

Bijlage 4: Track Communicatiekunde (+ traject Gezondheidscommunicatie)

(Overzichten toetsing per vak en leerdoelen per vak)

Communicatiekunde

| Semester 1 | | Block 1 | | | Block 2 | | |
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| Module | Code | Classes | Examination | Resit | Classes | Examination | Resit |
| Diagnose en advisering in organis. comm. | LCX005M10 | | Deelopdrachten (40%) Participatie Presentatie | | | Adviesrapport (60%) | Adviesrapport |
| Ontwerp van Communicatietraining en | LCX010M10 | opdrachten | Tentamen (50%) | Tentamen | opdrachten | mondelinge en schriftelijke opdrachten. Adviesrapport (50%) | Opdrachten Adviesrapport |
| Argumentation and Resistance | LCX011M10 | assignments | | | | Presentation 1 Presentation 2 (20%) Research Paper (80%) | Written report on presentation Research paper |
| Analysis of Dyn. Audiovis. Multimod. Com. | LCX013M10 | | Oral presentation Research report 1 | Research report | | Research Report 2 | Research Report |

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| Experimenteel persuasieonderzoek | LCX038M10 | | Exam (20%) | Exam | | Research Article (80%) | Research Article |
| Taal en tekstoptimalisatie | LCX062M10 | Weekopdracht en | (weekopdrachten moeten voldoende zijn Onderzoeksvoors tel (30%) | Weekopdrac hten Onderzoeks voorstel | | Onderzoeksve rslag | Onderzoeksver slag |
| Communicatievaardig heden van artsen | LCX064M10 | | Weekopdrachten (20%) | Weekopdrac hten | | Onderzoeksve rslag (80%) | Onderzoeksver slag |
| Writing: Context, Process and Text | LLS025M10 | | Oral presentation Research plan | Research plan | | Peer review Research paper | Research Paper |
| Multichannel Management | LIX023M05 | - Useful, active contribution to discussions in lectures and labs; - Presentation | - Individual essay; - Written report; | | | | - Individual essay; - Written report |
| Vragenlijstontwerp | LCX035M10 | | Research proposal | Research proposal | | Research report | Research report |

| Computer-Mediated Communication | LIX022M05 | | Written Exam and Research Report | Research Report | | | Written Exam |
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| Communication Technology | LIX020M05 | | Three written courseworks | | | | Three written courseworks |
| Semester 2 | | Block 3 | | | Block 4 | | |
| Module | Code | Classes | Examination | Resit | Classes | Examination | Resit |
| User Interface Evaluation | LIX024M05 | Assignments | Final Report | Final Report | | | |
| Corporate Communication in the Digital Age | LCX072M10 | | Research proposal (formative no grade) | Research Proposal | | Oral Presentation Research report | Research report |
| Discourses of Health and Illness | LCX012M10 | | Research Proposal (no grade, but obligatory) | | | Research Paper Oral presentation | Research paper |
| Living Lab: Communication for Change | LCX014M10 | assignments | | | | 50% Advisory report + 50% Individual discussion; | Advisory report Individual discussion |

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| | | | | | | both Report and Discussion must be 5,5 or more. | |
| Ma-scriptie CIW | LCX999M20 | | (The student works the whole semester on his/her thesis) | | | Master Thesis | Master Thesis (If thesis grade is not sufficient) |
| Ma-stage CIW | LCX000M10 | | (The student does an internship during the whole semester) | | | Internship report | Internship report |

Gezondheidscommunicatie:

| Semester 1 | | Block 1 | | | Block 2 | | |
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| Module | Code | Classes | Examination | Resit | Classes | Examination | Resit |
| Diagnose en advisering in organis. comm. | LCX005M10 | | Deelopdrachten (40%) Participatie Presentatie | | | Adviesrapport (60%) | Adviesrapport |

