Course Syllabus

HIS401M: History and Theory of Grand Strategy

Number of ECTS credits: 6
Time and Place: VeCo, Thursday

Contact Details for Professor
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E-mail: koen.troch@mil.be
Office hours: on appointment

CONTENT OVERVIEW

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**Course Prerequisites**
Theories and Applied Issues of Global Peace, Security and Strategic Studies or at least one politics/International Affairs course - background knowledge in International Relations and Security is advantageous.

**Course Description**
Strategy is neither simple nor easy. A good strategy requires a number of skills and competences. A professional needs to understand that formulating, articulating, evaluating or executing strategy is not easy. A theory of strategy is not the simple application of a checklist or a recipe that can be applied time after time. Especially in periods of great turmoil and change, the development of strategy becomes rather difficult. This course will help students to get a better understanding of the what, how and why of strategy in a fast changing world, based on the study of a number of great strategists and their approaches.

**Course Learning Objectives (CLO)**
This elective is aimed at GPSSS wishing to deepen their understanding of the history and theory of grand strategy and strategy making. Building on the Core Module on Theories and Applied Issues of Global Peace, Security and Strategic Studies, this elective module focuses on key authors of grand strategy since Sun Tzu and Thucydides and allows students to delve into the theory of strategy-making across time in Western and non-Western contexts. Students will also learn to apply strategic thinking to major contemporary dilemmas global affairs. Issues to be explored throughout and across the weekly topics include different levels of strategy (political, operational, and tactical), the relationship between leadership and strategy, strategy and geopolitics, strategy making and morality as well as comprehensive and focused approaches to strategy implementation.

At the end of this course, students should be able to:

**In terms of knowledge:**
- Conceptual & theoretical explorations of the core concepts of strategy and related debates and controversies from a global perspective
- Core actors, organizations and players at the national, regional and global level – both in the state-centric and non-state actor realm capable of influencing major issues of peace, security and strategy (including the role of the individual and transnational networks)
- Develop and apply multidisciplinary insights to concrete ‘real-life’ issues and tasks individually and in a team
- Confidently understand and apply theory, concepts and paradigms for formulating policy-relevant recommendations and analyses and using empirical policy examples and case studies for informing, reviewing and refining theoretical debates
- In terms of ‘making judgments’ in an integrated manner (including societal and ethical aspects) by developing and applying critical thinking skills and a critical mindset to the synthesis, comparing and contrasting and evaluation of competing theories of peace, security and strategic studies in a global context
In terms of skills
- In terms of Communication:
  - Demonstrate and develop the ability to communicate arguments, recommendations and research results in written form in a confident, convincing, precise, effective and engaging manner
  - Demonstrate and develop the ability to communicate to the academic and scholarly community, embedded in concept-driven and theory-guided discourses and conventions
- In terms of life-long learning skills in a spirit of autonomy:
  - Develop the ability to critically reflect on one’s strengths and weaknesses with a view to continuously improve and enhance one’s knowledge, skills and capacities
  - Develop independence of thought and an autonomous approach to studying, researching as well as the acquisition and enhancement of new knowledge and skills in unfamiliar environments
  - Use appropriate referencing and bibliographic methods

In terms of attitudes, students should develop in this course:
- Develop and demonstrate an attitude of open-mindedness, academic integrity, critical and self-critical reflection with a view to contribute to rigorous analysis and diverse academic debates

Link between major objectives, course objectives, teaching methods, assignments and feedback

Summary:
Number of assignments used in this course: 3
Number of Feedback occasions in this course (either written or oral): 3
Number and Types of Teaching Methods: 4

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives (testable learning objectives)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods used to Teach Course Objectives and numbers/types of assignments used to test these learning objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2. Knowledge of core actors, organizations and players at the national, regional and global level – both in the state and non-state actor realm</td>
<td>To learn the levels of analysis and core actors in strategy development.</td>
<td>Reading, lecture, discussion, student presentation</td>
<td>Policy Brief, presentations Oral feedback to student presentations Informal feedback throughout the course.</td>
</tr>
<tr>
<td>B1. Ability to apply acquired understanding to concrete ‘real-life’ issues and challenges in</td>
<td>Develop individual and common insights on</td>
<td>Discussions and presentations.</td>
<td>Portfolio Feedback on portfolio and on presentations</td>
</tr>
<tr>
<td>Major Learning Objectives</td>
<td>Course Learning objectives addressing the Major Objectives (testable learning objectives)</td>
<td>Methods used to Teach Course Objectives</td>
<td>Methods used to Teach Course Objectives and numbers/types of assignments used to test these learning objectives</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>the areas of global peace, security and strategy</td>
<td>given theories and concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1. Develop and apply critical thinking skills and a critical mindset to the synthesis and evaluation of competing perspectives and theories of peace, security and strategic studies</td>
<td>To learn how to compare and evaluate different perspectives in a critical manner.</td>
<td>Lecture, discussion, debate, student presentation</td>
<td>Student presentations Feedback on presentation</td>
</tr>
<tr>
<td>D1. Ability to develop and communicate arguments, recommendations and research results in a convincing, precise and effective manner in written form</td>
<td>To learn how to carry out independent research. To write clearly and effectively.</td>
<td>Lecture</td>
<td>Policy Brief, portfolio Feedback on portfolio and draft policy brief</td>
</tr>
<tr>
<td>D2. Ability to develop and communicate arguments, recommendations and research results in a convincing, precise and effective manner through the spoken word</td>
<td>To communicate more clearly, fluently and accurately.</td>
<td>Discussions, debate and student presentations</td>
<td>Student presentations Feedback on presentation</td>
</tr>
<tr>
<td>E2. Independence of thought and an autonomous approach to studying, research as and acquisition of new knowledge and skills</td>
<td>Develop individual autonomous learning based on a written report</td>
<td>Lecture</td>
<td>Portfolio Intermediate feedback on portfolio</td>
</tr>
</tbody>
</table>

**Main Course Materials**

Please note that you can find the readings for each week and session in the Course Schedule section below.

