

Motivating Law Students to improve their Dutch Writing Skills

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Abstract

Lawyers need to be able to communicate their legal knowledge correctly and accurately. Therefore, a sufficient level of Dutch writing skills is of great importance for (future) lawyers. To improve the Dutch writing skills of students, the study programme of the Dutch-taught Bachelor of Law of the University of Groningen includes skills courses. Lecturers of the skills courses noticed that some students had a deficiency in Dutch writing skills, but despite this deficiency students were not motivated to practice their Dutch writing skills. In this bachelor thesis, it is investigated how technology can motivate students to practice their Dutch writing skills.

A prototype of three e-learning modules with information and exercises about Dutch writing skills is developed. The e-learning modules are developed using the ARCS model of Keller. According to the ARCS model, students become and remain motivated if educational materials meet the conditions attention, relevance, confidence and satisfaction. The content of the e-learning modules matches the assessment rubrics of the skills courses of the Dutch-taught Bachelor of Law of the University of Groningen. If students receive an insufficient grade for one of the assessment criteria of the assessment rubric, they can complete the relevant e-learning module. The e-learning modules consist of an information page with theory and examples, two quizzes with ten correct / incorrect questions and feedback. The e-learning modules are developed using Brightspace.

The prototype of the e-learning modules is evaluated with students of the University of Groningen. The user evaluation shows that all three e-learning modules meet the four conditions of the ARCS model and are thus experienced as motivating by students. The conclusion of this bachelor thesis is that e-learning modules with information and exercises on Dutch writing skills that meet the four conditions of the ARCS model motivate students to practice their Dutch writing skills. However, there still is room for improvement and therefore areas for improvement are identified and discussed in this bachelor thesis. This bachelor thesis serves as an initial step for developing a complete set of e-learning modules about Dutch writing skills by the University of Groningen, but the results of this bachelor thesis can also be used by other universities offering a Dutch-taught Bachelor of Law to develop e-learning modules to motivate students to practice their Dutch writing skills.

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Table of Contents

1. Introduction	10
2. Background Research	12
2.1 Skills Courses	12
2.1.1 Legal Research Skills 1	12
2.1.2 Legal Research Skills 2	13
2.1.3 Law and Information Management	13
2.1.4 Student Moot Court	13
2.1.5 Conclusion	14
2.2 Interviews with Students	14
2.3 State-of-the-art Research	15
2.3.1 Websites with Information	16
2.3.1.1 <i>Schrijven voor je studie</i>	16
2.3.1.2 <i>Taalhulp</i>	16
2.3.2 Websites with Information and Exercises	17
2.3.2.1 <i>Universiteitstaal</i>	17
2.3.2.2 <i>Schrijfwijzer</i>	18
2.3.2.3 <i>MOOC Beter schrijven in het hoger onderwijs</i>	19
2.3.2.4 <i>Taalwinkel</i>	20
2.3.2.5 <i>The Write Space</i>	20
2.3.3 Tools from other Countries than the Netherlands	21
2.3.3.1 <i>Academic Writing Assistant</i>	21
2.3.3.2 <i>TaalVaST</i>	22
2.3.3.3 <i>TaalMOOC Starter</i>	23
2.3.3.4 <i>10 Minute English</i>	24
2.3.4 Conclusion	25
2.4 Literature Review	26
2.4.1 Types of Motivation	27
2.4.2 Factors that could motivate Students to participate in E-learning	28
2.4.3 Factors that could motivate Students to complete E-learning	29
2.4.4 Conclusion and Discussion	31

3. Method and Techniques	33
3.1 Ideation Phase	34
3.2 Specification Phase	34
3.3 Realization Phase	34
3.4 Evaluation Phase	34
4. Ideation	35
4.1 Brainstorming Session: Tools to improve Dutch Writing Skills	35
4.1.1 Website with Writing Prompts	35
4.1.2 Website with Writing Prompts and Forum for Peer-Feedback	35
4.1.3 Digital Brochure with Information about Skills Courses	36
4.1.4 Improved Assessment Rubrics for the Skills Courses	36
4.1.5 Website with Information about Dutch Writing Skills	36
4.1.6 E-learning Modules about Dutch Writing Skills	37
4.2 Final Idea	37
4.3 Brainstorming Session: ARCS Model	37
4.4 Analysis of Requirements using the MoSCoW Method	40
5. Specification	42
5.1 Personas	42
5.2 Platform	43
5.3 Content	44
6. Realisation	47
6.1 Menu Structure	47
6.2 Information Pages	48
6.3 Quizzes	48
6.4 Feedback	49
7. Evaluation	51
7.1 Evaluation of the Requirements	51
7.1.1 Evaluation of the Must have Requirements	51
7.1.2 Evaluation of the Should have Requirements	52
7.1.3 Evaluation of the Could have Requirements	53
7.1.4 Evaluation of the Won't have Requirements	54
7.2 Evaluation using Personas	55
7.2.1 Students with a sufficient Level of Dutch Writing Skills	55

7.2.2 Students with an insufficient Level of Dutch Writing Skills	55
7.2.3 Lecturers of the Skills Courses	56
7.3 Procedure of the User Evaluation	57
7.4 Results of the User Evaluation	59
7.4.1 Results of the User Evaluation of <i>Taal en Spelling</i>	60
7.4.2 Results of the User Evaluation of <i>Hoofdlettergebruik</i>	61
7.4.3 Results of the User Evaluation of <i>Eindlijst volgens de Leidraad voor Juridische Auteurs</i>	61
7.5 Conclusion	63
8. Discussion and Future Work	64
8.1 Positives of the E-learning Modules	64
8.2 Areas of Improvement of the E-Learning Modules	65
8.3 Recommendations for Future Work	65
9. Conclusion	67
References	70
Appendix A. Assessment Rubric: Legal Research Skills 1 and Legal Research Skills 2	73
Appendix B. Assessment Rubric: Law and Information Management (Research Plan)	74
Appendix C. Assessment Rubric: Law and Information Management (Legal Scientific Essay)	75
Appendix D. Assessment Rubric: Law and Information Management (Reflection Report)	76
Appendix E. Assessment Rubric: Student Moot Court	77
Appendix F. Student Interviews: Information Letter	80
Appendix G. Student Interviews: Informed Consent Form	82
Appendix H. Student Interviews: Interview Questions	84
Appendix I. Information Page: <i>Taal en Spelling</i>	87
Appendix J. Information Page: <i>Hoofdlettergebruik</i>	88
Appendix K. Information Page: <i>Eindlijst volgens de Leidraad voor Juridische Auteurs</i>	90
Appendix L. Quiz #1: <i>Taal en Spelling</i>	93
Appendix M. Quiz #2: <i>Taal en Spelling</i>	95
Appendix N. Quiz #1: <i>Hoofdlettergebruik</i>	97
Appendix O. Quiz #2: <i>Hoofdlettergebruik</i>	99
Appendix P. Quiz #1: <i>Eindlijst volgens de Leidraad voor Juridische Auteurs</i>	101
Appendix Q. Quiz #2: <i>Eindlijst volgens de Leidraad voor Juridische Auteurs</i>	104

Appendix R. User Evaluation: Introduction	107
Appendix S. User Evaluation: Information Letter	108
Appendix T. User Evaluation: Informed Consent Form	110
Appendix U. User Evaluation: Question	111
Appendix V. User Evaluation: Instructions	112
Appendix W. User Evaluation: Instructional Materials Motivation Survey (IMMS)	113
Appendix X. User Evaluation: Open Questions	116
Appendix Y. Results User Evaluation: <i>Taal & Spelling</i>	117
Appendix Z. Results User Evaluation: <i>Hoofdlettergebruik</i>	118
Appendix AA. Results User Evaluation: <i>Eindlijst volgens de Leidraad voor Juridische Auteurs</i>	119

List of Figures

Figure 1: <i>Schrijven voor je studie</i>	16
Figure 2: <i>Taalhulp</i>	17
Figure 3: <i>Universiteitstaal</i>	18
Figure 4: <i>Universiteitstaal</i>	18
Figure 5: <i>Schrijfwijzer</i>	19
Figure 6: MOOC <i>Beter schrijven in het hoger onderwijs</i>	20
Figure 7: <i>Taalwinkel</i>	20
Figure 8: Academic Writing Assistant	22
Figure 9: <i>TaalVaST</i>	22
Figure 10: <i>TaalVaST</i>	23
Figure 11: <i>TaalMOOC Starter</i>	24
Figure 12: <i>TaalMOOC Starter</i>	24
Figure 13: Creative Technology Design Process	33
Figure 14: Results of the Brainstorming Session (Attention)	38
Figure 15: Results of the Brainstorming Session (Relevance)	38
Figure 16: Results of the Brainstorming Session (Confidence)	39
Figure 17: Results of the Brainstorming Session (Satisfaction)	39
Figure 18: Menu Structure of the Brightspace Course	46
Figure 19: Sketch of the Prototype (Menu, Information Page and Quiz)	46
Figure 20: Menu Structure of the Brightspace Course	47
Figure 21: Information Page about <i>Taal en Spelling</i>	48
Figure 22: Quiz about <i>Taal en Spelling</i>	49
Figure 23: Score Page for the Quiz about <i>Taal en Spelling</i>	50
Figure 24: Custom Brightspace Grade Scheme	50

List of Tables

Table 1: Must have Requirements	40
Table 2: Should have Requirements	41
Table 3: Could have Requirements	41
Table 4: Won't have Requirements	41
Table 5: Criteria and Sub-Criteria of the Assessment Rubric of Student Moot Court	45
Table 6: Evaluation of the Must have Requirements	52
Table 7: Evaluation of the Should have requirements	53
Table 8: Evaluation of the Could have Requirements	53
Table 9: Evaluation of the Won't have Requirements	54
Table 10: IMMS Scoring Guide (Part 1)	58
Table 11: IMMS Scoring Guide (Part 2)	58
Table 12: Results of the User Evaluation	59
Table 13: Norms for the Results of the User Evaluation	60

1. Introduction

Words matter, especially for lawyers. A comma can change the law, a misplaced word can change the legal meaning of a text and a small linguistic inaccuracy can change the meaning of a sentence. The following example from an invitation for a legal symposium shows this.

Het programma is van 14:00 – 17:15 uur met uitsluitend een borrel.

The program is from 14:00 – 17:15 with drinks only.

Instead of *uitsluitend* it should have read *aansluitend*, a difference of three letters in Dutch.

Het programma is van 14:00 – 17:15 uur met aansluitend een borrel.

The program is from 14:00 – 17:15 with drinks afterwards.

Three letters can thus change the meaning of an entire sentence! Therefore, lawyers should learn to communicate their legal knowledge correctly and accurately, both in speech and in writing. To improve the research skills, writing skills and speaking skills of students, the Dutch-taught Bachelor of Law of the University of Groningen (UG) includes three mandatory skills courses, in which students are assessed on these skills. All students starting the Bachelor of Law have a VWO diploma or have completed the first year at a university of applied sciences, which implies they have the required level of Dutch writing skills. However, lecturers of the skills courses noticed that some students have a severe deficiency in Dutch writing skills, resulting in these students failing one or more skills courses. Starting academic year 2022/2023, it is even more important for students to pass the skills courses, because students can only participate in the final skills course Student Moot Court when they have successfully completed the other skills courses. When students are not being allowed to participate in Student Moot Court, this can result in study delay. Additionally, a deficiency in Dutch writing skills can cause problems when these students have to write legal documents during their career as lawyer.

Despite their deficiency in Dutch writing skills and the negative consequences of this deficiency, students of the Bachelor of Law of the UG are not motivated to improve their Dutch writing skills. There are two main possible explanations for this lack of motivation to improve Dutch writing skills. The first explanation is that skills courses are only offered once per year, which means that there are three quartiles per year in which students cannot and need not to improve their Dutch writing skills. The Faculty of Law of the UG does not provide (digital) opportunities for students to improve their Dutch writing skills during these quartiles, such as online exercises or an extracurricular course. In addition, the courses offered in these quartiles are only assessed by an exam. Due to the development of generative artificial intelligence (for example ChatGPT), courses that were previously assessed by an essay are now also assessed by an exam. The second explanation is the high workload of the lecturers of the Faculty of Law of

the UG. Lecturers may notice the deficiency in Dutch writing skills among students during skills courses, but they do not have the time and/or expertise to address this deficiency. Subsequently, the high workload is one of the reasons lecturers prefer to assess a course with an exam instead of an essay. This graduation project cannot change the assessment of courses or the high workload of lecturers, but it can contribute to a technological solution to motivate students to improve their Dutch writing skills.

The goal of this graduation project is to develop an online tool that motivates students to practice their Dutch writing skills. The tool should be able to be used without the supervision of lecturers and the tool should especially be able to be used during quarters in which no skills courses are offered. Because use of the tool is extracurricular and does not result in ECTS, it is extra important that students become motivated to use the tool. Therefore, the research question of this graduation project is:

How can technology motivate students to practice their Dutch writing skills?

This thesis consists of nine chapters. In this introduction (Chapter 1), the problem of the client and the research question were discussed. Background research was conducted to investigate what the assessment criteria of the skills courses of the UG were, what tools for improving Dutch writing skills already existed, what students' requirements for an online tool for improving Dutch writing skills were, and how students could be motivated to use an online tool for improving Dutch writing skills (Chapter 2). The Creative Technology Design Process was used to develop an online tool that motivates students to practice their Dutch writing skills (Chapter 3). First, it was determined what kind of online tool had to be made, how this tool could motivate students to practice their Dutch writing skills, and what requirements this tool had to meet (Chapter 4). Then, the specifications of the online tool were determined (Chapter 5) and the tool was developed (Chapter 6). Finally, the tool was evaluated with students of the Dutch-taught Bachelor of Law, specialization IT Law, and the master IT Law of the UG (Chapter 7). This thesis is concluded with a discussion of the graduation project and recommendations for future work (Chapter 8), and a conclusion (Chapter 9).

2. Background Research

Before an online tool that motivates students to practice their Dutch writing skills was developed, background research was conducted. The first purpose of the background research was to get a more in-depth understanding of the problem. Therefore, this chapter includes an overview of the assignments and assessment rubrics of four of the skills courses of the Bachelor of Law of the UG, and an overview of the most important findings from interviews with students of the UG. The second purpose of the background research was to learn which tools for improving (Dutch) writing skills already existed, therefore this chapter includes state-of-the-art research on tools for improving (Dutch) writing skills. The third purpose of the background research was to learn more about motivation in education, therefore this chapter includes a literature review on motivation and e-learning. This chapter ends with a conclusion with the main findings of the background research.

2.1 Skills Courses

The UG offers eight skills courses in the Dutch-taught Bachelor of Law, during which students practice writing legal documents such as an annotation to case law, a plea note or a judgement. Students take one mandatory skills course per year and three skills courses in total. It depends on the chosen specialization which three courses a student takes. In this section, the assignments and the assessment rubrics of the courses Legal Research Skills 1, Legal Research Skills 2, Law and Information Management, and Student Moot Court will be discussed. These four courses will be discussed because these courses (will) use the same assessment rubric, even though during each course writing a different legal document is practiced. This assessment rubric is a useful starting point for developing a tool that motivates students to practice their Dutch writing skills, because this assessment rubric indicates what Dutch writing skills students need to have and therefore what Dutch writing skills students potentially lack.

2.2.1 Legal Research Skills 1

The goal of the course Legal Research Skills 1 (*Juridische Onderzoeksvaardigheden 1*) [1] is to learn how to write a critical annotation to case law. During the course, students have to (1) write a summary of a judgement that was selected by the lecturer and a summary of two related judgements that were selected by the student and (2) write a critical annotation to the judgement that was selected by the lecturer, including an argument diagram. According to the current assessment rubric (Appendix A), students are assessed on (a) language skills and writing style, (b) completeness and structure, (c) content and argumentation, (d) lay-out and typography and (e) referencing to sources. However, a new assessment rubric will be used for this course in 2024. The new assessment rubric will be discussed in section 2.1.4: Student Moot Court.

2.1.2 Legal Research Skills 2

The goal of the course Legal Research Skills 2 (*Juridische Onderzoeksvaardigheden 2*) [2] is to learn how to write a legal research paper on a topic related to Dutch Law, Notarial Law or Fiscal Law. During the course, students have to (1) write a research plan, (2) write a paper about either comparative legal research or empirical research and (3) write a legal research paper. According to the current assessment rubric (Appendix A), students are assessed on (a) language skills and writing style, (b) completeness and structure, (c) content and argumentation, (d) lay-out and typography and (e) referencing to sources. However, a new assessment rubric will be used for this course in 2024. The new assessment rubric will be discussed in section 2.1.4: Student Moot Court.

2.1.3 Law and Information Management

The goal of the course Law and Information Management (*Recht en Informatiemanagement*) [3] is to learn how to write a legal scientific essay on a topic related to IT Law and how to create a legal knowledge system. During the course, students have to (1) write a research plan, (2) write a legal scientific essay, (3) create a legal knowledge system using for example Google Forms and (4) write a reflection report on creating this legal knowledge system. According to the current assessment rubric (Appendix B), students are assessed for the research plan on (a) language skills and writing style, (b) research design, (c) content and (d) lay-out and typography. According to the current assessment rubrics (Appendix C and Appendix D), students are assessed for the legal scientific essay and the reflection report on (a) language skills and writing style, (b) completeness and structure, (c) content and argumentation, (d) lay-out and typography and (e) referencing to sources. However, a new assessment rubric will be used for this course in 2024. The new assessment rubric will be discussed in section 2.1.4: Student Moot Court.

2.1.4 Student Moot Court

The goal of the course Student Moot Court (*Studentenrechtbank*) [4] is to learn how to conduct a public court hearing and how to write the documents for this hearing. Each student is assigned a case and a role (plaintiff, defendant or judge). During the course, students have to (1) attend a mandatory lecture, in which the groups and cases are announced, (2) write a research plan, (3) write a legal scientific essay and legal scientific case solution, (4) provide peer-feedback to the legal scientific essay of a fellow student, (5) write a court document, for example a plea note or judgement, (6) attend four mandatory public speaking training sessions and (7) give a verbal presentation during the public court hearing. A new assessment rubric (Appendix E) will be used for this course in 2024. Students will be assessed on (a) language skills, (b) writing style, (c) structure, (d) content, (e) argumentation, (f) use of sources and referencing to sources, (g) effort and independence and (h) lay-out and word-count.

2.1.5 Conclusion

The skills courses Legal Research Skills 1, Legal Research Skills 2 and Law and Information Management all use a similar assessment rubric. In these skills courses, students are assessed on (a) language and writing style, (b) completeness and structure, (c) content and argumentation, (d) lay-out and typography and (e) referencing to sources. Students receive a score of severely insufficient, insufficient, sufficient, good or very good on these criteria. However, these criteria contain many sub-criteria. If a student receives an insufficient score for one or multiple criteria, it is unclear to the student which sub-criteria caused the insufficient score. The conclusion is that the current assessment rubrics for the skills courses Legal Research Skills 1, Legal Research Skills 2 and Law and Information Management include unclarities for students.

A new assessment rubric has been developed for the skills course Student Moot Court. In 2024, this assessment rubric will also be used for the skills courses Legal Research Skills 1, Legal Research Skills 2 and Law and Information Management. With the new assessment rubric, students are (still) assessed on (a) language skills, (b) writing style, (c) structure), (d) content, (e) argumentation, (f) use of sources and referencing to sources, (g) effort and independence, and (h) lay-out, typography and word-count. However, the new assessment rubric contains not only information on *which* criteria students have to meet, but also on *how* students have to meet those criteria. In addition, the new assessment rubric no longer uses the criteria severely insufficient, insufficient, sufficient, good and very good, but instead specifies when students are writing below the required level, at the required level or above the required level. The new assessment rubric will be used to determine which content should be included in the online tool to improve Dutch writing skills.

2.2 Interviews with Students

To gain a more in-depth understanding of the problem, two students of the Bachelor of Law, specialization IT Law, and two students of the Master IT Law were interviewed. The interview covered topics such as the experiences of students with the skills courses, and their ideas about ways to motivate students to practice their Dutch writing skills. See Appendix F for the information letter for the student interviews, Appendix G for the informed consent form for the student interviews and Appendix H for the interview questions. Because students of the Bachelor of Law will become the users of the online tool that was developed during the graduation project, it was important to include students' experiences, ideas and opinions during the development of the tool. This section includes an overview of the most important findings from the interviews with students.

