

The Dean of the faculty,

In view of the Articles 9.5, 9.15, paragraph 1, under a, 7.13, paragraph 1 and 2, 9.38, under b, and 9.18, paragraph 1, under a, and 7.59 of the Higher Education and Research Act (WHW), and,

in due consideration of the recommendations of the Board of Studies, as well as the approval by, or advice of, the Faculty Council, pertaining to the specific appendix of the programme in question,¹

hereby authorises the Education and Examination Regulations of the following degree programme:

Master's degree programme Educational Science and Technology (EST)

of Behavioural Sciences

¹ The right of recommendation relates to Article 7.13 of the Higher Education and Research Act in respect of parts a through g. The right of approval relates to Article 7.13 of the Higher Education and Research Act in respect to other parts.

Appendices MSc programme Educational Science and Technology (EST)

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Appendix 1 Goals of the MSc programme Educational Science and Technology (EST)

The main aim of the Master's degree programme Educational Science and Technology (EST) is to deliver competent researchers who are scientifically schooled, independent and critical educational designers, decision makers and advisers who can contribute to the subject area of education in general and to their chosen area of concentration in particular. To reach this goal the programme has established the following standards:

- **Domain orientation:**
Graduates have a firm and broad overview of education and of the specialty areas within, and specific expertise in one of the specialty areas that can be used productively and creatively in various related professional contexts.
- **Design competency:**
Graduates are able to systematically frame up, fill in, augment, evaluate, and implement designs to support learning environments in various education and training contexts.
- **Research competency:**
Graduates are able to systematically collect, analyse, and interpret research data, to draw conclusions there from, and on the basis of that advise or decide regarding possible alternatives and activities to be conducted, particularly in a design context.
- **Advice competency:**
Graduates are able to advise (educational) organizations, in part based on the three competencies mentioned above, with regard to the implementation of better and more efficient learning environments and organizational as well as policy related arrangements for learning and teaching.
- **Academic reflection:**
Graduates are able to critically reflect on processes, resulting products, and achieved results from systematic and well-chosen scientific, social-cultural, and ethical perspectives in such a way as to contribute to the professional development of the educational specialist and to a broadening and/or deepening of the scientific subject area.

Appendix 2 Objectives of the MSc programme Educational Science and Technology (EST)

The main focus of the master's degree programme Educational Science & Technology (EST) is on the design and evaluation of learning arrangements in schools and organisations. This might be the instruction of young children at primary school, of young adults during their vocational education, or adult employees in a company, such as sales managers or teachers receiving in-service training or training on the job. In the EST programme you will acquire knowledge about theories of learning and assessment, curriculum design and implementation, learning technologies, effective training approaches and learning interventions. Students also will learn how to design and evaluate different learning arrangements and to translate this into advice and solutions for practical problems.

The EST programme features two focal areas: Educational Design and Effectiveness (EDE) and Human Resource Development (HRD). EDE focuses on curriculum design and –implementation, and school effectiveness. The HRD focus is on the design of learning trajectories in organisations.

Graduates from the EST programme will become scientific educational professionals, experts who connect scientific research, scientific design and (their own or future) practice. The outcome of their expertise is based on educational questions and problems from practical contexts (both schools and organisations), which they translate into research questions and which they try to answer by applying a systematic approach, thus finding appropriate solutions for the specific problem. The result of this approach is a design (or a set of designs), which is tested in the context of the problem to see if that solution helps realising an improvement or innovation. This evaluation does not only lead to an improvement or innovation, but it also leads to more knowledge and the forming of new theories. The systematic, technological, and design- and evaluation based orientation characterises the EST programme and distinguishes our programme at the University of Twente from other education-related degree programmes in the Netherlands.

Graduates work in a wide range of organisations, from government, ministries, publishers and educational support services to universities, higher education institutes and multinational companies. A number of graduates have started their own education and training consultancy bureaus.

Educational Design and Effectiveness (EDE)

The main focus of Educational Design and Effectiveness (EDE) is on the interaction between teacher and school development, instructional design and development, school effectiveness, and ICT in a variety of educational contexts.

