

BACHELOR'S PROGRAMME

CULTURE STUDIES: ONLINE CULTURE

SCHOOL OF HUMANITIES AND DIGITAL SCIENCES

TILBURG UNIVERSITY

QANU
Catharijnesingel 56
PO Box 8035
3503 RA Utrecht
The Netherlands

Phone: +31 (0) 30 230 3100
E-mail: support@qanu.nl
Internet: www.qanu.nl

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This report was finalized on 3 February 2020.

REPORT ON THE BACHELOR'S PROGRAMME CULTURE STUDIES OF TILBURG UNIVERSITY

This report takes the NVAO's Assessment Framework for the Higher Education Accreditation System of the Netherlands for limited programme assessments as a starting point (September 2018).

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Bachelor's programme Culture Studies: Online Culture

| | |
|-------------------------------|--|
| Name of the programme: | Culture Studies (Algemene Cultuurwetenschappen) |
| CROHO number: | 56823 |
| Level of the programme: | bachelor's |
| Orientation of the programme: | academic |
| Number of credits: | 180/192 EC (as of the academic year 2019-2020, the number of ECTS credits of the ULN major will have been reduced to 180 instead of 192) |
| Specializations or tracks: | Major Art in the Public Sphere (APS) Major Digital Media (DM) Major Global Communication (GC) Universitaire Opleiding Leraar Nederlands (ULN) |
| Location: | Tilburg |
| Modes of study: | full time, part time |
| Language of instruction: | Dutch, English |
| Submission deadline NVAO: | 01/05/2020 |

The visit of the assessment panel Arts and Culture to the School of Humanities and Digital Sciences of Tilburg University took place on 19 and 20 September 2019.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

| | |
|--|-----------------------------|
| Name of the institution: | Tilburg University |
| Status of the institution: | publicly funded institution |
| Result institutional quality assurance assessment: | positive |

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 28 January 2019. The panel that assessed the bachelor's programme Culture Studies consisted of:

- Prof. dr. J. (Jan) Baetens, professor in Literary Theory and Cultural Studies at the KU Leuven (Belgium) [chair];
- Prof. dr. R.L. (Rosemarie) Buikema, professor Art, Culture and Diversity at the University of Utrecht;
- Prof. dr. A. (Alexander) Dhoest, professor at the department Communication Studies of the University of Antwerpen (Belgium);
- Drs. M.J. (Marie-José) Eijkemans, artist and head of the Education department at Museum de Pont in Tilburg;
- E.M. (Eeke) van der Wal MA, research master's student Cultural Analysis at the University of Amsterdam [student member].



The panel was supported by Dr. F. (Fiona) Schouten and by Drs. E. (Erik) van der Spek, who acted as secretaries.

WORKING METHOD OF THE ASSESSMENT PANEL

The site visit to the bachelor's programme Culture Studies at the School of Humanities and Digital Sciences of Tilburg University was part of the cluster assessment Arts and Culture. Between February and December 2019, the panel assessed 34 programmes at 10 universities. The following universities participated in this cluster assessment: Erasmus University Rotterdam, Leiden University, Open University, University of Groningen, Maastricht University, University of Amsterdam, Tilburg University, Radboud University Nijmegen, Utrecht University, and Vrije Universiteit Amsterdam.

On behalf of the participating universities, quality assurance agency QANU was responsible for logistical support, panel guidance and the production of the reports. Dr. Fiona Schouten was project manager for QANU. Fiona Schouten and Petra van den Hoorn MA acted as secretaries in the cluster assessment.

Panel members

The members of the assessment panel were selected based on their expertise, availability and independence. The panel consisted of the following members:

- Prof. dr. J. (Jan) Baetens (chair)
- Prof. dr. A. (Annick) Schramme (chair)
- Prof. dr. P.B.M. (Paul) van den Akker
- Dr. J. (Jeroen) Boomgaard
- Prof. dr. R.L. (Rosemarie) Buikema
- Prof. dr. A.S. (Ann-Sophie) Lehmann
- Prof. dr. K. (Karel) Vanhaesebrouck
- Prof. dr. H.J.G. (Henri) Beunders
- Em. prof. dr. S.L. (Sible) de Blaauw
- Drs. A.N. (Lex) ter Braak
- Em. prof. dr. C.A. (Claudine) Chavannes-Mazel
- Prof. dr. P.A.J.M. (Peter-Arno) Coppen
- Drs. P.H.G.J. (Patrick) Cramers
- Prof. dr. M. (Mark) Delaere
- Prof. dr. M. (Mark) Deuze
- Prof. dr. A. (Alexander) Dhoest
- Drs. M.J. (Marie-José) Eijkemans
- Em. prof. dr. R.E.O. (Rudi) Ekkart
- Prof. dr. phil. W.D. (Wolf-Dieter) Ernst
- Prof. dr. J.B.H. (Johan) de Haan
- Prof. dr. K. (Koenraad) Jonckheere
- Prof. dr. S. (Susan) Legêne
- Prof. dr. P. (Philippe) Meers
- Drs. Y.H.M. (Yoeri) Meessen
- Prof. dr. J. (Joost) Raessens
- Dr. M. (Margriet) Schavemaker
- Drs. E.A.M. (Liesbeth) Schöningh
- Prof. dr. C.B. (Cas) Smithuijsen
- Dr. M.T.A. (Marie-Thérèse) van Toor
- Prof. dr. E. (Lies) Wesseling
- Dr. M. (Marlous) Willemsen
- M. (Mirjam) Deckers BA (student member)
- S.W.J. (Stef) van Ool BA (student member)

- V.L. (Vivian) van Slooten MA (student member)
- E.M. (Eeke) van der Wal MA (student member)

Preparation

On 10 September 2018, the panel chairs were briefed by QANU on their roles, the assessment framework, the working method, and the planning of site visits and reports. A preparatory panel meeting was organised on 14 January 2019. During this meeting, the panel members received instruction on the use of the assessment framework. The panel also discussed their working method and the planning of the site visits and reports.

The project manager composed a schedule for the site visit in consultation with the School. Prior to the site visit, the School selected representative partners for the various interviews. See Appendix 3 for the final schedule.

Before the site visit to the Tilburg University, QANU received the self-evaluation reports of the programmes and sent these to the panel. A thesis selection was made by the panel's chair and the project manager. The selection consisted of 15 theses and their assessment forms for each programme, based on a provided list of graduates between September 2016 and September 2018. A variety of topics and tracks and a diversity of examiners were included in the selection. The project manager and panel chair assured that the distribution of grades in the selection matched the distribution of grades of all available theses.

After studying the self-evaluation report, theses and assessment forms, the panel members formulated their preliminary findings. The secretaries collected all initial questions and remarks and distributed these amongst all panel members.

At the start of the site visit, the panel discussed its initial findings on the self-evaluation reports and the theses, as well as the division of tasks during the site visit.

Site visit

The site visit to the Tilburg University took place on 19 and 20 September 2019. Before and during the site visit, the panel studied the additional documents provided by the programmes. An overview of these materials can be found in Appendix 4. The panel conducted interviews with representatives of the programmes: students and staff members, the programme management, alumni and representatives of the Board of Examiners. It also offered students and staff members an opportunity for confidential discussion during a consultation hour. No requests for private consultation were received.

The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the panel's preliminary findings and general observations.

