x	x		x	x		x	x	x	
Thesis Lab	x	x	x		x				x		x		x	x	x	x
Year 2																
MA Thesis			x	x		x	x	x	x	x	x			x		x
MA Internship:	x	x			x						x		x	x	x	x
MA Thesis Plus			x	x		x	x	x	x	x	x			x		x

Matrix of learning outcomes attained/course units passed in the degree programme in Media Studies/Master's track in Social Media and Society

	1. Knowledge and understanding				2. Applying knowledge and understanding			3. Making judgements			4. Communication		5. Learning skills			
Year 1	1a.4	1b	1c.4	1d	2a	2b.4	2c	3a.4	3b	3c	4a	4b	5a	5b	5c	5d
Transformation in the Digital Society	x	x	x								x	x	x			
Methods 1	x				x	x									x	
Methods 2	x				x	x									x	
Platform Studies	x	x	x		x	x		x		x	x		x		x	
Network Theory	x				x	x	x				x		x			
Conceptualizing Audiences	x	x		x						x	x	x				
Research Seminar Media Studies	x	x	x	x	x						x		x		x	
Civil Society, Policy and Regulation		x	x	x		x	x		x	x		x	x	x		
Practice Lab				x		x	x	x	x	x	x	x				
Contemporary Debates in Media Studies		x	x	x	x		x	x		x	x		x	x	x	
Thesis Lab	x	x	x		x				x		x		x	x	x	x
Year 2																
MA Thesis			x	x		x	x	x	x	x	x			x		x
MA Internship	x	x			x						x		x	x		x
MA Thesis Plus			x	x		x	x	x	x	x	x			x		x

ndix 3. Schematic overview of the assessment programme

Journalistiek

Year 1 semester 1				Block 1	Block 1 Exams	Block 1 Re-sit	Block 2	Block 2 Exams	Block 2 Re-sit
Course	**CourseCode**	**Language**	**ECTS**	week 1-7	week 8-10	week 20-22	week 11-16, 19	week 20-22	week 8-10
Journalism Studies : Theory and Methods	LJX105M10	EN	10	Written assignments			Written assignments	Digital Exam	Digital Exam
Theoretical Specialization	LJX100M05	EN	5				Written assignments		Written Assignments
Vaardigheden 1: houding en interactie	LJX067M05	NE	5	Portfolio, Weekly assignments, Testimonial					Weekly Assignments
Vaardigheden 2: het journalistieke verhaal	LJX068M10	NE	10				Portfolio, Weekly assignments, Testimonial		Weekly Assignments
Year 1 semester 2				Block 3	Block 3 Exams	Block 3 Re-sit	Block 4	Block 4 Exams	Block 4 Re-sit
Course		**Language**	**ECTS**	week 1-7	week 8-10	week 18-20	week 11-17	week 18-20	week 22
Research Seminar Journalism and Journalistiek	LJX102M10	NE/ EN (choice)	10	Written assignments		Written assignments	Presentation, Portfolio, Research Paper, Peer-Review		Research Paper
Voorbereiding Ma-scriptie	LJX006M05	NE	5				Research Proposal, Presentation		Research Proposal
Journalistieke Innovatie en Ondernemerschap	LJX066M05	NE	5				Portfolio, presentation, written assignments	Written Assignments	Written assignments
Vaardigheden 3: Profilering & Verdieping	LJX069M10	NE	10	portfolio, weekly assignments, testimonial			portfolio, weekly assignments, testimonial		Weekly assignments

Year 2, Semester 1				Block 1	Block 1 Exams	Block 1 Re-sit	Block 2	Block 2 Exams	Block 2 Re-sit
Course	**Course Code**	**Language**	**ECTS**	week 1-7	week 8-10	week 20-22	week 11-16, 19	week 20-22	week 8-10
Ma Scriptie Journalistiek	LJX999M15	NE / EN	15		Thesis	-			
Ma Stage Journalistiek	LJX000M15	NE	15					Internship, Portfolio, Essay	

