

2. Portfolio scenarios for IBCoM courses

The following shows how elements from a relevant selection of IBCoM courses contribute to the development of employability skills. The portfolio will be used to document and showcase those skills, but it will also facilitate and document self-reflection and goal-setting. One way to do so is to automatically link designated assignments in Canvas to the Portfolio. If technology allows (at the time of writing there is not yet a clear idea of a portfolio's technical possibilities because the EUR has to make some decisions regarding licenses), such an assignment will appear in the portfolio as linked to a selection of specific employability skills.

To be decided:

- 1) It remains the task of the student to actually tick one or more of those boxes—this is part of self-regulation and realizing what skills are being developed.
- 2) In some or in all cases the employability skills are registered automatically simply by uploading the assignment. This ensures a common baseline of employability skills at graduation, to be expanded on initiative of the student.

Input for this section is based on the ILO matrix (Self-evaluation report 2019), Course Guides, and staff interviews. This section considers mandatory IBCoM courses (including the mandatory internship and the option of exchange/minor). Towards the end there's a brief indication as to how to accommodate certain electives or minors, IBCoM or EUR-wide particular project cases, organising or taking a peer-to-peer workshop professional skills, joining PAC events or the Coop academy, by taking the BA-2 Honours Programme, or by following online modules and Moocs.

Arguably, any course makes an appeal to any of the 7 competences in varying degree and dependent on the student's personal input. In view of the general consensus that all competences show overlap and for the sake of clarity and usability from the point of view of students, however, the number of overall competences that individual courses primarily appeal to is limited to 3.

Below you'll find only a selection of suitable IBCoM courses to give an indication of where this might be going.

Mandatory courses

1. IBCoM 1

Academic Skills, CM1003, term 1

The course provides students with the basis for future academic work in their degree, but it is important for them to realize that they actually develop transferable employability skills. Though primarily serving to attune students to the most common writing/presentation conventions in the field of Media and Communication, the course also requires students to actively gather information and it deepens their understanding of using written sources to underpin an argument. They are actively encouraged and guided in planning and organizing their work. They learn to negotiate different deadlines (also in relation to the other courses in term 1). In the perception of lecturers, many students make quite some progress in these areas in the course of a mere 8 weeks and many students confirm such in their evaluations.

Showcase. The panel presentation (Assignment 4) and the end product, a literature review (Assignment 5) could serve as showcases for the overall competences of Communication Skills (3) and Planning and Organizing (5). Currently, the panel presentation is not uploaded as assignment in Canvas and since this is a group presentation (though not a group assignment) there might be privacy issues with automatic coupling/uploading. This won't be a problem with the individual assignment.

CM1003 employability skills	3. Communication Skills	5. Planning and Organising
#A5 Panel Presentation	<p>Language skills, e.g. Speaking clearly</p> <p>Presentation skills</p>	<p>People skills, e.g. Identifying problems and solving them</p> <p>Identifying and deploying team members' strengths</p>
#A6 Final paper	<p>Language skills Writing clearly</p> <p>Knowledge exchange Interpreting and incorporating information</p> <p>Persuasion Argumentation</p>	<p>Time management setting priorities</p> <p>meeting deadlines</p> <p>coordinating different activities</p> <p>Project management Collecting, analysing, and organising information</p> <p>Self-regulation Discipline</p>

Intercultural Communication, CM1010 term, 4

The course presents students with different views on intercultural communication in different contexts and fields. For skills development, the course is especially relevant as it aims to increase self-reflexivity from the part of students about the various cultural contexts and power relations they and others are immersed in on a day-to-day basis.

Reflection and Showcase. Students write a self-reflexive assignment on intercultural competences (#A2) and a group assignment presenting results from interviews about intercultural competences (#A3).