Consistency and calibration

In order to assure the consistency of assessment within the cluster, various measures were taken:

1. The panel composition ensured regular attendance of (key) panel members, including the chair;
2. The manager was present at the panel discussion leading to the preliminary findings at all site visits.

Report

After the site visit, the secretary wrote a draft report based on the panel's findings and submitted it to the project manager for peer assessment. Subsequently, the secretary sent the report to the panel. After processing the panel members' feedback, the project manager sent the draft report to the School in order to have it checked for factual irregularities. The project manager discussed the ensuing comments with the panel's chair and changes were implemented accordingly. The report was then finalised and sent to the School of Humanities and Digital Sciences and the University Board.



Definition of judgements standards

In accordance with the NVAO's Assessment framework for limited programme assessments, the panel used the following definitions for the assessment of the standards:

Generic quality

The quality that, from an international perspective, may reasonably be expected from a higher education Associate Degree, Bachelor's or Master's programme.

Meets the standard

The programme meets the generic quality standard.

Partially meets the standard

The programme meets the generic quality standard to a significant extent, but improvements are required in order to fully meet the standard.

Does not meet the standard

The programme does not meet the generic quality standard.

The panel used the following definitions for the assessment of the programme as a whole:

Positive

The programme meets all the standards.

Conditionally positive

The programme meets standard 1 and partially meets a maximum of two standards, with the imposition of conditions being recommended by the panel.

Negative

In the following situations:

- The programme fails to meet one or more standards;
- The programme partially meets standard 1;
- The programme partially meets one or two standards, without the imposition of conditions being recommended by the panel;
- The programme partially meets three or more standards.

SUMMARY JUDGEMENT

Intended learning outcomes

The panel agrees with the profile of the programme. A strong point in its opinion is the combination of insights from digital media studies and cultural studies, a disciplinary cross-over that doesn't occur very often. The focus on the nexus of digital as well as offline culture makes it a relevant programme with a substantial place for present-day cultural issues. The broad concept of 'culture' is narrowed down by offering majors with a clear scope, as was advised by the previous peer review panel. The panel did notice, however, that both the name 'Online Culture' and the communication about the profile suggest an absence of offline culture in the programme. It recommends clarifying the centrality of offline as well as online culture within the programme's communication. It is pleased with the programme's exit profiles (Entrepreneurship, Research or Teaching) that connect it with the professional field. It advises the staff to continue to develop this professional profile with the actual professional trajectories of graduates in mind, e.g. careers in communication or in policy and organization.

The panel feels the intended learning outcomes lay a good foundation for a bachelor's programme in Culture Studies. It does recommend aligning them more clearly with the new profile: the move towards digital culture could be reflected more strongly in the intended learning outcomes concerning knowledge and skills. In the major-specific learning outcomes, the focus on digitalisation is much clearer. The panel is pleased to see that one of the intended learning outcomes specifically addresses the fit with the professional field as expressed in the exit profiles.

Teaching-learning environment

The panel is pleased with the content and structure of the bachelor's programme Online Culture's curriculum, with a general first year, a specialisation in the second year, and a choice between three exit profiles in the third year; for most majors, this implies an orientation towards either the professional sector or a research career. The panel members were satisfied with the course content and materials. The focus on the nexus between online and offline is clearly recognisable, and the relevant historical dimension is sufficiently present. The panel advises the staff to ensure that this historical dimension remains prominent in the programme to provide theoretical depth and the necessary disciplinary formation.

The panel is impressed with the scope and possibilities of DiggIt, the programme's online publishing and learning tool. It stimulates active learning among students, challenges them to write, and provides them with the opportunity to learn how to popularise scholarly output for a larger audience. It also serves as a showcase of students' work for future employers. It matches the programme's emphasis on the nexus between online and offline culture very well. In order to enhance the use of DiggIt in the bachelor's programme, a balance should be struck between writing for a general public and academic writing, and students should be taught explicitly to reflect on the differences. The panel advises the staff to draw up a plan with a long-term vision for the use of DiggIt, for instance with a horizon of five years. This long-term vision should also consider the possibility of using DiggIt for other programmes within the humanities. The panel feels that DiggIt should find a balance in content as well: while the current focus is often on political issues and journalism, more articles on the arts would be appropriate to properly reflect the programme's cultural, analytical and artistic focus.

The panel considers the programme sufficiently feasible, due to a mentorship programme in the first year, small groups and an active international classroom in the second and third years, clear thesis and internship trajectories, and a dedicated staff. The feasibility could be enhanced by moving the start of the thesis trajectory to an earlier moment in the academic year, involving the thesis coordinator in matching students and thesis supervisors, and helping the students more pro-actively with finding a suitable internship, using the staff's network to accommodate their needs. The students are very positive about the curriculum, which offers them opportunities to shape their own learning trajectory, including the option of a semester abroad. The panel recommends improving information and communication about the possibilities of both this mobility window and finding an internship.



As of 2018-2019, the bachelor's curriculum is taught in English in three of the four majors. The panel feels that the choice for an English curriculum is a realistic one that does justice to the focus on globalization and international topics addressed through the accent on online culture. As far as the panel could establish, the students did not encounter major problems with the English language.

The panel gained a good impression of the staff during the visit. The expertise of the lecturers is evenly spread over the relevant domains. Most staff (77%) have obtained their UTQ (University Teaching Qualification), and the remainder are doing so. The panel applauds the advances the programme has made in this respect since the previous site visit. The students are generally happy with their teachers, whom they find to be knowledgeable and accessible. Concerning the upcoming changes in staff due to retirements, the panel advises the programme to make a number of well-considered choices to enable it to develop in the desired direction. This implies developing a long-term vision on the future of the programme. The transition allows for a good (re)distribution of the workload, including the tasks for Diggit.

Student assessment

The panel considers assessment in the bachelor's programme Online Culture to be satisfactory: it is in line with the intended learning outcomes and sufficiently varied. Since Diggit Magazine is used more and more frequently as an assessment instrument, written assessment is gaining prominence throughout the programme. The panel acknowledges the importance of writing skills, but stresses the importance of maintaining sufficient variety in assessing the students. It noticed that the programme has put a lot of effort into professionalising its staff on assessment, which it considers to be a positive development. It noticed that the results of this professionalisation are visible within the programme's assessment practices.

In general, the panel agrees with the assessment of the bachelor's theses, but recommends adjusting the assessment form in order to make the input of the second assessor visible. In a number of instances, the thesis grades were higher than the panel would have given. It learned about the plans to organize calibrating sessions at the School level, to revise the assessment forms across the university, and to develop 'anchor theses' that can serve as a benchmark. It applauds this development.

The panel is positive about the role of the Examination Board and the programme's Assessment Committee. It agrees with the way the latter evaluates the assessment of individual courses, playing a proactive role in promoting assessment expertise among staff members. It concludes that the Examination Board and the Assessment Committee work hard on safeguarding and improving the assessment quality in the bachelor's programme.

Achieved learning outcomes

The panel concludes that the students in the bachelor's programme Online Culture achieve the intended learning outcomes. It found that the programme's focus on the nexus between online and offline culture is not always evident in the theses. It agrees with the recent reduction in size of the thesis to a maximum of 30 pages. It established that most graduates continue in a master's programme, in Tilburg or elsewhere, and advises systematically monitoring their careers.