Educational design and implementation involves the planning, development, and implementation of innovative learning trajectories. Effective implementation of these trajectories at both school and classroom level requires teachers and schools which are ready for the implementation. Teacher development is therefore one of the crucial elements when designing, developing and implementing a curriculum renewal.

There is an emphasis on the role of ICT (e.g., simulations, serious games, interactive apps) when designing learning environments. Measuring the effectiveness of the implemented educational innovations is essential, as is measurement and improvement of students, teachers, and schools. Schools should be able to track and improve the quality and results of their teaching, not just through student assessment, but also at the teacher and school levels.

Core questions in this field are:

- How can learning innovations be designed and implemented?
- How can technology be used and integrated into education?
- How can schools and teachers be supported in the design, development and implementation of innovations at both school and classroom levels?
- How can teachers be empowered in their own professional development for implementing innovative (technology-based) learning innovations?

- Can school performance be improved by giving schools feedback on the level of their performance, e.g., by means of feedback from digital monitoring systems?
- To what degree do school leadership, school culture and the teamwork between teachers influence the effectiveness of schools?
- Do schools perform better as a result of school inspections or are the improvements only superficial?

The EDE domain has an applied character in which the *integration* of research, design, and reflection skills is central. An EDE graduate is able to:

- understand and analyse different theories and paradigms related to curriculum design and – implementation, teacher and school development, school effectiveness and ICT in a variety of educational contexts and indicate what they mean for practice,
- plan, design, and implement innovative curricula to increase the quality of education and able to assess the effect of these curricula,
- improve the performance of schools by taking school leadership, school culture and teamwork between teachers into account,
- reflect on the various core issues in the field of EDE and on his or her own position in this.

As a graduate of the EDE specialisation, a student has excellent career prospects. Current graduates work at schools and other educational institutions, centres for expertise, consultancy bureaus, educational publishers, the ministry of education, etc. Some graduates pursue a research career at universities in the Netherlands and abroad.

Human Resource Development (HRD)

The main focus of Human Resource Development (HRD) is on learning and development of people in a work context. Lifelong learning is important to stimulate the knowledge society and the employability of people. Companies and institutions invest billions of Euros in education and training. Large companies often have their own corporate department for developing and offering training to their staff for improving their performance or to further their education. As HRD graduates students will be able to develop and implement such training or to assess its quality. Graduates might also be engaged in workplace instruction or in the rearrangement of the work and the workplace so that learning becomes an integral part of work.

Core questions in this HRD field are: How do people learn during their work? How do people become experts? How may one facilitate workplace learning and professional development? What are effective training programmes and how to evaluate these? How to manage learning and knowledge in a company? How do organisations change and do HRD professionals assist in this process? What is the role of new media in learning?

In the field of HRD knowledge and research, approaches from a mix of disciplines are used to answer these questions: Psychology, Educational Science, Business, Human Resource Management, and Sociology. Besides acquainting a firm and broad knowledge of HRD research, this HRD specialisation has also an applied character in which the *integration* of research, design, advice and reflection skills is central. An HRD professional graduated at the University of Twente is able to:

- understand and analyse different HRD theories and paradigms, and what they mean for practice,
- design innovative and well-thought interventions to increase learning and development in a company or institution,
- advice companies and institutions on questions related to learning and development of their employees,
- do research on HRD problems and know how to use research for designing good learning interventions and giving solid advices,
- reflect on the various core issues in the field of HRD and on his or her own position in this.

As a graduate of the HRD specialisation, a student has excellent career prospects. Current graduates work as HRD managers, HRD consultants, HRD researchers, learning specialists, course designers, training materials developers, HRD needs analysts and evaluators.

Appendix 3 Admission to the MSc programme Educational Science and Technology (EST) (section 7.13 of the WHW)

The Admissions Committee assesses all applicants to the MSc programme Educational Science & Technology (EST) on an individual basis. The assessment of the applicant's skills is based on formal as well as content-related admission criteria.