The students who were interviewed all successfully completed the skills courses Legal Research Skills 1, Law and Information Management and Student Moot Court. All students indicated

that they have little to no problems with writing. However, the students still encountered some problems while writing, such as coming up with a logical order of the research question and sub-questions, defining the topic and dividing the topic into a main question and sub-questions, sentence structure, and starting to write when the relevant information has been gathered. Although the students all indicated that they were motivated to improve their Dutch writing skills, they also indicated that they did not spend any time on improving their Dutch writing skills during quartiles in which no skills courses are offered. Reasons for this were that students are too busy with the other two or three courses offered during a quartile in which no skills courses are offered, and students are not graded on their writing skills during exams, so during quartiles in which no skills courses are offered students are not expected to improve their Dutch writing skills. The motivation of students to improve their Dutch writing skills was influenced by achieving good grades for the skills courses, being prepared for their future careers and feedback. Students indicated that during quartiles in which no skills courses are offered, they could be motivated to improve their Dutch writing skills by help from lecturers (e.g. feedback), additional ECTS or assignments (if they are not too time consuming) and more essay assignments during the bachelor programme instead or next to assessment through exams.

2.3 State-of-the-art Research

There are many ways to improve Dutch writing skills of students. All Dutch universities that offer a Bachelor of Law have incorporated Dutch writing skills into their curriculum, which means they offer skills courses similar to the skills courses of the UG. In addition to these skills courses, almost all these universities have a Language Centre that offers (paid) writing courses to students. During the state-of-the-art research, tools to improve (Dutch) writing skills that are offered next to the skills courses of universities and Language Centres were explored. This section provides an overview of online tools to improve (Dutch) writing skills that have been developed by universities, universities of applied sciences and companies.

This section is divided into three subsections. In the first subsection, Dutch websites with information on Dutch writing skills will be discussed. Students need information on Dutch writing skills to be able to improve their Dutch writing skills. In the second subsection, Dutch websites with exercises on Dutch writing skills will be discussed. One of the best ways to improve writing skills is to practice. To improve Dutch writing skills, students should not only read information about Dutch writing skills, but also apply this information. In the third subsection, websites and other digital tools to improve writing skills from other countries than the Netherlands will be discussed.

By providing an overview of tools that have already been developed and discussing the advantages and disadvantages of these tools, it was revealed what tools had not yet been developed or what areas of improvement for existing tools were. Existing tools served as inspiration

for this graduation project, while tools that have not yet been developed and areas of improvement of existing tools represented opportunities for this graduation project.

2.3.1 Websites with Information

Websites with information on Dutch writing skills provide students with information on how to improve their Dutch writing skills. This section provides an overview of websites that contain information on Dutch writing skills and discusses the advantages and disadvantages of these websites. During the state-of-the-art research, it was discovered that Windesheim University of Applied Sciences has developed two websites with information on Dutch writing skills: *Schrijven voor je studie* and *Taalhulp*.

2.3.1.1 *Schrijven voor je studie*

Schrijven voor je studie [5] (Figure 1) is a website of the University of Applied Sciences Windesheim for students who want information on writing. The website explains the five steps a student should follow when writing a written assignment: (1) reading the assignment, (2) start writing, (3) writing a draft version, (4) correcting the assignment and (5) proofreading, publishing and grading the assignment. The website contains theory, videos, files and many examples. *Schrijven voor je studie* is created with the e-learning authoring tool Xerte.

Advantages of *Schrijven voor je studie* are that the information is available for free and that the information is also available to students from other universities than University of Applied Sciences Windesheim. Disadvantages of *Schrijven voor je studie* are that the information is not always clearly structured and that the information on the website could have been combined with the information on *Taalhulp*.



Figure 1: *Schrijven voor je studie*

2.3.1.2 *Taalhulp*

Taalhulp [6] (Figure 2) is a website of the University of Applied Sciences Windesheim that accompanies the website *Schrijven voor je studie*. The website contains practical information

about (a) content and genre, (b) catching readers' attention, (c) sentence structure, (d) word choice and vocabulary, (e) conjunctions, (f) spelling and punctuation, (g) writing block and (h) use of resources (APA). The website contains theory, videos and many examples. *Taalhulp* is created with the e-learning authoring tool Xerte.

Advantages of *Taalhulp* are that the information is available for free and that the information is also available to students from other universities than University of Applied Sciences Windesheim. Disadvantages of *Taalhulp* are that the information is not always clearly structured and that the information on the website could have been combined with the information on *Schrijven voor je studie*.

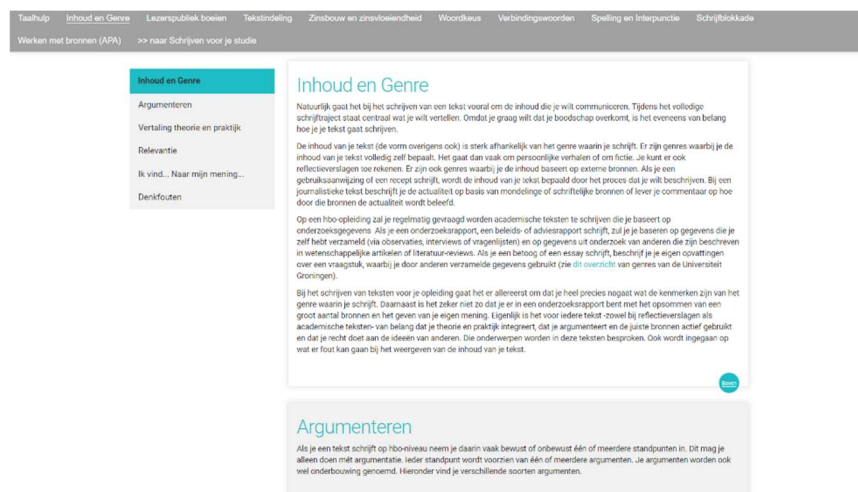


Figure 2: *Taalhulp*

2.3.2 Websites with Information and Exercises

Websites with information and exercises on Dutch writing skills enable students to practice theory on Dutch writing skills. This section provides an overview of websites that contain information and exercises on Dutch writing skills and discusses the advantages and disadvantages of these websites. During the state-of-the-art research, it was discovered that publisher Noordhoff (*Universiteitstaal*), author Jan Renkema (*Schrijfwijzer*), Amsterdam University of Applied Sciences and the University of Amsterdam (MOOC *Beter schrijven in het hoger onderwijs* and *Taalwinkel*) and the Radboud University (The Write Space) have developed websites with information and exercises on Dutch writing skills.

2.3.2.1 *Universiteitstaal*

Universiteitstaal [7] (Figure 3 and Figure 4) is an online learning, practice and assessment program of publisher Noordhoff that helps students to learn to write Dutch at an academic level. Students can get a license for five years (€55). Students first take a practice exam to determine their level for each category of writing skills, such as spelling, grammar and language. Once the level for the various categories has been determined, students can practice with

exercises and practice tests tailored to their level. In the basic skills module, students can work on their spelling, grammar and language on the levels 3F and 4F. In the writing skills module, students can work on writing different types of text, such as a cover letter or an essay.

Advantages of *Universiteitstaal* are that the exercises are matched to the level of the student, that the website tracks which exercises a student has completed and that the website tracks whether the language level of the student improves. Disadvantages of *Universiteitstaal* are that students have to pay €55 to access the website and that lecturers cannot modify (the content of) the website to fit their courses.

The screenshot shows the main dashboard of the Universiteitstaal website. On the left, there is a navigation menu with options like 'Defenen', 'Basisvaardigheden', 'Schrijfvaardigheden', and 'Resultaten'. The main content area features a blue header with a welcome message and a dropdown menu for 'Je doelniveau' set to '3F'. Below this, a section titled 'Basisvaardigheden' provides a brief explanation of the exercises and a list of four skill categories with progress indicators and 'Verbeteren' buttons. At the bottom, there is a 'Maak een oefentoets' section with a 'Test jezelf' button.

Figure 3: *Universiteitstaal*

This screenshot shows a specific practice question. The title is 'Algemeen taalgebruik' and the instruction is 'Test je kennis'. A progress bar indicates 'Vraag 5 van 20'. The question text is 'Het verrast mij ook, maar ik ben blijkbaar iets langer dan jij.' Below the text, there are two radio button options: '1 Goed' and '2 Fout'. At the bottom, there are two buttons: 'Bekijk de theorie' and 'Volgende onderdeel'.

Figure 4: *Universiteitstaal*

2.3.2.2 Schrijfwijzer

Schrijfwijzer [8] (Figure 5) is a website belonging to the book *Schrijfwijzer* by Jan Renkema.

The website consists of an online version of *Schrijfwijzer* and exercises on content and structure, phrasing and style, language issues, spelling and punctuation. After students have completed all the exercises, they can test their knowledge of the Dutch language in a final test.

Advantages of *Schrijfwijzer* are that the website tracks which exercises a student has completed and that students of the University of Groningen have free access to the website. Disadvantages of *Schrijfwijzer* are that exercises are not matched to the level of the student, that there is no opportunity to practice writing longer texts (e.g. essays and reports) and that lecturers cannot modify (the content of) the website to fit their courses.

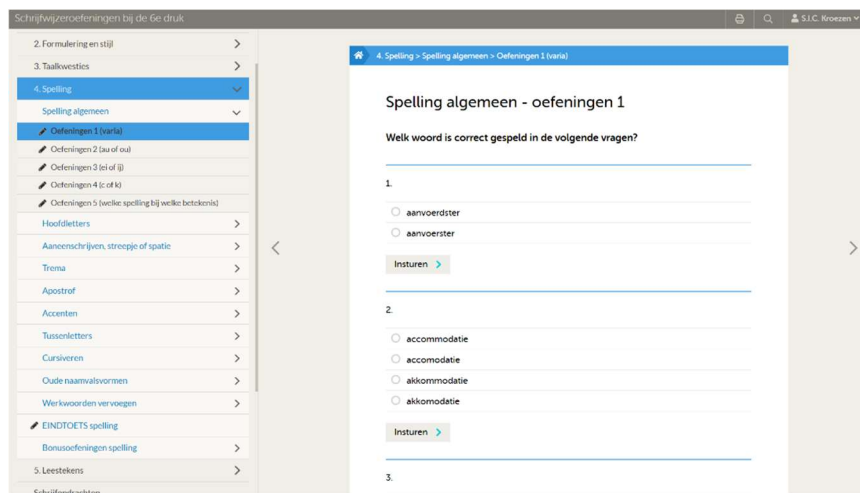


Figure 5: *Schrijfwijzer*

2.3.2.3 MOOC *Beter schrijven in het hoger onderwijs*

Beter schrijven in het hoger onderwijs [9] (Figure 6) is a Massive Open Online Course (MOOC) developed by the University of Amsterdam and Amsterdam University of Applied Sciences. The MOOC consists of six modules: (1) writing process and writing behaviour, (2) preparing, (3) structuring, (4) writing the first version of the assignment, (5) writing the second version of the assignment and (6) final editing. During the MOOC, students work on a writing assignment that is further developed during each module. The MOOC is created with Studio, the e-learning authoring tool of edX.

Advantages of the MOOC *Beter schrijven in het hoger onderwijs* are that students can participate in the MOOC for free and that students of other universities than the University of Amsterdam also have access to the MOOC. Other advantages are that the website tracks which exercises a student has completed and that the content consists of both text and videos. The disadvantage of the MOOC *Beter schrijven in het hoger onderwijs* is that lecturers cannot modify (the content of) the MOOC to fit their courses.

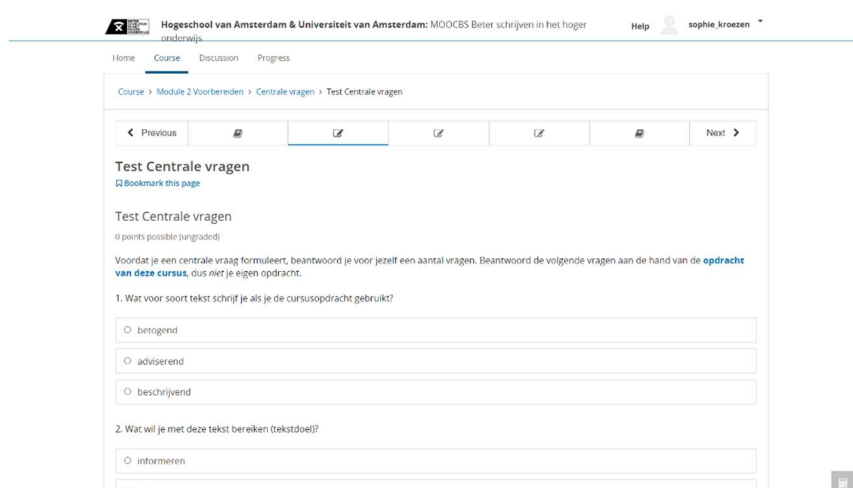


Figure 6: MOOC Beter schrijven in het hoger onderwijs

2.3.2.4 Taalwinkel

Taalwinkel [10] (Figure 7) is a website of the University of Amsterdam and Amsterdam University of Applied Sciences that provides students with information on many different topics related to Dutch language proficiency. Topics include study skills (e.g. answering exam questions, reading and writing), various types of text (e.g. internship report, summary and thesis), and language and style (e.g. grammar, spelling and vocabulary). The website also includes various tests (e.g. on grammar, spelling and vocabulary), created with Microsoft Forms.

Advantages of *Taalwinkel* are that the information is available for free and that the information is also available to students of other universities than the University of Amsterdam. The disadvantage of *Taalwinkel* is that lecturers cannot modify (the content of) the website to fit their courses.

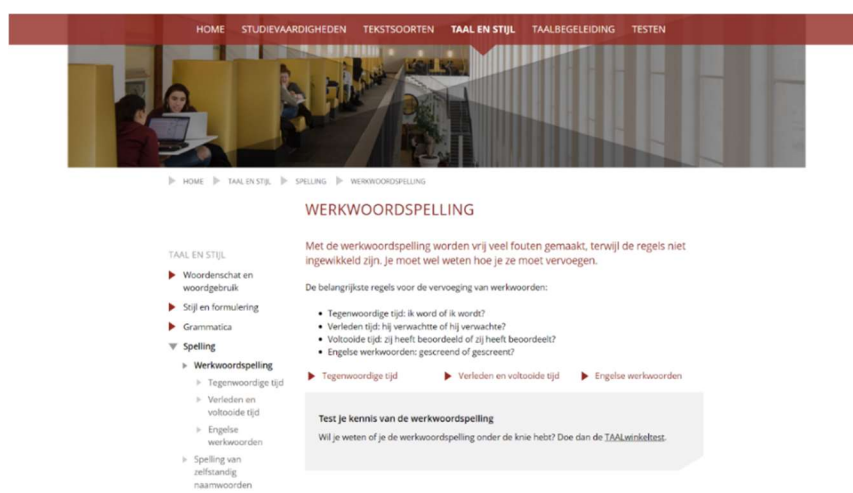


Figure 7: Taalwinkel

2.3.2.5 The Write Space

The Write Space is an e-learning course of the Radboud University. The e-learning course

consists of six modules: (1) writing process, (2) genre and text types, (3) structure and coherence, (4) academic style, (5) error-free Dutch and (6) referencing to sources. The MOOC consists of assignments created with H5P and is offered in a Brightspace course of the Radboud University.

An advantage of The Write Space is that students of the Radboud University can access the e-learning course for free. A disadvantage of The Write Space is that only students of the Radboud University can access the e-learning course.

2.3.3 Tools from other Countries than the Netherlands

In addition to the various tools for improving Dutch writing skills that have been developed in the Netherlands, various tools for improving Dutch or English writing skills have been developed abroad. This section provides an overview of websites and other tools for improving Dutch or English writing skills that have been developed in other countries than the Netherlands and discusses the advantages and disadvantages of these tools.

2.3.3.1 Academic Writing Assistant

Academic Writing Assistant [11] (Figure 8) is a website developed by KU Leuven. Students can enter a text on the website and the website will indicate any points of improvements in language, coherence and cohesion, and style. For example, the website can indicate spelling errors, provide information on sentence and paragraph length, indicate words that are recurring (too) often, and highlight formal or informal language. Although the website indicates points of improvement, the website does not indicate whether a part in the text is right or wrong and the website does not automatically adjust the text. It is the responsibility of students to decide if the text contains a mistake, and if so, to correct this mistake.

Advantages of Academic Writing Assistant are that students of KU Leuven can access the website for free and that the website quickly identifies areas for improvement and insights that might otherwise not be noticed by word-processing software or a human reviewer. A disadvantage of Academic Writing Assistant is that the website is only available to students of KU Leuven.

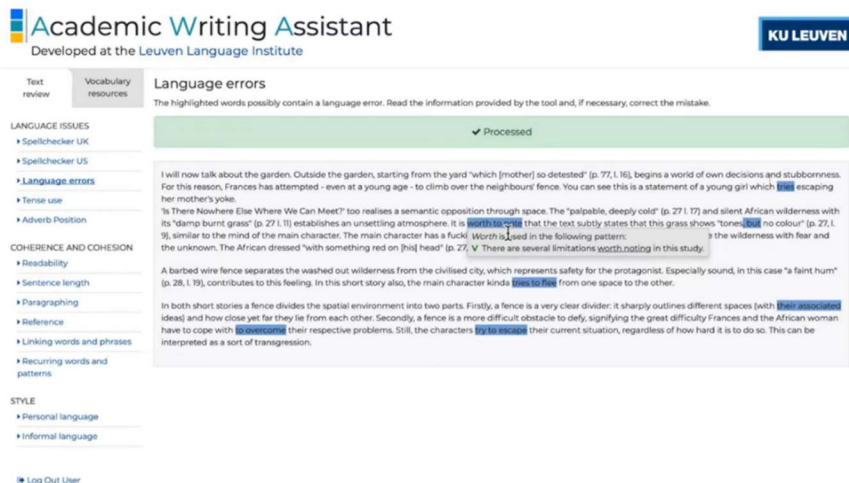


Figure 8: Academic Writing Assistant

2.3.3.2 TaalVaST

TaalVaST (Taalvaardig aan de start) [12], [13] (Figure 9 and Figure 10) is a website developed by KU Leuven, meant for (first-year) students who struggle with academic language. On this website, students can take a language proficiency test and improve their academic language skills through exercises. The website offers exercises for four different language skills: speaking, writing, reading and listening. For writing skills, there are for example exercises on scientific writing style, use of sources, and spelling and grammar. In addition, there are exercises to increase the scientific vocabulary of a student. All exercises include theory and feedback. Students can work through the exercises at their own pace and in their own order. However, the website offers the possibility for lecturers to create a program of exercises that fits their course. A program requires students to complete mandatory exercises in a set order.

Advantages of *TaalVaST* are that students of KU Leuven can access the website for free, that the content of the website consists of both theory and exercises and that students are provided with feedback on their exercises. Another advantage is that lecturers can create a program of exercises that fits their course. A disadvantage of *TaalVaST* is that the website is only available to students of KU Leuven.