The panel assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

Bachelor's programme Culture Studies: Online Culture

| | |
|---|--------------------|
| Standard 1: Intended learning outcomes | meets the standard |
| Standard 2: Teaching-learning environment | meets the standard |
| Standard 3: Assessment | meets the standard |



Standard 4: Achieved learning outcomes

meets the standard

General conclusion

positive

The chair, Prof. dr. J. (Jan) Baetens, and the secretary, drs. E. (Erik) van der Spek, of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 3 February 2020

DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED FRAMEWORK ASSESSMENTS

Standard 1: Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

Profile

The bachelor's programme Culture Studies, henceforth referred to as Online Culture, can be characterized as 'culture studies of the digital age'. Its aim is to educate students to become critical participants in offline and online cultural contexts. It deals with such topics as the influence of globalization and digitalization on communication, identity in new public spheres, rituals, and artistic practices, both online and offline. Its perspective integrates language, culture, and literature studies; media studies; sociology; history (of art) and Western culture; and philosophy. Its central focus is on culture at the offline-online nexus.

The programme consists of four majors. The Art in the Public Sphere major (APS) takes the relationships between artists and audiences as its focus. Students explore how intellectuals, artists, and audiences function in contemporary public debates. The Global Communication major (GC) focuses on language and processes of communication in online, global, and diverse cultural contexts. The Digital Media major (DM) explores the role of digital media in social and cultural change and their influence on everyday practices, cultural products, and societal developments. The Academic Teacher in Dutch Language and Culture major is a Dutch-taught programme for students who aspire to be a Dutch language teacher in secondary education (*Universitaire Lerarenopleiding Nederlands, ULN*). In the current review, the didactic aspects of this major are outside its scope since the educational minor that is part of this track will be reviewed separately in the context of the assessment group Academic Teacher Education (universitaire lerarenopleidingen) in 2020.

The panel finds the programme's profile, which was introduced in 2015-2016, to be clear and well-chosen. A strong point in its opinion is the combination of insights from digital media studies and cultural studies, a disciplinary cross-over that doesn't occur very often. The focus on the nexus of digital as well as offline culture makes it a relevant programme with a substantial place for present-day cultural issues. The broad concept of 'culture' is narrowed down by offering majors with a clear scope, as was advised by the previous peer review panel.

The panel did notice, however, that both the name 'Online Culture' and the communication about the profile (e.g. in the self-evaluation report) suggest an absence of offline culture in the programme. It was told by programme representatives that offline culture also plays a prominent role in the bachelor's programme, since the nexus between offline and online culture is at its heart. The students and alumni the panel spoke to mentioned that they had been confused about this and that in some cases their expectations of the programme did not match their experiences. The panel recommends clarifying the centrality of offline as well as online culture within the programme's communication.

The programme allows students to choose an exit profile in their final year: Entrepreneurship, Research or Teaching. The panel is pleased with the way these exit profiles connect the programme with the professional field. It learned during the site visit that the students tend to end up in jobs in either communication or policy and organization, and advises the staff to continue developing the programme's profile with these professional possibilities in mind.

Intended learning outcomes

The programme has intended learning outcomes at both the programme level (15) and major level (2 for each major). The general learning outcomes have been organized in line with the Tilburg

Educational Profile, which contains three pillars: Knowledge, Skills and Character. The learning outcomes are aligned with the Dublin Descriptors. Students are expected to acquire knowledge of the concepts, methods, and themes in the field of culture studies, with a focus on specific topics at the offline-online nexus. They acquire the research skills needed to find and apply information and learn how to use it to analyse problems regarding cultural issues. They are also trained in communication skills. Lastly, in line with the vision on *Bildung* that is a characteristic of Tilburg University, they develop their ethical awareness regarding issues of ethnicity, race, gender, religion and politics.

The panel feels the intended learning outcomes lay a good foundation for a bachelor's programme in Culture Studies. It does recommend aligning the learning outcomes more clearly with the new profile: the move towards digital culture could be reflected more strongly in the intended learning outcomes concerning knowledge and skills. In the major-specific learning outcomes, the focus on digitalisation is much clearer. The panel is pleased to see that one of the intended learning outcomes specifically addresses the fit with the professional field as expressed in the exit profiles.

Considerations

The panel agrees with the profile of the programme. A strong point in its opinion is the combination of insights from digital media studies and cultural studies, a disciplinary cross-over that doesn't occur very often. The focus on the nexus of digital as well as offline culture makes it a relevant programme with a substantial place for present-day cultural issues. The broad concept of 'culture' is narrowed down by offering majors with a clear scope, as was advised by the previous peer review panel. The panel did notice, however, that both the name 'Online Culture' and the communication about the profile suggest an absence of offline culture in the programme. It recommends clarifying the centrality of offline as well as online culture within the programme's communication. It is pleased with the programme's exit profiles (Entrepreneurship, Research or Teaching) that connect it with the professional field. It advises the staff to continue to develop this professional profile with the actual professional trajectories of graduates in mind, e.g. careers in communication or in policy and organization.

The panel feels the intended learning outcomes lay a good foundation for a bachelor's programme in Culture Studies. It does recommend aligning them more clearly with the new profile: the move towards digital culture could be reflected more strongly in the intended learning outcomes concerning knowledge and skills. In the major-specific learning outcomes, the focus on digitalisation is much clearer. The panel is pleased to see that one of the intended learning outcomes specifically addresses the fit with the professional field as expressed in the exit profiles.

Conclusion

Bachelor's programme Culture Studies: the panel assesses Standard 1 as 'meets the standard'.

Standard 2: Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

Curriculum

The curriculum of the bachelor's programme Online Culture started in 2017 and underwent revisions in 2018 and 2019. Originally, the students followed a first semester together and chose a major at the end of this semester; as of 2018-2019, they choose their major at the end of the first year, which allows for a joint first year. In 2019, a 'mobility window' was added to the first semester of the third year, allowing students to study a semester abroad. This report focuses on the current curriculum (2019-2020).



As mentioned, the first year is common to all of the students. They follow a number of courses that explore key concepts of online culture, for instance 'Digital Culture and Society', 'Knowledge in the Digital World' and 'Language, Culture and Globalization'. They also start with their first course on Research Skills (Methodology), a course on Academic English and their first Philosophy course, which is mandatory for all students at Tilburg University.

In the second year the students go their separate ways, depending on the major of their choice: Art in the Public Sphere (APS), Digital Media (DM), Global Communication (GC), or Academic Teacher in Dutch Language and Culture (ULN). They still meet in the second Philosophy course and the second Research Skills course (Skills). Apart from that, they follow five courses within their chosen major (or seven in the case of ULN). Furthermore, all students (except those of ULN) can choose two electives.

In the first semester of the third year, students from the APS, DM and GC majors have the option to study a semester abroad; in addition, they all follow one course belonging to their major. The students who stay in Tilburg can opt for a minor of at least 18 EC (up to 30 EC) and/or a number of electives. For the ULN students, the programme is fixed; they follow five courses in the first semester. In the second semester all students write their thesis (12 EC) and follow a number of electives (or fixed courses, in the case of ULN).