The *formal criteria* are as follows:

- A. Bachelor's degree or equivalent
- B. **Note:** for international (i.e. non-Dutch students) only:
IELTS minimum overall score of 6.5 on the IELTS (where each minimal sub score is 6.0) or equivalent,
Please check the university's website for details and exemptions:
<http://www.utwente.nl/master/how-to-apply/internationaldegree>

The *content-related admission criteria* require that a student possesses and demonstrates evidence on sufficient knowledge and skills concerning the following:

- C. The content of the domain of educational science and technology.
- D. Design methodology.
- E. Research methodology.
- F. Research techniques, including the use of statistics for data analysis.

Ad C. Content of the domain

The domain of Educational Science and Technology can be characterised by the following: a field that encompasses the analysis of learning and performance problems; the design, development, implementation, evaluation, and management of educational and training processes, resources, and arrangements intended to improve learning and performance in a variety of settings. A student meets the domain-specific admission criterion if he/she possesses a Bachelor's or Master's level degree in a domain that is similar or related to the domain of this definition, and/or if he/she has substantial relevant work experience from which he/she has mastered the aforementioned conceptual knowledge.

Ad D. Design methodology

This is a typical content characteristic of all behavioural Bachelor's and Master's programmes in our Faculty, aiming at educating scientific designers. This methodology for systematic problem solving aims to support and control science-based, systemic approaches and processes for the development, the implementation, and the evaluation of solutions for problems in education and training. To give evidence that a future student has mastered this methodology, he/she has to send us an overview of relevant courses taken and/or reports of systematic design projects he/she has intensively been involved in.

Ad E. Research methodology

This refers to the main concepts, procedures, and methods used in social science research, and which aim at systematic, conceptual (literature) analysis, modes of data collection, data analytical schemes, and procedures for interpretation of findings, in order to better understand social phenomena and processes, and/or to support all levels of making choices in and for social reality. This methodology supports the systematic design, execution and evaluation of research activities. A student's basic mastery of this methodology should be proven by courses which he/she has taken in this area, and/or reports of research projects or activities he/she has been involved in substantially.

Ad F. Research techniques, including the use of statistics for data analysis

This area is dedicated to the skills and understanding of techniques for collection and for analysis of both quantitative and qualitative data. If a student masters this area he/she is both able to apply descriptive statistics (distribution, correlation, regression, cross tabling), theory of probability (calculation, expectation, variance, binomial distribution), and aspects from inductive statistics (average based conclusions with known population deviation) as well as applying scientific analytical methods in interviews, observation, and questionnaires, analysing texts, and coding text fragments.

Reference: GW.OSC-1044.JNe

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Experience with the use of SPSS or a comparable computer-based statistical package is part of this mastery. Evidence of this can be presented by content review of courses which he/she has taken, and/or use of these techniques in research, demonstrated by means of a report or an article.

Evaluation of the entrance criteria

The programme's Admission Committee will review the information and documents presented and will decide whether a student meets all stated criteria sufficiently. The Admission Committee comprises of the programme co-ordinator and the full professor who holds responsibility for the quality of the programme. The latter may delegate his membership to a member of the programme's scientific staff, i.e. to one of the programme's teachers.

Evaluation of these entrance criteria may result in one (1) out of two (2) alternative decisions by the Admission Committee:

1. If a student meets all formal and content-related criteria he/she will be admitted to the EST Master's programme.
2. If a student does not meet the entry requirements, to be decided by the Admission Committee, he/she will be offered the possibility of taking the EST pre-Master's programme. A student may ask for exemptions from one or more units of study of the pre-M trajectory, upon formal enrolment/registration, at the Board of Examiners.

Appendix 4 Language in the MSc programme Educational Science and Technology (EST)

The language of communication in the MSc programme Educational Science and Technology is English.

This premise requires additional explanation:

- Study materials are in English.
- Classes (lectures, seminars, workshops, practicals, and others) are taught in English.
- Exams and assignments are composed in English and students have to complete all exams and assignments in English.
- Presentations (including the Final Project presentation) have to be prepared in English
- Non-formal (written or oral) communication between a student and an instructor may revert to Dutch in case no non-Dutch students are involved.
- Students are supposed to be aware of the aforementioned rules with regard to the use of English and Dutch.

Note: students who start their master's degree programme before 1 February 2013 will be subject to a transitional rule that says that students who master Dutch are allowed to complete their exams and assignments in Dutch as long as no non-Dutch students are involved.