The course material consists of powerpoint presentations, lecture notes and readings from the textbook. Powerpoint presentations will be made available after the respective classes have taken place. A week-by-week overview of the course readings can be found in the section below.

The syllabus, powerpoint presentations and important messages will be uploaded to the Vesalius portal ‘Canvas’. Students are expected to visit this site regularly to keep
abreast of course evolutions. The professor is expected to upload relevant material in a timely manner.

Course material marked as ‘suggested readings’ and ‘additional sources’ is helpful for research and to gain an increased understanding but is not mandatory. This material can be found online or will be made available upon individual request.

Textbook:


Recommended References books:


Active Learning and Intensive ‘Reading around the Subject’: Additional Sources, Recommended Journals and Websites:

Learning should be an active and self-motivated experience. Students who passively listen to lectures, copy someone else’s notes, and limit their readings to required chapters are unlikely to develop their critical thinking and expand their personal knowledge system. At the exam, these students often fail to demonstrate a critical approach. Students are strongly recommended to have an updated understanding of developments related to this course and related to their wider Major. Active and engaged learning will turn out to be enriching to the overall course and class discussions. Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Please find a list of suggestions compassing the entire course below. You are encouraged to read and browse in the leading journals of your discipline.

Leading Journals in Strategic Studies

Work Load Calculation for this Course:

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 2 hours of lectures or seminars per week and 8 hours ‘out of class’ time spent on preparatory readings, studying time for exams as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work-load for this course.

Time spent in class: 2 Hours per week / 28 hours per semester
Time allocated for course readings: 4 Hours per week / 56 Hours per semester
Time allocated for preparing a presentation: 14 Hours
Time allocated for preparing a policy brief: 16 Hours
Time allocated for preparing/revising for the portfolio: 42 Hours
Number of reading pages per week: 50

Course Schedule (Overview)

<table>
<thead>
<tr>
<th>W</th>
<th>Date</th>
<th>Title of the session and major deadlines (where applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1</td>
<td>11/02</td>
<td>Introduction to the Course and Overview of Course and Requirements</td>
</tr>
<tr>
<td>W2</td>
<td>18/02</td>
<td>Reading week (no class)</td>
</tr>
<tr>
<td>W3</td>
<td>25/02</td>
<td>What is Grand Strategy?</td>
</tr>
<tr>
<td>W4</td>
<td>04/03</td>
<td>Sun Tzu</td>
</tr>
<tr>
<td>W5</td>
<td>11/03</td>
<td>Thucydides</td>
</tr>
<tr>
<td>W6</td>
<td>18/03</td>
<td>Clausewitz – Policy Brief proposal (1p)</td>
</tr>
<tr>
<td>W7</td>
<td>25/03</td>
<td>US -Portfolio feedback deadline</td>
</tr>
<tr>
<td>W8</td>
<td>01/04</td>
<td>Russia</td>
</tr>
<tr>
<td>W9</td>
<td>22/04</td>
<td>China</td>
</tr>
<tr>
<td>W10</td>
<td>29/04</td>
<td>Brazil–Policy Brief Deadline</td>
</tr>
<tr>
<td>W11</td>
<td>06/05</td>
<td>India</td>
</tr>
<tr>
<td>W12</td>
<td>13/05</td>
<td>No class</td>
</tr>
<tr>
<td>W13</td>
<td>20/05</td>
<td>EU</td>
</tr>
<tr>
<td>W14</td>
<td>27/05</td>
<td>Debate</td>
</tr>
<tr>
<td>W15</td>
<td>07/06</td>
<td>Portfolio deadline</td>
</tr>
</tbody>
</table>
**Detailed Session-by-Session Course Outline**

**Week 1: Introduction**

**Introduction to the Course and Overview of Core Requirements.**

**Reading:**

None.

**Week 2: reading and preparation week**
Week 3: What is Grand Strategy?

**Aim**
Understand what grand strategy is all about.

**Scope**
Grand strategy, a term of art from academia referring to a number of plans and policies that comprise the state’s deliberate effort to harness political, military, diplomatic, and economic tools together to advance the state’s national interest. Grand strategy is the art of reconciling ends and means. It involves purposive action — what leaders think and want. However, this action is constrained by a certain amount of factors leaders explicitly recognize (for instance, budget constraints and the limitations inherent in the tools of statecraft) and by others they might only implicitly feel (cultural or cognitive screens that shape worldviews) not forgetting that any strategy has to be executed in a certain context.

**Preparation**
Reading to be prepared.

**Mandatory:**


**Recommended:**


**Main topics to be addressed:**
What is a grand strategy?
Government and grand strategy?
Leadership and grand strategy?
Sustainability of grand strategy?

**Concepts:**
Grand strategy  Strategic environment  Security Dilemma  Friction
Levels of strategy
Week 4: Strategy in the works of Sun Tzu

Aim
Understand the work of Sun Tzu and its relevance in contemporary strategies

Scope
A renewed interest in Sun Tzu and his short book on strategy *The Art of War* shows the relevance of the work. Even today, Chinese strategists seem to apply the teachings of Sun Tzu. The Art of War, written 2500 years ago during an agricultural age, covers statecraft as well as war and still is worth to explore and compare to other strategic thinkers.

Preparation
Reading to be prepared.

Mandatory:


Compulsory:

Main topics to be addressed:
At what point is The Art of War still relevant?
What is the difference between the eastern and the western approach?
How is Sun Tzu’s work reflected in contemporary strategies?

Concepts:
Deception Intelligence
Week 5: Strategy in the works of Thucydides

Aim
Understand the work of Thucydides and its relevance in contemporary strategies

Scope
Written in the fifth century BCE, *The History of the Peloponnesian War* by Thucydides is considered as one of the great treatises of strategy, alongside Sun Tzu’s *Art of War* and Clausewitz’s *On War*. In his work, Thucydides addresses fundamental and recurring problems of strategy including the origins of war, clashing political objectives and how to achieve them.

Preparation
Reading to be prepared.

