Academic year 2026/2027

Appendix 1: Assessment plan

Master Communication and Information Studies

1 /

Vision of teaching and assessment

a. Vision of the UG

The educational vision of the University of Groningen focuses on creating strong connections between students and staff, between education and research, and between education and relevant societal issues, in both national and international contexts (see https://www.rug.nl/about-ug/policy-and-strategy/strategic-plan/).

The associated educational strategy aims to encourage students to become respected participants in the academic community. This goal is achieved by:

- Creating an academic and social environment in which students are actively engaged in their own learning process, and where learning and the development of their own talents are central;
- Providing top-quality education based on the research qualities of staff, giving students the opportunity to study and work at the cutting edge of knowledge;
- Equipping students with the necessary skills, attitudes, and knowledge needed to compete successfully in the international job market.

Promoting Active Learning was one of the most prominent goals of the previous strategic plan. Active Learning is an educational approach where students are more directly involved in the learning process through activities such as problem-solving, writing assignments, group discussions, reflection, and other activities that promote critical thinking. Active Learning often uses digital tools. Staff and students are encouraged to develop and evaluate innovative teaching methods, such as e-learning and the flipped classroom.

The trend towards blended learning has been intensified by the COVID-19 pandemic, with the University of Groningen explicitly choosing a mixed form of online and on-campus education: hybrid learning.

b. Vision of the Faculty

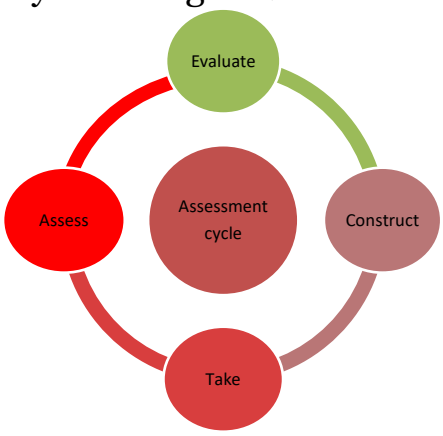
The faculty's educational vision aligns with that of the University of Groningen and can be summarized as follows (see https://www.rug.nl/let/onze-faculteit/organisatie/diensten-en-voorzieningen/cliq/publicaties/strategieplan-cliq.pdf):

- Research involving big data should be integrated into education;
- We offer an interactive learning environment where dialogue is central;
- Eminent scientists from both national and international backgrounds are recruited;
- Teachers develop teaching methods that encourage interaction;
- Continuous improvement of educational quality is pursued;
- Students and teachers together form a true learning community;
- The education is structured around recognizable learning pathways;
- Assessment should, in addition to evaluating performance, provide insight into progress towards final qualifications, with formative evaluation (feedback) playing a more important role.

The direction that the University of Groningen's education should take in the coming years is towards active learning in a hybrid learning environment where ICT plays an important supportive role. 'Active learning' provides the main direction. Blended learning will become the norm, or, in times of Corona, hybrid learning. Education will be redesigned according to the principles of constructive alignment, where the didactic concept, teaching method, and assessment program are integrated to promote study behavior that leads to the desired final level.

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

The programme complies with the faculty's guidelines for the design and evaluation of tests, which are shown schematically in the figure below.



3 /	**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. **a. 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 the 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

Name	Pages
1. Matrix of realized learning outcomes/course units in the MA Communication and Information Studies	8–13
2. Schematic representation of Assessment in the MA Communication and Information Studies	14–25
3. Learning outcomes and their assessment in course units in the MA Communication and Information Studies	26–76
4. Assessment criteria for the Master's thesis in the MA Communication and Information Studies	77–79

The programme's learning outcomes, laid down in the programme's final qualifications (Part B MA OER CIW 3.2), are leading. The study components jointly play a role in working towards these final qualifications. This is expressed in a coherent curriculum with a transparent structure. For each track, the matrix of final qualifications (Appendix 2) lists the subjects in which summative assessment takes place.