Appendix 5 Structure and units of study of the MSc programme Educational Science and Technology (EST)

This appendix comprises the overall structure of the MSc programme EST, including the set of units of study (plus the list of examiners and how these units of study are evaluated).

Basically, a student's study trajectory in the one year's (60 EC) EST programme consists of 30 EC course work and 30 EC Final Project (i.e. 5 EC research proposal plus 25 EC project work).

In detail, all students take the obligatory (10 EC) core course 'Trending Topics in Educational Science and Technology'.

Note: this core course will be offered twice per year, since the EST programme has two (2) terms of enrolment: September and February.

In addition, a student selects four (4) elective courses (5 EC each) out of the set of available electives, where prior knowledge may limit this choice.

It is recommended (but not obligatory) that these four electives dominantly stem from either the EDE or the HRD focus and thus align optimally with the student's Final Project.

The generic structure (of the September – fulltime - enrolment) of the programme is as follows:

| Quartile 1A | | Quartile 1B | | Quartile 2A | Quartile 2B |
|---|-------------------|--|--|---|---|
| Trending topics in educational science and technology 201200034 (10 EC) | | | | | |
| Learning at work 201200028 (5 EC) | | HRD design & consultancy in live context 201300002 (5 EC) | | Regulation and facilitation of workplace learning 201200031 (5 EC) | Leadership and organisational change 201200032 (5 EC) |
| | | | | Transformation of the HR function with IT 194120130 (5 EC) | |
| | | | | Innovation and technology dynamics 194111500 (5 EC) (Classes on fridays) | |
| Designing learning & performance support 191970340 (5 EC) | | Assessing, monitoring and improving student and school performance 201300001 (5 EC) | | Innovative technology-based learning environments 201400002 (5 EC) | Teacher learning and development 201200027 (5 EC) |
| Learning and Instruction 192914040 (5EC) | | | | | |
| Research Proposal | Research Proposal | Research Proposal EST 201200035 (5 EC) | | | |
| | | Final Project EST 201200036 (25 EC) | | | |

| | |
|--|---------------------------------|
| | Core Course - obligatory |
| | Elective Courses HRD |
| | Elective courses EDE |
| | Research Proposal |
| | Final Project |

List of units of study:

Note:

In case more than one (1) examiner per unit of study is mentioned, the in bold mentioned examiner has been designated as the one who holds first responsibility.

| Quartile | Course code | Name (+ study load) | Examiner(s)* | Mode of evaluation |
|--------------------|-------------|--|--|---------------------------------|
| 1A | 201200028 | Learning at work (5EC) | Prof.dr. J.W.M. Kessels | Exam & Assignment |
| 1A | 191970340 | Designing learning and performance support (5EC) | Dr. H. van der Meij | Assignment |
| 1A | 192914040 | Learning and instruction (5EC) | Dr. H. van der Meij | Exam |
| 1B | 201300002 | HRD design & consultancy in live context (5EC) | Drs. M.A. Hendriks, Dr. R. van Veelen | Assignment |
| 1B | 201300001 | Assessing, monitoring and improving student and school performance (5EC) | Dr. A.J. Visscher, Prof.dr. F.J.G. Janssens, Dr. J.W. Luyten, Dr.ir. B.P. Veldkamp | Exam & Assignment |
| 1A & 1B 2A & 2B | 201200034 | Trending topics in educational science and technology (10EC) | Dr. A. Handelzalts, Dr. R. van Veelen | Assignments |
| 2A | 201200031 | Regulation and facilitation of workplace learning (5EC) | Dr. M.D. Endedijk | Exam & Assignment |
| 2A | 1941120130 | Transformation of the HR function with IT (5EC) | Dr. J.G. Meijerink | Assignment |
| 2A | 194111500 | Innovation and technology dynamics (5EC) | Prof.dr. S. Kuhlmann, Dr. K. Visscher | Exam & Assignments |
| 2A | 201400002 | Innovative technology-based learning environments (5EC) | Dr. B. Kolöffel | Exam & Assignments |
| 2B | 201200032 | Leadership and organisational change (5EC) | Prof.dr. P.J.C. Slegers | Exam & Assignment |
| 2B | 201200027 | Teacher learning and development (5EC) | Dr. A. Handelzalts, Dr. A.J. Visscher | Exam & Assignment |
| 1A & 1B 2A & 2B | 201200035 | Research proposal EST (5 EC) | Dr. N. Belo | Research proposal |
| | 201200036 | Final project EST (25 EC) | First mentor (as indicated on the final project contract) Second mentor (as indicated on the final project contract) | Project report and presentation |