Journalism

Year 1 semester 1				Block 1	Block 1 Exams	Block 1 Re-sit	Block 2	Block 2 Exams	Block 2 Re-sit
Course	**CourseCode**	**Language**	**ECTS**	week 1-7	week 8-10	week 20-22	week 11-16, 19	week 20-22	week 8-10
Journalism Studies : Theory and Methods	LJX105M10	EN	10	Written assignments			Written assignments	Digital Exam	Digital Exam
Theoretical Specialization	LJX100M05	EN	5				Written assignments		Written Assignments
Journalism Skills I	LJX032M05	EN	5	Portfolio, Weekly Assignments, Testimonial	Weekly Assignments				Weekly Assignments
Journalism Skills II	LJX033M05	EN	5	Portfolio, Weekly Assignments, Testimonial	Weekly Assignments		Portfolio, Weekly Assignments, Testimonial	Weekly Assignments	Weekly Assignments
Journalism Skills III	LJX034M05	EN	5				Portfolio, Weekly Assignments, Testimonial	Weekly Assignments	Weekly Assignments
Year 1 semester 2				Block 3	Block 3 Exams	Block 3 Re-sit	Block 4	Block 4 Exams	Block 4 Re-sit
Course			**ECTS**	week 1-7	week 8-10	week 18-20	week 11-17	week 18-20	week 22
Business & Ethics	LJX040M05	EN	5	Written assignments	Exam	Written assignment, Exam			
Research Seminar Journalism and Journalistiek	LJX102M10	EN / NE (choice)	10	Written assignments			Presentation, Portfolio, Research Paper, Peer-Review		Research Paper
Journalism Skills IV	LJX035M05	EN	5	Portfolio, Weekly Assignments, Testimonial	Weekly Assignments				Weekly Assignments
Journalism Skills V	LJX036M10	EN	10	Portfolio, Weekly Assignments, Testimonial	Weekly Assignments		Portfolio, Weekly Assignments, Testimonial	Weekly Assignments	Weekly Assignments

Year 2, Semester 1				Block 1	Block 1 Exams	Block 1 Re-sit	Block 2	Block 2 Exams	Block 2 Re-sit
Course	**Course Code**	**Language**	**ECTS**	week 1-7	week 8-10	week 20-22	week 11-16, 19	week 20-22	week 8-10
Preparation Ma-Thesis	LJX062M05	EN	5	Research Design, Presentation	Research Design	Research Design			
MA internship Journalism	LJX904M15	EN	10					Internship Report, portfolio	
MA Thesis	LJX998M15	EN	15				Thesis		
MA Thesis Plus	LJX997M25	EN	10					Thesis	

Datafication and Digital Literacy

Year 1 semester 1				Block 1	Block 1 Exams	Block 1 Re-sit	Block 2	Block 2 Exams	Block 2 Re-sit
Course	**CourseCode**	**Language**	**ECTS**	week 1-7	week 8-10	week 20-22	week 11-16, 19	week 20-22	week 8-10
Transformations in the Digital Society	LJX070M05	EN	5	Short written assignments	Exam	Short Written Assignments; Exam			
Algorithmic Culture	LJX079M05	EN	5	Written Assignment	Written Assignment	Written Assignments			
Methods 1	LJX103M05	EN	5	Group Assignment	Exam	Group Assignment; Exam			
Digital Literacy	LJX080M05	EN	5				Group Presentation; Written Assignments	Written Assignments	Written Assignments
Conceptualizing Audiences	LJX081M05	EN	5				Presentation	Digital Exam	Digital Exam
Methods 2	LJX106M05	EN	5				Group and Individual Assignments	Group and Individual Assignments	Group and Individual Assignments
Year 1 semester 2				Block 3	Block 3 Exams	Block 3 Re-sit	Block 4	Block 4 Exams	Block 4 Re-sit
Course			**ECTS**	week 1-7	week 8-10	week 18-20	week 11-17	week 18-20	week 22
Research Seminar Media Studies	LJX101M10	EN	10	Written assignments; In-Class Work	Written Assignments	Written assignments	Presentation, Research Proposal, Peer-Review		Research Paper
Contemporary Debates in Media Studies	LJX110M05	EN	5	Written assignments; In-Class Work	Written Assignments	Written assignments			
Civil Society, Policy and Regulation	LJX108M05	EN	5	Group and Individual Written Assignments; Presentations	Written Assignments	Written Assignments			
Thesis Lab	LJX109M05	EN	5				Research Design, Presentation	Research Design	Research Design

Practice Lab	LJX099M05	EN	5				Group work; Written Assignment	Group work; Written Assignment	Group work; Written Assignment

Year 2, Semester 1			Block 1	Block 1 Exams	Block 1 Re-sit	Block 2	Block 2 Exams	Block 2 Re-sit
Course	**Course Code**	**Language** **ECTS**	week 1-7	week 8-10	week 20-22	week 11-16, 19	week 20-22	week 8-10
MA Thesis	LJX990M15	EN 15		Thesis				
MA Internship	LJX903M15	EN 15					Internship, Portfolio, Essay	
MA Thesis Plus	LJX999M25	EN 25		Thesis				