Parallel to the curriculum, the assessment plan provides a balanced structured overview of test forms and test periods. Study components within a learning line can be given the same visual marking in the overview if necessary.

Linking the assessment to the final qualifications and learning outcomes per educational module is very important in order to be able to guarantee the assessment of the final level achieved. Overviews in which the connection between (parts of) achieved final qualifications, teaching modules and learning outcomes are made visible per track. In this way, it can be established that the programme enables students to achieve the intended learning outcomes.

For the thesis, the assessment criteria are included at the end of this Assessment plan.

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 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 , 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 evaluated.

6 /	Archiving When selected, all necessary documents of the assessment dossier of a course unit are uploaded in the Brightspace environment via the button 'Board of Examiners'. Per academic year an inventory list of all evaluated courses is made by the cluster secretariat.
7 /	List of documents relevant to assessment
	Rules and Regulations – the internal regulations of the Board of Examiners. **Rules and Responsibilities for the assessment of the Faculty of Arts** **Teaching and Examination Regulations (TER = OER; *Onderwijs- en examregeling*)** – a legally binding document that applies to the entire cohort of students who start a degree programme in a certain academic year. The TER may 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, art. 8.5

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**

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	**Attendance and participation (class participation, group work; 20% in total)**	**Attendance and participation (class participation, group work; 20% in total)**	**Attendance and participation (class participation, group work; 20% in total)**	**Reflective commentary 80%**		**Y**

Designing Interventions in Environmental Communication LCX078M05				**Advisory Report**	**Individual Discussion**	**Y**

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

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	

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	

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**		**Essay**		**Y**
Coding for Humanities LHU014M10	**Exam**			**Exam**		**Y**
Data in Society LHU004M05	**Assignment**	**Assignment**	**Assignment**	**Individual Essay**		**Y**

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

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**
Coding for Humanities LHU014M10					**Exam**		**Y**
Thesis Lab LHU007M05					**MA Thesis Proposal**		**Y**
Data Analysis and Machine Learning LHU013M10	**Assignment**		**Assignment**		**Final Project**		**Y**

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

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**
Data Analysis and Machine Learning LHU013M10	**Assignment**		**Assignment**		**Final Project**		**Y**
Software and Data as Culture LHU006M05	**Assignment**	**Assignment**	**Assignment**	**Assignment**	**Final Project**		**Y**
Digital Humanities: Tools and Methods	**Assignment**	**Assignment**	**Assignment**		**Final Project**		**Y**

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

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	

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**			**Thesis Proposal**		**Literature Study, Thesis Proposal**
Language Models and Applications LIX030M10	**Individual assignments**	**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**

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**
Societal Aspects of Natural Language Processing LIX029M05		**Portfolio week 2-3**		**Portfolio week 4-5**		**Exam**	**Portfolio, Exam**

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

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**
Language Technology Project LIX025M05		**Portfolio week 2-3**		**Portfolio week 4-5**		**Final Report**	**Portfolio, Final Report**

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

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 Language Technology Project LIX025M05		**Group project proposal**			**Thesis** **Final report**		**Final report**

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

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

			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

		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

		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.	Reflective commentary	Exam week block 1	Y
			1.2	S	Understanding of the structure of the field and the relationship between broader organisational	Reflective commentary	Exam week block 1	Y

					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	Reflective commentary	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.	Reflective commentary	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.	Reflective commentary	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.	Attendance and participation	Exam week block 1	Y
			3.3	S	Demonstrate initiative and personal responsibility in critically reflecting on the role of	Attendance and participation	Exam week block 1	Y

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

		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

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

		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	

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	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
			1.2	S				
			1.3	S				

					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				

					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				

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				

					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

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

					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 Evaluation 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

					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	

		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

		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				

		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

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.			
			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	LHU014M10	**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 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	3 Exams	Intermediate, final	Y

					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).			
		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).			