Cm1010 employability skills	2. People skills	3. Communication	6. Self-Regulation
#A2	<p>Intercultural competences, e.g. cultural empathy</p>		<p>Planning and organising, e.g., evaluating and monitoring own performance</p>

	<p>assessing different backgrounds, genders, races, religions, or political persuasions correctly and constructively</p>		<p>self-reflection</p>
#A3	<p>Teamwork, e.g. working autonomously in the interest of shared goals</p> <p>accountability</p> <p>Identifying the strengths of team members</p> <p>Intercultural competences cultural empathy</p> <p>open-mindedness</p> <p>assessing different backgrounds, genders, races, religions, or political persuasions correctly and constructively</p> <p>negotiating these different backgrounds</p> <p>self-regulation social initiative</p>	<p>Language skills interview skills</p> <p>Knowledge exchange interpreting and incorporating information</p> <p>Intercultural competences expressing ideas, knowledge, and feelings in a culturally sensitive way</p>	

Cross-National Comparative Research CM1011 term 4

The course is a deeper and more extended version of Academic skills, recapping and extending those skills. There’s a strong emphasis on teamwork and comparative thinking.

Skowcase. The final assignment is a group assignment and it often shows good work, but uploading it automatically in a portfolio that also has a showcase function for individual students might be problematic in terms of privacy.

Reflect and Assess. The end of term four is a good moment to look back on that first year and ahead towards the next. Part of this course could be a general (new) Reflection assignment that asks students to consider the overall competences of People skills (2), Communication (3), and Self-Regulation (6) and to carefully look at the rubrics and the elements they contain. This would oblige students to actually work with the portfolio and consider the rubrics of employability skills, if they haven't done so before. The assignment (400-500 words) could ask them to reflect on how they have developed these skills in the course of year 1, so in all courses. And about what they could do to improve those skills in the coming academic year. The assignment should be uploaded and assessed (P/F) in the Portfolio.

Note: Reflection as a self-regulation tool without feedback or follow-up may appear quite pointless. This can be countered by asking students in year 2 to look again at their CM1011 reflection assignment and interview each other about it to see what the new/adjusted learning goals are in terms of People skills, Communication, and Planning & Organising. CM2008 (final assignment) is a suitable option.

CM1011 employability skills	2. People Skills	3. Communication Skills	6. Self-Regulation
Assignment 4, team paper	<p>Teamwork Contributing to positive team dynamics</p> <p>Accountability</p> <p>Giving constructive feedback</p> <p>Knowing how to define a role as part of a team</p> <p>Identifying the strengths of team members</p> <p>Leadership Dealing appropriately with conflict</p> <p>Ability to motivate</p> <p>Ability to listen actively</p> <p>Self-regulation</p>	<p>Language Writing clearly</p> <p>Knowledge exchange Interpreting and incorporating information</p> <p>Persuasion Argumentation</p> <p>Teamwork Assertiveness</p> <p>Facilitating discussion</p> <p>Providing appropriate feedback</p> <p>Perceiving non-verbal messages</p>	<p>Confidence and stability articulating own ideas and vision</p> <p>Planning and organising time management</p> <p>ability to focus and concentrate</p>

	Receiving feedback and being able to make adjustments accordingly		
	Compassion with others		
Assignment 6, Reflection (new)			Learning goals Managing one's learning and one's learning goals Goal-setting Future-mindedness Evaluating and monitoring own performance Self-reflection

2. IBCoM 2

Communication and Media Labour Market Orientation CM2008, term 1-2, discussed and shared with RM

The course helps students prepare for orientation on their internship and more broadly orientation on the labour market. The course has seminars and workshops and offers basic training in network building, writing a CV, and figuring out what students want, careerwise. Given the growth of student numbers the course might be up for some restructuring, but the elements of a portfolio will likely remain the same.

Showcase, Assess and Reflect

- The course has a number of reflection and career orientation assignments that, with some reports on for instance a specific skills workshop form a portfolio to be submitted as the final assignment.
- The entire final assignment (the course 'portfolio' that includes all assignments plus a nice way of presenting them) could be assimilated in the Portfolio Employability Skills and graded within the portfolio. Creating this final assignment involves professional skills (the course also has a skills workshop) but largely appeals to the competence of self-regulation.
- The final assignment could be expanded to contain a reflective, goal-setting statement, along these lines for example: "when looking back on the months of intermittent lecturers and field trip and career orientation exercises, what are my goals for the next two years in terms of: skills improvement and career orientation?" . In preparation for this assignment students could be asked to interview one another using as input not only this course but also the reflection assignment linked to CM1011, which was about learning goals are in terms of People Skills,

Communication, and Planning & Organising. Such an interview then should also be integrated in formulating the assignment.

