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Assessment Plan

ReMa Linguistics 2024-2025

1 / Vision of teaching and assessment

Our vision builds on the Faculty of Arts' stated focus on dialogue and learning; we value not just the gaining of knowledge but questioning and critical engagement as part of the learning process. Our courses are interactive and the assessment of our students focuses on their ability to use a range of means of communication, including digital tools, to express their ideas and show their ability to theorize and do research by applying theory to data in linguistic analysis.

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

Courses in the research master almost invariably require students to create written projects. The procedure is as follows:

- Written assignment prompt, through collaboration with co-instructors if applicable, in accordance with the intended learning outcomes and modes of instruction/learning activities
- Students are given a deadline for submission and also a re-sit deadline if their paper does not receive a sufficient grade (5.5 or higher) in its initial form
- The assignment is distributed to students
- Performance assessment of student work
- Analysis of the results : was the assessment appropriate for the students, i.e., neither too easy nor too hard
- Communication of results and feedback
- Evaluation of the assessment instrument : what changes would make it a better test of student knowledge and ability to do linguistic analysis
- Improvement of previous steps in the assessment cycle as needed

3 / **Assessment dossier**

a. The assessment dossier

The requirements of the assessment dossier are set out in §4 of the 'Protocol for Quality Assurance in the Assessment of Course Units' drawn up by the Board of Examiners.

All the examiners of a degree programme must provide 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

d. 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 the completed assessment forms

e. for final assignments: the completed assessment forms and the work submitted (with or without the lecturer's comments)

f. the assessment blueprint, minutes of peer-support meetings, evaluations and self-evaluations of course units, etc., if available

g. an evaluation form completed by the examiner with information about how the assessment proceeded.

b. Parties involved

The following parties are involved in fulfilling duties related to the assessment dossier:

- the course instructors upload this information to Brightspace
- this information is checked by the secretariat to insure completion
- the Exam Board reviews these dossiers

4 / Assessment timetable

Overview of learning outcomes of the degree programme + matrix	Appendix 1
Overview of the intended learning outcomes of the course units	Appendix 2
Schematic overview of time periods intended for assessment, modes of assessment used and their modes of assessment	Appendix 3
Additional regulations for the graduation dossier	Appendix 4
Course descriptions (Clinical Linguistics)	Appendix 5

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

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

In parallel with the curriculum, the assessment programme (Appendix 2) offers a balanced, well-structured overview of modes of assessment and exam periods. Course units taught within one learning pathway may be given matching visual markings in the overview.

In order to gain insight at the programme level into whether the chosen modes of assessment tie in with the learning outcomes of the course units and create a balanced mix in the run-up to the programme-level learning outcomes of the degree programme, the intended learning outcomes of the course units are related to their modes of assessment (Appendix 3).

Specific rules may apply to certain components of the graduation dossier (e.g. for the thesis: approval of the thesis proposal, amount of supervision, resit). These rules are set out in Appendix 4.

5 / Safeguarding of assessment quality by the Board of Examiners

The Board of Examiners is responsible for safeguarding the quality of assessment at both the degree programme level and the level of individual course units. The track Clinical Linguistics is a joint programme with an internal Examination Board that closely collaborates with the Board of Examiners. One of the members of the Faculty Board of Examiners is integrated in the EMCL Examination Board.

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. Further, the Programme Committee reviews the assessment plan annually. The track Linguistics (research) – Clinical Linguistics is a joint programme with an internal Board of Studies that closely collaborates with the Program Committee.

b. Safeguarding of assessment quality at course unit level

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[1] Summative assessment aims to assess a student's knowledge and skills. Such assessments are usually awarded a mark, accompanied by a justification of the mark (adapted from *Toetsen in het hoger onderwijs* (2017)).

[2] Formative evaluation relates to the process of searching, aggregating and interpreting information, which students and lecturers can then use to determine how students are doing in their learning process, what they should work towards and how this can be most effectively done (adapted from *Toetsen in het hoger onderwijs* (2017)).

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

6 / Archiving

The required documents will be uploaded to the Assessment Dossier folder on Brightspace for each course.

7 / List of documents relevant to assessment

Faculty vision of teaching and assessment – see

https://myuniversity.rug.nl/infonet/medewerkers/let/onderwijs/vision-for-education

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

Teaching and Examination Regulations (TER = OER; *Onderwijs- en examenregeling*) – a legally binding document that applies to the entire 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, Article 4.16.