Appendix 6 Prerequisites in the MSc programme Educational Science and Technology (EST)

| Course code | Course name | Prerequisites |
|----------------------------------|---|--|
| Core courses (obligatory) | | |
| 201200034 | Trending topics in educational science and technology | <ul style="list-style-type: none"> • UT BSc Educational Science and Technology (B-OWK) (or equivalent to be decided by the programme's Admission committee), or • UT pre-master's programme Educational Science and Technology (pre-M EST) (or equivalent, to be decided by the programme's Admission Committee) |
| 201200035 | Research proposal EST | <ul style="list-style-type: none"> • UT BSc Educational Science and Technology (B-OWK) (or equivalent to be decided by the programme's Admission committee), or • UT pre-master's programme Educational Science and Technology (pre-M EST) (or equivalent, to be decided by the programme's Admission Committee) |
| Elective courses | | |
| 201200028 | Learning at work | <ul style="list-style-type: none"> • UT BSc Educational Science and Technology (B-OWK) (or equivalent to be decided by the programme's Admission committee), or • UT pre-master's programme Educational Science and Technology (pre-M EST) (or equivalent, to be decided by the programme's Admission Committee) |
| 191970340 | Designing learning and performance support (5EC) | <ul style="list-style-type: none"> • UT BSc Educational Science and Technology (B-OWK) (or equivalent to be decided by the programme's Admission committee), or • UT pre-master's programme Educational Science and Technology (pre-M EST) (or equivalent, to be decided by the programme's Admission Committee) |
| 192914040 | Learning and instruction (5EC) | <ul style="list-style-type: none"> • UT BSc Educational Science and Technology (B-OWK) (or equivalent to be decided by the programme's Admission committee), or • UT pre-master's programme Educational Science and Technology (pre-M EST) (or equivalent, to be decided by the programme's Admission Committee) |
| 201300002 | HRD design & consultancy in live context | <ul style="list-style-type: none"> • UT BSc Educational Science and Technology (B-OWK) (or equivalent to be decided by the programme's Admission committee), or • UT pre-master's programme Educational Science and Technology (pre-M EST) (or equivalent, to be decided by the programme's Admission Committee) |

| | | |
|------------|--|--|
| 201200031 | Regulation and facilitation of workplace learning | <ul style="list-style-type: none"> • UT BSc Educational Science and Technology (B-OWK) (or equivalent to be decided by the programme's Admission committee), or • UT pre-master's programme Educational Science and Technology (pre-M EST) (or equivalent, to be decided by the programme's Admission Committee) |
| 201300001 | Assessing, monitoring and improving student and school performance | <ul style="list-style-type: none"> • UT BSc Educational Science and Technology (B-OWK) (or equivalent to be decided by the programme's Admission committee), or • UT pre-master's programme Educational Science and Technology (pre-M EST) (or equivalent, to be decided by the programme's Admission Committee) |
| 1941120130 | Transformation of the HR function with IT (5EC) | <ul style="list-style-type: none"> • UT BSc Educational Science and Technology (B-OWK) (or equivalent to be decided by the programme's Admission committee), or • UT pre-master's programme Educational Science and Technology (pre-M EST) (or equivalent, to be decided by the programme's Admission Committee) |
| 194111500 | Innovation and technology dynamics (5EC) | <ul style="list-style-type: none"> • UT BSc Educational Science and Technology (B-OWK) (or equivalent to be decided by the programme's Admission committee), or • UT pre-master's programme Educational Science and Technology (pre-M EST) (or equivalent, to be decided by the programme's Admission Committee) |
| 201400002 | Innovative technology-based learning environments (5EC) | <ul style="list-style-type: none"> • UT BSc Educational Science and Technology (B-OWK) (or equivalent to be decided by the programme's Admission committee), or • UT pre-master's programme Educational Science and Technology (pre-M EST) (or equivalent, to be decided by the programme's Admission Committee) |
| 201200032 | Leadership and organisational change | <ul style="list-style-type: none"> • UT BSc Educational Science and Technology (B-OWK) (or equivalent to be decided by the programme's Admission committee), or • UT pre-master's programme Educational Science and Technology (pre-M EST) (or equivalent, to be decided by the programme's Admission Committee) |
| 201200027 | Teacher learning and development | <ul style="list-style-type: none"> • UT BSc Educational Science and Technology (B-OWK) (or equivalent to be decided by the programme's Admission committee), or • UT pre-master's programme Educational Science and Technology (pre-M EST) (or equivalent, to be decided by the programme's Admission Committee) |