CM2008 employability	6. Self-regulation	7. Profession-specific skills
<p>Final assignment/'portfolio'</p>	<p>Learning goals managing one's learning and one's learning goals</p> <p>identifying and seeking out appropriate development opportunities</p> <p>Planning and organising goal-setting</p> <p>future-mindedness</p> <p>evaluating and monitoring own performance</p> <p>self-reflection</p>	<p>Content creation & content editing e.g. develop a company/project story (storytelling); create and manage professional social media account</p> <p>Relevant IT skills spreadsheets, Google Analytics</p>

Digital Media Content, CM2011, term 2

The course offers students a taste of Real World digital content production. RL stakeholders present cases students work on in a team. At the end of the course they have, as a team, produced a prototype (as part of the 'book' in the assignment description) and an accompanying pitch for the stakeholder concerned. This is the main assignment, which offers students the opportunity to explore bridging theory and practice in a context of design thinking (Prototypes form a typical part of the design thinking approach).

Showcase. The group assignment (A2) is ideal for a showcase of Design thinking and other employability skills, but uploading it automatically in a portfolio for grading might be problematic in terms of privacy. Still, even if it's only uploaded within Canvas, the assignments grading rubric could perhaps accommodate some of the employability skills more explicitly. (see table below for suggestions). Students can then be asked in their reflection assignment (#A4) to consider those skills.

Reflect and Assess. Assignment 3, Participation, explicitly asks students to consider their People Skills such as teamwork, identifying their role in a team, accountability, etc. Participation involves a peer review of fellow students. This assignment, like #A1, plays no role in the portfolio, but the last assignment, Assignment 4, explicitly asks students to reflect on their skills and on the feedback they received from fellow students. They are also required to consider some academic sources on teamwork in the creative industries. Altogether a valid assignment for the portfolio. With some minor adjustments

in the assignment descriptions, the assignment could be automatically uploaded within the portfolio and make students more aware of the particular competences and employability skills they develop in this course: Solving complex problems, including Design Thinking (1); People Skills (2); and Profession-specific Practical Skills (5).

The assignment description could be modified slightly and ask students to open their employability skills portfolio, and to consider the overall competences of Solving Complex Problems, including Design Thinking (1); People Skills (2); and Profession-specific Practical Skills (5) and to check the boxes of the skills you have used and developed during the course. In their assignment they should then refer to those skills as well as identify their strengths/weaknesses, role in team, etc., using the peer feedback as a reflection tool.

CM2011 Digital Content	1.Solving Complex Problems/Design Thinking	2.People Skills	7.Profession-specific Practical Skills
#A2 and #A4	<p>Creativity creative thinking</p> <p>co-creation</p> <p>cognitive skills analytical skills</p> <p>tackling 'wicked' problems</p> <p>applying knowledge</p> <p>research skills</p> <p>Communication skills listening skills</p> <p>ability to talk and write with different and diverse partners</p> <p>information gathering</p> <p>presentation skills</p> <p>Profession-specific skills applying know-how</p>	<p>Teamwork contributing to positive team dynamics</p> <p>working autonomously in the interest of shared goals</p> <p>accountability</p> <p>giving constructive feedback</p> <p>Knowing how to define a role as part of a team</p> <p>Identifying the strengths of team members</p> <p>Self-regulation receiving feedback and being able to make adjustments accordingly</p>	<p>Content creation & content editing e.g. develop a company/project story (storytelling); create and manage professional social media account</p> <p>Relevant IT skills e.g., spreadsheets, Google Analytics</p>

Communication Management, CM2010, term 3

Students in this workshop apply and practise their knowledge about social media communication to actual, real life organisations and companies, developing a proposal on new communication strategies.

Showcase and Assess. An important assignment is the group assignment where in groups of 4-5, (?) students carry out a RL Consulting Project. In other words, they have to think creatively and flexibly about a particular, real communication problem or request in an organization/company and to suggest feasible solutions. In order to do so, they have to analyze the company and identify communication issues and come up with a plan for improvements. They do so in a process of co-creation: step by step they develop the plan, discuss it with the company and then incorporate the company's feedback as they continue. Their out of the box thinking is challenged. Focus is on design though some groups include a pilot of, for example, a social media campaign. Next year, this course may add the additional requirement of a digital portfolio (with, for example, a pilot or example of a social media campaign) which would bring out the practical, professional employability skills students have even though such skills aren't literally taught in their degree.