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

Description of Master's level according to the **Dublin Descriptors**	Learning outcomes of the Research Master's Programme in Linguistics A Master Degree in Linguistics is awarded to students who:
Knowledge and understanding Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances the level that is typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.	1.1 have general knowledge and understanding of several subdisciplines in linguistics, their interpretations, methodologies and techniques 1.2 have a thorough knowledge of at least one theoretical and methodological approach within linguistics
Applying knowledge and understanding Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.	2.1 are able to formulate an academic problem independently, and in so doing, to select, apply and where necessary adapt an adequate theoretical framework and one or more relevant research methods 2.2 are able to make an original contribution to knowledge in at least one subdiscipline in linguistics 2.3 are able to independently formulate a research proposal
Making judgements Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that	3.1 make use of the research results of others and evaluate these critically 3.2 are able to make connections between their own specialist knowledge of a subdiscipline of linguistics and other subdisciplines of linguistics or and other related disciplines, for example, psychology, neurology or information science

include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements.	
Communication Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.	4.1 are able to participate actively in a research group working on an academic project 4.2 are able to work with other students and lecturers on an academic project 4.3 are able to participate in international academic debate in the chosen area of specialization and to present an academic problem convincingly in appropriate English, both orally and in writing
Learning Skills Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.	5.1 are able to keep abreast of the latest developments in linguistics and broaden and deepen their own knowledge and understanding 5.2 are able to reflect on the implications of one's work for the development of linguistic theories

Language and Cognition

Vaktitel*	vakcode	1. Kennis en inzicht		2. Toepassen kennis en inzicht			3.Oordeels-vorming		4. Communicatie			5. Leervaardig-heden	
		1.1	1.2	2.1	2.2	2.3	3.1	3.2	4.1	4.2	4.3	5.1	5.2
JAAR 1 semester 1													
Vaktitel*	**vakcode**												
Basic Statistics (C)	LTR013M05	x̲	x̲	fx			x	x					
Linguistic Analysis (C)	LTR017M10	x̲	x̲				x	x					
JAAR 1 semester 2													
Vaktitel*	**vakcode**												
Designing your Research Project (C)	LTR021M05			x		x̲	x				x		x
Corpus Linguistics (C)	LTR014M05	x̲	x̲	fx			x	x			x		
Discourse Analysis	LTR027M10		x	x̲			x					x	x
Language, Brain and Cognition	LTR008M10		x	x		x̲	x	x		x	x	x	x

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[3] Summative assessment aims to assess a student's knowledge and skills. Such assessments are usually awarded a mark, accompanied by a justification of the mark (adapted from *Toetsen in het hoger onderwijs* (2017)).

		1.1	1.2	2.1	2.2	2.3	3.1	3.2	4.1	4.2	4.3	5.1	5.2
Methodology & Statistics Ling. Research*	LTR002M10		x	x			x				x		
Research Training	LTR028M05/ LTR028M10/ LTR032M10		fx						fx	fx	x		
LOT Course 1 (C)	LTR015M05	x	x				x				x	x	x
Summer School/Winter School/Tutorial	LTR016M05 or LTR012M10	x	x	x		x	x			x	x	x	x

* Taught once per 2 years

Language and Communication Technologies

		1. Kennis en inzicht		2. Toepassen kennis en inzicht			3.Oordeels-vorming		4. Communicatie			5. Leervaardig-heden	
		1.1	1.2	2.1	2.2	2.3	3.1	3.2	4.1	4.2	4.3	5.1	5.2
JAAR 1 semester 1													
Vaktitel*	**vakcode**												
Basic Statistics (C)	LTR013M05	x	x	fx			x	x					
Linguistic Analysis (C)	LTR017M10	x	x				x	x					
JAAR 1 semester 2													
Vaktitel*	**vakcode**												
Corpus Linguistics (C)	LTR014M05	x	x	fx			x	x			x		
Research Training	LTR028M05/ LTR028M10		fx						fx	fx	x		

Summer School/Winter School/Tutorial	LTR016M05/ LTR012M10	x	x	x		x	x			x	x	x	x
Advanced Topics in Natural Language Processing (C)	LIX001M05	x	x				x					x	x
Language Technology Project (C)	LIX025M05	x	x				x						
Electives Group A*		x	x	x			x		x	x			
Electives Group B*		x	x				x		x	x			
Electives Group C*		x	x		x	x	x	x	x	x			