Mandatory readings:

Compulsory readings:

Main topics to be addressed:
At what point is Thucydides still relevant?
How is Thucydides’ work reflected in contemporary strategies?

Concepts:
Buck-passing Balancing Preventive war Appeasement
Week 6: Clausewitz

Aim
Understand the ideas of Clausewitz and his influence on grand strategy

Scope
Clausewitz clearly shaped European history and military thinking during the 19th century but their legacy goes far beyond this era. Clausewitz focused on strategy and military implications in his work *On War*, which he did not finish but which still has a major influence on military thinking.

Preparation
Reading to be prepared.

Main readings:


Compulsory readings:

Main topics to be addressed:
How have these strategists shaped grand strategy and military strategy?
How relevant is Clausewitz today?
Sun Tzu and Clausewitz: two sides of the same coin?

Concepts:
Diplomacy  Character of war  Nature of war  Dimensions of strategy
Strategic environment  Friction  Fog of war

Clausewitz’ trinity
Week 7-11: Grand strategy: US, Russia, China and Brazil

Aim
Understand which factors have shaped the grand strategy of the US, Russia, Brazil, India and China

Scope
Geopolitics and grand strategy are concepts of statecraft connected to the rise and decline of great powers. This means that geopolitics has a significance for grand strategy. In addition, we notice that these concepts, associated with the politics of great powers is making a comeback especially if we think of the US, Russia, Brazil, India and China.

Preparation
Reading to be prepared.

Main readings:

Week 7:


Week 8:

Week 9:

Week 10:

Week 11:
Week 13: Contemporary issues of European Grand Strategy and a European Grand Strategy

Aim
Understand EU’s future challenges and how a grand strategy would help to tackle these

Scope
The EU tried on several occasions to develop grand strategy-like documents. The ESS of 2003 was the first effort to develop a foreign policy document. In 2016 a new version, the EU global strategy, was adopted. At which point this strategy is a grand strategy and in which way it will help to defend the EU’s common and vital interests remains an open question.

Preparation
Reading to be prepared.

Main readings:

Main topics to be addressed:
A new strategic thinking in Europe?
Issues at stake: which problems should the EU try to tackle?
Global strategy= grand strategy?
Week 14: Debate

A debate will be conducted along the lines of Oxford University Students Union debates. The debate has no link to the presentations and will not be graded.

Debate Guidelines:

Two teams of 2 students each- the Proposition and the Opposition- will discuss a controversial motion. The Proposition proposes a controversial motion to the House (the other participants) and speaks in support of it. The Opposition disagrees with, or speaks against, the motion. The debate is chaired by the instructor, the other students can intervene with questions. After the debate, the floor i.e. the other participants will vote on whether they support or oppose the motion, thus deciding which team wins the debate.

The motion for the house is:

This House believes that in responding to complex emergencies non-interference is better than military intervention

The debate begins with an initial secret vote among all participants to establish the initial support for the motion. The debate then proceeds as follows:

First proposition (10 minutes) The first proposition speaker defines the motion and puts forward an outline of the argument his/her side will use

First opposition (10 minutes) The first opposition speaker responds to the first proposition saying why it is wrong, and outlines the argument of the opposition

Second proposition (10 minutes) The second proposition speaker develops the key element(s) of the proposition argument in greater detail

Second opposition (10 minutes) The second opposition speaker develops the key element(s) of the opposition argument in greater detail

Floor contributions (30 min) The chair invites and moderates contributions from the floor. These interventions should offer new evidence of original arguments not already covered during the preceding statements

Responses to the floor (5 minutes for each) The proposition and the opposition each respond to the questions and counter
(or reinforce) the arguments brought up by the floor

Last proposition (5 minutes) The proposition sums up the arguments for the proposition and the reasons why the opposition are wrong

Last opposition (5 minutes) The opposition sums up the arguments for the proposition and the reasons why the proposition are wrong

Immediately after this, the **final secret vote**, is taken on motion. By comparing the result with the initial vote, the power of persuasion of the arguments and debaters can be assessed.

During the first and second round, speakers may be interrupted twice per speech by the opponents with **points of information** (the speaker wishing to interrupt does so by saying: “on a point of information…”). Speakers are not obliged to accept the intervention. If accepted, the intervention should be short and to the point. No points of information are allowed during the last round.

The two speakers may share the last round, or each team may appoint a speaker who holds the last speech on his/her own.

During each speech, the Chair will alert the speaker one minute before the allotted time is over.

Generally, speeches with the following characteristics will be effective in winning over the audience:

- Make 2-3 strong points backed up with evidence
- Actively respond to the arguments of the other side
- Deal well with interventions of the floor
- Balance seriousness with humour
- Have an introduction, a couple of main arguments and a conclusion
- Keep the time given
- Coordinate with the other members of the team
Course Assessment: Assignments Overview

The students will be evaluated on the basis of their performance as follows:

- Presentation: 30%
- Portfolio: 30%
- Policy Brief: 40%

TOTAL: 100%

Deadlines for assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Brief Proposal</td>
<td>18/03/2021</td>
</tr>
<tr>
<td>Portfolio Feedback</td>
<td>25/03/2021</td>
</tr>
<tr>
<td>Policy Brief</td>
<td>29/04/2021</td>
</tr>
<tr>
<td>Portfolio</td>
<td>07/06/2021</td>
</tr>
</tbody>
</table>

Grading Scale of Vesalius College

Vesalius College grading policy follows the American system of letter grades, which correspond to a point scale from 0 – 100. All assignments (including exams) must be graded on the scale of 0-100. To comply with the Flemish Educational norms, professors should on request also provide the conversion of the grade on the Flemish scale of 0-20. The conversion table below outlines the grade equivalents.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 100 (VeCo Grading Scale)</th>
<th>Scale of 20 (Flemish System)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>85-100</td>
<td>17.0-20.0</td>
</tr>
<tr>
<td>A-</td>
<td>81-84</td>
<td>16.1-16.9</td>
</tr>
<tr>
<td>B+</td>
<td>77-80</td>
<td>15.3-16.0</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>14.5-15.2</td>
</tr>
<tr>
<td>B-</td>
<td>69-72</td>
<td>13.7-14.4</td>
</tr>
<tr>
<td>C+</td>
<td>66-68</td>
<td>13.1-13.6</td>
</tr>
<tr>
<td>C</td>
<td>62-65</td>
<td>12.3-13.0</td>
</tr>
<tr>
<td>C-</td>
<td>58-61</td>
<td>11.5-12.2</td>
</tr>
<tr>
<td>D+</td>
<td>54-57</td>
<td>10.7-11.4</td>
</tr>
<tr>
<td>D</td>
<td>50-53</td>
<td>10.0-10.6</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0-9.9</td>
</tr>
</tbody>
</table>
Description of Activities, Grading Criteria and Deadlines