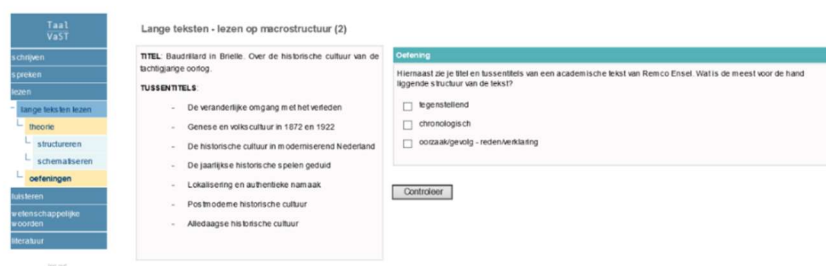


Figure 9: TaalVaST

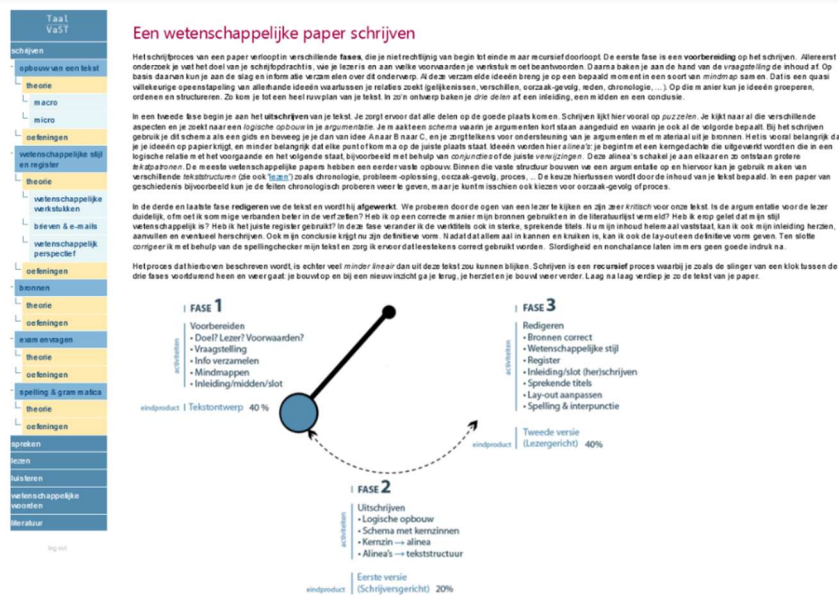


Figure 10: TaalVaST

2.3.3.3 TaalMOOC Starter

TaalMOOC Starter [14] (Figure 11 and Figure 12) is a Massive Open Online Course (MOOC) developed by University of Applied Sciences Odisee. Students can independently improve their Dutch language skills through this MOOC. The MOOC consists of six courses: (1) introduction, (2) listening skills, (3) reading skills, (4) writing skills, (5) speaking skills and (6) completion. For each course, students must complete an assignment and upload the assignment to the forum of the website to receive peer-feedback from fellow students. Content of the courses consists largely of theory, complemented by videos, documents and quizzes. The videos are available on YouTube, which allows other lecturers to use them in their courses as well. Both students of Odisee and students of other universities can register for the MOOC for free. *TaalMOOC Starter* is created with the WordPress plugin LearnDash and uses the WordPress plugin BuddyPress for the forum functionality. The quizzes are created with H5P.

Advantages of *TaalMOOC Starter* are that students can participate in the MOOC for free and that students of other universities than Odisee University of Applied Sciences also have access to the MOOC. Other advantages are that the content consists of both theory and exercises and that students are provided with peer-feedback on their exercises. An additional advantage is that the videos are available on YouTube, which allows lecturers of Odisee or other universities to use them in their courses. A disadvantage of *TaalMOOC Starter* is that the website is mainly used by Odisee students. As a result, assignments shared on the forum are often related to study programs of Odisee and peer-feedback on the forum is mostly given by Odisee students.

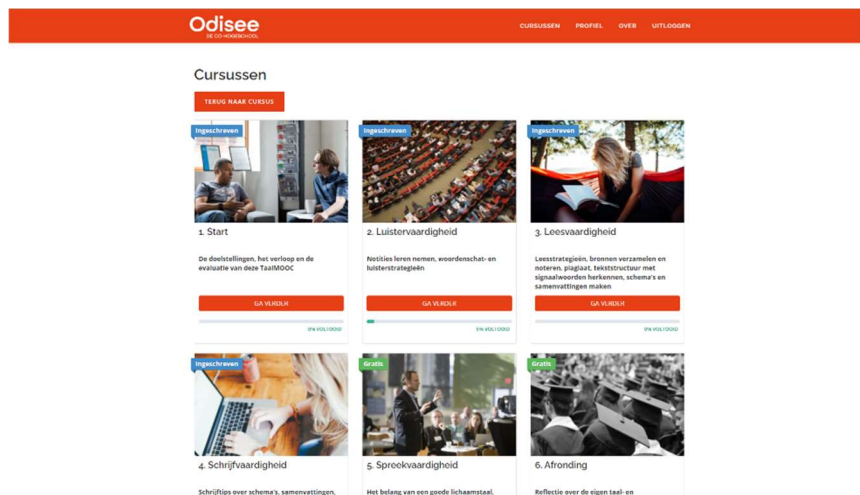


Figure 11: TaalMOOC Starter

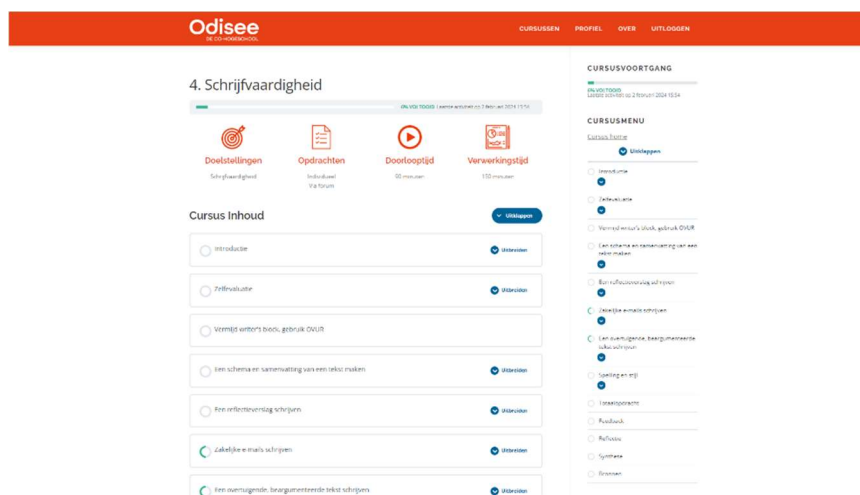


Figure 12: TaalMOOC Starter

2.3.3.4 10 Minute English

The idea of the 10 Minute English program [15] of the University of Melbourne is that students can improve their English language skills in only 10 minutes per day. 10 Minute English is not a program in which students go through theory and exercises in a set order, but the program rather offers students ideas and tools for developing the habit of spending 10 minutes per day on improving their English language skills. Students can choose to work on their reading skills, writing skills, listening skills or speaking skills. According to the University of Melbourne, the 10 Minute English cycle consists of the following four components: (1) students must set a clear goal for a specific skill, (2) students should find a comprehensible and interesting source for practicing this skill, spend 10 minutes practicing this skill and assess how the goal has been achieved, (3) students should use the items and skills learned from 10 Minute English in everyday communication and (4) students should identify issues in everyday communication to set new goals for 10 Minute English.

Advantages of 10 Minute English are that the program is free, that the program takes little time, that students of other universities than the University of Melbourne can also participate in the program and that the program is fully customizable to the interests and needs of students. The greatest advantage of 10 Minute English is at the same time also the greatest disadvantage of the program. As discussed, 10 Minute English is not a program that consists of theory and exercises that students have to complete in a set order. This enables students to adapt the program to their own interests and needs, but at the same time this also means that students must set their own goals and find their own resources for each practice session. Another disadvantage is that the program provides no possibility to receive feedback.

2.3.4 Conclusion

During the state-of-the-art research, several tools for students to improve their Dutch writing skills were found. The first type of tools were websites with information on Dutch language skills. The two websites discussed both have the advantages that the information is available for free and that the information is also available to students from other universities than the university of applied sciences that developed the website. These two advantages could be requirements for the online tool that motivates students to practice their Dutch writing skills. The websites did not contain any particular elements to motivate students to (regularly) use these websites to practice their Dutch writing skills, besides free access for students of all universities.

The second type of tools were websites with information and exercises on Dutch language skills. The advantages most often mentioned were that the information and exercises were available for free and that the information and exercises were also available to students from other universities than the university (of applied sciences) that developed the website. Again, these two advantages could be requirements for the online tool that motivates students to practice their Dutch writing skills. In addition to free access for students of all universities, some of these websites track which exercises students have completed and include different types of content. These advantages could motivate students to use these websites to practice their Dutch writing skills and therefore these advantages could be requirements for the online tool. An often mentioned disadvantage was that lecturers were not able to modify (the content of) the website to fit their courses. Therefore, the possibility for lecturers to customize (the content of) the tool could also be a requirement. If the content of the online tool matches the content of the courses students are taking, rather than being generic content, students could be motivated to practice their Dutch writing skills. Finally, none of the websites were specifically aimed at students of a Bachelor of Law. For example, none of the websites included legal terminology, or information or exercises on *de Leidraad voor Juridische Auteurs*, the referencing style used

by lawyers. Therefore, a requirement could be that the online tool must be specifically targeted at students of a Bachelor of Law.

The third type of tools were tools for improving Dutch or English writing skills that have been developed in other countries than the Netherlands. Again, the advantages most often mentioned were that the tools were available for free and that the tools were also available to students of other universities than the university (of applied sciences) that developed the tool. In addition to free access for students of all universities, *TaalMOOC Starter* of University of Applied Sciences Odisee included a forum on which students could post their assignments and receive peer-feedback from fellow students. The opportunity to receive peer-feedback could motivate students to practice their Dutch writing skills and could therefore be a requirement for the online tool that motivates students to practice their Dutch writing skills.

The state-of-the-art research resulted in information about tools to practice Dutch writing skills, the advantages and disadvantages of these tools and elements used by these tools to motivate students to use these tools. During the ideation phase, this information was used to come up with new ideas for an online tool that motivates students of the Dutch-taught Bachelor of Law of the UG to practice their Dutch writing skills. In addition, this information was used to determine the requirements of the online tool.

2.4 Literature Review

A literature review was conducted to gain a more in-depth understanding of the problem. The topic of the literature review was motivation in education. As discussed in chapter 1: Introduction, the use of the online tool that was developed during the graduation project would be extracurricular and would not result in ECTS. Therefore, students needed to become and remain motivated to use the online tool. The goal of the literature review was to learn how students can become and remain motivated to use an online tool to practice their Dutch writing skills. Although there are many different technologies that can be used to create such a tool, the literature review focused on e-learning. This is because e-learning has several advantages, both for students and teachers. Advantages for students would be that e-learning is available the entire year and that they can specifically practice the topics they struggle with. The advantage for teachers is that e-learning does not cost them extra time.

However, when developing an e-learning course, the challenge was still to motivate students to participate in the e-learning course and to successfully complete the e-learning course. Therefore, the specific goal of the literature review was to investigate how motivation influences students to start or complete an e-learning course, by answering several questions about motivation in education. In the literature review, it is first examined which types of motivation exist. Then, factors that could motivate students to successfully complete an e-learning course will be discussed. Finally, factors that could motivate students to successfully complete an e-

learning course will be discussed. The literature review concludes with a conclusion and a discussion, which also includes the relevance of the literature review to this graduation project.

2.4.1 Types of Motivation

There are various types of motivation that make students participate in a course, complete an assignment or do another task. It is challenging to give a clear and general definition of motivation, because there are several theories about motivation in education. A possible definition for motivation in education is the willingness of students to participate in class activities and the reasons of these students for doing so [16], [17]. In this section, types of motivation will be discussed by using two theories for motivation in education: the self-determination theory by Deci and Ryan [18] and the achievement goal theory by Dweck [19].

In their self-determination theory, Deci and Ryan distinguish between intrinsic motivation and extrinsic motivation. They describe intrinsic motivation as the inherent tendency of humans “to seek out novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn” and as “doing an activity for the inherent satisfaction of the activity itself” [18, pp. 70–71]. Intrinsic motivation is similarly defined by Pintrich as “the degree to which the student perceives herself to be participating in a task for reasons such as challenge, curiosity, mastery” [20, p. 10], [21] and as “behaviour that is undertaken for its own sake, enjoyment and interest” [22, p. 673]. Malone and Lepper support these descriptions of intrinsic motivation by writing that an activity is intrinsically motivating if “people engage in it for its own sake, rather than in order to receive some external reward or avoid some external punishment” [23, p. 229]. Ormrod writes in short that “intrinsic motivation occurs when the cause of motivation exists within an individual and task” [17, p. 598], [24]. It can be concluded that people are intrinsically motivated when they perform a task to improve their knowledge or skills while not receiving an external reward for completing this task.

The opposite of intrinsic motivation is extrinsic motivation. Deci and Ryan describe extrinsic motivation as “the performance of an activity to attain some separable outcome” [18, p. 71]. Pintrich similarly writes that extrinsic motivation concerns “the degree to which the student perceives herself to be participating in a task for reasons such as grade, rewards, performance, evaluation by others, and competition” [20, p. 11], [21]. Ormrod writes that “extrinsic motivation occurs when the cause of motivation exists outside of an individual and the task performed” [17, p. 597], [24]. It can be concluded that people are extrinsically motivated when they complete a task to get a positive external reward, for example a sufficient grade or positive judgement.

In her achievement goal theory, Dweck uses the concepts of learning goals and performance goals to distinguish between different types of motivation [19], [25]. When students have learning goals, their goal is to increase their competence, to understand something new or to master

something new [19], [25]. On the other hand, when students have performance goals, their goal is to succeed and to gain positive judgements of their competence [19], [25]. Two types of performance goals can be distinguished: the goal of achieving good performance and the goal of avoiding bad performance [25]. However, it has been argued that learning goals are related to intrinsic motivation [25], which implies that performance goals are related to extrinsic motivation. It can therefore be concluded that there are two types of motivation, but that different names are being used for these two types. Intrinsic motivation and learning goals refer to the type of motivation that causes people to perform a task to improve their knowledge and skills, while the source of motivation is internal and the focus is on the task itself. Extrinsic motivation and performance goals refer to the type of motivation that causes people to perform a task, while the source of motivation is external and the focus is on the result of the task or the reward for completing the task.

It is of great importance to take these different types of motivation into account when developing an e-learning course. Although intrinsic motivation and extrinsic motivation are each other's opposites, they are not mutually exclusive. Students may be intrinsically motivated to pursue a Bachelor of Law to improve their knowledge of Dutch law, but extrinsically motivated to improve their writing skills, for example to receive a sufficient grade for a skills course. Other students may initially be intrinsically motivated to improve their writing skills but lose their motivation over time. These students can be extrinsically motivated to continue improving their writing skills, for example through rewards. The information about intrinsic and extrinsic motivation can be used to develop an e-learning course that both motivates students to start the e-learning course and to complete the e-learning course, which are the topics of the next two sections.

2.4.2 Factors that could motivate Students to participate in E-learning

Initially, the examined peer-reviewed literature contained little information about factors that could motivate students to participate in e-learning. The only factors mentioned were curiosity and flexibility. In their literature review, Wang and Baker [25] refer to previous research that has found that many of the students that participate in a Massive Online Open Course (MOOC) only enrol in a course to satisfy their initial curiosity, without having the intention to complete the course. They also note that a MOOC allows for flexibility, because learners can not only follow the official course design, but they can also decide to study only a subset of the entire course or to complete the entire course on a different timetable than the official timetable. Although factors that motivate students to complete an e-learning course will be discussed in the next section, it is already worth writing something in this section about the completion rates of MOOCs. Completion rates are often used to measure the success of MOOCs, but for many students it does not mean failure or a lack of success when they do not complete a course, because

of the initial curiosity and flexibility mentioned above. This results in the conclusion that students could be motivated to participate in e-learning by designing an e-learning course that allows students to complete only the topics they find interesting or difficult. An e-learning course must therefore be designed in a way that allows the different topics to not only be completed one after the other, but also separately or in a different order. If students do not complete all topics of an e-learning course, this does not mean the e-learning course is unsuccessful.

Later, peer-reviewed literature about the ARCS model of Keller was examined. The ARCS model offered a more interesting framework of factors that could motivate students to participate in e-learning. According to the ARCS model, there are four conditions that must be met for students to become and remain motivated: attention, relevance, confidence and satisfaction [17], [26], [27]. Attention means that the instructional materials need to catch and sustain the attention of the students [17], [27]. After the materials have caught the attention of students, students will ask the question ‘Why do I have to study this?’ [26]. Relevance means that the instructional materials need to make clear why the students need to learn the content [27]. According to Keller [26, p. 1], students “have to believe that the instruction is related to important personal goals or motives”. Cheng and Yeh [17, pp. 600–601] elaborate on this by writing that students are “more likely to be motivated if the content of the instruction responds to [their] perceived needs”. While he does not mention the ARCS model, this is also supported by Pintrich [22, pp. 674–675], who writes that “although interest and intrinsic motivation can certainly motivate students to learn, it also matters whether students care about or think the task is important in some way.” Confidence is a synonym for expectancy for success [17], [26]. Students should believe that there is an acceptable probability to succeed, when they put in enough effort [17], [27]. Without mentioning the ARCS model, Pintrich [22, p. 671] supports this by writing that “students who believe they are able and that they can and will do well are much more likely to be motivated in terms of effort, persistence, and behaviour than students who believe they are less able and do not expect to succeed”. Finally, satisfaction means that students should be satisfied with “the process or results of the learning experience” [26, p. 2]. Cheng and Yeh [17, p. 601] elaborate on this by writing that students will remain motivated to learn if their “efforts are consistent with their expectations” and if they “feel good about the consequences”. In conclusion, the ARCS model is a framework that could be used to develop an e-learning course or another online tool with educational content for this graduation project.

2.4.3 Factors that could motivate Students to complete E-learning

In the examined peer-reviewed literature, learner support was identified as the most important factor that could motivate students to complete an e-learning course. Gregori et al. [28, p. 154]

defined learner support as “interactive and pedagogical conditions in a course that aim to augment the learner’s ability to understand and learn the course content.” Strong learner support is believed to have a positive impact on e-learning completion [28]. The three categories of learner support are instructor support, peer support and content support [28]. Initially, the literature seemed to include various other factors that could motivate students to complete an e-learning course. Upon further review of the literature, these factors were not isolated factors but fitted into one of the categories of learner support. Therefore, the three categories of learner support will be discussed in this section.

The first category of learner support is lecturer support. The presence of a lecturer in an e-learning course is a factor that motivates students to complete an e-learning course. Gregori e.a. [28, p. 165] stated that “MOOCs with teacher presence reported higher completion rates than those without teacher presence”. Cidral e.a. [29] noted that the intention of students to continue to use e-learning is positively affected by the encouragement of a higher social ability, for example a lecturer. However, Gregori e.a. [28, p. 165] noted that lecturers “should be viewed as guides helping students complete the course” rather than as traditional lecturers. It can be concluded that lecturer support has a positive impact on the completion of an e-learning course when a lecturer is present, but does not perform the role of a traditional lecturer.

The second category of learner support is peer support. Peer support could be included in an e-learning course by adding a discussion forum where students can post messages and questions, and respond to messages and questions of their fellow students. This idea is supported by the suggestion of Lu e.a. [21], that adding collaborative learning activities and discussions to a course sustains the continuous learning intentions of students of an asynchronous online course. The literature review of Wang and Baker [25, p. 19] included a study of Yang e.a. [30] which found that whether a student completed an e-learning course could be predicted by certain metrics that had to do with discussion forums, such as “whether a student is a conversation initiator and a student’s frequency of posting”. It can be concluded that peer support in the form of a discussion forum can motivate students to complete an e-learning course, but only if this forum is actively used by students.

The third and final category of learner support is content support. The factors in this category all fitted into one of the conditions of the ARCS model. The literature review of Gregori e.a. [28, p. 155] found that “pre-assessment of alignment between student interests and courses” is a factor that increases completion rates of e-learning courses. This could be one approach to determine whether educational content will grab the attention of students, as required by the ARCS model. However, this pre-assessment should be combined with “ongoing support for mentoring and monitoring during a course” [28, p. 155] – a factor that actually belongs to the category lecturer support, but could not be discussed separately from its content support

component. Lu e.a. [21, p. 9761] write that an e-learning course must choose “the topics and contents that are interesting, significant and practical to attract students’ learning attention and learning interest.” Although Lu e.a. [21] do not explicitly mention the ARCS model in their research, this conclusion fits into the conditions of attention and relevance of the ARCS model. If students’ learning attention and learning interest are attracted, this is beneficial to increase the intrinsic motivation of the student [21]. Additionally, Lu e.a. [21, p. 9761] write that “formative and summative evaluations and appropriate rewards in the courses are also required to continuously stimulate students’ extrinsic motivation”. This fits into the condition of satisfaction of the ARCS model. The research of Lu e.a. [21] also connects to intrinsic motivation and extrinsic motivation, topics discussed earlier in this literature review. Finally, Keller [26, p. 5] writes that an e-learning course must create satisfaction, so there will be “continued motivation to learn”. This could mean that the condition of satisfaction of the ARCS model in itself is an important factor for students to complete an e-learning course. It can be concluded that educational content that meets the four conditions of the ARCS model offers strong content support and can therefore motivate students to complete an e-learning course.