In their third year students choose an exit profile: Entrepreneurship, Research or Education. The Education profile is obligatory for the ULN students, while the students following the other majors choose between Entrepreneurship and Research. The Entrepreneurship exit profile is directed towards positions in the cultural sector or in organizations that design and implement media and culture policies. The Research exit profile is focused on a position in academia. All exit profiles have entry requirements: students who opt for the Entrepreneurship exit profile have to follow the 'Entrepreneurship in the Cultural Sector' course, while those who choose Research have to follow the 'Paradigm Shifts in the Humanities' course.

The thesis (12 EC) is the culmination of the bachelor's programme. In their thesis project, students demonstrate that they are able to devise a research question (related to the chosen major) and conduct research using relevant methodologies. Those who follow the Entrepreneurship exit profile combine their thesis trajectory with an internship; their thesis helps to solve a real-life problem in the company or cultural organization where they do their internship. The length of the thesis has recently been reduced to 30 pages (12,000 words). The panel applauds this development since the older theses tended to be quite extensive, sometimes over a hundred pages long.

The panel finds the structure of the programme to be clear, coherent and well-designed, with a general first year, a specialisation in the second year, and a choice between three professional exit profiles in the third year; for most students, this means an orientation towards either the professional sector or a research career. It appreciates the learning trajectory on research skills and the attention paid to philosophy, which enhances the academic orientation of the programme. The panel members studied a number of courses (course materials, assignments). In general, they were quite satisfied with these materials: the focus on the nexus between online and offline culture is clearly recognisable in the courses, and the relevant historical dimension is sufficiently present. The panel advises the staff to ensure that this historical dimension remains prominent in the programme to provide students with theoretical depth and the necessary disciplinary formation. It applauds the programme for the changes made to its structure and content over the past years.

Teaching methods

The panel noticed to its satisfaction that teaching methods in the bachelor's programme are varied and fitting. The programme distinguishes itself through the use of a special tool designed to familiarise students with online publishing: DiggIt Magazine, which was launched in 2016. DiggIt is a bilingual, Dutch-English academic news and information platform. In the bachelor's programme Online Culture, DiggIt is used as a learning tool to facilitate digital learning. Students and staff can

submit papers through DiggIt and will receive comments and suggestions from editors (a team of lecturers). In this way, the students are challenged to write papers, blogs, and journalistic and academic articles under the supervision of the lecturers. The first 'feedback loop' takes place in the back-office (pre-publication) and is mainly used to allow the staff to give feedback to the students. A number of students continue to the second and third loop that are geared towards online publishing; however, this is optional as not all students publish during their programme. Staff members are free to determine the extent to which they use DiggIt in their courses and the publication options.

The panel was introduced to DiggIt during the site visit and was impressed with its scope and possibilities. The reach of DiggIt's articles has expanded over the past years to include both academic and non-academic readers around the world, which the panel considers admirable. DiggIt's success as a journalistic platform constitutes an extra motivation for students to try publishing their papers. The panel learned that in most bachelor courses, DiggIt is indeed used to hand in papers and essays; students get acquainted with it from the beginning and continue working with it throughout the programme. In this way, DiggIt becomes an important tool within the programme. Both the panel and the students appreciate DiggIt's central position. It stimulates active learning among students, challenges them to write, and provides them with the opportunity to learn how to popularise scholarly output for a larger audience. DiggIt also serves as a showcase of the students' work for future employers. Moreover, the tool matches the programme's emphasis on the nexus between online and offline culture very well.

The panel formulated some recommendations on how to further enhance the use of DiggIt in the bachelor's programme. First of all, it learned from students that the emphasis on writing online publications geared toward a general audience sometimes got in the way of their academic writing skills. It advises the staff to establish a balance between these two skill sets and explicitly teach students to reflect on the differences. Furthermore, it advises the staff to draw up a plan with a long-term vision for the use of DiggIt, for instance with a horizon of five years. This long-term vision should also consider the possibility of using DiggIt for other programmes within the humanities. Lastly, the panel feels that DiggIt should find a balance in content as well: while the current focus is often on political issues and journalism, more articles on the arts would be appropriate to properly reflect the programme's cultural, analytical and artistic focus.

Feasibility and student-centred learning

The panel established that the programme is feasible. A number of measures are in place to provide guidance to the students and enhance the programme's feasibility. In their first year, the students receive guidance through the TSHD PASS (Program Academic Study Success) mentor program. All students are divided into mentor groups of 15 to 20 students each. The groups are led by a student mentor, and they meet several times during the first semester. Each student also has two individual interviews with the academic advisor. The panel learned from the students that the mentor programme is widely appreciated. Later in the programme, in the second and third years (after they have chosen their majors), the students work in relatively small groups with an average group size of about 10. They appreciate this small-scale teaching and feel they get sufficient individual attention from their teachers. The small group size also allows the staff to take into consideration the different levels of English within the classroom.

Guidance and supervision in the writing of the bachelor's thesis are arranged according to a clear setup with pre-established deadlines, which varies slightly depending on the chosen major. The panel noticed that students are required to hand in their final draft in June, in order to finalise the thesis in August. It considers this to be quite late, especially since it means that supervisors are required to work on the theses throughout the summer. It recommends starting the thesis trajectories at an earlier moment in the academic year. An earlier deadline for the thesis proposal has an added benefit that students who make use of the new 'mobility window' to study abroad at the start of the third year will have to start working on their thesis while they are abroad and thus avoid delays later on. The panel learned from the self-evaluation and the programme representatives that the selection of



a suitable supervisor can be an issue: students tend to opt for the staff members teaching in the later phase of the programme, so that some supervisors are in high demand, and the students cannot always get their first choice. Though the programme addresses this by providing students with a list of possible supervisors and their expertise, the panel recommends a more active approach. It agrees with the Board of Examiners' suggestion to involve the thesis coordinator in the matching of students and supervisors.

Students who choose the Entrepreneurship exit profile combine the bachelor's thesis with an internship. The panel and the students appreciate this option. The internship is well designed: the programme and the internship company negotiate on the setup and content of the student's research before the start of the internship. The students mentioned to the panel that finding an internship can be challenging, especially for international students. A failure to do so can result in the need to switch exit profiles. According to the panel, the staff could help the students more pro-actively with finding a suitable internship. They could use their extensive network to accommodate the students' needs.

The students are very positive about the curriculum, which offers them opportunities to shape their own learning trajectories. They appreciate the freedom of choice in the second and third years, with various majors, electives and the different exit profiles. The ones that the panel spoke to also appreciated the option to study a semester abroad, although so far the number of students who use this option has been limited. According to the students, good and timely information about the possibilities (what, where, when) would contribute to the success of this option. The same goes for the internship: the possibility is there, but communication and information still leave some room for improvement. The panel recommends addressing this.

Language

As of 2018-2019, the bachelor's curriculum is taught in English in three of the four majors. The Academic Teacher in Dutch Language and Culture major is taught largely in Dutch. The main argument from the viewpoint of the programme is that an English curriculum and title attract an international community of students; the resulting international classroom allows for discussing and contrasting a variety of cultural practices and perspectives. Another argument, as became clear during the site visit, is the international content of the object(s) of study. The panel feels that the choice for an English curriculum is a realistic one that does justice to the focus on globalisation and the international topics addressed through the accent on online culture. As far as it could establish, the students did not encounter major problems with the English language.