* The course units in the various elective groups can be found via Ocasys.rug.nl

Clinical Linguistics

	Module 1: Start Up classes	Module 2: Language and Culture classes	Module 3: Methods	Module 4: Neuro-, psycho-, clinical linguistics	Module 5: Neurotechnology and IT for clinical linguistics	Module 6: Internship	Module 7: Thesis	Module 8: Research extras
1.1._	x		x	x	x	x	x	x
1.2.	x		x	x	x	x	x	x
1.4.	x						x	
2.1.					x		x	
2.2.			x	x	x			
2.3.							x	
2.4.							x	
3.1.			x	x	x	x	x	x
3.2.			x	x	x	x	x	x
3.3.				x	x			
4.1.		x				x	x	
4.2.				x	x	x		x
4.3.			x	x	x			

5.1.		x	x	x	x	x	x	x
5.2.				x	x	x	x	x

Note. The program is organized in modules. Courses within each of the modules cover the same learning outcomes

		1. Kennis en inzicht		2. Toepassen kennis en inzicht			3.Oordeels- vorming		4. Communicatie			5. Leervaardig- heden	
		1.1	1.2	2.1	2.2	2.3	3.1	3.2	4.1	4.2	4.3	5.1	5.2
JAAR 2 semester 1													
Vaktitel*	**vakcode**												
Advanced Research Training in Linguistics (C)	LTR011M20		x	x	x	x	x		x	x	x	x	x
LOT Course 2 (C)	LTR016M05	x	x				x				x	x	x
Summer School/Winter School/Tutorial	LTR012M10 or LTR016M05			x	x	x	x			x	x	x	x
JAAR 2 semester 2													
Vaktitel*	**vakcode**												
Methodology & Statistics Ling. Research*	LTR002M10		x	x			x				x		
Research Master's Thesis in Linguistics, Thesis Class (C)	LTR999M30	x	x	x	x	x	x	x			x	x	x

* C = compulsory module

* Taught once per 2 years

Appendix 3. Schematic overview of the assessment programme

Language and Cognition

JAAR 1 semester 1		Blok 1		Blok 2	
Vaktitel*	**vakcode**	**week 1-7 colleges**	**week 8/9/10 toetsing**	**week 11-17 colleges**	**week 18/19/20 toetsing**
Basic Statistics (C)	LTR013M 05	computer practical	Written examination + test computer practical		exam re-sit
Linguistic Theory (C)	LTR017M 10	homework assignments,	written project	homework assignments	Take home exam re-sit written project exam re-sit
Research Training+	LTR028M 05	Participation in faculty research project	Reflective essay about applications of theory and methods used in project	Participation in faculty research project	Reflective essay about applications of theory and methods used in project
Totaal aantal ECTS	30				
JAAR 1 semester 2		**Blok 3**		**Blok 4**	
Vaktitel*	**vakcode**	**week 1-7 colleges**	**week 8/9/10 toetsing**	**week 11-17 colleges**	**week 18/19/20 toetsing**

Vaktitel	vakcode	week 1-7 colleges	week 8/9/10 toetsing	week 11-17 colleges	week 18/19/20 toetsing
Designing your Research Project (C)	LTR021M 05			Peer review, participation in panel and mock defence	Research proposal proposal re-sit
Corpus Linguistics (C)	LTR014M 05			computer practical, weekly assignments	Report on research project report re-sit
Language, Brain and Cognition	LTR008M 10	presentations, short papers.		presentations, short papers.	Report on research project. project re-sit
Methodology & Statistics Ling. Research*	LTR002M 10	computer practical	No separate exam, if at least 80% of the lab session reports were judge as passed, the course is passed (pass/fail grade)		
Discourse Analysis	LTR027M 10	Essay 1 Essay 1 re-sit	Essay 2	Essay 2 re-sit	Essay 3 Essay 3 re-sit
Research Training+	LTR029M 05	Participation in faculty research project	Reflective essay about applications of theory and methods used in project	Participation in faculty research project	Reflective essay about applications of theory and methods used in project
Summer School/Winter School/ Tutorial	LTR012M 10	The student takes classes at a summer school or winter school or pursues an independent study. Assessment is based on a paper.			
Totaal aantal ECTS	120				

JAAR 2 semester 1		**Blok 1**		**Blok 2**	
Vaktitel*	**vakcode**	**week 1-7 colleges**	**week 8/9/10 toetsing**	**week 11-17 colleges**	**week 18/19/20 toetsing**
Advanced Research Training in Linguistics (C)	LTR011M 20	This specialization module involves participating in a project in a research environment. Assessment is based on the training participation and a final report.			