2.4.4 Conclusion and Discussion

It was expected that the literature review would identify several scientifically proven factors that would motivate students to both start and complete an e-learning course. After all, it would be a pity if during this graduation project an e-learning course would be developed that would not be completed by students or would not be started by students at all. Because motivation turned out to be an important topic for this graduation project, the different types of motivation were discussed in the first section of the literature review. It could be concluded that a good balance between students’ intrinsic motivation and extrinsic motivation to improve Dutch language skills must be found when developing an e-learning course or another online tool that motivates students to practice their Dutch writing skills.

By answering the sub-question about factors that could motivate students to participate in an e-learning course, it was discovered that it is not a problem when students do not complete an e-learning course. Flexibility, enabling students to not complete an entire e-learning course, is in fact one of the factors that motivate students to participate in an e-learning course. In the section about this sub-question, the ARCS model was also discussed. As already concluded, the ARCS model is a framework that could be used during this graduation project to develop an e-learning course or another online tool that motivates students to practice their Dutch writing skills. The literature review unfortunately did not provide a ‘list’ of several scientifically proven factors that motivate students to participate in an e-learning course, but instead the ARCS model offers four conditions that provide guidance while developing an e-learning course or another online tool. The ARCS model identifies four conditions that must be met to motivate

students, but the details of these conditions are not determined by the model. During the graduation project, the conditions can be met in many different, creative ways, while taking into account the topic and target group of the e-learning course.

Finally, factors that could motivate students to complete an e-learning course were discussed. It turned out that these factors all fitted into one of the three categories of learner support: lecturer support, peer support and content support. Because the goal of this graduation project was to develop an e-learning course or another online tool that students can use without the supervision of a lecturer, the factors in the categories of lecturer support and peer support were not that relevant for this graduation project. A discussion forum that allows interaction between students, fellow students and lecturers could be added to the graduation project, but this was not a priority. However, the factors in the category of content support were very relevant, especially because the factors in this category ultimately fitted into the four conditions of the ARCS model. This supported the decision to use the ARCS model during this graduation project as framework for developing an e-learning course or another online tool that motivates students to practice their Dutch writing skills.

3. Method and Techniques

In this chapter, the method and techniques that were used for the graduation project will be discussed. For this graduation project, Mader and Eggink's Creative Technology Design Process [31] (Figure 13) was used as method. This method was chosen because it provided a structured way to work on a large design project, such as a Creative Technology graduation project. In this chapter, an overview of the different steps of the Creative Technology Design Process will be provided and it will be explained how the different steps were executed during the graduation project.

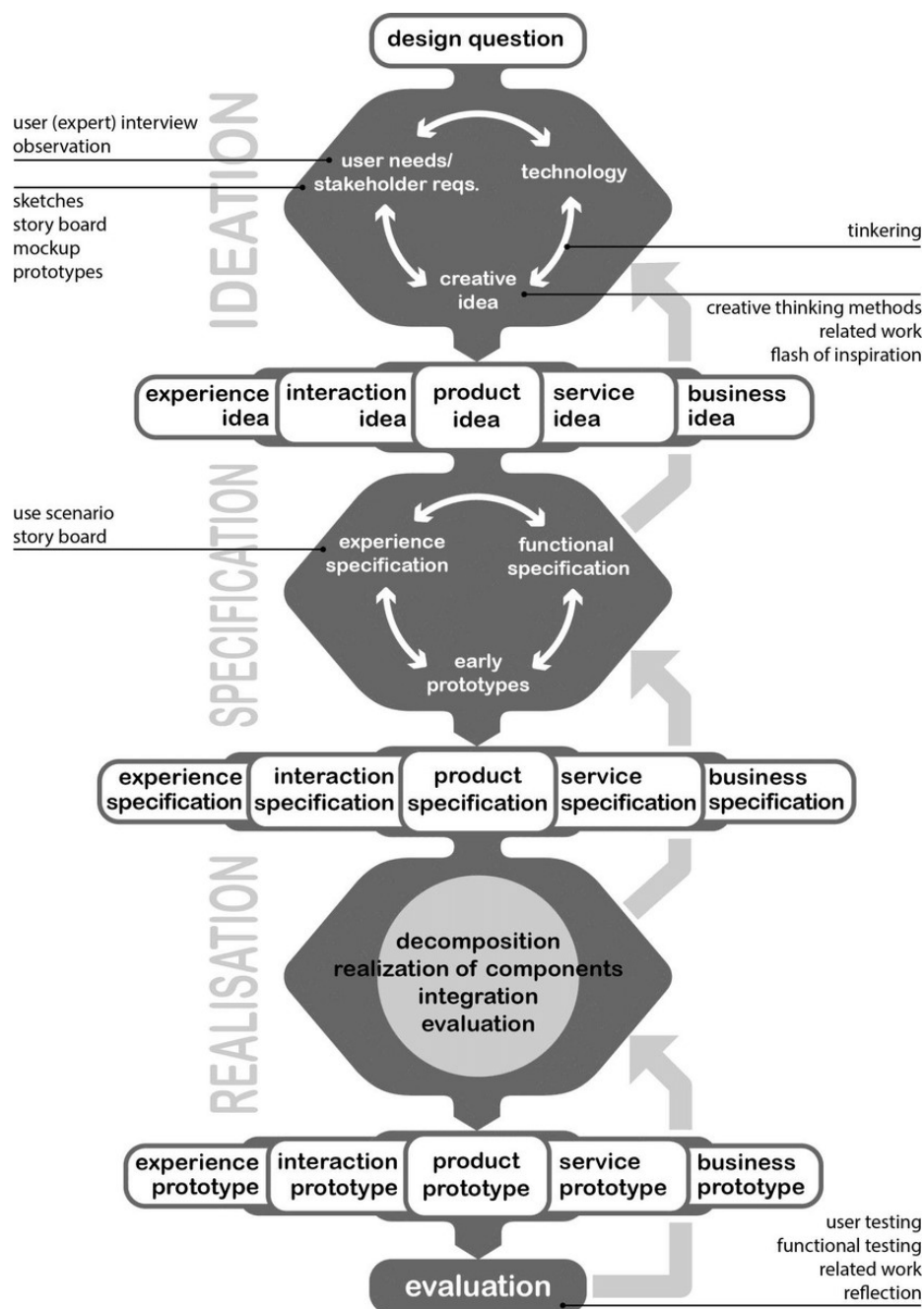


Figure 13: Creative Technology Design Process

3.1 Ideation Phase

The Creative Technology Design Process started with a design question. For this graduation project, the design question was the research question. Based on the research question, the ideation phase took place. The goal of the ideation phase was to come up with a product idea that would be further developed during the graduation project. Figure 13 shows several techniques that could be used during the ideation phase to come up with ideas. Related work that was found during the background research was analysed, in order to serve as inspiration for a brainstorming session on tools to practice Dutch writing skills. The results of this brainstorming session were discussed with the client and a final idea was chosen for further development. After the first brainstorming session, there was a second brainstorming session on how students could become motivated to practice their Dutch writing skills. Finally, the MoSCoW method was used to determine what the online tool Must have, Should have, Could have and Will not have. The ideation phase ended with a product idea and a set of requirements.

3.2 Specification Phase

The specification phase started with the product idea of the ideation phase. The goal of the specification phase was to determine the specifications of the prototype of the product. During the specification phase, several personas were created that could help making and supporting choices during the development of the prototype. During the specification phase, it was also determined what platform would be used to create the prototype and what content the prototype would include. The specification phase ended with a product specification.

3.3 Realization Phase

The realization phase started with the product specification of the specification phase. The goal of the realization phase was to develop a prototype of the product that could be evaluated with end users. The realization phase therefore ended with a product prototype.

3.4 Evaluation Phase

Towards the end of the graduation project, the evaluation phase took place. The goal of the evaluation phase was to evaluate the product prototype of the realization phase. According to Mader and Eggink [31, p. 5], during the evaluation phase “it has to be evaluated whether all the original requirements identified in the ideation phase are met”. In addition to this product evaluation, there also was a user evaluation during the evaluation phase. To determine whether the product prototype motivates students to practice their Dutch writing skills, the prototype was tested with students of the Bachelor of Law, specialization IT Law, and the Master IT Law of the UG. For the user evaluation, the Instructional Materials Motivation Survey (IMMS) of Keller was used as questionnaire [32].

4. Ideation

To develop an online tool that motivates students to practice their Dutch writing skills, an ideation phase took place. The first goal of the ideation phase was to determine what online tool should be developed. Therefore, this chapter includes an overview of the ideas that were generated during a brainstorming session on tools to improve Dutch writing skills, and the choice of the final idea. The second goal of the ideation phase was to determine how students can become motivated to practice their Dutch writing skills with the online tool. Therefore, this chapter includes an overview of the ideas that were generated during a brainstorming session on ways to meet the four conditions of the ARCS model. The third goal of the ideation phase was to determine what requirements the online tool must meet, therefore this chapter includes an overview of the requirements for the online tool, analysed using the MoSCoW method.

4.1 Brainstorming Session: Tools to improve Dutch Writing Skills

The ideation phase started with a brainstorming session to generate various ideas of tools to improve Dutch writing skills. Tools for improving Dutch or English writing skills that were discussed in section 2.3: State-of-the-art Research served as inspiration for this brainstorming session. This section includes an overview of the ideas that were generated during the brainstorming session.

4.1.1 Website with Writing Prompts

One of the ideas was to create a website with short, legal writing prompts. This idea was inspired by the 10 Minute English program of the University of Melbourne. There are already many different websites to generate writing prompts, but none of these websites generate writing prompts for academic texts on Dutch legal topics. The homepage of the website could show a random prompt every day. However, this has the disadvantage that if students have no knowledge on the topic or are not interested in the topic, students cannot improve their Dutch writing skills that day. This problem can easily be solved by adding a refresh button to the homepage, that enables students to generate a new writing prompt. Alternatively, the website could include many different writing prompts organized in categories corresponding to the different courses of the Dutch-taught Bachelor of Law of the UG. This enables students to choose a writing prompt based on their courses or interests. Prompts can be based on lectures, textbooks, recent news items or research by lecturers, for example.

4.1.2 Website with Writing Prompts and Forum for Peer-Feedback

A second idea was to add a forum for peer-feedback to a website with writing prompts. This idea was inspired by *TaalMOOC Starter* of Odisee University of Applied Sciences. Students can post their texts on this forum and receive feedback from fellow students.

4.1.3 Digital Brochure with Information about Skills Courses

Another idea was to create a digital brochure that contains information about the skills courses of the Dutch-taught Bachelor of Law of the UG and the skills that are assessed during these courses. This idea was inspired by a brochure about skills courses of the Dutch-taught Bachelor of Law of the University of Leiden [33]. The course catalogue of the UG already contains information about the skills courses. However, it is not always clear to students which skills courses are included in their specialization, what the (type of) assignments of these courses are and which skills are assessed during these courses. A digital brochure could contain this information.

4.1.4 Improved Assessment Rubrics for the Skills Courses

During the background research, it became clear that the current assessment rubrics of the skills courses Legal Research Skills 1, Legal Research Skills 2 and Law and Information Management can be hard to understand for students. Therefore, one of the ideas was to improve the assessment rubrics for the skills courses. Currently, individual words are used as assessment criteria. For example, the section *taalgebruik / schrijfstijl* (language use / writing style) includes the assessment criteria *in eigen woorden / citaten* (in own words / citations) and *afkortingen* (abbreviations). It could be unclear to students what is meant by these criteria. Therefore, the assessment rubric should specify what is expected of students for these assessment criteria. The rubric could, for example, be improved by replacing these assessment criteria by the sentences “The assignment contains a good ratio between quotes from authors and the student’s own words” and “The student uses abbreviations according to the rules of *de Leidraad voor Juridische Auteurs*”. Although an improved assessment rubric would include information on *which* criteria students should meet, it does still not include information on *how* students should meet these criteria (e.g. explanations or examples).

However, an improved version of the assessment rubrics of the skills courses was already developed during the same period as this graduation project. This assessment rubric was developed for the skills course Student Moot Court and will also be used for the skills courses Legal Research Skills 1, Legal Research Skills 2 and Law and Information Management. For more information about the new assessment rubric, see section 2.1.4: Student Moot Court.

4.1.5 Website with Information about Dutch Writing Skills

One of the ideas was to create a website with information about Dutch writing skills. This idea was inspired by the websites *Schrijven voor je studie* and *Taalhulp* of University of Applied Sciences Windesheim. As discussed in section 4.1.4: Improved Assessment Rubrics for the Skills Courses, an improved assessment rubric would include information on *which* criteria students should meet, but it does not include information on *how* students should meet these

criteria. This website could contain information on the various assessment criteria, so students know how to meet these criteria. Thus, this website complements the assessment rubric.

4.1.6 E-learning Modules about Dutch Writing Skills

As discussed in section 2.3: State-of-the-art Research, students should not only read information about Dutch writing skills, but they should also apply this information in order to improve their Dutch writing skills. So the last idea of the brainstorming session was to create e-learning modules on Dutch writing skills with both information and exercises. This idea was inspired by *TaalMOOC Starter* of Odisee University of Applied Sciences. These e-learning modules could contain information and exercises on each assessment criterion of the assessment rubric.

4.2 Final Idea

After the ideas of the brainstorming session were discussed with the client and with students, the idea of e-learning modules about Dutch writing skills was chosen as final idea. According to the client, the strengths of e-learning modules were that they can contain *both* information and exercises, that they can provide feedback on exercises and that they enable students to *only* practice the topics they find difficult. Four students that were interviewed for this graduation project were also positive about this idea. They mentioned that the strengths of e-learning modules were that they can provide students with information on whether they are doing well and that they match the idea that students should learn to write by doing it.

4.3 Brainstorming Session: ARCS Model

After the final idea was chosen, a brainstorming session took place to generate various ideas on how to meet the four conditions of the ARCS model, in order for students to become motivated to use the e-learning modules. The ARCS model consists four conditions: attention, relevance, confidence and satisfaction. For each condition, there are three suggestions on how to meet this condition [34]. Figure 14, Figure 15, Figure 16 and Figure 17 give an overview of the four conditions of the ARCS model, the suggestions on how to meet these conditions and the results of the brainstorming session. Some of the results of the brainstorming session were used as requirements for the e-learning modules, see section 4.4: Analysis of Requirements using the MoSCoW Method.

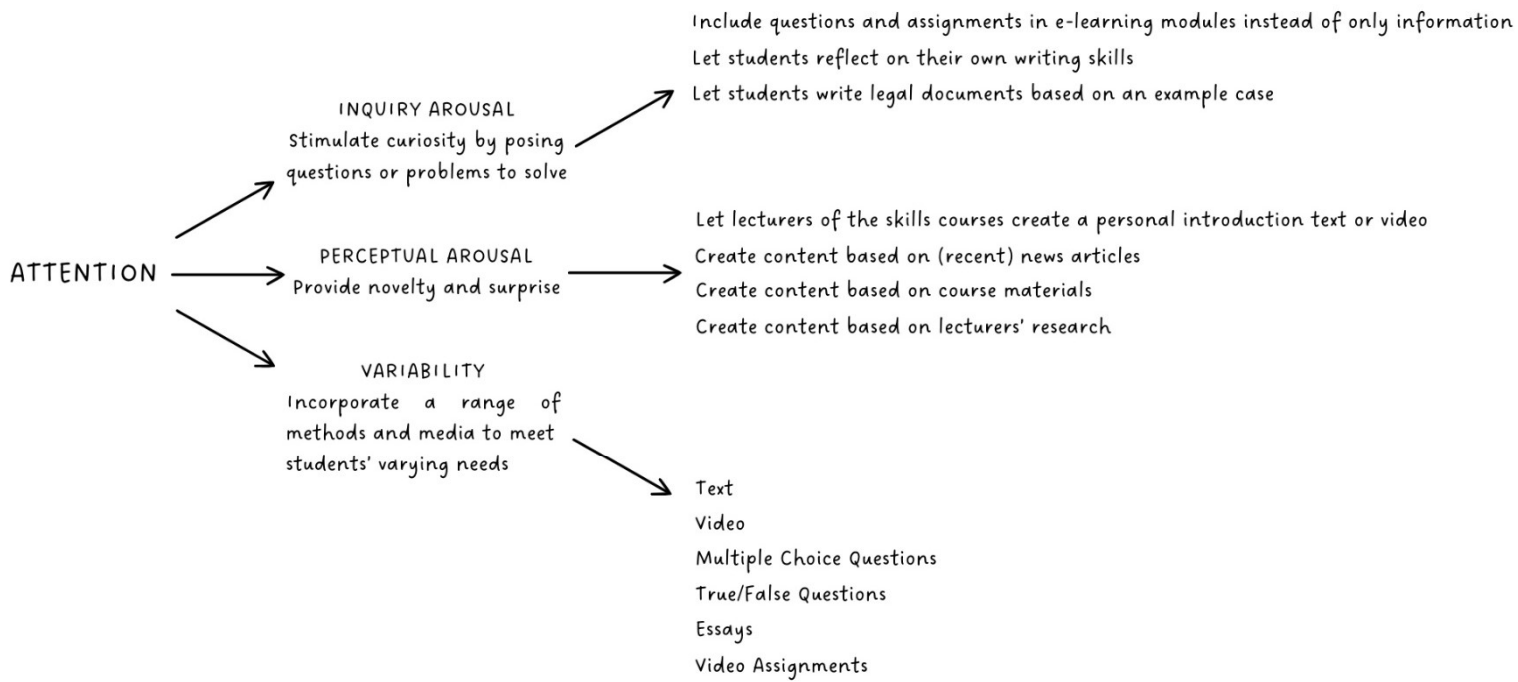


Figure 14: Results of the Brainstorming Session (Attention)

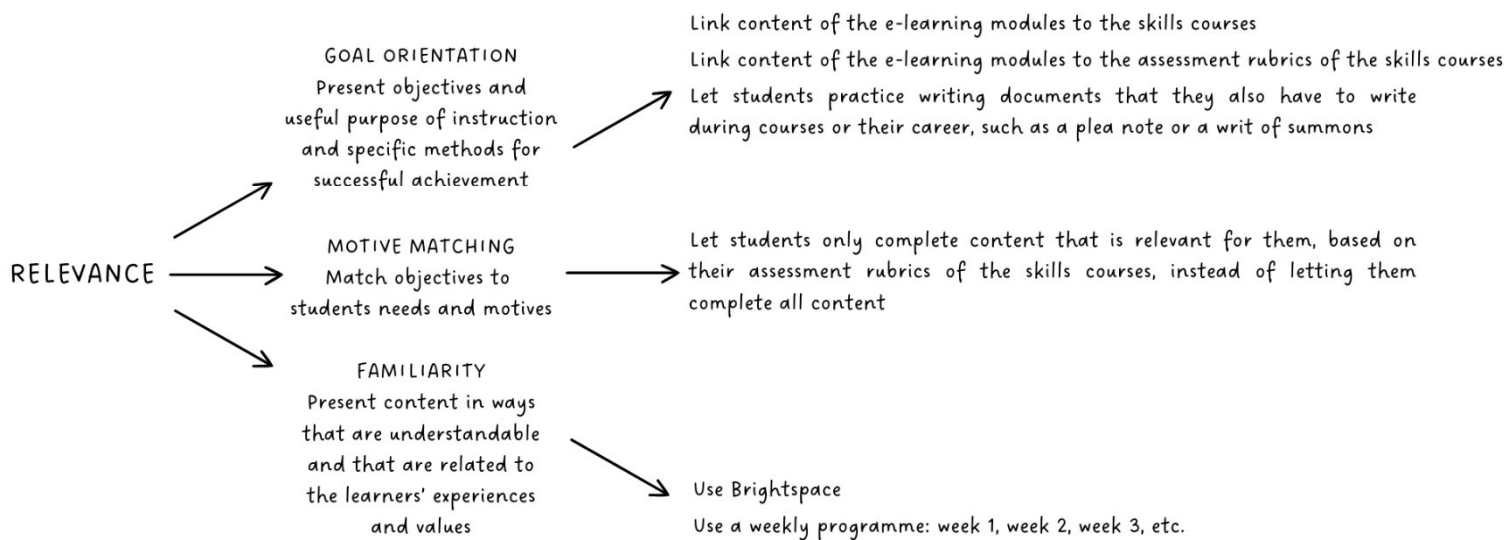


Figure 15: Results of the Brainstorming Session (Relevance)