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| Vragenlijstontwerp | LCX035M10 | | Research proposal | Research proposal | | Research report | Research report |
| Ontwerp van Communicatietrainingen | LCX010M10 | opdrachten | Tentamen (50%) | Tentamen | opdrachten | mondelinge en schriftelijke opdrachten. Adviesrapport (50%) | Opdrachten Adviesrapport |
| Experimenteel persuasieonderzoek | LCX038M10 | | Exam (20%) | Exam | | Research Article (80%) | Research Article |
| Communicatievaardigheden van artsen | LCX064M10 | | Weekopdrachten (20%) | Weekopdrachten | | Onderzoeksverslag (80%) | Onderzoeksverslag |
| Semester 2 | | Block 3 | | | Block 4 | | |
| Module | Code | Classes | Examination | Resit | Classes | Examination | Resit |
| Discourses of Health and Illness | LCX012M10 | | Research Proposal (no grade, but obligatory) | | | Research Paper Oral presentation | Research paper |
| Living Lab: Communication for Change | LCX014M10 | assignments | | | | 50% Advisory report + 50% Individual discussion; | Advisory report |

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| | | | | | | both Report and Discussion must be 5,5 or more. | Individual discussion |
| Ma-scriptie CIW: Gezondheidscommunicatie | LCX996M20 | | (The student works the whole semester on his/her thesis) | | | Master Thesis | Master Thesis (If thesis grade is not sufficient) |
| Ma-stage CIW: Health Communication | LCX902M10 | | (The student does an internship during the whole semester) | | | Internship report | Internship report |

Communicatiekunde

semester I

| Vakcode | Vaknaam | Beoogde leeruitkomsten | Wijze van toetsen |
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| LCX005M10 | Diagnose en advisering in organis. comm. | <p>Theoretische kennis op te doen m.b.t de kwaliteit van de communicatie van organisaties en de modellen op het gebied van communicatiediagnostiek (1.1 – kennis en inzicht) alsmede communicatieadvies om een communicatieprobleem van een organisatie te duiden en te verklaren. Het gaat er hierbij om communicatieproblemen (geformuleerd in termen van het disfunctioneren van teksten, middelen ed.) te relateren aan communicatiedoelen en organisatiedoelen of –strategie. Hiermee wordt ook de samenhang tussen deelgebieden (1.2), in casu communicatiekunde en organisatiekunde, marketing aan de orde gesteld.</p> <p>De bij 1 genoemde kennis over communicatiediagnostiek en communicatieadvies en de behorende methoden en technieken toe te passen (2.1 –toepassen kennis en inzicht) om communicatieproblemen van organisaties (tijdens het college: 2 organisaties, 1 om te oefenen, 1 inclusief opdrachtgever) te kunnen beschrijven, onderbouwen, een bijpassend diagnose-instrument te ontwikkelen en een passend advies te ontwikkelen. In concreto gaat het om het ontwikkelen van meetinstrumenten om de kwaliteit van de communicatie vast te stellen en te verklaren, het vaststellen van correcte steekproeven, het ontwikkelen van normen (wanneer is iets een probleem, wanneer stel je vast dat een probleem is opgelost en dergelijke) en het (mede) op basis hiervan ontwikkelen van een advies (2.2).</p> | <p>Bij dit vak worden de opgedane kennis en vaardigheden getoetst door middel van 5 deelopdrachten, participatie aan de werkbijeenkomsten, mondelinge presentaties (blok 1) en de opdracht van een opdrachtgever (blok 2). Zowel de deelopdrachten als het eindopdracht dienen met een voldoende afgesloten te worden. Behalve het eindadviesrapport dat met een cijfer wordt beoordeeld worden de andere onderdelen met een voldoende/onvoldoende beoordeeld.</p> |

De resultaten van de analyse en de metingen moeten toegepast kunnen worden in de praktijk (i.c. van de opdrachtgevers; zie 2.3). De oplossingen of adviezen zijn min of meer creatieve en passende oplossingen (dit ook ter beoordeling van de opdrachtgever; 2.4).

Op systematische en creatieve wijze met complexe communicatieproblemen om te gaan en zich gefundeerde oordelen te vormen (3.2 -oordeelsvorming):vooral het verklaren van de problemen en het ontwikkelen van een passend advies vraagt om systematisch werken en om creativiteit (3.2). Een praktijkprobleem kent immers veel mogelijke verklaringen en mogelijke oplossingen, de door de student voorgestelde onderbouwing en oplossing kunnen min of meer gebaseerd zijn op een systematische onderbouwde analyse, ze vragen daarbinnen een duidelijke, persoonlijke kijk op de mogelijkheden van de opdrachtgever (3.3).