Vaktitel	vakcode				
LOT Course 2 (C)	LTR016M 05	The student takes LOT classes, e.g. at the LOT Summer School or Winter School. Assessment is based on a paper.			
Summer School/Winter School/ Tutorial	LTR012M 10	The student takes classes at a summer school or winter school or pursues an independent study. Assessment is based on a paper.			
Totaal aantal ECTS	30				

JAAR 2 semester 2		**Blok 3**		**Blok 4**	
Vaktitel*	**vakcode**	**week 1-7 colleges**	**week 8/9/10 toetsing**	**week 11-17 colleges**	**week 18/19/20 toetsing**
Methodology & Statistics Ling. Research*	LTR002M 10	computer practical	No separate exam, if at least 80% of the lab session reports were judge as passed, the course is passed (pass/fail grade)		
Research Master's Thesis in Linguistics, including Thesis Class (C)	LTR999M 30	thesis			
Totaal aantal ECTS	30				

* C = compulsory module

+ Can be taken either semester, but for 5 or 10 ETCS

* Taught every other year

Language and Communication Technologies

JAAR 1 semester 1		Blok 1		Blok 2	
Vaktitel*	**vakcode**	**week 1-7 colleges**	**week 8/9/10 toetsing**	**week 11-17 colleges**	**week 18/19/20 toetsing**
Research Training 1	LTR028M05	Participation in faculty research project	Reflective essay about applications of theory and methods used in project	Participation in faculty research project	Reflective essay about applications of theory and methods used in project
Linguistic Analysis (C)	LTR026M10		Written Assignment		
Basic Statistics (C)	LTR013M05	computer practical	Written examination + test computer practical		exam re-sit
Cloud Computing and Cloud-based Applications	WMCS032-05	Lab Practical	Final Written Exam		
Language Modeling	WMCC003-05	Lab Practical	Written Assignment & presentation		
Learning from Data (Option Group A)	LIX016M05	Weekly assignments	Final project/Resit		
Semantic Web Technology (Option Group A)	LIX002M05	Weekly assignments	Final project/Resit		
Shared Task Information Science (Option Group A)	LIX026M05		Assignments		

Computational Semantics (Option Group B)	LIX021M05			Weekly assignments	Final project
Computer-Mediated Communication (Option Group B)	LIX022M05				Research Report, Oral Presentation, Written Exam/ Written exam Resit
Machine Learning	WMAI010-05	Lab Practical	Final written exam; Research Report		Exam re-sit
Totaal aantal ECTS	60				

JAAR 1 semester 2		**Blok 3**		**Blok 4**	
Vaktitel*	**vakcode**	**week 1-7 colleges**	**week 8/9/10 toetsing**	**week 11-17 colleges**	**week 18/19/20 toetsing**
Research Training 2	LTR029M05	Participation in faculty research project	Reflective essay about applications of theory and methods used in project	Participation in faculty research project	Reflective essay about applications of theory and methods used in project
Deep Learning	WMAI017-05	Assignments	Final written exam		
Computation Simulations of Language	WMCC009-05	Assignment and Homework tasks			
Language, Brain and Cognition (Option Group C)	LTR008M10	presentations, short papers.		presentations, short papers.	Report on research project. project re-sit
Designing your Research Project (Option Group C)	LTR021M05			Peer review, participation in panel and mock defence	Research proposal proposal re-sit

Corpus Linguistics (C)	LTR014M05			computer practical, weekly assignments	Report on research project report re-sit
Advanced Topics in Natural Language Processing (C)	LIX001M05	Weekly assignments	Written report + presentation		
Deep Reinforcement Learning	WMAI024-05			Assignment, Presentation	Witten Exam
Language Technology Project (C)	LIX025M05				Research paper presentation, the project presentation, the project report and participation. (And Resit)
Summer School/Winter School/ Tutorial	LTR012M10	The student takes classes at a summer school or winter school or pursues an independent study. Assessment is based on a paper.			
Totaal aantal ECTS					
JAAR 2 semester 1		**Blok 1**		**Blok 2**	
Vaktitel*	**vakcode**	**week 1-7 colleges**	**week 8/9/10 toetsing**	**week 11-17 colleges**	**week 18/19/20 toetsing**
Linguistics ReMa Workplacement	LTR030M10	External Internship. Assessment is based on the training participation and a final report.			
Summer School/Winter School/ Tutorial	LTR012M10	The student takes classes at a summer school or winter school or pursues an independent study. Assessment is based on a paper.			
Totaal aantal ECTS	20				
JAAR 2 semester 2		**Blok 3**		**Blok 4**	