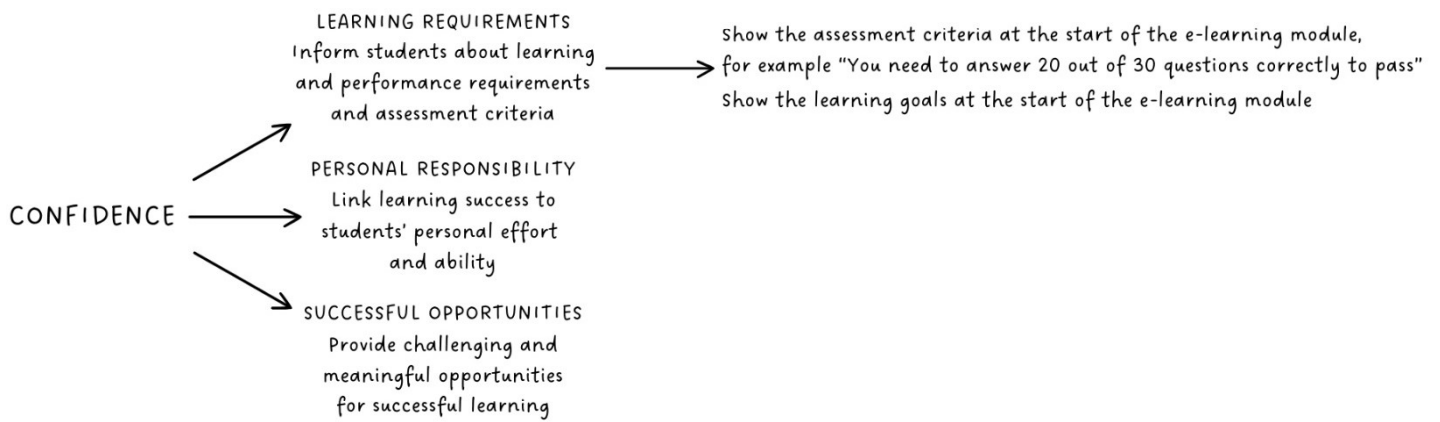


Figure 16: Results of the Brainstorming Session (Confidence)

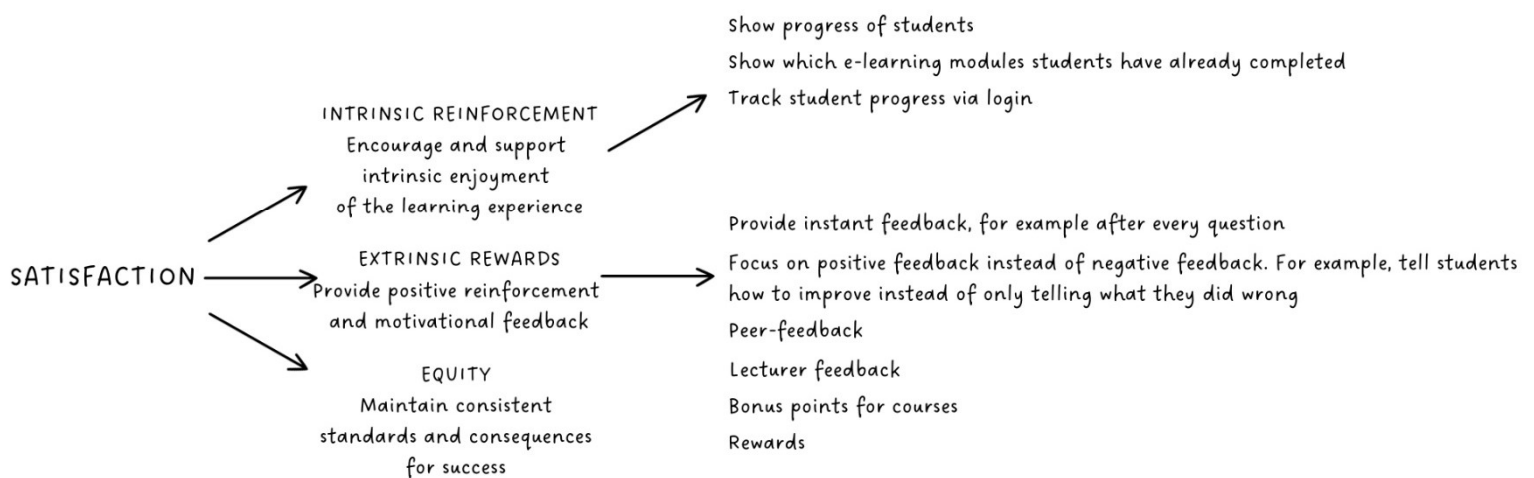


Figure 17: Results of the Brainstorming Session (Satisfaction)

4.4 Analysis of Requirements using the MoSCoW Method

Based on interviews with students (S), the state-of-the-art research (R), the literature review (L), the brainstorming session on the ARCS model (A) and a meeting with the client (C), various requirements for the e-learning modules (EM) were determined. These requirements were analysed using the MoSCoW method, a tool for prioritizing requirements [35]. Each requirement was placed into one of the four categories of the MoSCoW method: Must have, Should have, Could have or Won't have. Placing the requirements in one of the four categories made clear which requirements were the most important requirements and therefore had to be achieved by the end of the graduation project. In addition, the MoSCoW method helped to determine the order in which requirements had to be developed. At the end of the graduation project, it was evaluated whether the must have requirements had been achieved and which should have and could have requirements had been achieved.

Must have: The minimal, essential requirements for the project.

Should have: The important, but not necessary requirements for the project.

Could have: The desirable, but not necessary requirements for the project.

Won't have: The requirements that will not be included in the project.

Table 1: Must have Requirements

Must have	
M1. EM must contain information about Dutch writing skills	C
M2. EM must contain exercises on Dutch writing skills	A C
M3. EM must be available to all students of the Bachelor of Law of the UG	C
M4. EM must be free for students to use	R C
M5. Students must be able to use EM independently, without involvement of lecturers and fellow students	C
M6. EM must include different types of content: text, video, quizzes, etc.	R A C
M7. EM must show the assessment criteria at the start of EM	A C
M8. EM must provide students with feedback on their writing skills	S R A C
M9. Content of EM must match the assessment rubrics of the skills courses of the Bachelor of Law of the UG	R A C
M10. Information and exercises of EM must be divided into different categories, so that students can only read information or complete assignments on topics they find difficult	S L A C

Table 2: Should have Requirements

Should have	
S1. EM should use legal terminology	R C
S2. The assignments of EM should have an increasing difficulty, based on the difficulty level of the skills course of the Bachelor of Law of the UG	C
S3. EM should track and show which assignments a student has completed	R A C
S4. EM should include information and assignments about <i>de Leidraad voor Juridische Auteurs</i>	R C

Table 3: Could have Requirements

Could have	
C1. EM could be available to other students than students of the UG	R
C2. EM could be an open educational resource (OER): other teachers, faculties and universities can use, re-use and adjust content of EM	C
C3. Content of EM could be adjustable to a course or study programme	R C
C4. EM could contain information about courses and support of the <i>Groninger Centrum voor Juridische Vaardigheden</i>	C
C5. EM could adjust the assignments to the level of the student	R C

Table 4: Won't have Requirements

Won't have	
W1. EM won't include information and assignments on writing documents, such as a writ of summons, a plea note or a judgement	S R A
W2. EM won't use artificial intelligence (AI)	C
W3. EM won't use single sign-on (SSO)	C
W4. EM won't take too much time of students	C
W5. EM won't increase the workload of lecturers	C
W6. EM won't include the opportunity to receive feedback from fellow students	S R
W7. EM won't track whether the Dutch writing skills of a student improve	R

5. Specification

During the ideation phase, it was decided to create e-learning modules as an online tool to motivate students to practice their Dutch writing skills. The requirements for the e-learning modules were listed in section 4.4: Analysis of Requirements using the MoSCoW Method, but a few more elements had to be specified before the e-learning modules were developed. Therefore, this chapter includes a description of three fictive users of the e-learning modules. These personas could guide choices during the development of the e-learning modules. This chapter also includes information about the platform that was used to develop the e-learning modules and a specification of the content that was included in the e-learning modules. Finally, this chapter includes a sketch of the prototype of the e-learning modules to give an idea of what an e-learning module looks like.

5.1 Personas

In this section, three different personas will be discussed. Because the main users of the e-learning modules are students and lecturers, there are two personas of students and one persona of a lecturer. The personas have different motivations to use the e-learning modules and different goals they want to achieve by using the e-learning modules. These personas helped in making and supporting choices during the development of the e-learning modules and were used to evaluate the e-learning modules.

Julia Meijer is a third-year student of the Bachelor of Law, specialization Dutch Law, of the University of Groningen. She passed all the courses so far and has a sufficient level of Dutch writing skills. She received no insufficient grades on the assessment rubrics of Legal Research Skills 1 and Legal Research Skills 2, but knows that her area of improvement is the capitalization of legal terminology. Julia wants to use the e-learning modules to further improve her Dutch writing skills, because she wants to study the master Legal Research at the University of Groningen. In her free time, Julia enjoys reading Dutch books and playing games.

Christiaan Oldenburg is a second-year student of the Bachelor of Law, specialization IT Law, of the University of Groningen. He passed almost all the courses of the first year but received an insufficient grade for Legal Research Skills 1. According to the assessment rubric, his areas for improvement are spelling of legal terminology and creating a reference list according to *de Leidraad voor Juridische Auteurs*. Because these items were not assessed during exams, he did not know that these were his areas of improvement. He wants to use the e-learning modules to improve his Dutch writing skills, in order to pass Legal Research Skills 1 and Law and Information Management, so he will be allowed to participate in Student Moot Court. Because the tuition fee for universities will soon exceed €2500 per year, Christiaan does not want to

experience study delay. In his free time, Christiaan plays soccer at student soccer club The Knickerbockers and enjoys going to the *Euroborg* to watch FC Groningen soccer matches over a beer.

Sven Verhoeven is a lecturer of the courses Legal Research Skills 1, Legal Research Skills 2 and Student Moot Court. He has been teaching these courses for several years now and noticed that every year, students of Legal Research Skills 1 make the same mistakes. Sven created a document with the most common feedback, so he can copy and paste this feedback into the documents of students. However, he would like students to stop making common mistakes, such as errors in spelling and incorrect use of capital letters. Sven does not have the time and knowledge to keep explaining the rules about spelling and capitalization during his course, so he wants to give students a resource for self-study. Sven would like to add a link to the relevant e-learning modules to the documents of students, in addition to (personalized) feedback. In his free time, Sven enjoys running in the *Noorderplantsoen* and playing the piano.

5.2 Platform

In this section, the platform that was used to develop the e-learning modules will be discussed. Nowadays, there are many different platforms available to develop e-learning modules. During the state-of-the-art research, it was discovered that the platforms Studio (edX), Xerte, Learn-Dash (WordPress) and Brightspace have been used by universities and universities of applied sciences to create e-learning modules. These platforms have been considered for this graduation project, next to the platforms EdApp, WikiWijs, Pluvo, PandaSuite and Sensei (WordPress). It was decided to develop the prototype of the e-learning modules using Brightspace, the learning management system of the UG. Brightspace offers several advantages over other platforms.

The first advantage is the costs. Brightspace is free to use, both for students and lecturers of the UG.¹ If another platform would be used, the UG or the Faculty of Law would have to pay additional costs for the purchase and maintenance of the platform. Some platforms also require an additional payment per user. Besides free access for students being one of the must have requirements, free access could also motivate students to use the e-learning modules and motivate lecturers to refer to the e-learning modules during their courses.

The second advantage is availability and accessibility. All students of the Bachelor of Law of the UG can easily get access to the e-learning modules on Brightspace. Brightspace offers the possibility to add students to a course based on the CROHO-code of a study program. This means that students of the Bachelor of Law automatically get access to the e-learning modules

¹ There are costs for use, maintenance and support of Brightspace, but these are paid for by the UG and not by lecturers and/or students.

and that students do not have to request access to the e-learning modules or have to be added one-by-one by lecturers. In addition, lecturers of the skills courses can also easily get access to the e-learning modules. Besides availability for all students of the Bachelor of Law of the UG being one of the must have requirements, availability and easy accessibility could also motivate students to use the e-learning modules and motivate lecturers to refer to the e-learning modules during their courses.

The third advantage is support. All students and lecturers of the UG know how Brightspace works and support from the UG is available if there are any questions or problems. The researcher could learn how to use another platform for developing the e-learning modules, but if the client wants to develop the prototype into a full product, then lecturers of the UG would also have to learn how to use the platform. In addition, support for another platform would not be available from the UG.

The fourth and final advantage is content. A Brightspace course can contain many different content types, such as pages with text and/or images, documents, videos and quizzes. There are many different question types available for quizzes, such as multiple-choice, true or false, fill in the blanks or written response. Quizzes can contain hard-coded questions, but quizzes can also contain randomized questions from a question pool.

5.3 Content

The content of the e-learning modules was based on the new assessment rubric of the course Student Moot Court (Appendix E). According to the ARCS model, the e-learning modules have to meet the condition of relevance in order for students to become and remain motivated to use the e-learning modules. The relevance of the e-learning modules can be made clear to students by matching the content of the e-learning modules to the assessment criteria of the assessment rubric. When students receive an insufficient grade for one of the assessment criteria, they can take the e-learning module that contains information and exercises on that topic. After completing the relevant e-learning module, students will hopefully be able to achieve a sufficient grade for that topic.

The assessment criteria of the new assessment rubric of the course Student Moot Court were divided into sub-criteria (Table 5). The menu structure of the Brightspace course was based on these sub-criteria (Figure 18). The prototype of the e-learning modules included information and exercises on three sub-criteria: *taal en spelling* (language and spelling), *hoofdlettergebruik* (capitalization) and *eindlijst volgens de Leidraad voor Juridische Auteurs* (reference list according to *de Leidraad voor Juridische Auteurs*). These topics were chosen because for these topics questions with only one correct answer could easily be made. Per sub-criterion, the prototype contained an information page and two quizzes. The information page contained theory

about the topic and examples. Each quiz contained information about the number of questions, information about the estimated duration of the quiz, information about the assessment criteria of the quiz, ten correct / incorrect questions, and correct answers and feedback. See Figure 19 for a sketch of the prototype of the e-learning modules.

Table 5: Criteria and Sub-Criteria of the Assessment Rubric of Student Moot Court

Criteria	Sub-criteria
Taalvaardigheid	Taal en spelling Interpunctie Hoofdlettergebruik Formulering van zinnen
Schrijfstijl	Verhouding en gebruik eigen woorden / citaten Leesbaarheid en begrijpelijkheid tekst Actief taalgebruik Tekst gericht op doelgroep
Structuur	Inleiding, middenstuk en conclusie Onderdelen sluiten op elkaar aan Tussenkopjes Hoofd- en bijzaken Signaalwoorden
Inhoud	Relevantie Volledigheid Analyse en gebruik van bronnen Beantwoording van vraagstelling
Argumentatie	Standpunten Onderbouwing Overtuiging
Brongebruik en bronvermelding	Aantal bronnen Bronvermelding aanwezig waar nodig? Voetnoten volgens de Leidraad voor Juridische Auteurs Eindlijst volgens de Leidraad voor Juridische Auteurs
Inzet en zelfstandigheid	Inzet
Vormgeving en omvang	Lay-out en typografie (lettertype, lettergrootte, paginanummers, uitgevulde tekst, inspringen van alinea's)

- > Taalvaardigheid
 - > Taal en spelling
 - > Informatie
 - > Quiz #1
 - > Quiz #2
 - > Interpunctie
 - > Hoofdlettergebruik
 - > Informatie
 - > Quiz #1
 - > Quiz #2
 - > Formulering van zinnen
- > Schrijfstijl
- > Structuur
- > Inhoud
- > Argumentatie
- > Brongebruik en bronvermelding
 - > Aantal bronnen
 - > Bronvermelding aanwezig waar nodig?
 - > Voetnoten volgens de Leidraad voor Juridische Auteurs
 - > Eindlijst volgens de Leidraad voor Juridische Auteurs
 - > Informatie
 - > Quiz #1
 - > Quiz #2
- > Inzet en zelfstandigheid
- > Vormgeving en omvang

Figure 18: Menu Structure of the Brightspace Course

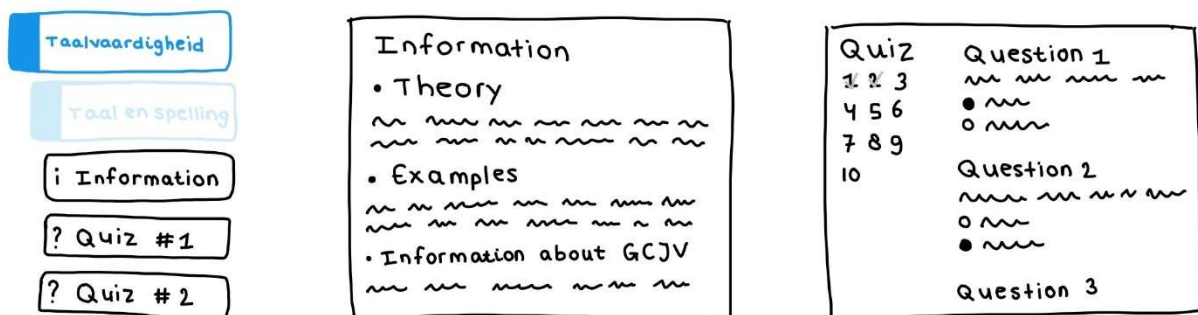


Figure 19: Sketch of the Prototype (Menu, Information Page and Quiz)

6. Realisation

Once the specifications of the e-learning modules were determined, the prototype of the e-learning modules was developed. In this chapter, the development of the e-learning modules will be discussed.

6.1 Menu Structure

First, the menu structure (Figure 18) of the Brightspace course was created by adding empty pages and empty quizzes to a Brightspace course (Figure 20).