Data Analysis and Machine Learning	LHU013M10	**1. Knowledge & Understanding**	1.1	F/S	- Competent in gathering and formatting data for a typical digital humanities research question. - Competent in 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	• Competent in gathering and formatting data for a typical digital humanities research question. • Deciding what annotation method is most suitable for a certain task. • Critically assessing the acquired data set. • Including analytics based on inferential statistics. • Acquiring familiarity and knowledge of techniques for pattern discovery in large quantities of data such as Topic Modeling and word embeddings. • Setting up simple machine learning experiments.			
			2.2	F/S	• Competent in gathering and formatting data for a typical digital humanities research			

					question. ● Deciding what annotation method is most suitable for a certain task. ● Critically assessing the acquired data set. ● Including analytics based on inferential statistics. ● Acquiring familiarity and knowledge of techniques for pattern discovery in large quantities of data such as Topic Modeling and word embeddings. ● Setting up simple machine learning experiments.			
			2.3	F/S	● Competent in using data exploration techniques to inform 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. - Including analytics based on inferential statistics. - Acquiring familiarity and knowledge of techniques for pattern discovery in large quantities of data such as Topic Modeling and word			

					embeddings. - Setting up simple machine learning experiments.			
		4. Communication	4.1	F/S	- Ability to communicate conclusions clearly to experts and non-experts. - Becoming familiar with reporting experiments and quantitative results in writing			
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 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.			

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 history of data, from which to analyse the contemporary position of data • an understanding of the impacts and effects of political	Assignments, individual essay	Weekly, final	Y

					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 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.	Assignments, project, essay	Weekly, final	Y
		2. Applying knowledge and understanding	2.1	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 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 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.			
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		
			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 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 regarding the data 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.			

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
			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 minimal supervision from the teacher	Group assignments	3,5,7,9	Y
		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 motivation and concepts underlying the development of the semantic web.	Assignment 1, 4	1,4	Y
			1.3	S		(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	Group project	9	Y

					general programming skills in the implementation of a demonstrator that uses semantic web technology.			
		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 Data	LIX016M05	**1. Knowledge & Understanding**	1.1	S	The course has a strong focus on 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.	Assiggments 1-4 (text classification, named entity classification, advanced text classification, final project)	3,5,7,9	Y
		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	Assignment 4 (final project, individual) (report)	9	Y

					algorithm, and interpret the results critically, by understanding evaluation metrics as well as possible sources of errors (overfitting, little data, etc).			
		3. Making Judgements	3.3	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).	Final project	9	Y
		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 and understanding	2.1	S	After the course the student is able to provide a compositional semantics of a (simple) sentence using the lambda calculus	Asst 4	5	Y
		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 Topics in NLP	LIX001M05	**1. Knowledge & Understanding**	1.1	S	Understand the historical 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;	Portfolio week 2-3, portfolio week 4-5, group project	3, 5, 9	Y
			1.2	S	Understand the historical evolution	Portfolio week 2-3,	3, 5, 9	Y

					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;	portfolio week 4-5, 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
		2 Applying Knowledge and Understanding	2.1	S	Identify the appropriate techniques to solve a newly provided NLP problem, and apply them successfully using relevant software libraries (possibly including the use of pre-trained models and their fine-tuning);			
			2.2		Identify the appropriate techniques to solve a newly provided NLP problem, and apply them successfully using relevant software libraries (possibly including the use of pre-trained models and their fine-tuning); 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;			
			2.4		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;			
			2.5		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;			
		3. Making Judgements	3.1	S	Understand and be able to present to teachers and peer students research articles on advanced NLP topics; Name and reflect upon a number of open issues affecting the current state of the art in NLP.	Group project (report, presentation)	9	Y
		4. Communication	4.1	S	Understand and be able to present to teachers and peer students research articles on advanced NLP topics			

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	Asst 1, 2, final	3, 5, 9	Y

					come up with well-founded and target-group or task-oriented solutions			
			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
		4. Communication	4.1	S	Communicate to peers the results of	Final report	9	Y

					research conducted by the student him/herself (course project) and by others (research papers)			
		5. Learning skills	5.2	S	Assess critically their own research (course project) and research conducted by others (research papers)	Final report	9	Y

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		