Students can choose from a range of methods to do so such as co-creation / in-depth interviews, focus groups, survey, content-analysis, or experiment. They also have to pitch their proposal and thus train and expose their presentation skills in a virtual non-academic setting.

Reflection and Assess. Students write a Reflection assignment where they probe their responses to guest lecturers. Their listening skills are tested and they are asked to critically reflect on their learning goals and ponder the insights they gain, as well as to respond with critical reflection to a particular urgent, RL question just as they might do later on once they're employed as media/communication consultants. As an incentive to work hard on this consultancy aspect (rather than just rehashing the lecture's content), students are told that their answers/solutions are actually sent to the company and that the best of the best are invited for a 8 or 16 hrs. internship at the company.

If both the project and the reflection assignment automatically appear / are linked in the Portfolio, students could be asked to complete this linking by ticking the boxes that are most applicable [if this is technically possible].

CM2010 Communication Management	1 Solving complex problems / Design Thinking	3 Communication Skills	4. Initiative and Enterprise	7. practical professional
Reflection on guest lecture	Cognitive skills critical thinking tackling 'wicked' problems applying knowledge	Language writing clearly Knowledge exchange interpreting and incorporating information		

	<p>Communicative skills listening skills</p>	<p>adapting speech/writing to different audiences</p>		
<p>Consulting Project Pitch (Presentation)</p>		<p>Language speaking clearly</p> <p>interview skills</p> <p>presentation skills</p> <p>ad lib skills</p> <p>ability to adapt to different audiences</p> <p>Persuasion marketing ideas</p>		
<p>Consulting Project Report</p>	<p>Creativity creative thinking</p> <p>co-creation</p> <p>imagining the future and developing a process for intervention</p> <p>Cognitive skills analytical skills</p> <p>applying knowledge</p> <p>research skills</p> <p>methods skills</p> <p>Social skills teamwork</p> <p>Communicative skills</p>		<p>Pioneering mindset identifying opportunities not obvious to others</p> <p>analytical and cognitive skills</p> <p>critical reflection</p> <p>out-of-the box thinking/hacking</p> <p>identifying and tackling 'wicked problems'</p> <p>Leadership skills strategic thinking</p> <p>people skills</p>	<p>Content creation, e.g. develop a company/project story (storytelling); create and manage professional social media account</p>

	listening skills			
	ability to talk and write with different and diverse partners			
	Profession-specific applying know-how			

Internship term 4 (CM3041)-discussed and shared with RM

The internship (12 EC, minimum of 336 hours or 8 ½ weeks) is required for all IBCoM students. It is the logical follow-up of the Labour Market Orientation course CM2008. The range and nature of internships varies widely, but all internships are in the field of media and communication. The Internship Report that students write contains an element of reflection where students are asked to perform a SWAT analysis and identify their future learning goals. Though this is not an explicit goal, internships often help students identifying gaps in profession-specific practical skills and developing them accordingly. The Company coach evaluates students on typical employability skills.

The most conspicuous elements in light of the portfolio are Reflection, Profession-specific Practical skills, and Self-regulation.

Showcase and Assess. The company evaluation form: using a specifically designed form, the company coach evaluates students on typical employability skills (Likert scale plus some open comments). The form (originally adapted from another EUR degree course) needs some updating in light of the IBCoM employability skills portfolio. Also the form's format needs reconsideration; ideally this is an online form and the portfolio might provide some useful opportunities for embedding such an assessment form (Company coaches have no Erna account so it must be seen how/if this can be done safely with respect to all EUR regulations.)

Showcase, Reflect and Assess. The Internship report is both an assessment and a reflection document, the academic supervisor evaluates it on a pass/fail basis. Students write it according to a specific format and instructions. Instructions for Part three (self-reflection) could perhaps be revised to attune it to the 7 competences of employability skills, for example, ask students to consider at least 5 of the 7 Competences and critically reflect on their performance, growth, insights gained, skills acquired, etc. [Academic supervisors' assessment forms should then be updated too].

In addition to the report, students here can also showcase the work they did (e.g. a newsletter, a publicity campaign, a social media account, etc). Note that this is an option; not every student will have concrete outcomes to show.