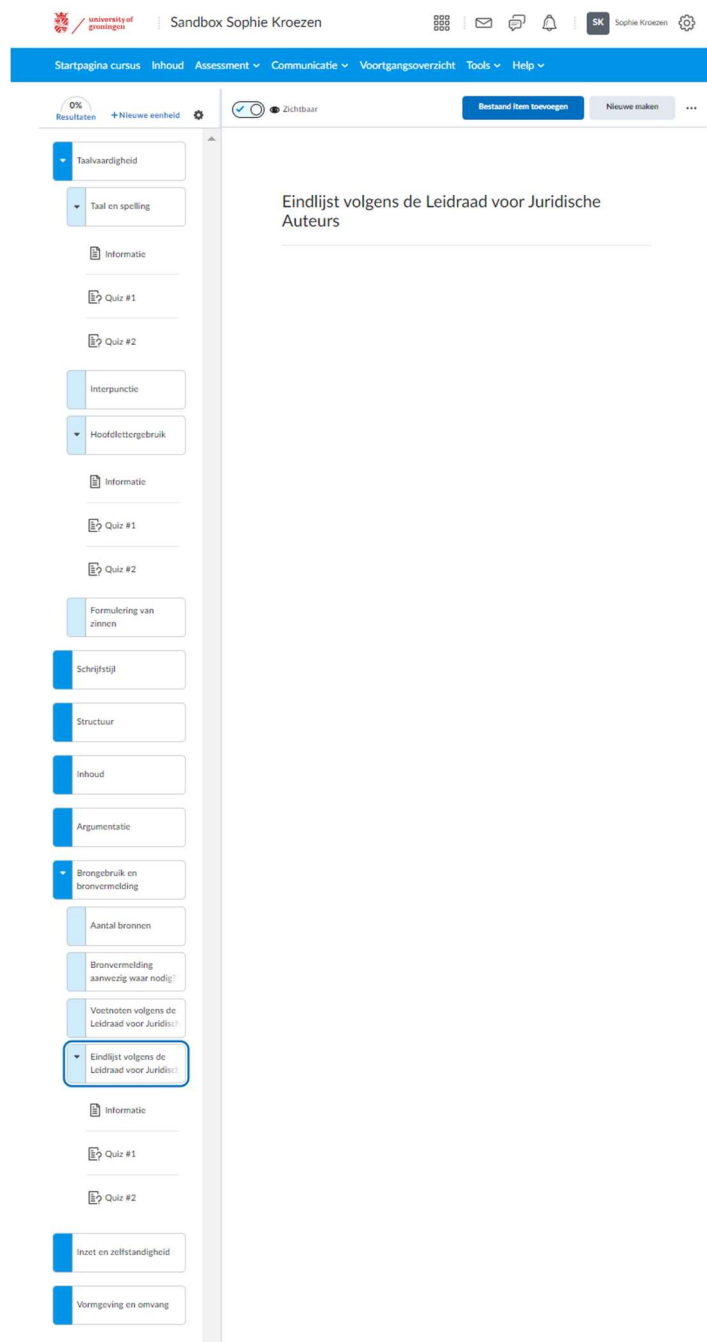
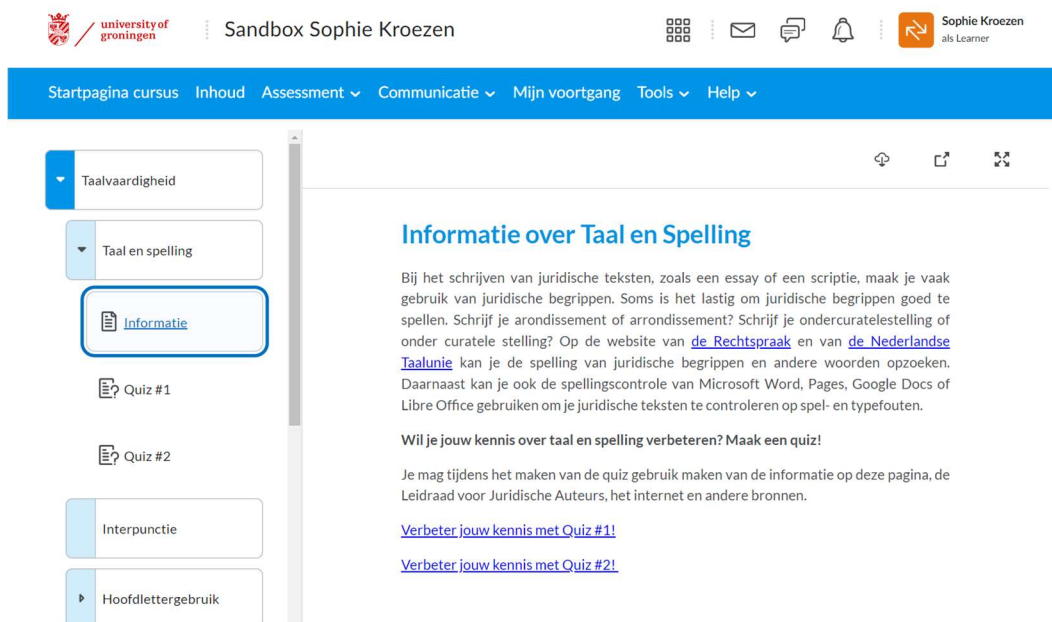


Figure 20: Menu Structure of the Brightspace Course

6.2 Information Pages

Then, the information pages for the topics *Taal en Spelling*, *Hoofdlettergebruik* and *Eindlijst volgens de Leidraad voor Juridische Auteurs* were written and added to the Brightspace course. These information pages contained different types of information to motivate students to start the e-learning modules. First, the pages contained information about why the topic of the e-learning module was relevant to students of the Bachelor of Law. Second, the pages contained information students needed to successfully complete the e-learning module. Third, the pages contained all the information on where students could find more information on the topic of the e-learning module. Finally, the pages contained links to the two quizzes so that students could take a quiz at the touch of a button. Figure 21 shows the information page about *Taal en Spelling*. The full texts of the information pages are included in Appendix I (*Taal en Spelling*), Appendix J (*Hoofdlettergebruik*) and Appendix K (*Eindlijst volgens de Leidraad voor Juridische Auteurs*).



The screenshot shows a Brightspace course interface. At the top, there is a navigation bar with the University of Groningen logo, the course name 'Sandbox Sophie Kroezen', and user information 'Sophie Kroezen als Learner'. Below the navigation bar is a blue menu bar with options: 'Startpagina cursus', 'Inhoud', 'Assessment', 'Communicatie', 'Mijn voortgang', 'Tools', and 'Help'. On the left side, there is a sidebar menu with categories: 'Taalvaardigheid', 'Taal en spelling', 'Interpunctie', and 'Hoofdlettergebruik'. Under 'Taal en spelling', there are items for 'Informatie', 'Quiz #1', and 'Quiz #2'. The main content area displays the title 'Informatie over Taal en Spelling' and the following text: 'Bij het schrijven van juridische teksten, zoals een essay of een scriptie, maak je vaak gebruik van juridische begrippen. Soms is het lastig om juridische begrippen goed te spellen. Schrijf je arrondissement of arrondissement? Schrijf je ondercuratelestelling of onder curatele stelling? Op de website van [de Rechtspraak](#) en van [de Nederlandse Taalunie](#) kan je de spelling van juridische begrippen en andere woorden opzoeken. Daarnaast kan je ook de spellingscontrole van Microsoft Word, Pages, Google Docs of Libre Office gebruiken om je juridische teksten te controleren op spel- en typefouten. Wil je jouw kennis over taal en spelling verbeteren? Maak een quiz! Je mag tijdens het maken van de quiz gebruik maken van de informatie op deze pagina, de Leidraad voor Juridische Auteurs, het internet en andere bronnen. [Verbeter jouw kennis met Quiz #1!](#) [Verbeter jouw kennis met Quiz #2!](#)

Figure 21: Information Page about Taal en Spelling

6.3 Quizzes

Finally, the quizzes for the topics *Taal en Spelling*, *Hoofdlettergebruik* and *Eindlijst volgens de Leidraad voor Juridische Auteurs* were written and added to the Brightspace course. Each topic contained two quizzes. At the beginning of each quiz, students could read information about the number of questions, the type of questions, the estimated duration of the quiz, and the number of questions that must be answered correctly to successfully complete the quiz. Each quiz contained ten correct / incorrect questions. A timer was visible at the top of the quiz so students could see how long it took them to complete the quiz. Unfortunately, Brightspace did not offer the possibility to also show the estimated duration of the quiz next to the timer.

Next to the quiz, students could see which questions they did and did not yet answer. Figure 22 shows the quiz about *Taal en Spelling*. The full quizzes are included in Appendix L and Appendix M (*Taal en Spelling*), Appendix N and Appendix O (*Hoofdlettergebruik*) and Appendix P and Appendix Q (*Eindlijst volgens de Leidraad voor Juridische Auteurs*).

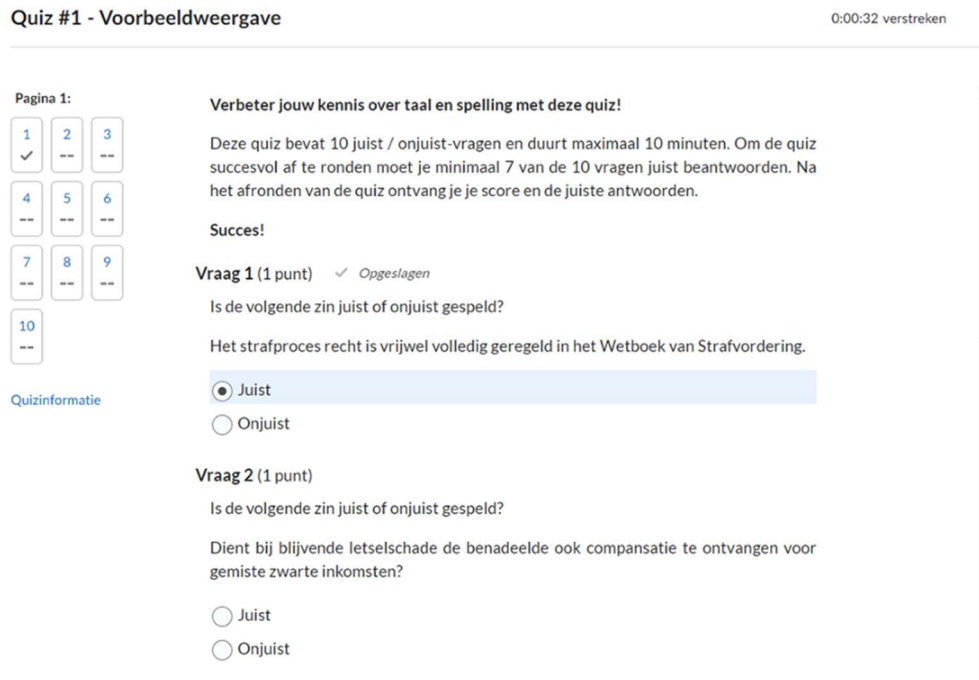


Figure 22: Quiz about *Taal en Spelling*

6.4 Feedback

After submitting the quiz, students could immediately see their score. See Figure 23 for the score page after taking a quiz on *Taal en Spelling*. On top, students could see whether they received a sufficient or insufficient grade for the quiz. If students answered six or fewer questions correctly, they received an insufficient grade. This was indicated by a red square, the number of questions answered correctly and the word *onvoldoende*. If students answered seven or more questions correctly, they received a sufficient grade. This was indicated by a green square, the number of questions answered correctly and the word *voldoende*. A custom scoring scheme was created in Brightspace to achieve this (Figure 24). Students could also see the quiz questions on the score page. The score page showed students whether they answered a question right or wrong (✓ or ✗), the correct answer of the question (→) and an explanation of the correct answer.

Score poging ● 6 / 10 - Onvoldoende

Verbeter jouw kennis over taal en spelling met deze quiz!

Deze quiz bevat 10 juist / onjuist-vragen en duurt maximaal 10 minuten. Om de quiz succesvol af te ronden moet je minimaal 7 van de 10 vragen juist beantwoorden. Na het afronden van de quiz ontvang je je score en de juiste antwoorden.

Succes!

Vraag 1 0 / 1 punt

Is de volgende zin juist of onjuist gespeld?

Het strafproces recht is vrijwel volledig geregeld in het Wetboek van Strafvordering.

Juist
 Onjuist

▼ [Vraag 1 feedback verbergen](#)

Antwoord: Onjuist. Strafproces recht moet gespeld worden als strafprocesrecht.

Vraag 2 1 / 1 punt

Is de volgende zin juist of onjuist gespeld?

Dient bij blijvende letselschade de benadeelde ook compensatie te ontvangen voor gemiste zwarte inkomsten?

Juist
 Onjuist

▼ [Vraag 2 feedback verbergen](#)

Antwoord: Onjuist. Compensatie moet gespeld worden als compensatie.

Figure 23: Score Page for the Quiz about Taal en Spelling

Nr.	Symbool*	Beginpercentage*	Kleur	Toegekend waardepercentage	Verwijderen
1	Onvoldoende	0		69	
2	Voldoende	70		100	

Figure 24: Custom Brightspace Grade Scheme

7. Evaluation

After the prototype of the e-learning modules was developed, the prototype was evaluated using various methods. First, it was evaluated whether the prototype met the requirements determined in section 4.4: Analysis of Requirements using the MoSCoW Method. It was then evaluated whether the prototype met the needs of the personas of section 5.1: Personas. Finally, a user evaluation with students of the UG took place to evaluate whether the prototype met the four conditions of the ARCS model. This chapter includes the results of the requirements evaluation, the results of the persona evaluation and the procedure and results of the user evaluation.

7.1 Evaluation of the Requirements

During the requirements evaluation, it was evaluated whether the requirements that were determined in section 4.4: Analysis of Requirements using the MoSCoW Method were met by the prototype of the e-learning modules. It was not only evaluated whether the must have requirements were met, but also whether the should have and could have requirements were met, and whether the won't have requirements were not met. This section includes the results of the requirements evaluation.

7.1.1 Evaluation of the Must have Requirements

In section 4.4: Analysis of Requirements using the MoSCoW Method, ten must have requirements were determined. These requirements were the minimal, essential requirements for the project. The prototype of the e-learning modules meets all ten must have requirements (Table 6). The e-learning modules contain both information about Dutch writing skills (M1) and exercises on Dutch writing skills (M2). The e-learning modules are available to all students of the Bachelor of Law of the UG (M3), if the students are added to the Brightspace course with the e-learning modules by using the CROHO-code of the Bachelor of Law. The e-learning modules are free for students to use (M4), because use of Brightspace is free for students. Students can use the e-learning modules independently, without involvement of lecturers and fellow students (M5). The e-learning modules include two different types of content: text and quizzes (M6). At the beginning of each quiz, the assessment criteria and additional information are shown to students (M7). After students complete the quiz, their own answers and explanations of the correct answers are shown. Thus, students receive feedback on their theoretical knowledge of writing skills (M8). However, if the e-learning modules would be further developed, it would be better if students received general or personalized feedback on (short) written assignments. Finally, the content of the e-learning modules matches the assessment rubric of the skills course Student Moot Court of the Bachelor of Law of the UG (M9). This enables students to only read information or complete assignments on topics they find difficult (M10).

Currently, information and assignments are only available on the topics *Taal en Spelling*, *Hoofdlettergebruik* and *Eindlijst volgens de Leidraad voor Juridische Auteurs*. If the e-learning modules would be further developed, information and assignments should be made available for all topics / assessment criteria.

Table 6: Evaluation of the Must have Requirements

Must have	
M1. EM must contain information about Dutch writing skills	✓
M2. EM must contain exercises on Dutch writing skills	✓
M3. EM must be available to all students of the Bachelor of Law of the UG	✓
M4. EM must be free for students to use	✓
M5. Students must be able to use EM independently, without involvement of lecturers and fellow students	✓
M6. EM must include different types of content: text, video, quizzes, etc.	✓
M7. EM must show the assessment criteria at the start of EM	✓
M8. EM must provide students with feedback on their writing skills	✓
M9. Content of EM must match the assessment rubrics of the skills courses of the Bachelor of Law of the UG	✓
M10. Information and exercises of EM must be divided into different categories, so that students can only read information or complete assignments on topics they find difficult	✓

7.1.2 Evaluation of the Should have Requirements

In section 4.4: Analysis of Requirements using the MoSCoW Method, four should have requirements were also determined. These requirements were the important, but not necessary requirements for the project. The prototype of the e-learning modules meets two requirements completely, meets one requirement partially and does not meet one requirement (Table 7). The e-learning modules use legal terminology (S1). The information page and quizzes of the e-learning module about *Taal en Spelling* focus on the correct spelling of legal terminology. Currently, the prototype of the e-learning modules does not include information pages and quizzes on spelling in general and verb spelling, but this could be added if the e-learning modules would be further developed. The information page and quizzes of the e-learning module about *Hoofdlettergebruik* focus on the correct capitalization of legal terminology. Finally, the information page and quizzes of the e-learning module about *Eindlijst volgens de Leidraad voor Juridische Auteurs* focus on a referencing style used (exclusively) by lawyers. The assignments of the e-learning modules do not have an increasing difficulty (S2). The e-learning modules

track which quizzes a student has completed (S3), because students receive a score after completing a quiz. These scores are shown in the gradebook on Brightspace, but the gradebook also shows insufficient grades. Currently, it is not possible for students to see at a glance which assignments they have successfully completed, for example by checkmarks or a green colour in the menu. Therefore, the requirement of the e-learning modules tracking and showing which assignments a student has completed is partially met. Finally, the e-learning modules include information and assignments about *de Leidraad voor Juridische Auteurs* (S4).

Table 7: Evaluation of the Should have Requirements

Should have	
S1. EM should use legal terminology	✓
S2. The assignments of EM should have an increasing difficulty, based on the difficulty level of the skills course of the Bachelor of Law of the UG	✗
S3. EM should track and show which assignments a student has completed	◐
S4. EM should include information and assignments about <i>de Leidraad voor Juridische Auteurs</i>	✓

7.1.3 Evaluation of the Could have Requirements

In section 4.4: Analysis of Requirements using the MoSCoW Method, five could have requirements were also determined. These requirements were the desirable, but not necessary requirements for the project. The prototype of the e-learning modules meets one requirement partially and does not meet four requirements (Table 8). The e-learning modules were created using Brightspace. Courses within the Brightspace environment of the UG are not available to other students than students of the UG (C1). The e-learning modules are not an open educational resource (C2). However, lecturers of the UG could get access to the e-learning modules, which enables them to add a copy of the e-learning modules to their own course. Then, they can adjust the content of the e-learning modules to their own course or study programme (C3). The e-learning modules do not contain information about courses and support of the *Groninger Centrum voor Juridische Vaardigheden* (C4). Finally, the e-learning modules do not adjust the assignments to the level of the student (C5).

Table 8: Evaluation of the Could have Requirements

Could have	
C1. EM could be available to other students than students of the UG	✗
C2. EM could be an open educational resource (OER): other teachers, faculties and universities can use, re-use and adjust content of EM	✗

C3. Content of EM could be adjustable to a course or study programme	●
C4. EM could contain information about courses and support of the <i>Groninger Centrum voor Juridische Vaardigheden</i>	X
C5. EM could adjust the assignments to the level of the student	X

7.1.4 Evaluation of the Won't have Requirements

In section 4.4: Analysis of Requirements using the MoSCoW Method, seven won't have requirements were also determined. These requirements were the requirements that would not be included in the project. The prototype of the e-learning modules does not meet four of these requirements, which is positive. The prototype of the e-learning modules meets one of these requirements, which is negative. It is unknown whether the prototype of the e-learning modules meets two of the requirements (Table 9). The e-learning modules do not include information and assignments on writing documents (W1). The e-learning modules do not use artificial intelligence (AI) (W2). The e-learning modules were created using Brightspace, therefore the e-learning modules use the single sign-on (SSO) of the UG, requiring students to log in with their UG credentials (W3). The requirement of not using SSO was mainly important if an external platform would be used for the e-learning modules. Therefore, it is not a problem that students have to use the SSO of the UG to access the e-learning modules on Brightspace. It is unknown whether the e-learning modules will not take too much time of students (W4), because it was not measured or tracked how much time it took students to complete the e-learning modules during the user evaluation. It is unknown whether the e-learning modules will not increase the workload of lecturers (W5), because the e-learning modules were not evaluated with lecturers. The e-learning modules do not include the opportunity to receive feedback from fellow students (W6). Finally, the e-learning modules do not track whether the Dutch writing skills of a student improve (W7).

Table 9: Evaluation of the Won't have Requirements

Won't have	
W1. EM won't include information and assignments on writing documents, such as a writ of summons, a plea note or a judgement	✓
W2. EM won't use artificial intelligence (AI)	✓
W3. EM won't use single sign-on (SSO)	X
W4. EM won't take too much time of students	?
W5. EM won't increase the workload of lecturers	?
W6. EM won't include the opportunity to receive feedback from fellow students	✓
W7. EM won't track whether the Dutch writing skills of a student improve	✓

7.2 Evaluation using Personas

In section 5.1: Personas, personas of three potential users of the e-learning modules were created. During the persona evaluation, it was evaluated whether the prototype of the e-learning modules meet the needs of these personas. In this section, the persona evaluation will be discussed. For the personas of the students, it will be discussed how the e-learning modules will be brought to the attention of the student, how the e-learning modules will be used by the student and whether the e-learning modules meet the needs of this (type of) student. For the persona of the lecturer, it will be discussed how the e-learning modules will be used by the lecturer and whether the e-learning modules meet the needs of the lecturer.