Op heldere wijze te communiceren tegenover een publiek van specialisten en niet-specialisten (4.1 - communicatie), waaronder ook begrepen is ‘opdrachtgever’ (de organisaties die bij het college betrokken zijn). De opdrachtgever geeft ook een oordeel over analyse en advies, dit oordeel is te relateren aan ‘contextgevoeligheid’ en ‘afstemming op de beoogde doelgroep’ (4.2).

Zowel zelfstandig als in teamverband producten en diensten af te stemmen op de beoogde doelgroep (4.2 – communicatie). Om het communicatieprobleem van de opdrachtgevers te doorgronden moet de student zelf op zoek naar informatie van

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| | | <p>en over de opdrachtgever, hem of haar vragen stellen om grip te krijgen op het probleem en mogelijke oplossingsrichtingen. Deze werkwijze is typerend voor het werk van een (communicatie-)adviseur, studenten moeten om die reden ook in contact treden met adviseurs, met de opdrachtgever en zelfs aanvullende informatie (ook theorie) zoeken (zie 5.1).</p> | |
| LCX010M10 | Ontwerp van Communicatietrainingen | <p>a) ben je bekend met en heb je inzicht in de belangrijkste leer- en instructietheorieën die aan de basis liggen van verschillende vormen van training, coaching en actueel onderzoek op dit gebied;</p> <p>b) kun je een gegeven interventie(traject) analyseren en de gekozen trainings- of coachingsbenadering relateren aan leer- en instructietheorieën, en ben je in staat om –mede gevoed door die theorieën – daar kritisch op te reflecteren.</p> <p>c) ben je in staat om kritisch te reflecteren op adviesliteratuur over (het leren van) 2 communicatieve vaardigheden;</p> <p>d) kun je voordrachten en/of schrijftaken in hun gebruikscontext analyseren, en zowel interne als externe eigenschappen, kwaliteiten en verbeterpunten van de schrijf- of spreektaak en de voorbereiding en uitvoering ervan herkennen en benoemen;</p> <p>e) beschik je over een basisapparaat aan advies- en instructietechnieken om taalgebruikers te stimuleren tot reflectie op/verbetering van hun teksten of presentaties;</p> <p>f) kun je een interventie(traject) ontwerpen (en op deelcomponenten ook uitvoeren), gericht op optimalisering van professionele communicatieve vaardigheden;</p> | <p>- Blok 1: openboektoets met essay- en meerkeuzevragen. (50%)</p> <p>- Blok 2: mondelinge en schriftelijke opdrachten. (50%)</p> <p>Bij de beoordeling gelden de volgende voorwaarden:</p> <p>- In te leveren werk wordt tijdig en volgens instructies ingeleverd, en is voorzien van een kop of voorblad met je naam, studentnummer en cursusnaam 2021-2022 toetsaanduiding, toetsgelegenheid (1e of 2e), naam/namen van beoordelende docent(en) en inleverdatum.</p> <p>- Uitwerkingen zijn toegespitst op de in de opdracht omschreven vraag of casus.</p> <p>- Uitwerkingen zijn helder en logisch opgebouwd; formuleringen zijn correct, zorgvuldig, precies en</p> |

g) heb je zicht op het beroepenveld van de trainer/coach in communicatieve vaardigheden. De leeruitkomsten zijn gerelateerd aan de eindkwalificaties voor de masteropleiding CIW en meer in het bijzonder voor het programma Communicatie en Educatie, zoals die zijn opgenomen in het opleidingsprofiel. Het gaat dan om eindkwalificaties op het terrein van kennis en inzicht, toepassing, oordeelsvorming, communicatie en leervaardigheden (kwalificaties: 1.1 C&E: 2.3; 2.4; 2.5; 3,2; 3.3; 3.4; 4.2; 5.1 en 5.2).

bondig geformuleerd (uitwerkingen die tik-, spel- of taalfouten bevatten of onsamenvhangende redeneringen bevatten komen niet in aanmerking voor beoordeling).

- Indien van toepassing worden geraadpleegde bronnen (boeken, artikelen, 3 websites) correct en volgens de gangbare conventies opgenomen in referenties en een bibliografie. Er wordt beoordeeld op:
- Adequate inzet van kennis van en inzicht in de leerstof.
- Denk- en redeneerkracht; analytisch en synthetiserend vermogen; diepgang en kritische distantie.
- Inventiviteit en originaliteit.
- Helderheid, logica en diepgang van redeneringen; kwaliteit van woordkeus, zinsbouw, redeneringen, stijl en totaalcompositie.
- Documentatiewijze (de mate waarin slim is gezocht naar / gebruik gemaakt van inspiratie en (wetenschappelijke of praktische) informatie uit externe bronnen.