Teaching staff

The lecturing staff of the bachelor's programme Online Culture consists of a multi-disciplinary and international team, with researchers who are active in a variety of domains, such as anthropology, sociolinguistics, ritual studies, memory studies, literary theory, culture studies and media studies. The team consists of 11 assistant professors, 6 associate professors, and 9 full professors. All lecturers have obtained their doctoral degrees. Most staff (77%) have obtained their UTQ (University Teaching Qualification). Lecturers who have not yet done so are currently working towards that goal. The panel applauds the advances the programme has made in this respect since the previous site visit.

The students are generally happy with their teachers, both on paper (in the student evaluations) and in practice (during the site visit). They find their teachers to be knowledgeable, dedicated and accessible.

During the site visit, the panel learned that a number of senior lecturers will be retiring in the near future. This will lead towards a process of transition that allows for a re-profiling of the staff. The panel advises the programme to use this period of transition to make a number of well-considered choices to enable it to develop in the desired direction. A long-term vision on the future of the programme is a prerequisite to doing so. The transition also gives the programme the opportunity to ensure a good (re)distribution of the workload, in which the editorial work for Diggit should be taken

into account as well. This is currently the responsibility of a relatively small number of staff members whose workload is significantly higher than that of the others.

Considerations

The panel is pleased with the content and structure of the bachelor's programme Online Culture's curriculum, with a general first year, a specialisation in the second year, and a choice between three exit profiles in the third year; for most majors, this implies an orientation towards either the professional sector or a research career. The panel members were satisfied with the course content and materials. The focus on the nexus between online and offline is clearly recognisable, and the relevant historical dimension is sufficiently present. The panel advises the staff to ensure that this historical dimension remains prominent in the programme to provide theoretical depth and the necessary disciplinary formation.

The panel is impressed with the scope and possibilities of DiggIt, the programme's online publishing and learning tool. It stimulates active learning among students, challenges them to write, and provides them with the opportunity to learn how to popularise scholarly output for a larger audience. It also serves as a showcase of students' work for future employers. It matches the programme's emphasis on the nexus between online and offline culture very well. In order to enhance the use of DiggIt in the bachelor's programme, a balance should be struck between writing for a general public and academic writing, and students should be taught explicitly to reflect on the differences. The panel advises the staff to draw up a plan with a long-term vision for the use of DiggIt, for instance with a horizon of five years. This long-term vision should also consider the possibility of using DiggIt for other programmes within the humanities. The panel feels that DiggIt should find a balance in content as well: while the current focus is often on political issues and journalism, more articles on the arts would be appropriate to properly reflect the programme's cultural, analytical and artistic focus.

The panel considers the programme sufficiently feasible, due to a mentorship programme in the first year, small groups and an active international classroom in the second and third years, clear thesis and internship trajectories, and a dedicated staff. The feasibility could be enhanced by moving the start of the thesis trajectory to an earlier moment in the academic year, involving the thesis coordinator in matching students and thesis supervisors, and helping the students more pro-actively with finding a suitable internship, using the staff's network to accommodate their needs. The students are very positive about the curriculum, which offers them opportunities to shape their own learning trajectory, including the option of a semester abroad. The panel recommends improving information and communication about the possibilities of both this mobility window and finding an internship.

As of 2018-2019, the bachelor's curriculum is taught in English in three of the four majors. The panel feels that the choice for an English curriculum is a realistic one that does justice to the focus on globalization and international topics addressed through the accent on online culture. As far as the panel could establish, the students did not encounter major problems with the English language.

The panel gained a good impression of the staff during the visit. The expertise of the lecturers is evenly spread over the relevant domains. Most staff (77%) have obtained their UTQ (University Teaching Qualification), and the remainder are doing so. The panel applauds the advances the programme has made in this respect since the previous site visit. The students are generally happy with their teachers, whom they find to be knowledgeable and accessible. Concerning the upcoming changes in staff due to retirements, the panel advises the programme to make a number of well-considered choices to enable it to develop in the desired direction. This implies developing a long-term vision on the future of the programme. The transition allows for a good (re)distribution of the workload, including the tasks for DiggIt.



Conclusion

Bachelor's programme Culture Studies: the panel assesses Standard 2 as 'meets the standard'.

Standard 3: Student assessment

The programme has an adequate system of student assessment in place.

Findings

Assessment in the programme is based on the Tilburg University Assessment Policy. This policy has an assessment cycle, which starts with the intended learning outcomes of the programme (step 1) and ends with the analysis and evaluation of assessment quality (step 7). For each programme, a Programme Assessment Plan has been developed; the panel studied the Programme Assessment Plan of the bachelor's programme Online Culture and confirmed that the types of assessment per module are clearly linked to the intended learning outcomes.

Courses are generally assessed through a combination of assignments, papers, presentations and/or a written exam. Papers and essays are often submitted through DiggIt Magazine. It became clear to the panel that the staff tries hard to spread the study load over the semester, although it is inevitable that a number of assignments will be held towards the end of a module. The panel looked at a number of assignments and feels there is sufficient variety in the assessments. Since DiggIt Magazine is used more and more frequently as an assessment instrument, written assessment is gaining prominence throughout the programme. The panel acknowledges the importance of writing skills, but stresses the importance of maintaining sufficient variety in assessing the students.

The panel learned that a lot has been done since the last programme review to train and professionalise the teaching staff in the field of assessment. The School organised workshops to train the lecturers in formulating course objectives and drafting specification tables. Since 2014, assessment training has been part of the UTQ training. Lecturers are actively encouraged to attend lunch-time workshops on assessment topics. The panel feels that this focus on assessment is a positive development. It noticed that the results of this professionalisation are visible within the programme's assessment practices. For instance, the lecturers draw up a specification table for each assessment, and the four-eye principle is adhered to during the construction of an assessment. In many cases, assessments are reviewed by the TiU assessment expert as well (she is also a member of the Examination Board).

Thesis assessment

For the assessment of the thesis, a special policy document has been developed. Each thesis is supervised and assessed by a faculty member and afterwards assessed by a second reader. Both supervisor and second reader score all criteria independently and add comments to justify the grades. The supervisor scores on eight criteria, the second reader on seven (the working process is scored only by the supervisor). The two assessments are combined in a final assessment form. In general, the final grade is the average of that of both readers; a discussion between the two is organised if there is a discrepancy of 2 points or more. The panel is positive about the system of thesis assessment, but points out that the final assessment form does not show transparently what the second assessor's input has been. It recommends adjusting the format in order to make this visible.

The panel read 15 theses of the bachelor's programme Online Culture and generally agrees with the way they are assessed. However, it feels that in a number of instances, the grades were higher than it would have given. It discussed this issue with the programme's representatives and the Examination Board. During these conversations, it learned that this is an issue that is recognised and addressed throughout the university. Within the School of Humanities and Digital Sciences, plans are being made to organize calibration sessions and to revise the assessment forms. Another plan is to develop a number of so-called 'anchor theses' that can serve as a benchmark. The panel applauds this development.

Examination Board

TSHD has one Examination Board, which is responsible for the assessment quality in all regular bachelor's and master's programmes. The Board has nine members, including five programme representatives, an independent Chair, an external member, an administrative secretary, and an assessment expert. Since September 2016, each programme has also been assigned an Assessment Committee which operates on behalf of the Examination Board. This committee consists of two lecturers who have passed the UTQ and received specific training; they are assisted by the assessment expert.