Appendix 7 Transitional arrangements

A. Curricular changes 2014-2015 compared to the 2013-2014 curriculum.

In the academic year 2014-2015 the following 2013-2014 EST unit of study will be offered any longer:

| | |
|-----------|--|
| 201300003 | Curriculum development, innovation and implementation (5 EC) |
|-----------|--|

In line with the general programme-specific section of the Student Charter the following applies to each of these courses:

Students who submitted at least once the course's assignment(s) or who sat for an exam during the academic year 2013-2014, but who failed to complete the course successfully (i.e. implying that the course is graded as *insufficient* in the university's administrative system Osiris) are entitled to submit the course-specific assignment(s) twice during the academic year 2014-2015, where it has to be taken into account that no class sessions will be scheduled.

Students who did not submit the course's assignment or who did not sit for an exam of one of the above listed EST 2013-2014 courses will, in close consultation with the programme's management and upon approval of the programme's Board of Examiners select an, as equivalent as possible, other course from the EST 2014-2015 course list.

B. Transitional arrangement related to the Curriculum, Instruction and Media Applications specialisation.

EST students from the 2010-2011 (or earlier) cohorts in the above mentioned CIMA specialisation and who did not yet completed one or more components of the graduation phase of their specialisation are bound to the following transitional arrangement:

The components of the CIMA graduation phase are replaced by the current EST graduation trajectory components, i.e. Research Proposal (201200035) and Final Project EST (201200036).

In detail:

| | | |
|--|---|--------------------------------------|
| 191970390 CIMA Research Methodology (5 EC) | → | 201200035 Research Proposal (5EC) |
| 191970380 CIMA Literature study (5 EC) | → | 201200036 Final Project EST (25 EC). |
| 191970509 Final Project CIMP (20 EC) | | |

Note: The current Final Project EST (201200036) embodies a substantive literature study, which however will not be graded separately.

Students from the 2010-2011 (or earlier) cohorts who already completed one or more of their CIMA, graduation phase components will NOT be subject to this transitional arrangement. These students will complete their graduation phase in line with their original CIMA curriculum.

Appendix 8 Specific programme demands of the MSc programme Educational Science and Technology (EST)

A. Courses to be obtained and exemption from an exam

The student has to take and successfully complete at least for 30 ECs EST courses. If the Board of Examiners has granted an exemption from a specific exam (pertain solely to the level, content and quality of exams or tests previously taken by the student; or knowledge, insight and skills acquired by the student outside of the sphere of university education), than these exemptions do not count for the 30 ECs EST courses to be obtained. In that case the student has to follow a flexible programme as referred to in Article 7.3d of the Act. The Board of Examiners assesses whether a flexible programme is appropriate and consistent within the domain of the EST programme and whether the level is high enough in light of the final attainment targets of the programme.

B. Validity of (sub) grades of the Trending Topics course assignments

Unlike the generic rule (Article 4.8 – Validity of Exams) that, in case of a unit of study consists of elements that are graded separately, each sub grade is valid until the end of the next academic year, the grades of the different trending topics assessments stay valid until the end of the following semester in which the course is offered again (Note: the Trending Topics course is offered twice per year). If a student does not pass the course (complete all trending topics'assessments) the 2nd, the student loses the grades previously earned for the topics which he/she have passed. Consequently the student has to re-take the entire course.