7.2.1 Students with a sufficient Level of Dutch Writing Skills

The level of Dutch writing skills of Julia was sufficient, but her area of improvement was the capitalization of legal terminology. Julia did not receive any insufficient grades on her assessment forms for the skills courses. Therefore, the assessment forms will probably not contain hyperlinks to e-learning modules that would be relevant for her, which means that the e-learning modules will not be brought to her attention via the assessment form. For students with no insufficient grades on the assessment forms, it is therefore important that the e-learning modules will be brought to their attention in other ways. For example, by teachers referring to the e-learning modules during lectures or through an announcement on Brightspace.

It is expected that Julia will read the information page on *Hoofdlettergebruik*, make one or two quizzes on *Hoofdlettergebruik* and then use this information while writing new assignments. Julia could also use the information from *de Leidraad voor Juridische Auteurs* about *Hoofdlettergebruik* while writing new assignments, because the information page also contains information on where in *de Leidraad voor Juridische Auteurs* students can find more information about *Hoofdlettergebruik*.

However, it is unlikely that students like Julia will use the e-learning modules to further improve their Dutch writing skills in general, even if the e-learning modules would include information pages and quizzes on all assessment criteria. The information pages contain only the most important information and the quizzes have an easy difficulty level, which means that the e-learning modules do not meet the needs of students like Julia. If the e-learning modules would be further developed, more information should be added to information pages, and quizzes with different difficulty levels should be developed. Only then, the e-learning modules could and would be used by students with a sufficient level of Dutch writing skills to further improve their Dutch writing skills.

7.2.2 Students with an insufficient Level of Dutch Writing Skills

The level of Dutch writing skills of Christiaan was insufficient and his areas of improvement

were spelling of legal terminology and creating a reference list according to *de Leidraad voor Juridische Auteurs*. Christiaan did receive insufficient grades for these topics on his assessment form for a skills course. Therefore, the assessment form will probably contain hyperlinks to e-learning modules that would be relevant for him, which means that the e-learning modules will be brought to his attention via the assessment form.

It is expected that Christiaan will read the information pages on *Taal en Spelling* and *Eindlijst volgens de Leidraad voor Juridische Auteurs*, make two quizzes on both *Taal en Spelling* and *Eindlijst volgens de Leidraad voor Juridische Auteurs* and then use this information while improving his assignments or writing new assignments. The information pages of the prototype contain only the most important information on these topics, but this information is probably sufficient for Christiaan to receive a sufficient grade on the topics *Taal en Spelling* and *Eindlijst volgens de Leidraad voor Juridische Auteurs*. If Christiaan needs more information, he could also use the information from the internet and *de Leidraad voor Juridische Auteurs*, because the information pages contain hyperlinks to relevant websites on *Taal en Spelling* and information on where in *de Leidraad voor Juridische Auteurs* students can find more information about *Eindlijst volgens de Leidraad voor Juridische Auteurs*.

It is likely that students like Christiaan will use the e-learning modules to further improve their Dutch writing skills in general, especially when the e-learning modules would include information pages and quizzes on all assessment criteria. The information pages contain only the most important information and the quizzes have an easy difficulty level, but students like Christiaan usually lack basic knowledge on Dutch writing skills, which means that the e-learning modules meet the needs of students like Christiaan.

7.2.3 Lecturers of the Skills Courses

Sven was a lecturer of three skills courses. He noticed that students of the first-year skills course often made the same mistakes, for example on the topics *Taal en Spelling* and *Hoofdlettergebruik*. Because Sven did not have the time and knowledge to keep explaining the rules about *Taal en Spelling* and *Hoofdlettergebruik* during his lectures, he wanted to refer students to a resource for self-study.

The prototype of the e-learning modules contains information pages and quizzes on the topics *Taal en Spelling* and *Hoofdlettergebruik*. Students can use the e-learning modules independently, without the involvement of lecturers. Therefore, the e-learning modules are a resource for self-study that Sven can refer students to. Sven can refer students to the e-learning modules by including hyperlinks to the relevant e-learning module(s) in assessment forms and/or documents of students. Because the e-learning modules are developed using Brightspace, both students of the Bachelor of Law of the UG and lecturers of the skills courses have

access to the e-learning modules. When students click on a hyperlink in their assessment form and/or document, they can immediately access the relevant e-learning module(s), which increases the motivation of students to complete the e-learning modules. The e-learning modules meet the needs of lecturers like Sven.

7.3 Procedure of the User Evaluation

To improve the Dutch writing skills of students of the Bachelor of Law of the UG, it was very important that the e-learning modules would motivate students to practice their Dutch writing skills. To determine whether the e-learning modules were experienced as motivating, the prototype of the e-learning modules was evaluated by students of the Bachelor of Law, specialization IT Law, and students of the Master IT Law. The user evaluation took place through interaction with the prototype of the e-learning modules on Brightspace, followed by completion of a questionnaire. This questionnaire included the Instructional Materials Motivation Survey, a survey that can be used to determine the extent to which instructional materials meet the four conditions of the ARCS model. In this section, the procedure of the user evaluation will be discussed.

To ensure that the results of the user evaluation would not be negatively affected by students completing multiple e-learning modules in a row, the user evaluation took three days per student. Because the user evaluation took place online and without involvement of the researcher, students were able to choose three moments during a period of over a week to complete the user evaluation.

On the first day of the user evaluation, students had to take the e-learning module on *Taal en Spelling*. Students had to read the information page about *Taal en Spelling* and take the two quizzes on *Taal en Spelling*. Next, students had to complete a questionnaire via Google Forms.

On the second day, students had to take the e-learning module on *Hoofdlettergebruik*. Students had to read the information page about *Hoofdlettergebruik* and take the two quizzes on *Hoofdlettergebruik*. Next, students had to complete a questionnaire via Google Forms.

On the third day, students had to take the e-learning module on *Eindlijst volgens de Leidraad voor Juridische Auteurs*. Students had to read the information page about *Eindlijst volgens de Leidraad voor Juridische Auteurs* and take the two quizzes on *Eindlijst volgens de Leidraad voor Juridische Auteurs*. Next, students had to complete a questionnaire via Google Forms.

The questionnaire included six components:

1. An introduction (Appendix R).
2. The information letter for the user evaluation (Appendix S).
3. The informed consent form for the user evaluation (Appendix T).

4. An open question in which students had to fill in a word, that enabled the researcher to link the answers of the different questionnaires to the same student (Appendix U).
5. Instructions for interaction with the prototype (Appendix V).
6. The Instructional Materials Motivation Survey (IMMS) (Appendix W).

The third questionnaire also included a seventh component:

7. Open questions about the e-learning modules (Appendix X).

As mentioned, the Instructional Materials Motivation Survey (IMMS) is a survey that can be used to determine the extent to which instructional materials meet the four conditions of the ARCS model: attention, relevance, confidence and satisfaction. The IMMS consists of 34 different statements. Participants have to indicate how true each statement is, using the following values: not true, slightly true, moderately true, mostly true and very true. The IMMS is accompanied by a scoring guide that indicates how many points each answer is worth (Table 10), which statements belong to which condition of the ARCS model (Table 11) and which statements should be scored in reverse (Table 11) [32].

Table 10: IMMS Scoring Guide (Part 1)

Answer	Score Regular	Score Reversed
Not true	1	5
Slightly true	2	4
Moderately true	3	3
Mostly true	4	2
Very true	5	1

Table 11: IMMS Scoring Guide (Part 2)

Attention	Relevance	Confidence	Satisfaction
2	6	1	5
8	9	3 (reverse)	14
11	10	4	21
12 (reverse)	16	7 (reverse)	27
15 (reverse)	18	13	32
17	23	19 (reverse)	36
20	26 (reverse)	25	
22 (reverse)	30	34	
24	33	35	
28			
29			
31 (reverse)			

7.4 Results of the User Evaluation

In this section, the results of the user evaluation will be discussed. Nine students completed the questionnaire on *Taal en Spelling*, nine students completed the questionnaire on *Hoofdlettergebruik* and six students completed the questionnaire on *Eindlijst volgens de Leidraad voor Juridische Auteurs*. Due to the examination period of the UG, fewer students than expected completed the questionnaires. However, the questionnaires that were completed all showed similar results: the e-learning modules meet the four conditions of the ARCS model and are thus experienced as motivating by students.

The recommended scoring method of the IMMS is to find the average score for each category (attention, relevance, confidence and satisfaction) and for the complete questionnaire, instead of finding the sums for each category and for the complete questionnaire. The reason for this is that a different number of questions belongs to each category. Another reason is that it is easier to compare the scores of the categories and the complete questionnaires when the total scores are converted into an average score ranging from 1 to 5 [32].

After students completed the questionnaires, their responses were converted to scores using Table 10 and Table 11. Then, the following scores were calculated for each questionnaire: average score per student, average score per question, average score for attention, average score for relevance, average score for confidence, average score for satisfaction and average score per questionnaire. The scores are included in Table 12, Appendix Y, Appendix Z and Appendix AA.

Table 12: Results of the User Evaluation

Average Score	<i>Taal en Spelling</i>	<i>Hoofdlettergebruik</i>	<i>Eindlijst</i>	All
Attention	3.81	3.79	3.72	3.77
Relevance	3.68	4.01	3.93	3.87
Confidence	4.56	4.53	4.09	4.39
Satisfaction	3.83	3.81	3.97	3.87
Questionnaire	3.97	4.03	3.91	3.97

According to Keller, “one cannot designate a given score as high or low because there are no norms for the survey. Scores obtained at one point in time, as in a pretest, can be compared with subsequent scores or with the scores obtained by people in a comparison group” [32, pp. 283–284]. Because each questionnaire was only completed once per student during the user evaluation, the following norms will be used for the scores of the user evaluation (Table 13).

Table 13: Norms for the Results of the User Evaluation

Score	Norm
1.00 – 2.99	E-learning module does not meet the condition(s) of the ARCS model
3.00 – 3.99	E-learning module meets the condition(s) of the ARCS model, but there is room for improvement
4.00 – 5.00	E-learning module meets the condition(s) of the ARCS model

7.4.1 Results of the User Evaluation of *Taal en Spelling*

The e-learning module on *Taal en Spelling* was rated with an average score of 3.97. This means that the e-learning module meets the four conditions of the ARCS model, but there is still room for improvement. The e-learning module on *Taal en Spelling* was rated with an average score of 4.56 for confidence, which means that the e-learning module meets the condition of confidence. The e-learning module on *Taal en Spelling* was rated with an average score of 3.81 for attention, an average score of 3.68 for relevance and an average score of 3.83 for satisfaction. This means that the e-learning module meets the conditions of attention, relevance and satisfaction, but there is still room for improvement on these conditions.

The highest rated questions for the e-learning module on *Taal en Spelling* were questions 19, 31 and 34 with an average score of 5.00. The result of question 19 (“The exercises in this lesson were too difficult”) shows that none of the students found the exercises too difficult, but could even imply that the exercises were too easy for the students. This result could be explained by the fact that spelling of legal terminology is covered during the first year of the Bachelor of Law, while the e-learning module was evaluated by non-first-year students. If the e-learning modules would be further developed, quizzes with different difficulty levels could be developed. The result of question 31 (“There are so many words on each page that it is irritating”) shows that there were not too many words on a page, which is positive and does not need to be changed if the e-learning modules would be further developed. The result of question 34 (“I could not really understand quite a bit of the material in this lesson”) shows that students were able to understand the material of the e-learning module on *Taal en Spelling*, which is positive.

The lowest rated questions for the e-learning module on *Taal en Spelling* were questions 2 and 26 with an average score of 2.11. The result of question 2 (“There was something interesting at the beginning of the lesson that got my attention”) shows that there was nothing interesting at the beginning of the information page that got the attention of the students. If the e-learning modules would be further developed, this could be improved. The result of question 26 (“This lesson was not relevant to my needs because I already knew most of it”) shows that the e-learning module was not relevant to the needs of the students because they already had (enough)

knowledge on *Taal en Spelling*. The e-learning module might not have been relevant for the students who participated in the user evaluation, but the e-learning module could still be relevant for students who do not have enough knowledge on *Taal en Spelling*.

7.4.2 Results of the User Evaluation of *Hoofdlettergebruik*

The e-learning module on *Hoofdlettergebruik* was rated with an average score of 4.03. This means that the e-learning module meets the four conditions of the ARCS model. The e-learning module on *Hoofdlettergebruik* was rated with an average score of 4.01 for relevance and an average score of 4.53 for confidence, which means that the e-learning module meets the conditions of relevance and confidence. The e-learning module on *Hoofdlettergebruik* was rated with an average score of 3.79 for attention and an average score of 3.81 for satisfaction. This means that the e-learning module meets the conditions of attention and satisfaction, but there is still room for improvement on these conditions.

The highest rated question for the e-learning module on *Hoofdlettergebruik* was question 7 with an average score of 4.89. The result of question 7 (“Many of the pages had so much information that it was hard to pick out and remember the important things”) shows that the information page did not have too much information, which made it possible for students to pick out and remember the important things. This is positive and does not need to be changed if the e-learning modules would be further developed.

The lowest rated questions for the e-learning module on *Hoofdlettergebruik* were questions 2 and 8 with an average score of 2.56. The result of question 2 (“There was something interesting at the beginning of this lesson that got my attention”) shows that there was nothing interesting at the beginning of the information page that got the attention of the students. If the e-learning modules would be further developed, this could be improved. The result of question 8 (“These materials are eye-catching”) shows that the materials were not eye-catching. Unfortunately, Brightspace offers little to no options to change or improve the lay-out of a course.

7.4.3 Results of the User Evaluation of *Eindlijst volgens de Leidraad voor Juridische Auteurs*

The e-learning module on *Eindlijst volgens de Leidraad voor Juridische Auteurs* was rated with an average score of 3.91. This means that the e-learning module meets the four conditions of the ARCS model, but there is still room for improvement. The e-learning module on *Eindlijst volgens de Leidraad voor Juridische Auteurs* was rated with an average score of 4.09 for confidence, which means that the e-learning module meets the condition of confidence. The e-learning module on *Eindlijst volgens de Leidraad voor Juridische Auteurs* was rated with an average score of 3.72 for attention, an average score of 3.93 for relevance and an average score

of 3.97 for satisfaction. This means that the e-learning module meets the conditions of attention, relevance and satisfaction, but there is still room for improvement on these conditions.

The highest rated questions for the e-learning module on *Eindlijst volgens de Leidraad voor Juridische Auteurs* were questions 19, 29 and 31 with an average score of 4.83. The result of question 19 (“The exercises in this lesson were too difficult”) shows that none of the students found the exercises too difficult, but could even imply that the exercises were too easy for the students. This result could be explained by the fact that creating an *Eindlijst volgens de Leidraad voor Juridische Auteurs* is covered during the first year of the Bachelor of Law, while the e-learning module was evaluated by non-first-year students. If the e-learning modules would be further developed, quizzes with different difficulty levels could be developed. The result of question 29 (“The style of writing is boring”) shows that the style of writing was not boring, which is positive and does not need to be changed if the e-learning modules would be further developed. The result of question 31 (“There are so many words on each page that it is irritating”) shows that there were not too many words on a page, which is positive and does not need to be changed if the e-learning modules would be further developed.

The lowest rated question for the e-learning module on *Eindlijst volgens de Leidraad voor Juridische Auteurs* was question 8 with an average score of 2.33. The result of question 8 (“These materials are eye-catching”) shows that the materials were not eye-catching. Unfortunately, Brightspace offers little to no options to change or improve the lay-out of a course.

At the end of the questionnaire about the e-learning module on *Eindlijst volgens de Leidraad voor Juridische Auteurs*, students had the opportunity to provide feedback on all e-learning modules. According to three students, the positives of the e-learning modules were that they were structured. Additionally, the e-learning modules didn’t take too much time and were not too long, according to one of these students. According to another student, the e-learning modules made it easy and nice for students to practice the topics they think are difficult, because it is very personal which topics students find difficult or not. Finally, a student wrote that the e-learning modules provided “an additional way for students to actively engage with their writing skills knowledge. In addition, for many people taking and completing a quiz is not a punishment at all, and it can give a satisfying feeling when completing it.” For that reason, the student believed the e-learning modules were very successful. In addition to positives, students could also provide areas for improvement of the e-learning modules. According to one student, the information page on *Eindlijst volgens de Leidraad voor Juridische Auteurs* was quite long and it was suggested to place the different examples on different pages. Another student suggested to add more pictures or “stuff like that”, because that would be “a funny and good way to keep attention from the students across the quizzes”. The feedback shows that the e-learning modules were generally positively evaluated, but that there are some small areas for improvement.

7.5 Conclusion

The prototype of the e-learning modules was evaluated using several methods. First, it was evaluated whether the prototype of the e-learning modules meets the requirements determined in section 4.4: Evaluation of the Requirements using the MoSCoW Method. The requirement evaluation showed that the prototype of the e-learning modules meets ten out of ten must have requirements. Then, the prototype of the e-learning modules was evaluated using the personas created in section 5.1: Personas. The persona evaluation showed that the prototype of the e-learning modules meets the needs of students with an insufficient level of Dutch writing skills and the needs of lecturers of the skills courses. However, the prototype of the e-learning modules does not meet the needs of students with a sufficient level of Dutch writing skills. Finally, the prototype of the e-learning modules was evaluated by students through an user evaluation. The goal of the user evaluation was to evaluate whether the e-learning modules meet the four conditions of the ARCS model and thus whether the e-learning modules are experienced as motivating by students. Therefore, the Instructional Materials Motivation Survey was used for the user evaluation. The user evaluation showed that the e-learning module on *Hoofdlettergebruik* meets the four conditions of the ARCS model with an average score of 4.03. The user evaluation also showed that the e-learning modules on *Taal en Spelling* and *Eindlijst volgens de Leidraad voor Juridische Auteurs* meet the four conditions of the ARCS model but there still is little room for improvement, with average scores of 3.97 and 3.91, respectively. The conclusion of the evaluation is that the prototype of the e-learning modules is generally evaluated positively. All e-learning modules meet the four conditions of the ARCS model and are thus experienced as motivating by students.

8. Discussion and Future Work

During this graduation project, a prototype of e-learning modules about Dutch writing skills was developed. The goal of the e-learning modules was to motivate students of the Bachelor of Law of the UG to practice their Dutch writing skills. In this chapter, the positives of the e-learning modules and the areas of improvement of the e-learning modules will be discussed. The chapter will conclude with recommendations for future work.

8.1 Positives of the E-learning Modules

The first positive of the e-learning modules is that the structure and content of the e-learning modules match the assessment rubric of the skills course Student Moot Court. When students receive an insufficient grade for an assessment criterion during a skills course, they do not have to figure out which e-learning module is relevant to improve their Dutch writing skills. Instead, they can take the e-learning module that corresponds to this assessment criterion. The expectation is that this will motivate students to use the e-learning modules to practice their Dutch writing skills. To confirm this expectation, the e-learning modules need to be evaluated during one of the skills courses. However, the e-learning modules were already evaluated as relevant and motivating during the user evaluation.

The second positive of the e-learning modules is that students do not have to complete all e-learning modules, because the structure and content of the e-learning modules match the assessment rubric of the skills course Student Moot Court. Interviews with students and the literature review revealed that this flexibility motivates students to practice their Dutch writing skills. Therefore, the e-learning modules enable students to only complete the e-learning modules on topics they received an insufficient grade on or topics they are struggling with.

The third positive of the e-learning modules is that the information and exercises are specifically aimed at students of a Bachelor of Law. The state-of-the-art research revealed that there were no tools to improve Dutch writing skills specifically aimed at students of a Bachelor of Law. Therefore, the exercises of the e-learning modules use legal terminology and an e-learning module on referencing according to *de Leidraad voor Juridische Auteurs* was developed. The expectation was that e-learning modules that were specifically aimed at students of a Bachelor of Law would motivate students to use the e-learning modules to practice their Dutch writing skills. The results of the user evaluation showed that it was clear to students how the content of the e-learning modules was related to things they already knew (question R6), that the content was relevant to their interests (question R16) and that the content of the lessons was useful to them (question R33) (scores ≥ 3.89).