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| LCX011M10 | Argumentation and Resistance | <p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1. describe and identify key concepts in modern argumentation theory (1.1) 2. explain in their own words how argumentation theory relates to communication and information studies and persuasion research (1.2) 3. set up and carry out a qualitative or theoretical research project (1.3, 2.2) 4. apply argumentation-theoretical terms and methods on a public debate (2.2) 5. critically review literature and research in argumentation studies (3.1) 6. identify, analyse and evaluate argumentative strategies in discussions (3.2) 7. report on acquired insights both orally and in writing for both specialists and nonspecialists (4.1) 8. organize a mini-symposium. | <p>The assessment is based on two presentations and a paper. In the first presentation, students present a research plan for a theoretical or qualitative empirical research (e.g., on a particular argumentative strategy in vaccination campaigns). Groups of students may focus on the same topic (e.g., the use of experts, types of arguments). The preliminary results of the research are presented at a symposium in week 13 to facilitate feedback. The final results are presented in a written paper.</p> <p>Presentation 1 takes place during the seminar in week 9 or 10. The presentation is graded with pass or fail. If a student has a fail or is absent with notification, the student gets a second chance to give the presentation during a later seminar (possibly in another format).</p> <p>Presentation 2 (20%)</p> <p>Presentation 2 is to be held at the symposium in week 13. The presentation is graded. In case of absence, the presentation is graded with 0. If a student receives a grade <5.5, the student may opt</p> |
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for a resit. The resit consists of a written report on the presentation (including slides/poster and onsite feedback/questions) and a critical reflection on the possible improvements on the presentation.

Academic paper (80%)

Students write a paper in which they report on their research. In case of a grade <5.5, the student has the opportunity to rewrite the paper. The deadline for the resit is set in consultation with the student.

c. Assessment criteria

Presentation 1 (pass/fail)

In the first presentation in week 9 or 10, students present their research plan. The presentation is assessed on the presence (and justification) of all necessary elements (an introduction of the topic, an adequate research question, clear description of the primary data and the method), adequate use of at least four relevant literature sources, and presentation skills (students should present between 10-15 minutes and use adequate audiovisual aids). (Learning outcomes 1, 3 and 7)

Presentation 2 (20%)

The second presentation is held at the symposium in week 14. Students present the preliminary results of their research project. Duration: 10-15 minutes. The presentation is assessed on structure and clarity of the argument (consistency of introduction, argument and conclusion), analytical and synthesizing skills with regard to the material consulted, suitability of the sources used, correct and careful processing of literature. (Learning outcomes 1, 3, 4, 6, 7 and 8)

Paper (80%)

The paper of 5000-8000 words must be based on an adequate selection of at least 6 literature sources. The paper will be assessed on the basis of the following criteria:

Quality of the research (60%)

- Clear, relevant and well-justified research question
- Correct and sufficient use of relevant literature
- Use of relevant data
- Adequate use and description of method

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| | | | <ul style="list-style-type: none"> - Adequate data analysis - Clear conclusions and critical reflection and discussion - Originality <p>Quality of the report (20%)</p> <ul style="list-style-type: none"> - Clear structure and setup of the paper - Clarity and consistency of the argument - Adequate language use (clear, correct, to-the-point) - Design of the paper, tables and schemes - Correct and careful use of references and bibliography <p>Process (20%)</p> <ul style="list-style-type: none"> - Working independently - Commitment - Work management - Handling of feedback |
| LCX013M10 | Analysis of Dyn. Audiovis. Multimod. Com | <ol style="list-style-type: none"> 1. characterise and employ the state of the art of multimodal analysis (1.1; 1.2) 2. describe and analyse corpus data of audiovisual quality based on current communication models (2.1; 2.2) 3. implement empirical methods for the valuation of multimodal artefacts involving annotation and analytical frameworks and coding systems (2.3; 2.4) | The final assessment is based on a first oral presentation of an analysis in class as well as on two individual research reports (50% of final grade each): |