All tables are potentially relevant for the internship. Students could be asked to check a selection of skills in relation to their report. As in other cases, it is probably wise to set a maximum to prevent that students simply automatically check all boxes.

3. IBCoM 3

Exchange (abroad) or Minor (The Netherlands), terms 1 & 2.

Going on Exchange for a period of two terms (30EC) is non mandatory for IBCoM students. On average (last three years to date) about 65% of the students do so. If they do not go, they take a minor.

Going on Exchange can (and does) boost a range of employability skills, but people skills and self-regulation are the most important and the ones students are least aware of.

Reflection. Suggestion: relate the Exchange experience to developing the competence of Self-regulation and People Skills (esp. intercultural competences). Perhaps ask students to interview one another (semi-structured) before and after the exchange in relation to these competences and upload the transcripts / the audio recordings in the portfolio & ask them to check skills for Self-Regulation after the exchange.

Exchange	2. People skills	6. Self-Regulation
<p>Reflection paper and/or interviews</p>	<p>Intercultural competences; e.g.: cultural empathy open-mindedness flexibility in behavior assessing different backgrounds, genders, races, religions, or political persuasions correctly and constructively negotiating these different backgrounds</p>	<p>Learning goals, e.g. managing one’s learning and one’s learning goals identifying and seeking out appropriate development opportunities confidence and stability, e.g. emotional stability responsibility self-reliance resourcefulness social initiative adaptability Dealing with feedback and setbacks, e.g.</p>

		ability to readjust after setback Planning and organizing, e.g. goal-setting future-mindedness evaluating and monitoring own performance self-reflection
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Showcase. In their academic courses on exchange students further develop employability skills. Students would have the opportunity to check certain boxes of the competencies and upload specific assignments or products they made to showcase (to themselves and to future employers) their most relevant work.

Minor (when not going on Exchange)

When not going on exchange, students take a minor (15 EC), an elective, and two focus area seminars (some flexibility is possible, e.g. a 30 EC minor that then partly replaces electives). As above, the portfolio can be used to check certain boxes of the competencies and upload specific assignments or products they made to showcase (to themselves and to future employers) their most relevant work.

Communication ethics CM3010

The course helps students to develop their ethical thinking when faced with realistic ethical dilemmas in media and communication. It is also part of the trajectory to form and develop intercultural competences.

Showcase and Assess. Of the course's three assignments, the most relevant is Assignment 2, which asks students to thoroughly analyze ethical decision taking in relation to a media case; putting themselves in the position of stakeholders/decision makers.

Cm3010 Communication ethics	1. Solving Complex problems
#A2	Cognitive, e.g. analytical skills critical thinking

	<p>tackling 'wicked' problems</p> <p>applying knowledge</p> <p>Social, e.g. integrity and moral leadership</p> <p>ability to come with reasoned solutions to ethical dilemmas</p>
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BA thesis

Showcase and assess.

The BA thesis is in many respects the culmination point of competences, most notably aspects from 1, 3, and 5.

BA thesis	1 Solving complex problems, including Design Thinking	3 Communication	5 Planning and organising
	<p>Cognitive, e.g. analytical skills</p> <p>cognitive skills</p> <p>critical thinking</p> <p>tackling 'wicked' problems</p> <p>applying knowledge</p> <p>research skills</p> <p>methods skills</p>	<p>Language, e.g. writing clearly</p> <p>interview skills</p> <p>Knowledge exchange, e.g. interpreting and incorporating information</p> <p>Persuasion, e.g. Argumentation</p>	<p>Time management, e.g. setting priorities</p> <p>meeting deadlines</p> <p>coordinating different activities</p> <p>Project management, e.g. collecting, analysing, and organising information</p> <p>using IT to organise data</p> <p>solving problems</p> <p>Self-regulation: resourcefulness when faced with difficulties</p> <p>discipline</p> <p>adaptability</p> <p>emotional stability</p>

Non-mandatory BA options apart from exchange / minor Electives

Moocs

Online Modules

Peer-to peer workshops professional skills

These workshops are part of the Labour Market Orientation activities on offer in IBCoM. Peer-to-peer, because organized/offered by students, for students. There's a €5,- participation fee, to ensure well-considered subscription. The workshops have themes like Public Speaking, Adobe InDesign, Google analytics, and so on: whatever is on offer and in demand.