Student presentations (30%)

The in-class oral assignment consists of a 20 minutes presentation of one of the lessons... More specifically, the student will be expected to the present major findings of the reading and of his/her own research on the topic. Students are expected to rely on the previous teachings of class and existing literature. A PowerPoint presentation is expected.

The grading will be based on the substance (i.e. how well researched is the presentation, how well informed and argued), as well as on the form (communication skills). Additional 10 minutes will be given for a discussion with classmates.

Guidelines for the discussants (adapted from Stanford University):

The responsibility of the class discussant is an important one. Depending on the effectiveness and effort of the day’s discussant, the time devoted to class discussion can either be enlightening or agonizingly slow. Below are some tips to help ensure that the discussions you lead do not fall into the latter category.

1. **Comment on the readings.** This is an essential responsibility of the discussant. The readings constitute common ground for the entire class. The discussion should therefore revolve around them, although it need not concentrate solely on them. Use your own research to start discussions.

2. **Avoid summaries.** The lectures are designed to describe the arguments and issues of the readings; there is no need to duplicate this task.

3. **Have a plan.** Know what you plan to say in advance, and organize your comments into coherent parts so that they are easy to follow.

4. **Compare.** Note the linkages between past readings and current ones. Did the insights from a previous reading help you understand a later article? Are there prior readings that make more sense in light of current ones? When readings contradict, which ones do you find most compelling?

5. **Evaluate.** What puzzles are identified by the author, and are they important? Did the author overlook an important issue that you think should have been addressed?

6. **Critique.** What problems did you have with the author's approach to the topic, or with her conclusions? Does the research seem solid, or are there holes? Do you believe the conclusions? How could the research have been improved? Can you think of evidence that contradicts the author’s argument? Critiquing academic research can be difficult at first because all the readings will seem initially compelling. Over time, however, you will train your eye to be more skeptical of what it reads.
7. **Recommend.** What directions does the article suggest for future research? Where would you like to see the research go next? What do you wish the author had told you more (or less) about?

8. **Ask questions.** This is perhaps the most important element of the discussant’s job. **You need to ask questions to get the discussion started.** Don’t just ask “what do you think?” Instead, be more specific. Identify puzzles in the readings and ask other students to offer their own explanations. Make an argument and challenge the class to evaluate it. Or, locate issues that you don’t understand or know very little about and ask others to help you grasp them.

The topics are:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number of students</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>US</td>
<td>Maximum 3</td>
<td></td>
</tr>
<tr>
<td>Russia</td>
<td>Maximum 3</td>
<td></td>
</tr>
<tr>
<td>China</td>
<td>Maximum 3</td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>India</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EU</td>
<td>Maximum 3</td>
<td></td>
</tr>
</tbody>
</table>

Each student of the group doing the presentation will complement his/her preparation with a **reading brief.** The reading brief should present a brief abstract (no more than 400 words) of the reading and the additional research they did; push forward four questions to discuss in class. **The reading brief will be no longer than one page and will be included in the portfolio.**

**Evaluation form presentation: appendix A**

**Portfolio**1 (30%)

A portfolio is a compilation of material, readings, etc. that reflects the student’s efforts, progressions and assignments in a specific domain. For this course the portfolio will be used as a development portfolio which means that it serves as a tool to help the student to develop the necessary skills to be successful and to improve the learning process. Students will be asked to look back in a systematic way and to reflect on personal thinking and acting (self-evaluation). The maximum length of the assignment is 4000 words (without the policy brief and presentation and annexes). A

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first assessment with feedback will be done during week 7 (deadline 18/03/2021). The final deadline is week 15 (07/06/2021).

The portfolio will have the following components:

To avoid any confusion, these are the mandatory and optional components of the portfolio. Students can add components they find useful during their learning:

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Indicative length of the section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of contents</td>
<td>A list of the sections included in the portfolio. Add clear titles for all the sections of the portfolio.</td>
<td>Na</td>
</tr>
<tr>
<td>Initial evaluation of learning objectives and skills</td>
<td>A description of the objectives to achieve and for which the portfolio will serve as evidence. This is the ex ante self-assessment where you evaluate your knowledge and the level of your skills at the beginning of the course.</td>
<td>…</td>
</tr>
<tr>
<td></td>
<td>This will be done at the start of the course and at the end of the course so that teacher and student are able to notice if progress has been made.</td>
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</tr>
<tr>
<td>SWOT Analysis</td>
<td>Students should also include a SWOT (strengths-weaknesses-opportunities-threats) analysis about themselves in relation to the course material.</td>
<td></td>
</tr>
<tr>
<td>Additional research for a class</td>
<td>Material that the student has selected as evidence for progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This material can be documents, video footages, films, book reviews, articles, … collected at different moments in time. Short descriptions and/or links are enough to proof progress in learning.</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>Here the student includes the material used for the presentation (Powerpoint slides, PDF, articles, etc…) and the reading brief</td>
<td></td>
</tr>
<tr>
<td>Reading log</td>
<td>Here students keep track of their learning process by adding 100-200 words summary and/or comments on mandatory reading. For every topic the students should come up mandatory with at least 3 (three) questions and 1 (one) academic article that should be included in the portfolio (articles should be in the annexes).</td>
<td></td>
</tr>
<tr>
<td>Policy Brief</td>
<td>See description below</td>
<td></td>
</tr>
<tr>
<td>Mind Maps</td>
<td>Mind Maps are optional but are a great tool to structure and engage with information. More information can be found here: <a href="https://litemind.com/what-is-mind-mapping/">https://litemind.com/what-is-mind-mapping/</a>. Free</td>
<td></td>
</tr>
</tbody>
</table>
Software for mindmapping is available on the internet.