Media Creation and Innovation

Year 1 semester 1				Block 1	Block 1 Exams	Block 1 Re-sit	Block 2	Block 2 Exams	Block 2 Re-sit
Course	**CourseCode**	**Language**	**ECTS**	week 1-7	week 8-10	week 20-22	week 11-16, 19	week 20-22	week 8-10
Transformations in the Digital Society	LJX070M05	EN	5	Short written assignments	Exam	Short Written Assignments; Exam			
Cultures of Creativity	LJX085M05	EN	5	Written Assignment; Presentation	Written Assignment	Written Assignments			
Methods 1	LJX103M05	EN	5	Group Assignment	Exam	Group Assignment; Exam			
Forms and Formats	LJX086M05	EN	5				Written Assignments	Written Assignments	Written Assignments
Conceptualizing Audiences	LJX081M05	EN	5				Presentation	Digital Exam	Digital Exam
Methods 2	LJX106M05	EN	5				Group and Individual Assignments	Group Assignment	Group Assignment
Year 1 semester 2				Block 3	Block 3 Exams	Block 3 Re-sit	Block 4	Block 4 Exams	Block 4 Re-sit
Course			**ECTS**	week 1-7	week 8-10	week 18-20	week 11-17	week 18-20	week 22
Research Seminar Media Studies	LJX101M10	EN	10	Written assignments; In-Class Work	Written Assignments	Written assignments	Presentation, Research Proposal, Peer-Review		Research Paper
Contemporary Debates in Media Studies	LJX110M05	EN	5	Written assignments; In-Class Work	Written Assignments	Written assignments			
Civil Society, Policy and Regulation	LJX108M05	EN	5	Group and Individual Written Assignments; Presentations	Written Assignments	Written Assignments			
Thesis Lab	LJX109M05	EN	5				Research Design, Presentation	Research Design	Research Design
Practice Lab	LJX099M05	EN	5				Group work; Written Assignment	Group work; Written Assignment	Group work; Written Assignment

Year 2, Semester 1				Block 1	Block 1 Exams	Block 1 Re-sit	Block 2	Block 2 Exams	Block 2 Re-sit
Course	**Course Code**	**Language**	**ECTS**	week 1-7	week 8-10	week 20-22	week 11-16, 19	week 20-22	week 8-10
MA Thesis	LJX990M15	EN	15		Thesis				
MA Internship	LJX903M15	EN	15					Internship, Portfolio, Essay	
MA Thesis Plus	LJX999M25	EN	25		Thesis				

Social Media and Society

Year 1 semester 1				Block 1	Block 1 Exams	Block 1 Re-sit	Block 2	Blok 2 Exams	Block 2 Re-sit
Course	**CourseCode**	**Language**	**ECTS**	week 1-7	week 8-10	week 20-22	week 11-16, 19	week 20-22	week 8-10
Transformations in the Digital Society	LJX070M05	EN	5	Short written assignments	Exam	Short Written Assignments; Exam			
Platform Studies	LJX090M05	EN	5	Written Assignment; Presentation	Written Assignment	Written Assignments			
Methods 1	LJX103M05	EN	5	Group Assignment	Exam	Group Assignment; Exam			
Network Theory	LJX091M05	EN	5				Presentation	Written Assignment	Written Assignment
Conceptualizing Audiences	LJX081M05	EN	5				Presentation	Digital Exam	Digital Exam
Methods 2	LJX106M05	EN	5				Group and Individual Assignments	Group Assignment	Group Assignment
Year 1 semester 2				Block 3	Block 3 Exams	Block 3 Re-sit	Block 4	Blok 4 Exams	Block 4 Re-sit
Course			**ECTS**	week 1-7	week 8-10	week 18-20	week 11-17	week 18-20	week 22
Research Seminar Media Studies	LJX101M10	EN	10	Written assignments; In-Class Work	Written Assignments	Written assignments	Presentation, Research Proposal, Peer-Review		Research Paper
Contemporary Debates in Media Studies	LJX110M05	EN	5	Written assignments; In-Class Work	Written Assignments	Written assignments			
Civil Society, Policy and Regulation	LJX108M05	EN	5	Group and Individual Written Assignments; Presentations	Written Assignments	Written Assignments			
Thesis Lab	LJX109M05	EN	5				Research Design, Presentation	Research Design	Research Design

Practice Lab	LJX099M05	EN	5				Group work; Written Assignment	Group work; Written Assignment	Group work; Written Assignment

Year 2, Semester 1				Block 1	Block 1 Exams	Block 1 Re-sit	Block 2	Block 2 Exams	Block 2 Re-sit
Course	**Course Code**	**Language**	**ECTS**	week 1-7	week 8-10	week 20-22	week 11-16, 19	week 20-22	week 8-10
MA Thesis	LJX990M15	EN	15		Thesis				
MA Internship	LJX903M15	EN	15					Internship, Portfolio, Essay	
MA Thesis Plus	LJX999M25	EN	25		Thesis				

Appendix 4. Additional regulations for the graduation dossier