Vaktitel*	vakcode	week 1-7 colleges	week 8/9/10 toetsing	week 11-17 colleges	week 18/19/20 toetsing
Methodology & Statistics Ling. Research*	LTR002M10	computer practical	No separate exam, if at least 80% of the lab session reports were judge as passed, the course is passed (pass/fail grade)		
Research Master's Thesis in Linguistics, including Thesis Class (C)	LTR999M30	thesis			
Totaal aantal ECTS	40				

Clinical Linguistics

ECTS	Course name	Term	Assessment
3	Language and Culture (Dutch)	I	Oral examination
5	Language and Speech Disorders in Adults	I	Experiment development
5	Language and Speech Disorders in Children	I	Review, spontaneous speech analysis, oral/written report
5	Neuroimaging and Language (NI&L)	I	Test, written research proposal

6	Development of serious games, apps, and virtual reality for language impaired populations	I	Game concept development, pitch, written report
6	Language Testing during Awake Brain Surgery (LTABS)	I	Popular science article, abstract, oral presentation
3	Low Countries Studies	II	Paper
9	Statistics and Research Methods in Psycholinguistics	II	Data analysis
4	Bilingualism	II	Paper
4	Dyslexia	II	Study design, presentation
3	Advances in Psycholinguistics	II	Exercises, short paper
4	Computational Models in Psycholinguistics	II	Design computational model
3	Eye-tracking in Language Research	II	Design experiment, acquire data, basic analysis
3	Language and Culture (Finnish)	III	Oral examination

3	Python programming for linguistic research	III	Exercises, written exam
4	Speech technology for speech impairment research	III	Research report (essay and research diary)
4	Articulatory, acoustic and perceptual analysis of speech motor disorders	III	Exercises, written exam
2	Language and Autism	III	Written assignment
4	Academic Writing (Thesis Preparation)	III	Active participation
10	ReMa Internship Linguistics EMCL	III	Internship report
30	Master's thesis Linguistics: EMCL	IV	Thesis report

Appendix 4. Additional regulations for the graduation dossier

Appendix 5. Course descriptions

Term I, University of Groningen

Language and Culture (Dutch)
Term: First – University of Groningen (RUG)
Module: M2 – Language and Culture classes
ECTS: 3
Goals: To acquire basic knowledge of the Dutch language and culture (i.e., A1 CEFR level)
Teaching methods: Classes, excursions, practice
Assessment: Oral examination (pass/fail)
Short description: Within this course students will learn to use and understand the Dutch language in a very practical context. Meanwhile students will also learn more about the Dutch Culture. This means that the language will not only be learned in classes, but also for example during trips to the supermarket or the market place, to Amsterdam and one of the Dutch isles.

Language and speech disorders in adults
Term: First – University of Groningen (RUG)
Module: M4 – Neuro-, psycho-, clinical linguistics
ECTS: 5
Goals: Getting recent knowledge of acquired language and speech disorders in adults and being able to set up an experiment or test to assess these speakers
Teaching methods: Research class
Assessment: All students develop a relevant experiment or test in their own language. The experiment should be meant to test adult speakers with speech or language problems. The students learn how to develop a tool that can test their hypothesis, how to make a score form, think of the procedure, informed consent etc (25% of the final grade). For the final assignment, there will be essays and oral presentations. We distribute the division of the final assignments over two courses (Language and speech disorders in adults/Language and speech disorders in children). In both of these courses, half of the students will do an oral presentation and the other half will have to write an essay. These final assignments will be marked (75% of the final grade).
Short description: In this course recently published and sometimes even unpublished research in the field of aphasia and related language and speech disorders will be presented. Topics that will be covered are syntactic disorders in aphasia, verb processing in aphasia and speakers with dementia, speech perception problems in aphasia, speech production problems in apraxia of speech, Parkinson's dysarthria and the role of speech analysis in the diagnosis of dementia, spontaneous speech analysis and cognitive communication disorders.

Language and speech disorders in children

Term: First – University of Groningen (RUG)

Module: M4 – Neuro-, psycho-, clinical linguistics

ECTS: 5

Goals: By the end of this module, students will (1) be aware of the recent advances related to speech and language disorders in children and will (2) be able to implement data analyses techniques on spontaneous speech to characterize language impairments.