<table>
<thead>
<tr>
<th>Conferences</th>
<th>Students should attend at least 3 conferences and write a short report/summary on the event (500 words). In case attending conferences is difficult (online conferences are always possible), a comment on documentaries with a minimum length of 60 min is allowed.</th>
</tr>
</thead>
</table>

| Glossary | Vanier College explains clearly the aim of using a glossary: “Glossaries can be useful for helping students identify and acquire the vocabulary of the discipline. Having students intuitively understand words from their use in readings or in class is often not the best solution since not all students have the skills required to learn vocabulary from limited exposure. Additionally, providing a glossary ensures that students have an accurate source for word definitions. 

By learning and understanding the words found in the glossary the student can become more adapt at properly using the discipline specific vocabulary and through practice acquire a better understanding of the related concepts.”

Students will develop their own glossary that will help them during their study. An example of a glossary: [https://www.macmillanihe.com/companion/Grieco-Introduction-To-International-Relations/learning-resources/Glossary/](https://www.macmillanihe.com/companion/Grieco-Introduction-To-International-Relations/learning-resources/Glossary/) |
|---|---|

<table>
<thead>
<tr>
<th>Final evaluation of learning objectives and skills</th>
<th>This is the post ante self-assessment where you evaluate your knowledge and the level of your skills at the beginning of the course. At the end of the course you should be able to notice if progress has been made. Please add a new SWOT analysis or at least use the SWOT analysis from the start as reference for your final assessment.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Personal reflection</th>
<th>Here students can add some personal positive or negative reflections about their learning.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Texts</th>
<th>Mandatory texts should be here, one for every class.</th>
</tr>
</thead>
</table>

The portfolio should be kept in a digital format on Canvas. An example of a portfolio can be found in appendix C together with the grading form.
A first assessment with feedback will be done during week 7 (deadline 25/03/2020). The final deadline is week 15 (07/06/2020).

It is important to note that although that the portfolio will be used in grading, the primary objective of the portfolio is to help the students engage in a better way with the learning material. It also allows the teacher to keep track of the progress students are making throughout the learning process.

Policy brief (40%)

A policy brief is a concise summary of a particular issue, the policy options to deal with it, and some recommendations on the best option. It is aimed at government policymakers and others who are interested in formulating or influencing policy.

Possible subjects for the policy brief will be provided at the start of the course but students are allowed to propose their own subjects which could be discussed with the teacher.

Policy briefs can take different formats. A typical format is a single A4 sheet, containing perhaps 700 words. It has an attractive design, and may have one or more photographs and graphs. Longer briefs (up to 8 pages, or 3,000 words) and other formats are also possible. For this course we expect a policy brief of 2500 words. The subjects for the policy papers will be presented during the first session.

Overview

The policy brief is a document which outlines the rationale for choosing a particular policy alternative or course of action in a current policy debate. It is commonly produced in response to a request directly from a decision-maker or within an organisation that intends to advocate for the position detailed in the brief. Depending on the role of the writer or organisation producing the document, the brief may only provide a targeted discussion of the current alternatives without arguing for a particular one (i.e. those who adopt the role of ‘objective’ researcher). On the other end of the scale, i.e. advocates, the brief may focus directly on providing an argument for the adoption of a particular alternative. Nevertheless, for any case, as any policy debate is a market-place of competing ideas, the purpose of the policy brief is to convince the target audience of the urgency of the current problem and the need to adopt

2 This description of the policy brief was developed by Eoin Young and Lisa Quinn as LGI training materials and based on the analysis of samples and from a number of guidelines found on the internet from several sources:
http://www.gse.buffalo.edu/Fas/Jacobson/629/webnotes/policy_brief.htm
https://writingcenter.unc.edu/policy-briefs/
the preferred alternative or course of action outlined and therefore, serve as an impetus for action.

As with all good marketing tools, the key to success is targeting the particular audience for your message. The most common audience for a policy brief is the decision-maker but, it is also not unusual to use the document to support broader advocacy initiatives targeting a wide but knowledgeable audience (e.g. decision makers, journalists, diplomats, administrators, researchers). In constructing a policy brief that can effectively serve its intended purpose, it is common for a brief to be:

- **Focused** – all aspects of the policy brief (from the message to the layout) need to strategically focused on achieving the intended goal of convincing the target audience. For example, the argument provided must build on what they do know about the problem, provide insight about what they don’t know about the problem and be presented in language that reflects their values, i.e. using ideas, evidence and language that will convince them.

- **Professional, not academic** –The common audience for a policy brief is not interested in the research/analysis procedures conducted to produce the evidence, but are very interested to know the writer’s perspective on the problem and potential solutions based on the new evidence.

- **Evidence-based** – The policy brief is a communication tool produced by policy analysts and therefore all potential audiences not only expect a rational argument but will only be convinced by argumentation supported by evidence that the problem exists and the consequences of adopting particular alternatives.

- **Limited** – to provide a adequately comprehensive but targeted argument within a limited space, the focus of the brief needs to be limited to a particular problem or area of a problem.

- **Succinct** – The type of audiences targeted commonly do not have the time or inclination to read an in-depth 20 page argument on a policy problem. Therefore, it is common that policy briefs do not exceed 6 – 8 pages in length (i.e. usually not longer than 3,000 words).

- **Understandable** – This not only refers to using clear and simple language (i.e. not the jargon and concepts of an academic discipline) but also to providing a well explained and easy to follow argument targeting a wide but knowledgeable audience.

- **Accessible** – the writer of the policy brief should facilitate the ease of use of the document by the target audience and therefore, should subdivide the text using clear descriptive titles to guide the reader.