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| | | <p>4. evaluate and improve analytical frameworks, coding systems and evaluation methods for multimodal communication (3.1; 3.2)</p> <p>5. present their own research via oral and written reports (4.1; 5.1).</p> | <p>The oral presentation in part I of the seminar should provide an example analysis of one of the frameworks/tools discussed.</p> <p>Report 1 includes (1) a written research report that presents a written summary of the application of one framework/tool to an analytical example as well as a critical discussion of this application, and (2) a 1-page research proposal for an analysis project to be carried out in the second part of the course.</p> <p>Report 2 includes a written research report that presents the analysis project with both a theoretical introduction, a methodological overview, a data description as well as a detailed discussion and evaluation of the results.</p> |
| LCX038M10 | Experimenteel persuasieonderzoek | <p>Upon successful completion of the course unit, students are able to describe and reproduce the most important theories and models of persuasion and persuasive communication in detail (1.1, 1.2)</p> <p>describe and reproduce the most important theories and models of human-computer interaction globally (1.1, 1.1, 1.2)</p> <p>describe and reproduce a number of pertinent findings and concepts from recent empirical persuasion research (1.1)</p> | <p>Learning outcomes 1-4 are assessed in two ways: 1) an exam (20%) after seven weeks; 2) presentation on the basis of one of the papers. Learning outcomes 5-8 plus 10 will be assessed through evaluation of the paper produced at the end of the second series of seven weeks (80%); learning outcome 9 will be assessed by evaluating the oral presentation at the end of the course.</p> |

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| | | <p>describe and reproduce the most important aspects of experimental design and quantitative measurement, including internal and external validity, construct and measurement validity, measurement reliability (2.1)</p> <p>formulate innovative research question // research hypotheses, and design an experiment to answer the question // test the hypotheses (1.3, 2.1, 2.2, 2.4)</p> <p>design and pretest the research materials (texts, documents), design quantitative measurements (2.1, 2.2)</p> <p>recruit participants, collect data (2.1, 2.2)</p> <p>conduct, interpret and report on statistical analysis, in casu 2 x 2 between subjects ANOVA and unpaired T-tests (2.1, 2.2)</p> <p>give an oral presentation of the outcomes (4.1)</p> <p>report on the research in the form of a scientific article, including introduction, method, results, discussion and conclusion (3.1, 4.1)</p> | |
| LCX062M10 | Taal en tekstoimalisatie | <ol style="list-style-type: none"> 1. Belangrijke theoretische inzichten i.v.m. de relatie tussen taalconstructies en communicatieve effecten te beschrijven (eindterm 1.1) 2. Praktijkvragen over de relatie tussen taalconstructies en communicatieve effecten te plaatsen in een relevant theoretisch kader (1.2, 2.2, 2.3, 3.1, 3.2, 4.2) 3. Praktijkvragen over de relatie tussen taalconstructies en communicatieve effecten te vertalen naar een adequate onderzoeksopzet (vraag, kader, methoden) (1.3, 2.5) 4. Adequate methoden en technieken toe te passen bij het zelfstandig opzetten en uitvoeren van een onderzoek naar tekstoimalisatie (2.2, 2.5) 5. Op adequate wijze mondeling en schriftelijk verslag te doen van eigen | <ul style="list-style-type: none"> - Weekopdrachten (moeten voldoende zijn) - Onderzoeksvoorstel (30%) - Onderzoeksverslag (70%) |

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| | | optimaliseringsonderzoek (4.1) | |
| LCX064M10 | Communicatievaardigheid en van artsen | <p>Belangrijke conversatie-analytische theoretische inzichten op het gebied van het uitvoeren van joint activities (intersubjectiviteit, samenwerken als embodied fenomeen) te verwoorden (CK en C&E 1.1)</p> <p>2. Deze theoretisch inzichten te vertalen naar onderzoeksvragen die voortkomen uit de praktijk (CK en C&E 1.2, 2.1, 2.2, 2.3, 3.1, 3.3)</p> <p>3. Onderzoek uit te voeren binnen het research kader van hybrid studies en daarbinnen in samenwerking met een medisch professional deze onderzoeksvragen om te zetten naar een adequate onderzoeksopzet (vraag, kader, methoden) (CK en C&E 1.3, 2.4, 2.5, 4.2)</p> <p>4. Adequate methoden en technieken toe te passen binnen dit kader van hybrid studies (CK en C&E 2.2, 2.5)</p> <p>5. Op adequate wijze mondeling en schriftelijk verslag te doen van het verloop en de resultaten van het onderzoek en daarbij gedurende het proces op zelfstandige wijze de regie over het onderzoek voeren. (CK en C&E 4.1)</p> | <ul style="list-style-type: none"> - Weekopdrachten (20%) - Onderzoeksverslag + rapportage google drive (80%) |
| LCX035M10 | Vragenlijstontwerp | <p>1. The student can mention the most important theoretical concepts in designing and evaluating questionnaires (1.1)</p> <p>2. The student can evaluate a questionnaire, and discuss and justify the choices in designing a questionnaire (3.1, 2.3)</p> <p>3. The student is able to conduct an experimental study, evaluating design choices in questionnaires and report on this study in a scientific report (2.1, 2.2, 2.3, 4.1)</p> | <p>The course will be assessed by means of two reports. The first is an individually written report that discusses a research proposal (mainly assessing learning outcomes 1 and 2). The second is a report that discusses the quantitative study (mainly assessing learning outcomes 1 and 3).</p> |