The panel met with representatives of both bodies, including the assessment expert. During this conversation, it learned that the Examination Board meets formally a few times a year to advise on and adopt regulations. The Board meets informally on a weekly basis to discuss the individual programmes. The Assessment Committee of Online Culture monitors assessment within the programme on the basis of random checks. Its members select courses in consultation with the programme director (generally two each year). Part of such a check is a meeting with the responsible lecturer to discuss the choices that have been made to assess a particular course. Afterwards, the Assessment Committee reports its findings to the Examination Board. The panel is pleased with the Assessment Committee's proactive role in promoting expertise among staff members. It concludes that the Examination Board and the Assessment Committee work hard on safeguarding and improving the assessment quality in the bachelor's programme.

Considerations

The panel considers assessment in the bachelor's programme Online Culture to be satisfactory: it is in line with the intended learning outcomes and sufficiently varied. Since Diggitt Magazine is used more and more frequently as an assessment instrument, written assessment is gaining prominence throughout the programme. The panel acknowledges the importance of writing skills, but stresses the importance of maintaining sufficient variety in assessing the students. It noticed that the programme has put a lot of effort into professionalising its staff on assessment, which it considers to be a positive development. It noticed that the results of this professionalisation are visible within the programme's assessment practices.

In general, the panel agrees with the assessment of the bachelor's theses, but recommends adjusting the assessment form in order to make the input of the second assessor visible. In a number of instances, the thesis grades were higher than the panel would have given. It learned about the plans to organize calibrating sessions at the School level, to revise the assessment forms across the university, and to develop 'anchor theses' that can serve as a benchmark. It applauds this development.

The panel is positive about the role of the Examination Board and the programme's Assessment Committee. It agrees with the way the latter evaluates the assessment of individual courses, playing a proactive role in promoting assessment expertise among staff members. It concludes that the Examination Board and the Assessment Committee work hard on safeguarding and improving the assessment quality in the bachelor's programme.

Conclusion

Bachelor's programme Culture Studies: the panel assesses Standard 3 as 'meets the standard'.

| |
|---|
| Standard 4: Achieved learning outcomes |
|---|

| |
|--|
| The programme demonstrates that the intended learning outcomes are achieved. |
|--|

Findings

The panel read 15 theses of the bachelor's programme Online Culture. It found that a number of them were eloquently written, well supported and sometimes based on a large number of sources with a substantial data analysis. In some of the weaker cases, the methodology and research



question could have been defined better. The panel found that the programme's focus on the nexus between online and offline culture is not always evident in the theses.

A recurrent issue the panel noticed was the length of the theses, which exceeded a hundred pages in one or two cases. This sometimes leads to theses in which the students are not encouraged to present their findings in a 'lean and mean' way. As mentioned under Standard 2, the panel learned that the maximum thesis length has recently been set at 30 pages or 12,000 words, which is a good development. In its opinion, all of the theses demonstrated that their authors achieved the intended learning outcomes.

According to the self-evaluation, most graduates continue their education at a master's level, in Tilburg or elsewhere. Alumni the panel met with were positive about the way the programme prepared them for a master's level education. Students who limit themselves to a bachelor's degree benefit from the programme's exit profile directed towards the professional field. The panel advises the programme to systematically monitor its graduates in order to get a clear view of their career paths.

Considerations

The panel concludes that the students in the bachelor's programme Online Culture achieve the intended learning outcomes. It found that the programme's focus on the nexus between online and offline culture is not always evident in the theses. It agrees with the recent reduction in size of the thesis to a maximum of 30 pages. It established that most graduates continue in a master's programme, in Tilburg or elsewhere, and advises systematically monitoring their careers.

Conclusion

Bachelor's programme Culture Studies: the panel assesses Standard 4 as 'meets the standard'.

GENERAL CONCLUSION

The panel assessed all standards the bachelor's programme in Culture Studies as 'meets the standard'. According to NVAO's decision rules, the general final assessment of the programme is therefore 'positive'.

Conclusion

The panel assesses the *bachelor's programme Culture Studies* as 'positive'.

APPENDICES

APPENDIX 1: INTENDED LEARNING OUTCOMES

The intended learning outcomes are divided into three categories: knowledge, skills and character.

KNOWLEDGE

1. Students have knowledge and understanding of the *concepts and terminology* within the field of Culture Studies. Examples of important concepts are: globalization, digitalization, complexity, (super-)diversity, transformations of the public sphere, new forms of social action and cultural production, new forms of identity construction and group formation, representation, symbolic value, production and reception of cultural values, relation between offline and online media.
2. Students have knowledge and understanding of the most important *research methods and research techniques* within the fields of the Culture Studies. Examples of important methods and techniques are: literary analysis, analysis of visual art (including film and new media), (online) ethnography, hermeneutics, computational analysis; survey, observation, interview.
3. Students have knowledge and understanding of important *themes* within the fields of Culture Studies. Examples of important themes are: the relation between the local and the global, community formation, the dynamics of offline and online practices (regarding arts, media, ritual, religion, language, etc.) in the digital society, identity formation, negotiations related to the public vs. private sphere. The program draws continuously on the students' own experiences and life-worlds, assuming that they are the producers and consumers of contemporary culture.
4. Students have knowledge and understanding of the *general concepts and ideas in the philosophy of science* of the research within the fields of the Culture Studies.

SKILLS

Students can apply the scientific methods and techniques as used in Culture Studies in researching relevant problems and are able to communicate research results. More specifically:

5. Students can find relevant literature on Culture Studies, read it critically, process and discuss it.
6. Students can, at an initial academic level, collect, analyze, compare and contrast data from the fields/disciplines of the Culture Studies.
7. Students can formulate research questions and answer these questions under supervision by mounting, methodically and creatively carrying out, and critically reviewing research fitting the research questions.
8. Students can reason and argue in a structured and scientific manner.
9. Students can express their own judgments and views clearly and succinctly in a relevant way both orally and in writing at an academic level.
10. Students can, through relevant media (e.g. *DiggIt Magazine*), communicate research results convincingly and properly to an audience of fellow-scholars and to a broader audience in society.



CHARACTER

11. Students have the ability to judge and evaluate, on formal grounds and in terms of content, their own research and other products (e.g. *Diggit* articles) and those of fellow scholars in Culture Studies.
12. Students have the ability to interpret (the importance of) cultural expressions from a variety of perspectives in diverse cultural environments (offline and online, local and global).
13. Students have the ability to employ reasoning and arguing in the process of learning, to put forward relevant points of view and to understand and appreciate points of views of others, to share knowledge and contribute to discussions and the process of argumentation in a multidisciplinary group.
14. Students have the ability to reflect on their own qualities and skills, to draw conclusions with regard to their own development, and to take action to optimize their own learning trajectory in the light of functioning as a Culture Studies scholar within and outside the chosen discipline.
15. Students have the ability to orient themselves independently to relevant employment sectors (see the BA exit profiles) or possible further studies.

Knowledge and understanding of developments in Culture Studies, relevant to the **major** (specialization) chosen:

Further specification for the specialization *Art in the Public Sphere*:

- APS-1 Knowledge and understanding of theory formation on artistic expressions and the relationship between artists and audiences in the context of globalization and digitalization.
- APS-2 Knowledge and understanding of the way intellectuals, artists and audiences function in contemporary public debates (public space, public intellectuals, aesthetics, and politics).