- **Promotional** – the policy brief should catch the eye of the potential audience in order to create a favourable impression (e.g. professional, innovative etc) In this way many brief writers many of the features of the promotional leaflet (use of colour, use of logos, photographs, slogans, illustrative quotes etc).

- **Practical and feasible** – the policy brief is an action-oriented tool targeting policy practitioners. As such the brief must provide arguments based on what is actually happening in practice with a particular policy and propose recommendations which seem realistic to the target audience.
The policy brief is usually said to be the most common and effective written communication tool in a policy campaign. However, in balancing all of the criteria above, many analysts also find the brief the most difficult policy tool to write.

**Common Structural Elements of a Policy Brief**

As discussed above, policy briefs directly reflect the different roles that the policy analyst commonly plays, i.e. from researcher to advocate. The type of brief that we are focusing on is one from the more action-oriented, advocacy end of the continuum. Although there is much variation even at this end of the scale, the most common elements of the policy brief are as follows:

<table>
<thead>
<tr>
<th>Title of the paper</th>
<th>The title aims to catch the attention of the reader and compel him/her to read on and so needs to be descriptive, punchy and relevant.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive summary</td>
<td>The executive summary aims to convince the reader further that the brief is worth in-depth investigation. It is especially important for an audience that is short of time to clearly see the relevance and importance of the brief in reading the summary. As such, a 1 to 2 paragraph executive summary commonly includes:</td>
</tr>
<tr>
<td></td>
<td>- A description of the problem addressed;</td>
</tr>
<tr>
<td></td>
<td>- A statement on why the current approach/policy option needs to be changed;</td>
</tr>
<tr>
<td></td>
<td>- Your recommendations for action.</td>
</tr>
<tr>
<td>Context and importance of the problem</td>
<td>The purpose of this element of the brief is to convince the target audience that a current and urgent problem exists which requires them to take action. The context and importance of the problem is both the introductory and first building block of the brief. As such, it usually includes the following:</td>
</tr>
<tr>
<td></td>
<td>- A clear statement of the problem or issue in focus.</td>
</tr>
<tr>
<td></td>
<td>- A short overview of the root causes of the problem</td>
</tr>
<tr>
<td></td>
<td>- A clear statement of the policy implications of the problem which clearly establishes the current importance and policy relevance of the issue.</td>
</tr>
<tr>
<td></td>
<td>It is worth noting that the length of the problem description may vary considerably from brief to brief depending on the stage on the policy process in focus, e.g. there may be a need to have a much more extensive problem description for policy at the evaluation stage than for one at the option choosing stage.</td>
</tr>
<tr>
<td>Critique of policy option(s)</td>
<td>The aim of this element is to detail shortcomings of the current approach or options being implemented and therefore, illustrate both the need for change and focus of where change needs to occur. In doing so, the critique of policy options usually includes the following:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Policy recommendations</strong></td>
<td>The aim of the policy recommendations element is to provide a detailed and convincing proposal of how the failings of the current policy approach need to changed. As such this is achieved by including;</td>
</tr>
<tr>
<td></td>
<td>- A breakdown of the <strong>specific practical steps or measures</strong> that need to be implemented</td>
</tr>
<tr>
<td></td>
<td>- Sometimes also includes a <strong>closing paragraph</strong> re-emphasising the importance of action.</td>
</tr>
</tbody>
</table>

| **Appendices** | Although the brief is a short and targeted document, authors sometimes decide that their argument needs further support and so include an appendix. **Appendices should be included only when absolutely necessary.** |

| **Sources consulted or recommended** | Many writers of the policy brief decide not to include any sourcing of their evidence as their focus is not on an academic audience. However, if you decide to include a short bibliography then place it at the end. Many writers prefer to lead their readers to further reading and so, include a recommended readings section. Not surprisingly, many of the recommended readings are other related policy documents produced by their organisations! |

Please, submit an electronic copy on Canvas. When submitting to Canvas, postings should be entitled by your surname and the issue covered (for example “Smith_Cuban Missile Crisis”). Extension will not be granted except for attested emergencies. Having a computer problem, attending to a wedding, or doing an internship are not considered as emergency situations. Students are responsible to start well in advance and backup their work. This policy will be strictly enforced.

**NOTE:** your essay only counts as accepted if you handed in an electronic copy. Failure to do so will result in an ‘F’.

Papers should be submitted in Times New Roman font, 12 points type, 1,5 spaced with 2 cm margins. Papers should not exceed 2500 words, excluding the cover page and the bibliography. Longer papers will be penalized.
Papers will be structured in sections, distinguishable by clear headings and subtitles (see the table above for more details). Please, note that the title of each section is your compass to navigate your topic.

A first proposal on 1 page is expected on 18/03/2021. This should allow to change if the topic is not appropriated or if the approach is not well understood. Upload the paper on Canvas and send a copy to koen.troch@mil.be.

The policy brief should be ready on 29/04/2021. Upload the paper on Canvas and send a copy to koen.troch@mil.be.

Evaluation form policy brief: appendix B

Rubrics: Transparent Grading Criteria For Each Assignment

The following criteria will be applied in assessing your written work:

A. Appendix Rubrics presentation
B. Appendix Rubrics policy brief
C. Appendix Rubrics portfolio

Vesalius College Attendance Policy
As the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy. Participation in class meetings is mandatory, except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor’s note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided immediately before or after the class, the missed class is counted as an absence.

Participation implies that students are on time: as a general rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not. If a student misses two classes in a row, his/her advisor will be notified.

Additional Course Policies
- Students that are not able to attend class should warn the instructor (personally or via e-mail). One unjustified absence is tolerated. A second unjustified absence will lead to a sanction.
- Once class has started, please do not leave the classroom.
- Feel free to bring drinks to class, but no food, please.
- Using laptops during class is allowed. Having computers on during class can although be distracting to other students. You should not spend class time checking email/FB or doing homework for your other classes.
- It goes without saying that all students are required to come to classes well prepared with all of their reading assignments promptly and thoroughly completed. Students are also encouraged to keep a reading-log with which they can structure their note taking and deepen their understanding of the set texts.
- Soft copies of the essays should be sent NLT than week 6 and week 13, before start of the class. The penalty for late submission is 25% of the whole value of the written assignment. Assignments that are more than a week late will not be graded.
- Grammar, spelling and punctuation count, so use the tools necessary for correction before handing in assignments

**Academic Honesty Statement**

Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism (including self-plagiarism) are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Please consult the Section “Avoiding Plagiarism” in the College Catalogue for further guidance.