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| LLS025M10 | Writing: Context, Process and Text | <p>1. interpret, explain, compare and evaluate current theories and methods of writing research; (CK en C&E 1.1, 1.2, 1.3,</p> <p>2. apply basic tools and technologies for writing research; (CK en C&E 2.2, 2.3, 2.4)</p> <p>3. design, execute, and report an empirical study into writing and present this study for your fellow students and supervisors. (CK en C&E 3.1, 3.2, 4.1, 5.1)</p> | <ul style="list-style-type: none"> - Research plan - Oral presentation - Written peer review - Research paper |
| LIX023M05 | Multichannel Management | <p>Learning outcomes (related to Dublin Descriptors 1.1 – 1.3, 2.1 – 2.5, 3.2, 4.1, 5.1):</p> <p>Upon successful completion of the course, students are able to:</p> <ol style="list-style-type: none"> 1. Explain in their own words to an interested audience what multichannel management is about and from which perspectives it is approached; 2. Describe different theories of channel choice, recognize their key concepts and statements, and identify their similarities and differences; 3. Participate actively in discussions in class about debatable issues involved in theories of channel choice; <p>Identify and categorize factors that affect channel choice;</p> <ol style="list-style-type: none"> 4. Sketch a concrete case of a mismatch of communication task and channel choice, examine it thoroughly in the light of theories of channel choice, and assess their applicability; 5. Write an essay (max. 6 pages) for knowledgeable colleagues about the value of at least two different theories of channel choice, based on a sound argument and according to the Pyramid Principle; 6. Recognize and appraise different views on crisis communication and multichanneling in crisis communication; | <ul style="list-style-type: none"> - Individual essay (based on channel choice theories and written according to Barbara Minto’s Pyramid Principle); - Meaningful and useful contributions to discussions in class (individually and in a group); - Small-scale research of multi-channeled crisis communication, in groups of 2 students, with a clear distribution of research and report tasks; - Presentation of the research in a vlog/screencast and an oral presentation, in groups of 2 students |

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| | | <p>7. Identify, describe, analyze and evaluate crisis-related messages sent by governmental organizations to citizens via different channels;</p> <p>8. Monitor and describe perceptions and experiences of citizens with respect to the communication of corona measures by the government, reflect critically on these results from a channel-theoretical perspective, and devise recommendations for governmental crisis communication;</p> <p>9. Perform a small-scale research of the multichannel approach of governmental organizations in their communication about corona measures, and report about it in a vlog and an oral presentation, designed for an audience of colleagues and external experts in crisis communication.</p> | |
| LIX020M05 | Communication Technology | <p>1. Identify how communication technologies augment, amplify, attenuate, filter and rearrange human-human interaction [1.1, 2.1]</p> <p>2. Use concepts from ethnomethodology to describe Computer Supported Work (CSCW) [1.1, 1.2]</p> <p>2. Describe how mechanisms of miscommunication are affected by the use of communication technology, in particular instant messaging [1.1, 1.2]</p> <p>3. Describe how new communicative conventions emerge when using communication technologies in different modalities [1.1, 1.2, 1.3]</p> <p>4. Explain how blockchains work and evaluate claims about the coordination problem(s) they attempt to solve [1.1, 2.1, 2.3, 2.4, 2.5, 4.1]</p> <p>5. Use a select cryptocurrency to transfer value. [1.1]</p> <p>6. Explain how misinformation, gaslighting, amplification, and suppression contribute toward fake news and make recommendations about how to tackle these problems [1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 2.5, 4.1]</p> | <p>There will be three written courseworks</p> <p>Coursework 1: Miscommunication in social media: 30%</p> <p>Coursework 2: Cryptocurrencies: 30% Final Coursework 3: Choice of topic. 40%</p> |