Showcase and reflect. Students can showcase what they learned or reflect on the skills they acquired, or, minimally, check for certain skills they acquired.

Profession-specific practical skills	
<i>Advanced technical skills such as using Adobe InDesign, video-editing, or Google Analytics or designing and implementing a communication / social media campaign. Due to the wide and innovative range of profession-specific skills the suggestions here are tentative. The constant innovation of software and the fluctuating field of social media implies that some particular skills become obsolete quickly while others need to be introduced. The general consensus is that such technical, practical skills can easily be acquired, either by proper training (either or not on-the-job) or by self-learning. This means that the competency of self-regulation, with goal-setting and the ability to identify knowledge gaps and discover how to fill those gaps, is more essential than the practical skills as such.</i>	
<i>Students can develop these skills in some specific IBCOM courses, but also in work-related experience, internships, in thesis research, and Labour Market Orientation events such as peer-to-peer workshops, PAC events, COOPr academy, Honours Programme, etc.</i>	
Content creation & content editing	<ul style="list-style-type: none">○ e.g. develop a company/project story (storytelling); create and manage professional social media account.
Managing and organizing research and data	<ul style="list-style-type: none">○ e.g. Refworks, SPSS, transcription software
Relevant IT skills	<ul style="list-style-type: none">○ e.g. spreadsheets, Google Analytics

PAC events:

Like the above, this is part of the Labour market orientation package IBCoM offers. State-of-the-art symposia and workshops involving professionals in the field; aimed at sharing current practices and developments

Coopr academy

Again, this is a voluntary element in the Labour Market Orientation package. Within this programme the academy wants to decrease the gap between PR and content marketing theory and practise. During eight interactive evening sessions students have the opportunity to learn more about the field of PR from Coopr professionals

IBCoM or EUR-wide project cases

Occasionally lecturers organize an extra-curricular project. The EUR (or the CLI) also develops such projects. Depending on the nature of the project, students develop one or more competences.

Honours Programme: BA-2, on invitation, about 10% of our students. Terms 1-2-3

Students work on a project: they receive tasks from "real world" organizations, including the Dutch representation of the European Commission (every year) and another organization. Last year, it was the International Film Festival Rotterdam. Students apply their knowledge in new and creative ways. They use their research skills and analytical skills in greater depth, and practice argumentation, storytelling, and pitching their solutions or findings to non-academic audiences. The advanced academic level and the nature of the projects, in addition to the fact that students take the HP of 15 EC on top of their mandatory course work, means that a significant appeal is made on student's planning and organizational skills.

Student feedback: "Comprised by the most motivated of IBCoM students, the IBCoM Honours Programme bridges the gap between media studies and media professionalism

"The HP asks students to challenge themselves not just academically, but in their out of the box thinking, organizational skills and teamwork."

Showcase and assess (pass/fail): Students build a portfolio of their own design, comprising of their solutions, findings, other relevant material, and a series of reflection assignments. Integrating this into the employability skills portfolio is a logical step.

The three most relevant competences are: 1. Solving Complex Problems; 5, Planning and Organising; 7. Professional skills (e.g. storytelling, making a pitch)

Honours Programme	1 Solving complex problems, including Design Thinking	5 Planning and Organising	7 Professional skills
Portfolio of all activities	Creative: creative thinking co-creation hacking / out of the box thinking	Time time management setting priorities meeting deadlines coordinating different activities	Content creation and content editing e.g., develop a company/project story (storytelling); create and manage professional social media account.

	imagining the future and developing a process for intervention	maintaining a healthy work-life balance	
	<p>Cognitive analytical skills cognitive skills critical thinking tackling 'wicked' problems applying knowledge research skills</p> <p>Social Teamwork giving and receiving feedback</p> <p>Communication listening skills ability to talk and write with different and diverse partners information gathering presentation skills</p> <p>Profession-specific Applying know-how</p>	<p>Project management collecting, analysing, and organising information using IT to organise data solving problems</p> <p>People skills motivating others identifying problems and solving them identifying and deploying team members' strengths</p> <p>Self-regulation resourcefulness when faced with difficulties discipline adaptability emotional stability</p>	