**Turnitin**

All written assignments that graded and count for more than 10% towards the final course grade need to be submitted via the anti-plagiarism software Turnitin. You will receive from your professor a unique password and access code for your class.
## Appendix A: Presentation

| **Introduction** | Got our attention  
|                 | Gave a preview of presentation |
| **Preparation** | Preparation apparent  
|                 | Practice apparent |
| **Organization** | Project well organized?  
|                 | Easy to follow?  
|                 | Did the overall presentation have an introduction, a stated objective, a body with supporting material, and a definite conclusion? |
| **Creativity** | Did the group show creative thinking in the method of development and presentation?  
|                 | Did they get the audience involved in “learning” the material?  
|                 | Was the content audience centred? |
| **Meeting assignment objectives** | Did the presentation incorporate strong, effective supporting materials throughout?  
|                 | Did the presenters give clear and concrete explanations and examples? |
| **Presentation style** | Was it delivered extemporaneously? (members knew their material, used minor notes, and did not read it to us!)  
|                 | Language used was appropriate and clear? |
| **Delivery** | Eye contact  
|                 | Volume, vocal variety  
|                 | Nonverbal body language (fidgeting, posture, gestures, etc.)  
|                 | Verbal fillers (ah, um)  
|                 | Did the speakers show sincerity or enthusiasm when they spoke? |
| **Visual aid(s)** | Usefulness: helped to explain, clarify, create interest, etc.  
|                 | Appearance of visual aid:  
|                 | - aids credibility, large enough,  
|                 | - professional looking  
|                 | Handling of visual: knew how to use, equipment, everyone could see, didn’t pass inappropriately around, etc. |
| **Conclusion** | Ended with a summary  
|                 | Had finality to cap off presentation |
| **Overall team cohesiveness** | Connected to each other  
|                 | Other team members were attentive while individuals spoke  
|                 | Met time requirements |
### Appendix B: Policy Brief

<table>
<thead>
<tr>
<th>Category</th>
<th>(0-1)</th>
<th>(2-3)</th>
<th>(4-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Executive summary</strong></td>
<td>The student presented a sharply focused and limited introduction to the topic. It explained why the issue is important, who the audience for the policy brief is.</td>
<td>Some factual information is missing or the topic is not clearly identified. Minimal sharply focused and limited introduction to the topic.</td>
<td>Most relevant information is presented. Adequate sharply focused and limited introduction to the topic. Key facts are presented in an original, succinct, and analytical manner. Excellent sharply focused and limited introduction to the topic.</td>
</tr>
<tr>
<td><strong>Context and importance of the problem</strong></td>
<td>Effectively and efficiently presents information that warrants an examination of this policy and its impact.</td>
<td>Minimal statement of the problem in three to five declarative statements related to the topic including level and unit of analysis (government or organization).</td>
<td>Adequate statement of the problem in three to five declarative statements related to the topic including level and unit of analysis (government or organization). Excellent statement of the problem in three to five declarative statements related to the topic including level and unit of analysis (government or organization).</td>
</tr>
<tr>
<td><strong>Critique of policy options</strong></td>
<td>Demonstrates a thoughtful and engaged reflection on competing issues related to this policy and its impact. The student provided a critical evaluation of the evidence found within the level and unit of analysis related to the policy developed including options that have been considered or implemented.</td>
<td>The paper underlines poor critical thinking skills, and a very limited ability to assess major aspects. Minimal critical evaluation of the evidence including options, arguments pro and con, and feasibility of options.</td>
<td>The paper highlights some evidence of critical thinking skills, including a limited ability to assess major aspects. Adequate critical evaluation of the evidence including options, arguments pro and con, and feasibility of options. The paper highlights excellent critical thinking skills, including the very good ability to assess major aspects. Excellent critical evaluation of the evidence including options, arguments pro and con, and feasibility of options.</td>
</tr>
<tr>
<td><strong>Policy recommendations</strong></td>
<td>Minimal policy recommendation including implementation</td>
<td>Adequate policy recommendation including implementation</td>
<td>Excellent policy recommendation including implementation</td>
</tr>
</tbody>
</table>

31
which multiple levels of government could respond to/react to this policy considering the information summarized in the Context section. The student developed a specific policy recommendation and action steps to be taken to implement the policy. Recommendation was persuasive and anticipated arguments against the policy providing recommendations on how to counter those arguments.

<table>
<thead>
<tr>
<th>Appendices (if necessary), sources, layout and writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student provided a literature review from academic journals, practitioner publications, books and government documents (if applicable) on the topic and the various issues that inform it from all sides of the issue. References cited in text using Harvard Style.</td>
</tr>
</tbody>
</table>

| The paper is loosely structured. Language is poor. References are incomplete and quoted in an improper manner. Minimal literature review from appropriate sources, statement of policy goals and potential for conflict or competition, and set of references cited in text. Minimal policy brief using the common conventions of English in a scholarly tone. The author employed Harvard Style referencing style with appropriate citations interspersed throughout the paper and a high quality set of references in a separate section at the end of the paper. |

| The argument is not developed in a coherent way; At least 5 good references. Adequate literature review from appropriate sources, statement of policy goals and set of references cited in text. Adequate well-written and composed policy brief using the common conventions of English in a scholarly tone. The author employed Harvard Style referencing style with appropriate citations interspersed throughout the paper and a high quality set of references in a separate section at the end of the paper. |

| The argument is developed in a coherent and appropriate way; Language is overall correct; At least 7 good references covering factual background. Excellent literature review from appropriate sources, statement of policy goals and references cited in text. Excellent well-written and composed policy brief using the common conventions of English in a scholarly tone. The author employed Harvard Style referencing style with appropriate citations interspersed throughout the paper and a high quality set of references in a separate section at the end of the paper. |
| quality set of references in a separate section at the end of the paper. | paper and a high quality set of references in a separate section at the end of the paper. |
Appendix C: example of portfolio and evaluation form

Title page
Table of contents

About me

I decided to go into international relations because I … I conducted a research project on the effects of international … Pursuing a major in international relations was a logical choice for a major. I was able to study so many subjects in an international relations major.