Teaching methods: Research class

Assessment: All students conduct a literature review (25% of final grade). For the final assignment (75% of final grade) students will analyse spontaneous speech data obtained from the CHILDES database and report their findings in the form of either an essay or an oral presentation. We distribute the division of the final assignments over two courses (Language and speech disorders in adults/Language and speech disorders in children). In both of these courses, half of the students will do an oral presentation and the other half will have to write an essay. These final assignments will be marked (75% of the final grade).

Short description: In this research module, students will learn about a range of advances in research relevant to the field of developmental language disorders (DLD). Topics include developments in DLD terminology, syntactic and semantic constraints in novel word learning, neural correlates of impairments in verb and sentence processing, language development in adolescents with DLD, language impairments in children with brain tumors, psycholinguistic evaluation of spontaneous speech in DLD, working with the CHILDES database, and understanding and developing diagnostic tests.

Language testing in awake brain surgery (LTABS)

Term: First – University of Groningen (RUG)

Module: M4 – Neuro-, psycho-, clinical linguistics

ECTS: 6

Goals: To integrate theory and experimental work in the field of awake surgery; to develop materials and new ideas for research

Teaching methods: MOOC, Research class

Assessment: Popular science article and project abstract (50-60% of final mark); poster, oral presentation and language test sample (40%). A surprise multiple-choice exam may be administered (10%).

Short description: We will explore the origins and relevance of LTABS; types of tasks used before/after and during surgery; the language impairments that patients have; and some of the relations between the awake brain surgery literature and other aphasia literature. We will also learn about practical aspects such as how to design, write instructions, and administer/score a test; neurosurgical and anesthesiologic issues in clinical practice; and advanced research topics in this area.

Neuroimaging and Language

Term: First – University of Groningen (RUG)

Module: M5 – Neurotechnology and IT for clinical linguistics

ECTS: 5

Goals: To acquire basic knowledge of major neuroimaging techniques and their application in language research; to come up with an original language-related research question using event-related potentials

Teaching methods: Research class

Assessment: Assessment consists of a test (25%) after the first half of the course and a written research proposal (75%) as the exam.

Short description: The course is split into two halves. In the first half, we will cover the basic neuroanatomy necessary for the course. After that, we will discuss (some of) the major neuroimaging techniques used in language research, for example, fMRI, MEG, EEG/ERPs, TMS... In the first half of the course, the focus will be on fMRI. The second half of the course will be dedicated to ERPs: their application in the language field and how to prepare a research proposal for an ERP study on language.

Development of serious games, apps, and virtual reality for language impaired populations

Term: First – University of Groningen (RUG)

Module: M5 – Neurotechnology and IT for clinical linguistics

ECTS: 6

Goals: To create a concept for a serious game in the area of speech and language disorders; to be familiar with methods used in game and app design

Teaching methods: Classes, excursions, guest lectures

Assessment: Groups of students will develop a game concept. They will present this concept in a pitch (50% of the grade) and write a written report describing the concept and how it addresses the needs of the target population (50%).

Short description: Modern technologies afford health care professionals and researchers more opportunities to design tests and tools that facilitate diagnostics and intervention. In this course, students are introduced to the fields of app development, serious gaming and VR in order to prepare them to take leading roles in development projects. The course is structured according to the steps of *Design Thinking*. During the course, examples of apps used in the area of clinical linguistics will be introduced as examples, but students will mainly focus on developing their own game concept.

Term II Ghent University

Low Countries Studies

Term: Second – Ghent University, Ghent (UGent)

Module: M1 – Language and Culture

ECTS: 3

Goals: To acquire basic knowledge of the language and culture of the Low Countries

Teaching methods: Classes, excursions

Assessment: paper

Short description: The programme offers a broad overview of various aspects of Flemish society (language, art and culture, history, the media, the Flemish landscape, town and country planning, etc ...) and everyday customs in Flanders. All aspects will be dealt with within the broader perspective of Belgium and the Low Countries.

Statistics and Research Methods in Psycholinguistics

Term: Second – Ghent University, Ghent (UGent)

Module: M2 – Methods

ECTS: 9

Goals: To understand and correctly carry out statistical analysis on language data.

Teaching methods: Short lectures and class exercises with existing data sets.

Assessment: Data analysis assignment. Students analyze a data set and report the results.

Short description: Students will get a review of the statistics specifically applicable for language research. These will center on descriptive statistics, multiple regression analysis and mixed effects models. Students will learn to run these analyses in R using existing datasets. A separate lecture will be devoted to the issue of power and its implications for replicable research.