Further specification for the specialization *Digital Media*:

- DM-1 Knowledge and understanding of theory formation on digital media and their role in social and cultural change.
- DM-2 Knowledge and understanding of developments in digital culture and their role in and influence on everyday practices, cultural products and societal developments.

Further specification for the specialization *Global Communication*:

- GC-1 Knowledge and understanding of theory formation on the influence of globalization and digitalization on linguistic, communicative and cultural practices.
- GC-2 Knowledge and understanding of the shape of linguistic, communicative and cultural practices in the context of globalization and digitalization.

Further specification for the specialization *Universitaire Lerarenopleiding Nederlands*:

- ULN-1 Knowledge and understanding of theory formation on the teaching of language and literature in the context of digitalization.
- ULN-2 Knowledge and understanding of theory formation on the teaching of language and literature in a global and diverse society.

APPENDIX 2: OVERVIEW OF THE CURRICULUM

Below follows first an overview of the curriculum of the academic year 2017/2018 and then an overview of the academic year 2018/2019.

| 2017-2018 | | | | |
|---|---|--|---|--|
| <i>All courses count for 6 credits unless otherwise stated.</i> | | | | |
| Year 1, semester 1 | Digital Media | Global Communication | ULN | |
| Art in the Public Sphere | Digital Media | Global Communication | ULN | |
| <ol style="list-style-type: none"> 1. Digital Culture and Society 2. Knowledge in the Digital World 3. Transformations of the Public Sphere 4. Language, Culture and Globalization 5. Thinking about Science | <ol style="list-style-type: none"> 1. Doing Research: Methodology 2. The Ceremonial Society 3. The Digital Individual 4. Discourse and Media Theory | <ol style="list-style-type: none"> 1. Doing Research: Methodology 2. The Ceremonial Society 3. The Digital Individual 4. Gender and Culture 5. Discourse and Media Theory | <ol style="list-style-type: none"> 1. Doing Research: Methodology 2. The Ceremonial Society 3. Retorica in het Publieke Debat 4. Het Collectieve Geheugen 5. Interpretatie van Cultuuruitingen | |
| Academic English (0 EC) Academisch Nederlands (0 EC) | Academic English (0 EC) | Academic English (0 EC) | Academic English (0 EC) Academisch Nederlands (0 EC) | |
| <i>Choose one elective:</i> <ul style="list-style-type: none"> ➤ Het Collectieve Geheugen ➤ The Digital Individual ➤ Gender and Culture | <i>Choose one elective:</i> <ul style="list-style-type: none"> ➤ Gender and Culture ➤ Retorica in het Publieke Debat ➤ Het Collectieve Geheugen | | | |



| Year 2, semester 1 | | | |
|--|--|---|---|
| Art in the Public Sphere | Digital Media | Global Communication | ULN |
| <ul style="list-style-type: none"> 1. Doing Research: Skills 2. Intermediality 3. Life Writing: Rousseau tot Facebook | <ul style="list-style-type: none"> 1. Doing Research: Skills 2. Reading and Writing in Online Culture 3. Digital Media and Politics | <ul style="list-style-type: none"> 1. Doing Research: Skills 2. Language Learning and Socialization 3. The Multicultural Individual | <ul style="list-style-type: none"> 1. Doing Research: Skills 2. Cultuurgeschiedenis 1 3. Argumenteren en Debatteren 4. Cultuuruitingen voor de Jeugd 5. Language Learning and Socialization |
| <ul style="list-style-type: none"> Choose two electives: ➢ Cultuurgeschiedenis 1 ➢ Cultuuruitingen voor de Jeugd ➢ Language, Learning and Socialization ➢ The Multicultural Individual ➢ Reading and Writing in Online Culture ➢ Digital Media and Politics | <ul style="list-style-type: none"> Choose two electives ➢ Cultuurgeschiedenis 1 ➢ Cultuuruitingen voor de Jeugd ➢ Language Learning and Socialization ➢ The Multicultural Individual ➢ Intermediality ➢ Life Writing: Rousseau tot Facebook | <ul style="list-style-type: none"> Choose two electives: ➢ Cultuurgeschiedenis 1 ➢ Intermediality ➢ Life Writing: Rousseau tot Facebook ➢ Reading and Writing in Online Culture ➢ Digital Media and Politics | <ul style="list-style-type: none"> Choose one elective: ➢ Information Design (CIW) ➢ Psychology of Language ➢ The Multicultural Individual ➢ Reading and Writing in Online Culture |
| Year 2, semester 2 | | | |
| Art in the Public Sphere | Digital Media | Global Communication | ULN |
| <ul style="list-style-type: none"> 1. Doing Research: Practice 2. The Truth of Fiction 3. Populaire Cultuur en Celebrities | <ul style="list-style-type: none"> 1. Doing Research: Practice 2. Media, Globalization and Popular Culture 3. The Private Life in a Digital World | <ul style="list-style-type: none"> 1. Doing Research: Practice 2. Globalization and religious diversity 3. Communication in global settings | <ul style="list-style-type: none"> 1. Doing Research: Practice 2. Cultuurgeschiedenis 2 3. De leraar als Onderzoeker: Plan, Proces, Product 4. Taal en Betekenis (CIW) 5. Taalwetenschap (CIW) |
| <ul style="list-style-type: none"> Choose two electives: ➢ Cultuurgeschiedenis 2 ➢ De Leraar als Onderzoeker: Plan, Proces, Product ➢ Globalization and Religious Diversity ➢ Communication in Global Settings ➢ Media, Globalization and Popular Culture ➢ The Private Life in a Digital World ➢ Discourse and Media Theory | <ul style="list-style-type: none"> Choose two electives: ➢ Cultuurgeschiedenis 2 ➢ De Leraar als Onderzoeker: Plan, Proces, Product ➢ The Truth of Fiction ➢ Populaire Cultuur en Celebrities ➢ Globalization and Religious Diversity ➢ Communication in Global Settings ➢ Interpretatie van Cultuuruitingen | <ul style="list-style-type: none"> Choose two electives: ➢ Populaire Cultuur en Celebrities ➢ Media, Globalization and Popular Culture ➢ The Private Life in a Digital World ➢ Interpretatie van Cultuuruitingen ➢ Taalwetenschap (CIW) | |