I have many goals still to fulfill in the domain of international relations. Being at VeCo during a whole semester will offer a lot of opportunities. Connecting to the European Union and NATO will be an advantage. An additional internship will allow me to connect to the professionals in the field of international relations.

My courses

List here the courses you’ve taken or the courses you’re going to take this semester with a small description of each course.

Initial evaluation of learning objectives and skills

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Good</th>
<th>Adequate</th>
<th>Not good at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyze an international security problem, to determine the issues at stake and the role of the armed forces</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>explain the interaction between the major actors in the case of a crisis response operation</td>
<td>Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td>explain the use of armed forces in that environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Color codes is just one option. Skills will be done with numbers. Other options are allowed as long as it is easy to understand.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Good:5</th>
<th>Adequate:4</th>
<th>Acceptable:3</th>
<th>Minimal:2</th>
<th>Insufficient:1</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to examine, understand, synthesize and</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
apply core texts on warfare, strategy and crisis response operations

How to carry out independent, in-depth research using a wide range of sources  X

How to structure and compose a policy brief  X

How to use appropriate style and a correct reference system  X

How to argue and formulate recommendations  X

Effective public speaking, presentation and seminar-leading skills  X

How to work in a small team  X

SWOT Analysis

- **Strengths**

  I had some modern history classes and one class on contemporary China which might help me to understand some issues that will be discussed. I’ve read a few books on strategy and military history. I try to keep up with the daily news and know how to deal with a large amount of information.

- **Weaknesses**

  I find it difficult to express my thoughts on paper in a convincing manner. I am afraid to speak in public, to give presentations or to take the lead in a seminar.

- **Opportunities**

  I should take all the possibilities during the course to improve these skills where I am underperforming. I will also try to attend a maximum of the conferences organized by the college or by the students to acquire new insights.

- **Threats**
I should keep track of my agenda, schedule everything and respect all the deadlines and avoid an agenda overload from the beginning.

**Additional research for a class**

*In this section, students should put the sources and the information they used to prepare for class after having read the mandatory chapter. This information might help during final exam preparation, writing of the policy brief or with other assignments.*

**Reading list**

*In this section, students will keep a list of these reports, websites, books and material they want to read and watch in the future but they won’t find the time for now.*

**Presentation**

*A file with the group presentation should also be in the portfolio. In this section students will also write down the mandatory reading log.*

**Reading log**

*Students can keep track of their reading and put it in the portfolio. A short summary of each mandatory reading and some additional questions could help in the preparation and execution of assignments and oral exam.*

**Policy Brief**

*Students will store their policy brief in this section.*

**Mind Maps**

*Mind maps are useful tools to learn and to understand in a better way the learning material. Mind maps can also be used to engage in a different way with the learning material, can be used for reading logs, presentations, etc….*

*A good introduction to Mindmapping can be found here : 8 Ways to Effectively Use Mind Maps in Learning (imindq.com) and here The Complete Guide on How to Mind Map for Beginners (iqmatrix.com). A good tool to work with is Miro.*

**Conferences**

*List of conferences the student has attended during the semester at VeCo.*

**Glossary**

*Students will develop their own dictionary (glossary) with these concepts and theories that they need to understand the learning material in a better way.*
Texts

*The students will store the texts that can be used during the final exam in this section. These texts should be available before week 14.*

Final evaluation of learning objectives and skills

*Students will fill in the tables they used at the start of the course to again clearly show which skills they were able to improve and how they learned.*

Personal reflection

*A final personal reflection brings together all the elements of the course. Here, students will reflect on the progression they made, things they learned, skills that have improved, what they liked and what they disliked. In the conclusion they should try to foresee in which way the course could serve in a future career.*
## Evaluation form

<table>
<thead>
<tr>
<th></th>
<th>(0-1)</th>
<th>(2-3)</th>
<th>(4-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure of the portfolio and expression.</strong></td>
<td>The portfolio is loosely structured and fails to provide most relevant information. Expression is poor, evaluations and comments are oversimplified.</td>
<td>The portfolio provides for most relevant information, but it is loosely structured. Overall good capacity to evaluate, correct language. Creativity is not the strength of this portfolio.</td>
<td>The portfolio addresses the material in a structured, and analytical manner. Excellent capacity to express originally, succinctly and correctly self-evaluation and comments. Additional work has been done.</td>
</tr>
<tr>
<td><strong>Learning how to learn</strong></td>
<td>The student has identified incomplete or inappropriate learning opportunities and resources to advance his skills.</td>
<td>The student has identified some learning opportunities and resources to advance his skills and capabilities.</td>
<td>The student has identified a full range of learning opportunities and resources to advance his skills and capabilities and did more than necessary to engage with the material.</td>
</tr>
<tr>
<td><strong>Understanding of the learning material</strong></td>
<td>The student demonstrates a partial understanding of the used concepts and deals in a limited way with the learning material.</td>
<td>The student demonstrates an understanding of the used concepts and deals in an adequate way with the learning material.</td>
<td>The student is well acquainted with the used concepts and deals in an excellent way with the learning material.</td>
</tr>
<tr>
<td><strong>Integration</strong></td>
<td>The portfolio is inconsistent. Some of the mandatory sections are missing or are not well developed. The objective of the portfolio is not achieved.</td>
<td>The portfolio combines and organizes all the mandatory components. Objective of the portfolio is achieved.</td>
<td>The portfolio effectively combines and organizes various components and goes further than the mandatory components. It helps the student’s purpose to better understand the learning material.</td>
</tr>
</tbody>
</table>