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| LIX022M05 | Computer-Mediated Communication | <p>Upon successful completion of the course unit, students are able to (related to the Dublin Descriptors 1.1 – 1.3, 2.1 – 2.5, 3.1, 4.1, 5.2):</p> <p>(i) Describe the main concepts introduced in the course:</p> <ul style="list-style-type: none"> • Knowledge sharing • Enterprise social media • Social network analysis • Social network visualization • Computer-mediated communication • Computer-mediated communication competence <p>(ii) Explain the relations between the main concepts introduced;</p> <p>(iii) Recognize and identify the affordances and barriers of computer-mediated communication systems in general for knowledge sharing, and in particular those of enterprise social media;</p> <p>(iv) Illustrate the process of online knowledge sharing by giving concrete examples;</p> <p>(vi) Analyze online knowledge sharing by using social network analysis and visualization;</p> <p>(vii) Evaluate the communicative effectiveness of online knowledge sharing;</p> <p>(viii) Propose strategies to optimize online knowledge sharing, from a computer-mediated communication view.</p> | <p>- Final research assignment (in groups of 2 students) (50%); grades are assigned to research content (60%), research report (20%), research oral presentation (20%)</p> <p>- Final individual written exam (50%)</p> |
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semester II

| Vakcode | Vaknaam | Beoogde leeruitkomsten | Wijze van toetsen |
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| LCX014M10 | Living Lab: Communication for Change | <p>Upon completion of the course, students are able to:</p> <ol style="list-style-type: none"> 1. Describe relevant theories on persuasion, behavior change, and environmental communication. (1.1, 1.2, 3.1) 2. Design communication products (e.g., messages, videos, campaigns) to enable social change (i.e., sustainability transitions). (2.1, 2.3, 3.1, 3.2, 4.2) | <p>The final output for the assessment will be an advisory report (group) and an individual discussion (oral examination). The work for the advisory report (i.e., problem definition, aim, conceptual development, operationalization,</p> |

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| | | <p>3. Test the effectiveness of communication products (e.g., messages, videos, campaigns) to enable social change (i.e., sustainability transitions). (2.2, 2.4, 2.5, 4.1)</p> | <p>assessment) will be done in small groups of students. The process and outputs will also be presented in class and receive immediate feedback from the lecturer and peers, but the presentations are not graded.</p> <p>Final grade = 50% Advisory report + 50% Individual discussion; both Report and Discussion must be 5,5 or more.</p> <p>The report is graded as follows: each section of the report can get a maximum of 10 points; grade is a weighted sum of the elements Title page (1x), Executive Summary (2x), Introduction (3x), Product development (3x), Assessment (3x), Discussion and recommendations (2x), References (1x) divided by 15.</p> <p>The individual discussion can get a maximum of 10 points.</p> <p>Rubric available on BrightSpace</p> |
| LCX012M10 | Discourses of Health and Illness | <p>Autonomously find, read and assess scientific literature relevant to the course topic (1.1, 1.2.)</p> <p>Understand, describe and reproduce the selected key notions of discourse analysis and social constructionism (1.1, 2.1)</p> | <ul style="list-style-type: none"> - Research proposal (obligatory but no grade) - Oral presentation (20%) - Research Paper (80%) |