Bilingualism

Term: Second – Ghent University, Ghent (UGent)

Module: M3 – Clinical Linguistics and Neurolinguistics

ECTS: 4

Goals: Review of basic theories and phenomena of bilingual language processing, the relationship between bilingualism and cognition, and bilingualism and the brain.

Teaching methods: Lectures.

Assessment: Paper

Short description: Students will get a review of research on language processing in bilingualism and second language learning. The students will learn how a bilingual's languages can interact during comprehension or production and whether second language learning conveys cognitive advantages. One lecture will be dedicated to bilingual aphasia.

Dyslexia

Term: Second – Ghent University, Ghent (UGent)

Module: M3 – Clinical Linguistics and Neurolinguistics

ECTS: 4

Goals: To provide a review of normal reading development and dyslexia, including its diagnosis and therapy, with a focus on cross-linguistic differences.

Teaching methods: Lectures.

Assessment: Students will design a study they could do on the topic and will present it to the other students.

Short description: This course gives a review of normal reading development and dyslexia. Students will learn how dyslexia can be detected and what types of remediation exist. Extra attention will be given to language differences and evidence from languages other than English.

Advances in Psycholinguistics

Term: Second – Ghent University, Ghent (UGent)

Module: M3 – Clinical Linguistics and Neurolinguistics

ECTS: 3

Goals: To provide an in-depth review of timely and theoretically important themes in psycholinguistics.

Teaching methods: A flipped classroom approach, with mini lectures that provide context followed by student presentations and discussion. Students read papers at home and discuss them in groups. Each week, one group presents the paper and provides a critique. All other groups prepare short interventions.

Assessment: Exercises (80%); short paper (20%)

Short description: This course assumes basic knowledge of psycholinguistics. The course treats three main themes in detail. Students will read 3 thematically related articles per week and will present and discuss them in class. The themes are hot topics in the field, such as predictive language processing, the relevance of information theory for language processing, and embodied vs. symbolic accounts of semantics.

Computational Models in Psycholinguistics

Term: Second – Ghent University, Ghent (UGent)

Module: M3 – Clinical Linguistics and Neurolinguistics

ECTS: 4

Goals: To provide a review of computational models and to provide students with hands-on experience in model development.

Teaching methods: Lectures and exercises

Assessment: Students will design a new computational model and a plan for simulations.

Short description: Students will learn about the general principles of computational modelling in cognitive psychology, including neural network models, rule-based models, hybrid models. We will review computational models of language processing, including models of visual and auditory word recognition, word production, sentence production and comprehension, and semantics. Class exercises are designed to provide hands-on experience in building and running models; for this purpose we will use existing software.

Eye-tracking in Language Research

Term: Second – Ghent University, Ghent (UGent)

Module: M4 – Neurotechnology and IT for clinical linguistics

ECTS: 3

Goals: To provide hands-on experience with the design of eye-tracking experiments and the analysis of eye-tracking data.

Teaching methods: Mini lectures and lab exercises

Assessment: Students will design an experiment, acquire data, and perform basic analysis

Short description: This is a hands-on course in which students learn about the basics of eye-tracking and see examples of how eye-tracking can be used to answer research questions in psycholinguistics, and in which they learn to work with an EyeLink 1000+ eye-tracker, including presentation software.

Term III, University of Eastern Finland (Joensuu)

Language and Culture (Finnish)

Term: Third – University of Eastern Finland, Joensuu (UEF)

Module: M2 – Language and Culture classes

ECTS: 3

Goals: To acquire basic knowledge of the Finnish language and culture (i.e., A1 CEFR level)

Teaching methods: Classes, excursions, practice

Assessment: Oral examination (pass/fail)

Short description: Within this course students will learn to use and understand the Finnish language in a very practical context. Meanwhile students will also learn more about the Finnish Culture. This means that the language will not only be learned in classes, but also for example during trips to the supermarket or the market place, to Joensuu and its surroundings in the province of Northern Karelia.

Python programming for linguistic research

Term: Third – University of Eastern Finland, Joensuu (UEF)

Module: M3 – Methods

ECTS: 3

Goals: Applying a modern scripting language to research

Teaching methods: Flipped classroom (hands-on exercises in class, reading and theory at home)

Assessment: Exercises (20%), written exam (80%)

Short description: The course provides an introduction to a modern scripting language. Students will learn to convert process descriptions into algorithms and to create basic working programs in Python. After the course they will also have basic knowledge about scripting languages in general.