| Year 3, semester 1 | | Year 3, semester 3 | |
|--|--|--|---|
| Art in the Public Sphere | Digital Media | Global Communication | ULN |
| 1. Philosophical Perspectives on Art, Media and Society 2. Art and Globalization | 1. Philosophical Perspectives on Art, Media and Society 2. Life Writing, Ritual and Memory | 1. Philosophical Perspectives on Art, Media and Society 2. Management, Organization and Culture | 1. Philosophical Perspectives on Art, Media and Society 2. Algemene Didactiek (CIW) 3. Cultuurgeschiedenis 3 4. The Multicultural Individual 5. Vakdidactiek Nederlands |
| <i>Exit profile: Entrepreneurship</i> 3. Entrepreneurship in the Cultural Field <i>Exit profile: Research</i> 3. Paradigm Shifts in the Humanities | <i>Exit profile: Entrepreneurship</i> 3. Entrepreneurship in the Cultural Field <i>Exit profile: Research</i> 3. Paradigm Shifts in the Humanities | <i>Exit profile: Entrepreneurship</i> 3. Entrepreneurship in the Cultural Field <i>Exit profile: Research</i> 3. Paradigm Shifts in the Humanities | Choose one elective: ➤ Information Design (CIW) ➤ Reading and Writing in Online Culture |
| Choose two electives ➤ Cultuurgeschiedenis 3 ➤ Life Writing, Ritual and Memory ➤ Management, Organization and Culture ➤ Vrije keuze: minor 1 ➤ Vrije keuze: minor 2 | Choose two electives ➤ Cultuurgeschiedenis 3 ➤ Art and Globalization ➤ Management, Organization and Culture ➤ Vrije keuze: minor 1 ➤ Vrije keuze: minor 2 | Choose two electives ➤ Cultuurgeschiedenis 3 ➤ Art and Globalization ➤ Life Writing, Ritual and Memory ➤ Media en Beeldvorming (CIW) ➤ Vrije keuze: minor 1 ➤ Vrije keuze: minor 2 | Choose one elective: ➤ Information Design (CIW) ➤ Reading and Writing in Online Culture |
| Year 3, semester 3 | | Year 3, semester 3 | |
| Art in the Public Sphere | Digital Media | Global Communication | ULN |
| Exit profile Research: Bachelor thesis (12 EC) Exit profile Entrepreneurship: Bachelor Thesis (12 EC) Vrije keuze: Minor (18 EC) | Digital Media | Global Communication | 1. Didactische oriëntatiestage (12 EC) 2. Masterclasses en opleiden in de school 3. Bachelor thesis (12 EC) |



2018-2019

| Year 1, semester 1 | | Digital Media | Global Communication | ULN |
|---|--|---------------|----------------------|-----|
| Art in the Public Sphere | | | | |
| Digital Culture and Society Knowledge in the Digital World Transformations of the Public Sphere Language, Culture and Globalization Thinking about Science Academic English (0 EC) | | | | |

| Year 1, semester 2 | | Digital Media | Global Communication | ULN |
|--|--|---------------|----------------------|-----|
| Art in the Public Sphere | | | | |
| Doing Research: Methodology Gender and Culture The Digital Individual The Ceremonial Society Visual Culture and Semiotics | | | | |
| Doing Research: Methodology Interpretatie van Cultuuruitingen Het Collectieve Geheugen Retorica in het Publieke Debat Visual Culture and Semiotics | | | | |

| Year 2, semester 1 | | Digital Media | Global Communication | ULN |
|--|--|---|---|--|
| Art in the Public Sphere | | | | |
| Doing Research: Skills Intermediality Life Writing: From Rousseau to Facebook | | | | |
| | | Doing Research: Skills Reading and Writing in Online Culture Digital Media Politics | Doing Research: Skills The Multicultural Individual Language Learning and Socialization | Doing Research: Skills Language Learning and Socialization Cultuurgeschiedenis 1 Cultuuruitingen voor de Jeugd Speechen en Debatteren voor Publiek |
| Electives Cultural Sociology Debate on Religion in Europe Migration and Human Trafficking in the Digital Era Participatory Art | | | | |
| Electives Psychology of Language Reading and Writing in Online Culture | | | | |

| Year 2, semester 2 | | | |
|---|---|---|--|
| Art in the Public Sphere | Digital Media | Global Communication | ULN |
| Doing Research: Practice The Truth of Fiction Female Artists and Intellectuals in the Public Sphere | Doing Research: Practice The Private Life in a Digital World Media, Globalization and Popular Culture | Doing Research: Practice Communication in Global Settings Globalization and Religious Diversity | Doing Research: Practice Cultuurgeschiedenis 2 De Leraar als Onderzoeker Language and Meaning Taalwetenschap |
| <i>Electives</i> Discourse and Media Theory Media Art Digital Literacy | | | |

| Year 3, semester 1 | | | |
|--|--|--------------------------------------|--|
| Art in the Public Sphere | Digital Media | Global Communication | ULN |
| Art and Globalization | Media Witnessing: Journalism and Vigilantism | Management, Organization and Culture | Philosophical Perspectives on Art, Media and Society Cultuurgeschiedenis 3 Algemene Didaktiek Vakdidaktiek Nederlands The Multicultural Individual |
| Philosophical Perspectives on Art, Media and Society <i>Exit profile Entrepreneurship: Entrepreneurship in the Cultural Field</i> <i>Exit profile Research: Paradigm shifts in the Humanities</i> Minor or optional courses (12 EC) | | | |

| Year 3, semester 2 | | | |
|--|---------------|----------------------|---|
| Art in the Public Sphere | Digital Media | Global Communication | ULN |
| BA Thesis (12 EC) Minor or optional courses (18 EC) | | | BA Thesis (12 EC) Didaktische oriëntatiestage (12 EC) Masterclass en opleiding in de school |



APPENDIX 3: PROGRAMME OF THE SITE VISIT

| Donderdag 19 september 2019 | | |
|------------------------------------|-------|---|
| 10.00 | 10.15 | Ontvangst en welkom |
| 10.15 | 10.45 | Presentatie DIGGIT (hoofdredacteur) |
| 10.45 | 12.15 | Vorbereidend overleg panel en inzien documenten |
| 12.30 | 13.30 | Lunch |
| 13.30 | 14.30 | Interview inhoudelijke verantwoordelijken |
| 14.30 | 14.45 | Pauze / intern overleg |
| 14.45 | 15.30 | Interview studenten bachelor |
| 15.30 | 16.15 | Interview docenten bachelor |
| 16.15 | 16.30 | Pauze / intern overleg |
| 16.30 | 17.15 | Interview docenten master |
| 17.15 | 18.00 | Interview studenten en alumni master |

| Vrijdag 20 september 2019 | | |
|----------------------------------|-------|--|
| 08.45 | 10.00 | Intern overleg panel |
| 10.00 | 10.45 | Interview examencommissie |
| 10.45 | 11.15 | Pauze / Intern overleg |
| 11.15 | 12.15 | Eindgesprek management en ontwikkelgesprek |
| 12.15 | 12.45 | Lunch |
| 12.45 | 15.30 | Opstellen voorlopige bevindingen en voorbereiden mondelinge rapportage |
| 15.30 | 16.15 | Mondelinge terugkoppeling |

APPENDIX 4: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied 15 theses of the bachelor's programme Culture Studies. Information on the selected theses is available from QANU upon request.

During the site visit, the panel studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

General

- TSHD Strategisch Plan
- Organogram TSHD

Assessment and Quality assurance

- OER
- Toetsbeleid TSHD
- Guidelines Thesis Assessment Procedure TSHD
- BA Scriptiehandleiding
- MA Scriptiehandleiding
- Jaarverslag Examencommissie TSHD
- Guidelines Program Committees TSHD
- Notulen OCies BA en MA Culture Studies

Other documents BA en MA Culture Studies

- Information premaster
- Matrix Arbeidsmarktoriëntatie BA Culture Studies

Files selected courses

- BA: Language, Culture and Globalization (Y1)
- BA: The Private Life in a Digital World (Y2)
- BA: Art and Globalization (Y3)
- MA: Self-fashioning, Life Writing and Mediatization
- MA: Cultural Diversity Management
- MA: Life-Writing