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| | | <p>Develop a research question on a pertinent and feasible topic for research that relates to the course topic (1.3)</p> <p>Do analyses to answer this research question (2.2., 2.5)</p> <p>Interpret these findings in the light of the existing literature (2.3. 3.1)</p> <p>Report on the findings in written form (a paper) and orally (presentation) (4.1)</p> | |
| LCX072M10 | Corporate Com. In the Digital Age | <p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1. Autonomously find, read and assess scientific literature relevant to the course topic (1.1, 1.2.) 2. Understand, describe and reproduce the selected key notions of discourse analysis and social constructionism (1.1, 2.1) 3. Develop a research question on a pertinent and feasible topic for research that relates to the course topic (1.3) 4. Do analyses to answer this research question (2.2., 2.5) 5. Interpret these findings in the light of the existing literature (2.3. 3.1) <p>Report on the findings in written form (a paper) and orally (presentation) (4.1, 4.2)</p> | <p>Research proposal (no mark, but submission is obligatory), research paper (80%) and oral presentation on the paper (20%)</p> <p>Deadline research proposal: exam weeks block 3. Deadline final paper: exam weeks block 4.</p> <p>Assessment criteria</p> <p>In general, the research project and paper will be assessed on the basis of the students' understanding of topical literature, theoretical and analytical concepts relevant to the project, the correct use of all of the above in a rigorously executed analysis, and the appropriate academic communication in both the paper and presentation. Documentation on the exact assessment criteria will be made available on Nestor.</p> |
| LIX024M05 | User Interface Evaluation | <p>1. Explain what Usability Engineering is, understand and articulate which phases are involved in this kind of engineering process to ensure that usable software is produced that meet user requirements, identify different methods, techniques and strategies to use in this process, and understand the relationship between the different tasks that belong to the</p> | <p>The final course grade is predominantly based on the final report. [...] Knowledge and insight are assessed in the substantiations in assignments and in the final report.</p> <p>The designs proposed for the problem statement</p> |

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| | | <p>usability engineering lifecycle model (Knowledge and Insight)</p> <p>2. Apply knowledge and insights to a Case Study, provided by someone from the ICT workfield. Each year the problem statement can be different. (Application of knowledge and Insight)</p> <p>3. Reflect on design and design process by processing feedback from experts in the workfield, and substantiate choices and decisions made during the design process (Judgment)</p> <p>4. Present their design and its substantiation orally, visually, and textually to experts in the workfield, and usability specialists (Communication)</p> <p>5. Adequately use knowledge, insights, and skills obtained to similar design problems in various fields (Learning Skills)</p> | <p>introduced in this course demonstrate how well students apply knowledge, insight, and process feedback. Overall critical thinking is assessed throughout the design process, in particular in the substantiations of choices to be made, and decisions to be taken. Various forms of communication (esp. poster and final report) are assessed with respect to coherence and consistency of content, clarity, comprehensibility, accuracy, adequacy, and completeness for academic and practical purposes.</p> |
| LCX999M20 | Ma-scriptie Communicatiekunde | Afhankelijk van het onderwerp en gebruikte methode van de scriptie. Zie voor de beoordelingscriteria het beoordelingsformulier. | MA scriptie, zie bijlage |
| LCX000M10 | Ma-stage Communicatiekunde | Afhankelijk van het onderwerp en gebruikte methode van de stage. Zie voor de beoordelingscriteria de formulieren die het stagebureau hanteert. | Een stageonderzoek bij een organisatie. |

Gezondheidscommunicatie

| semester I | | | |
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| Vakcode | Vaknaam | Beoogde leeruitkomsten | Wijze van toetsen |
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| LCX064M10 | Communicatievaardigheden van artsen | Zie hierboven | Zie hierboven |
| LCX035M10 | Vragenlijstontwerp | Zie hierboven | Zie hierboven |
| LCX005M10 | Diagnose en advisering in organis. comm. | Zie hierboven | Zie hierboven |
| LCX014M10 | Living lab: communication for change | Zie hierboven | Zie hierboven |
| LCX012M10 | Discourses of health and Illness | Zie hierboven | Zie hierboven |
| LCX010M10 | Ontwerp van Communicatietrainingen | Zie hierboven | Zie hierboven |
| LCX038M10 | Experimenteel persuasieonderzoek | Zie hierboven | Zie hierboven |

semester II

| Vakcode | Vaknaam | Beoogde leeruitkomsten | Wijze van toetsen |
|----------------|-------------------------------------|---|---|
| LCX996M20 | Ma-scriptie Gezondheidscommunicatie | Afhankelijk gebruikte methode van de scriptie. Het onderwerp dient op het gebied van Gezondheidscommunicatie te zijn. Zie voor de beoordelingscriteria het beoordelingsformulier. | MA scriptie, zie bijlage |
| LCX902M10 | Ma-stage Health Communication | Afhankelijk van gebruikte methode van de stage. Stage moet binnen het gezondheidsdomein zijn. Zie voor de beoordelingscriteria de formulieren die het stagebureau hanteert. | Een stageonderzoek bij een organisatie. |