Speech technology for speech impairment research

Term: Third – University of Eastern Finland, Joensuu (UEF)

Module: M3 – Methods

ECTS: 4

Goals: To compare commonly used experimental paradigms in the field of spoken language research and apply them in the laboratory

Teaching methods: Project seminar (independent work with regular in-class supervision)

Assessment: Research report (essay and research diary)

Short description: The course includes group work in the laboratory. Students will acquire the necessary skills to conduct independent experimental research, from design and administration of a test to its statistical evaluation and the reporting of its results.

Articulatory, acoustic and perceptual analysis of speech motor disorders

Term: Third – University of Eastern Finland, Joensuu (UEF)

Module: M4 – Neurolinguistics and Clinical Linguistics

ECTS: 4

Goals: To understand key concepts in phonetics and use standard software in research

Teaching methods: Lectures, Flipped classroom (hands-on exercises in class, reading and theory at home), excursions (with R&D partners)

Assessment: Exercises (20%), written exam (80%)

Short description: Students learn the basic phonetic and phonological terminology as well as the research areas in acoustic, auditory and articulatory phonetics (particularly: waveform, spectrum, spectrogram, f0, formants, intensity). They are also able to independently work with segmentation and labelling of speech data, editing and manipulation of the speech signal and apply measurements and visualizations using standard software (currently: Praat). Furthermore, they learn how to design and implement listening tests. Practical sessions take place in the computer and speech laboratories.

Language and Autism

Term: Third – University of Eastern Finland, Joensuu (UEF)

ECTS: 2

Module: M4

Teaching methods: Lectures and excursions (with R&D partners)

Goals: Show students the possibilities of research outside academia

Assessment: Written assignment

Short description: Through lectures and excursions, students get insight in the history of autism research, current clinical and linguistic research as well as the clinical etiology and diagnosis of the autism spectrum.

Academic Writing (Thesis Preparation)

Term: Third – University of Eastern Finland, Joensuu (UEF)

ECTS: 4

Module: M7

Teaching methods: Project seminar (academic text is written and presented with in-class supervision)

Goals: Principles of academic reporting and writing

Assessment: Active participation (fail-pass)

Short description: After completing the course the students are capable of conducting, under supervision, a short research project fit for academic publication. During the course a seminar paper or thesis chapter of approximately 5000 words is completed, presented and discussed with the seminar's audience. Each participant will also function as opponent to at least one other seminar presentation.

Research Master Internship

Term: Third – affiliated with one of the three partner universities

ECTS: 10

Module: M6

Teaching method: Supervision

Goals: Offer students the opportunity to obtain experience worldwide

Assessment: Internship Report

Short description: These internships will offer students the opportunity to obtain experience worldwide – they can do an internship at one of the academic, clinical and research and development (associated) partners all over the world. The academic associated partners offer courses in complementary fields such as Speech Therapy, Neuropsychology, and Cognitive Neuroscience. The R&D partners develop and/or apply the latest equipment for measuring or interfering with brain activity, as well as the development of cutting-edge digital tools and mobile applications for the assessment and treatment of language disorders. The clinical partners are expert centers in functional neurosurgery of language that apply awake surgery procedures in brain-tumor patients to prevent post-surgical language decline.

Term IV

Research Master Thesis

Term: Fourth – affiliated with one of the three partner universities

ECTS: 30

Module: M7

Teaching method: Supervision

Goals (learning skills): The thesis forms the proof that a student can carry out independent research at a level that demonstrates his/her capacities to participate in the international debate on his/her topic. The level of the argumentation and the mastery of the relevant literature should be such that the thesis could be re-worked into an article that may be submitted to an academic journal.

Assessment: Students report on their research by writing a Master thesis. This task is supervised on an individual basis. In addition, students present their thesis, in which progress on the thesis is discussed. See the Thesis rules and regulations for the requirements for a EMCL++ Master thesis.

Short description: The EMCL++ thesis is one of the most important instruments for determining whether a student has achieved the learning outcomes for the EMCL++ programme. The students put what they have learned (knowledge, understanding and skills in their subject area) into practice by setting up and carrying out a substantial and academically sound research project. For this purpose, an unambiguous problem definition is formulated (also known as the research question or central question), which can be split into sub-questions if necessary. A well-formulated problem definition is essential for the success of a research project. It gives direction to the research and determines which materials need to be studied. The sub-questions give structure to the research and determine how the thesis is subdivided.