Appendix 9 Board of Examiners of the MSc programme Educational Science and Technology (EST)

Board of Examiners Educational Science

Chair: Dr.ir. G.J.A. Fox
Members: Dr.ir. B.P. Veldkamp
Prof.dr. T.J.H.M. Eggen (CITO)

Clerk: M.W.J. Peijster-Terpelle

Notes: M. Friskus

Advisers: Prof.dr. A.J.M. de Jong, programme chair
Drs. Y.C.H. Luyten-de Thouars, study counsellor
J.M.J. Nelissen, programme co-ordinator

Appendix 10 Pre-master's programme Educational Science and Technology (EST)

The pre-Master's programme consists of (generic academic and domain-specific) units of study that prepares a student for applied, design or evaluation-oriented, scientific reasoning and research during his/her Master's trajectory Educational Science and Technology (fulfilling the pre-master's programme gives no entrance to the bachelor's degree exam).

Therefore, all pre-Master's units of study (to be decided by the Master's programme Admission Committee) must be successfully completed before one can formally begin the Master's programme. The pre-master's programme exists of 30 EC.

The pre-Master's programme has two (2) terms of enrolment (September and February).

Therefore the following structure applies:

FULLtime programme = ½ year = one semester

| September enrolment | | February enrolment | |
|--|-------------------------------|--|-------------------------------|
| Semester 1 | | Semester 2 | |
| Quartile 1A | Quartile 1B | Quartile 2A | Quartile 2B |
| Research Methodology and Descriptive Statistics (5 EC) | Inferential Statistics (5 EC) | Research Methodology and Descriptive Statistics (5 EC) | Inferential Statistics (5 EC) |
| Designing for Learning in Schools and Organisations (5 EC) | Research Studio (10 EC) | Designing for Learning in Schools and Organisations (5 EC) | Research Studio (10 EC) |
| Academic Writing and Reading (5 EC) | | Academic Writing and Reading (5 EC) | |
| 15 EC | 15 EC | 15 EC | 15 EC |

Self study pack. EST

Self study package EST

PARTtime programme = 1 year = two semesters

| Semester 1 | | Semester 2 | |
|--|-------------------------------|--|-------------------------|
| Quartile 1A | Quartile 1B | Quartile 2A | Quartile 2B |
| Research Methodology and Descriptive Statistics (5 EC) | Inferential Statistics (5 EC) | Designing for Learning in Schools and Organisations (5 EC) | Research Studio (10 EC) |
| Academic Writing and Reading (5 EC) | | | |
| 10 EC | 5 EC | 5 EC | 10 EC |

Self study pack. EST

Self study package EST

Registration

The maximum registration period for completing the pre-master's programme is one (1) year.

Note: this applies to part-time students as well.

During this period a student may maximally sit three (3) times for an exam or may maximally submit three (3) times an assignment. In addition, in case he/she fails to pass the 3rd time the exam or fails to complete an assignment within three (3) times the student will be excluded from the pre-master's programme Educational Science and Technology.

Note: basically the max. of 3 sits for an exam or to submit an assignment applies, but particularly part-time students must be aware that some courses (e.g. at the end of the 2nd quartile) will only have max. 2 opportunities within 1 academic year (i.e. the max. registration period!).

Reference: GW.OSC-1044.JNe
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Moreover, a student will not be admitted to the pre-master's programme Educational Science and Technology in case he/she, within the framework of another University of Twente pre-master's programme, already reached the maximum of three sittings for an exam of the following units of study: Research Methodology and Descriptive Statistics, and/or Inferential Statistics.

Language in the pre-master's programme

The language of communication in the pre-master's programme Educational Science and Technology is English.

This premise requires additional explanation:

- Study materials are in English.
- Classes (lectures, seminars, workshops, practicals, and others) are taught in English.
- Exams and assignments are composed in English and students have to complete all exams and assignments in English.
- Presentations (including the Final Project presentation) have to be prepared in English
- Non-formal (oral or written) communication between a student and an instructor may revert to Dutch in case no non-Dutch students are involved.
- Students are supposed to be aware of the aforementioned rules with regard to the use of English and Dutch.