The fourth and final positive of the e-learning modules is that the *concept* of the e-learning modules can also be used by other universities in the Netherlands offering a Bachelor of Law.

The e-learning modules that were developed during this graduation project might not be available to students and lecturers of other universities, but universities could use the results of this graduation project to develop e-learning modules that match the assessment rubrics of their skills courses, using their own learning management system (e.g. Brightspace, Canvas or Blackboard). The results of this graduation project could therefore be used to motivate students of a Bachelor of Law to practice their Dutch writing skills.

8.2 Areas of Improvement of the E-learning Modules

The evaluation of the prototype of the e-learning modules revealed the following areas for improvement. The first area of improvement is information pages and assignments. The first point of improvement is that information pages and assignments on all assessment criteria should be developed. Other points of improvement are that information and assignments on general spelling and verb spelling could be added to the e-learning module on *Taal en Spelling*, that more information could be added to the information pages, that something interesting could be added at the beginning of the information pages, and that quizzes with different difficulty levels could be developed. The second area of improvement is feedback: e-learning modules could include personalized feedback. The third and final area of improvement is design: the e-learning modules could show which assignment students have completed. Some of these points for improvement will be discussed in section 8.3: Recommendations for Future Work.

8.3 Recommendations for Future Work

If the UG would decide to further develop the e-learning modules, then the recommendations for future work are as follows. The first recommendation for future work, obviously, is to develop information pages and quizzes on all topics. Students will only be motivated to practice their Dutch writing skills if information and exercises are available on the Dutch writing skills they want to improve.

The second recommendation for future work is to develop more quiz questions per topic. When more quiz questions are available per topic, more quizzes can be created, so students will be motivated to practice their Dutch writing skills more frequently. Another advantage of developing more quiz questions is that it becomes possible to use question pools on Brightspace. When a question pool is used for a quiz, questions are not longer hardcoded, but instead each quiz contains a certain number of random questions from the question pool. An element of surprise could motivate students to practice their Dutch writing skills.

The third recommendation for future work is to develop quizzes with different difficulty levels. The evaluation of the prototype of the e-learning modules using personas and the user evaluation (question R26) showed that the e-learning modules are not relevant for students with a sufficient level of Dutch writing skills. If quizzes with different difficulty levels would be

developed, students with a sufficient level of Dutch writing skills would also be motivated to practice their Dutch writing skills. Another advantage of developing quizzes with different difficulty levels, is that Brightspace can be configured so that a (more difficult) quiz only becomes available after a student completes an (easier) quiz. Receiving a new quiz as reward for completing a quiz could motivate students to practice their Dutch writing skills.

The fourth and final recommendation for future work is to develop e-learning modules to improve English writing skills. The UG also offers an English-taught Bachelor of Law, so these e-learning modules could match the assessment rubrics of the skills courses of the English-taught Bachelor of Law.

9. Conclusion

Lawyers should be able to communicate their legal knowledge correctly and accurately, especially in writing. A sufficient level of Dutch writing skills is therefore of great importance for (future) lawyers. The University of Groningen offers skills courses to improve the Dutch writing skills of students. However, lecturers of the skills courses noticed that some students had a deficiency in Dutch writing skills. Despite this deficiency, students were not motivated to practice their Dutch writing skills in order to improve their Dutch writing skills.

During this graduation project, it was investigated how technology could motivate students of the Dutch-taught Bachelor of Law of the University of Groningen to practice their Dutch writing skills. The results of this graduation project are a thesis and a prototype of e-learning modules with information and exercises on Dutch writing skills. Although the graduation project was focused on students of the Dutch-taught Bachelor of Law of the University of Groningen, the results of the graduation project can also be used by other universities in the Netherlands offering a Bachelor of Law.

To get a more in-depth understanding of the problem, background research was conducted. During the background research, the new assessment rubric of the skills course Student Moot Court was analysed and it was determined that this assessment rubric would be used to determine which content would be included in the e-learning modules. Interviews with students were conducted to identify their problems with Dutch writing skills and their requirements for the e-learning modules. State-of-the-art-research was conducted to find out what tools for improving Dutch writing skills already existed. The state-of-the-art research revealed that there were no tools to improve Dutch writing skills specifically aimed at students of a Bachelor of Law. Finally, a literature review was conducted and it was discovered that the ARCS model of Keller could be used for developing the e-learning modules. According to the ARCS model, there are four conditions that must be met by the e-learning modules for students to become and remain motivated: attention, relevance, confidence and satisfaction.

The Creative Technology Design Process was used as method for this graduation project. The Creative Technology Design Process consists of four phases: ideation, specification, realization and evaluation.

During the ideation phase, several ideas for a tool to improve Dutch writing skills were generated during a brainstorming session. After a meeting with the client, it was determined to develop e-learning modules with information and exercises on Dutch writing skills. Then, several ideas on how the e-learning modules could meet the requirements of the ARCS model were generated during a brainstorming session. The results of the interviews with students, the state-of-the-art research on tools to improve Dutch writing skills, the literature review on

motivation, the results of the brainstorming session on the ARCS model and a meeting with the client were used to determine the requirements of the e-learning modules. Using the MoS-CoW method, the requirements were categorized into must have, should have, could have and won't have requirements.

During the specification phase, two personas of students and one persona of a lecturer were created. It was also decided to use Brightspace as the platform for the e-learning modules, because of costs, availability and accessibility, support, and content. Finally, it was decided to match the content of the e-learning modules with the assessment rubric of the skills course Student Moot Court. If students receive an insufficient grade for an assessment criteria on the assessment rubric, they can complete the relevant e-learning module to improve their Dutch writing skills.

During the realisation phase, a prototype of the e-learning modules was developed on Brightspace. The prototype included information pages and quizzes on the topics *Taal en Spelling*, *Hoofdlettergebruik* and *Eindlijst volgens de Leidraad voor Juridische Auteurs*. The information pages contained all the information students needed to successfully complete the quizzes. The quizzes contained ten correct / incorrect questions. After completing a quiz, students received feedback on their answers.

During the evaluation phase, the prototype of the e-learning modules was evaluated. First, it was evaluated whether the prototype of the e-learning modules met the requirements of the ideation phase. The prototype of the e-learning modules met ten out of ten must have requirements. Secondly, it was evaluated whether the prototype of the e-learning modules met the needs of the personas. The prototype of the e-learning modules met the needs of students with an insufficient level of Dutch writing skills and the needs of lecturers of the skills courses. The prototype of the e-learning modules did not meet the needs of students with a sufficient level of Dutch writing skills. Finally, the prototype of the e-learning modules was evaluated by students of the University of Groningen. The goal of the user evaluation was to determine whether the e-learning modules met the four conditions of the ARCS model and thus whether the prototype of the e-learning modules was experienced as motivating. Students had to interact with the prototype of the e-learning modules by reading the information pages and completing the quizzes. Then, students had to complete the Instructional Materials Motivation Survey. The results of the user evaluation showed that all e-learning modules met the four conditions of the ARCS model and were thus experienced as motivating, but there was still room for improvement.

Finally, the positives of the e-learning modules and the recommendations for future work were discussed. The positives of the e-learning modules were that the structure and content of the

e-learning modules matched the assessment rubric of the skills course Student Moot Court, enabling students to only complete the e-learning modules on topics they received an insufficient grade for or struggle with, and that the information and exercises were specifically aimed at students of a Bachelor of Law. The recommendations for future work were to develop information pages and quizzes on all topics, to develop more quiz questions per topic, to develop quizzes with different difficulty levels and to develop e-learning modules to improve English writing skills.

The research question of this graduation project was “How can technology motivate students to practice their Dutch writing skills?” The conclusion of this graduation project is that e-learning modules with information and exercises on Dutch writing skills that meet the four conditions of the ARCS model motivate students to practice their Dutch writing skills.

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Declaration about generative AI and other AI tools

During the preparation of this work, the author used no artificial intelligence tools.

Appendix A. Assessment Rubric: Legal Research Skills 1 and Legal Research Skills 2

<p>Taalgebruik / Schrijfstijl Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed</p>	<ul style="list-style-type: none"> - Correct Nederlands (spelling, grammatica, typefouten) - Aantrekkelijkheid <ul style="list-style-type: none"> ▪ Zinnen (formulering, lopende zinnen, lengte) ▪ Woordgebruik (actief / passief, hedendaags, helder, gevarieerd, naamwoordstijl) ▪ Bondigheid (stopwoordjes, langdradigheid) ▪ Werkwoordtijden (consequent o.t.t., o.v.t. enz.) - In eigen woorden / citaten - Interpunctie; hoofdletters / kleine letters - Afkortingen
<p>Volledigheid / Structuur Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed</p>	<ul style="list-style-type: none"> - Voorblad / Inhoudsopgave - Inleiding – middenstuk – conclusie - Eindlijst met bronvermelding - Logische volgorde onderwerpen - Kopjes dekken lading - Verbanden tussen alinea's - Onderscheid hoofd- en bijzaken
<p>Inhoud en argumentatie Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed</p>	<ul style="list-style-type: none"> - Feitelijk correct - Nauwkeurig en volledig - Relevant - In balans - Omvang
<p>Lay-out / Typografie Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed</p>	<ul style="list-style-type: none"> - Paginanummers - Uitgevulde tekst met woordafbreking - Kopjes - Lettertype / lettergrootte - Marges/ regelafstand / tabs / enters
<p>Bronvermelding Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed</p>	<ul style="list-style-type: none"> - Gebaseerd op juist geanalyseerde bronnen - Verwezen naar gebruikte bronnen / plagiaat - Verwijzingen in voetnoten volgens de Leidraad en Aanvulling daarop - Plaatsing en gebruik voetnoten - Eindlijst volgens Leidraad: jurisprudentie, literatuur, parlementaire stukken
<p>Overige opmerkingen:</p>	
<p>Cijfer:</p>	

Appendix B. Assessment Rubric: Law and Information Management (Research Plan)

<p>Taalgebruik & schrijfstijl Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed</p>	<ul style="list-style-type: none"> - Correct Nederlands (spelling, grammatica, typefouten) - Aantrekkelijkheid (zinnen en woordgebruik) - In eigen woorden / citaten - Interpunctie; hoofdletters / kleine letters - Afkortingen correct, niet overbodig
<p>Opzet onderzoek Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed</p>	<ul style="list-style-type: none"> - Probleemstelling helder en overtuigend - Vraagstelling helder en overtuigend - Deelvragen relevant voor hoofdvraag - Methode duidelijk uitgewerkt en relevant - Afbakening duidelijk uitgewerkt en logisch - Planning helder en verantwoord
<p>Inhoud Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed</p>	<ul style="list-style-type: none"> - Feitelijk correct en relevant - Nauwkeurig en volledig - Omvang, onderdelen in balans (niet te summier of te uitgebreid) - Kwaliteit brongebruik (juistheid, relevantie, hiaten) - Kwantiteit brongebruik (aantal kan het onderzoek dragen)
<p>Lay-out & typografie Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed</p>	<ul style="list-style-type: none"> - Uitgevulde tekst met woordafbreking - Gebruik van kopjes - Lettertype / lettergrootte consistent - Marges/ regelafstand / tabs / enters - Leidraad correct toegepast

Appendix C. Assessment Rubric: Law and Information Management (Legal Scientific Essay)

<p>Taalgebruik & Schrijfstijl Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed</p>	<ul style="list-style-type: none"> - Correct Nederlands (spelling, grammatica, typefouten) - Aantrekkelijkheid (zinnen / woordgebruik / werkwoordtijden) - In eigen woorden / citaten - Interpunctie / hoofdletters / kleine letters - Afkortingen correct, niet overbodig
<p>Volledigheid & structuur Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed</p>	<ul style="list-style-type: none"> - Inleiding – middenstuk – conclusie - Logische volgorde van behandeling - Structuur door middel van kopjes, alinea's en signaalwoorden - Verbanden tussen alinea's - Onderscheid hoofd- en bijzaken - Beoordelingsformulier als bijlage
<p>Inhoud & argumentatie Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed</p>	<ul style="list-style-type: none"> - Gebaseerd op juist geanalyseerde bronnen - Niveau en geldigheid argumentatie - Feitelijk correct, nauwkeurig en volledig - Relevant en in balans - Kwaliteit brongebruik (juistheid, relevantie, hiaten) - Kwantiteit brongebruik (aantal kan het onderzoek dragen)
<p>Lay-out & Typografie Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed</p>	<ul style="list-style-type: none"> - Paginanummers - Uitgevulde tekst met woordafbreking - Kopjes - Conventioneel lettertype / conventionele lettergrootte - Marges/ regelafstand / tabs / enters - Algehele verzorgdheid
<p>Bronvermelding Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed</p>	<ul style="list-style-type: none"> - Verwezen naar gebruikte bronnen / plagiaat - Plaatsing en gebruik voetnoten - Voetnoten volgens de Leidraad / Aanvulling op de Leidraad - Literatuurlijst volgens de Leidraad / Aanvulling op de Leidraad

Appendix D. Assessment Rubric: Law and Information Management (Reflection Report)

Taalgebruik & Schrijfstijl Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed	<ul style="list-style-type: none"> - Correct Nederlands (spelling, grammatica, typefouten) - Aantrekkelijkheid (zinnen en woordgebruik) - In eigen woorden / citaten - Interpunctie; hoofdletters / kleine letters - Afkortingen correct, niet overbodig
Volledigheid & structuur Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed	<ul style="list-style-type: none"> - Inleiding–middenstuk–conclusie - Verantwoording keuzes bij de totstandkoming systeem - Reflectie gebruikersaspecten met ELM - Reflectie totstandkoming systeem (eigen rol) - Kennisboom in bijlage
Inhoud & argumentatie Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed	<ul style="list-style-type: none"> - Feitelijk correct - Relevant - Omvang - Onderdelen in balans - Brongebruik
Lay-out & Typografie Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed	<ul style="list-style-type: none"> - Uitgevulde tekst met woordafbreking - Gebruik van kopjes - Lettertype / lettergrootte consistent - Marges/ regelafstand / tabs / enters
Bronvermelding Zwaar onvoldoende Onvoldoende Voldoende Goed Zeer goed	<ul style="list-style-type: none"> - Verwezen naar gebruikte bronnen / plagiaat - Verwijzingen in voetnoten volgens de Leidraad - Plaatsing en gebruik voetnoten - Literatuurverwijzing volgens de Leidraad

Appendix E. Assessment Rubric: Student Moot Court

Criteria	Boven niveau	Op niveau	Onder niveau
Taalvaardigheid	De opdracht bevat (nagenoeg) geen taal- en/of spellingsfouten. Interpunctie en hoofdlettergebruik worden consequent op juiste wijze toegepast. Zinnen zijn op correcte wijze geformuleerd.	De opdracht bevat enkele taal- en/of spellingsfouten. Interpunctie en/of hoofdlettergebruik is niet altijd correct. Zinnen zijn over het algemeen op juiste wijze geformuleerd, maar verbetering is mogelijk.	De opdracht bevat veel taal- en/of spellingsfouten. Interpunctie en hoofdlettergebruik worden structureel verkeerd toegepast. De tekst kent veel vreemde zinsconstructies.
Schrijfstijl	De opdracht is in eigen woorden geschreven; citaten zijn ondersteunend en functioneel. De tekst leest erg prettig en is goed te begrijpen. Het taalgebruik is actief en doelgroepgericht.	De opdracht is grotendeels in eigen woorden geschreven. De tekst leest niet altijd even prettig, maar is over het algemeen wel te begrijpen. Een actievere schrijfstijl zou de leesbaarheid ten goede komen. Af en toe wordt spreektaal gebruikt.	De opdracht is onvoldoende in eigen woorden geschreven en citeert (onnodig) veel. De tekst leest moeizaam en is geregeld onduidelijk. Passief taalgebruik heeft de overhand en het taalgebruik is niet geschikt voor de beoogde doelgroep (bijv. veel spreektaal).
Structuur	De structuur is helder en logisch en wordt aangekondigd. De tekst bestaat uit een inleiding, een geordend middenstuk en een samenvattende conclusie. De onderdelen sluiten goed op elkaar aan: er is een duidelijke rode draad. Kopjes dekken de lading en hoofd- en bijzaken worden onderscheiden. Signaalwoorden worden veelvuldig en op correcte wijze gebruikt.	De opdracht kent een inleiding, middenstuk en conclusie. Er is een rode draad, maar de afzonderlijke onderdelen sluiten niet altijd goed op elkaar aan. De kopjes dekken niet altijd de lading. Hoofd- en bijzaken worden niet altijd onderscheiden. Er worden signaalwoorden gebruikt, maar hierin is verbetering mogelijk.	De opbouw van de opdracht is niet helder; een rode lijn ontbreekt. De verschillende onderdelen sluiten onvoldoende op elkaar aan. Er wordt niet of onvoldoende gebruikgemaakt van kopjes. Hoofd- en bijzaken worden onvoldoende onderscheiden. Signaalwoorden worden niet of nauwelijks gebruikt.

Inhoud	Hetgeen in de opdracht wordt besproken is relevant, volledig en ingebed in bestaande literatuur. Bronnen worden feitelijk correct en objectief weergegeven en geanalyseerd. De vraagstelling is duidelijk en concreet en wordt op heldere wijze beantwoord.	Hetgeen in de opdracht wordt besproken is over het algemeen relevant. Op sommige onderdelen is de tekst niet volledig. Bronnen worden niet altijd correct en/of objectief weergegeven of geanalyseerd. De vraagstelling biedt ruimte voor verbetering, maar wordt wel beantwoord.	De opdracht is op meerdere punten inhoudelijk onjuist en/of onvolledig. De inhoud is niet gebaseerd op relevante bronnen of gebruikte bronnen zijn niet juist geanalyseerd. De vraagstelling is onvolledig en/of wordt niet beantwoord.
Argumentatie	De tekst bevat heldere standpunten die consistent worden onderbouwd. Argumenten worden logisch weergegeven. De tekst overtuigt en geeft blijk van een goed doorzicht oordeel.	Standpunten worden onderbouwd, maar argumenten worden niet altijd logisch en/of consistent weergegeven. De tekst overtuigt nog niet altijd.	Standpunten en stellingen worden onvoldoende onderbouwd. In de argumentatie ontbreekt geregeld de logica. Het stuk overtuigt niet.
Brongebruik en -vermelding	Het stuk kent een uitgebreid (academisch) bronnenapparaat. Bronnen worden op correcte wijze geparafraseerd/geciteerd. Voetnoten en eindlijst zijn volgens de Leidraad.	Het aantal (academische) bronnen kan het onderzoek dragen, maar het bronnenapparaat had uitgebreider gekund. Af en toe ontbreekt een noodzakelijke bronvermelding. Voetnoten en eindlijst zijn niet altijd volgens de Leidraad.	Het stuk is gebaseerd op slechts één of enkele (academische) bron(nen). Noodzakelijke bronvermelding ontbreekt geregeld. Voetnoten en eindlijst zijn niet volgens de Leidraad.
Inzet / zelfstandigheid	De ingeleverde opdracht geeft blijk van een hoge mate van zelfstandigheid. Student heeft slechts in geringe mate begeleiding en bijsturing van de docent nodig gehad. Student is zelfstandig tot ideeën, keuzes en inzichten gekomen.	De ingeleverde opdracht geeft blijk van een redelijke mate van zelfstandigheid. Tijdens het onderzoek en/of de verslaglegging hiervan heeft student gerichte begeleiding/bijsturing nodig gehad. Na concrete aanreikingen van de docent is hij/zij tot gekomen.	De ingeleverde opdracht geeft weinig blijk van zelfstandigheid. Student heeft veel sturing en begeleiding nodig gehad. Hij/zij heeft zich het onderzoek niet of nauwelijks eigen gemaakt.

		ideeën, keuzes en inzichten gekomen.	
Vormgeving en omvang	Aan de opdracht is duidelijk zorg en aandacht besteed. Lay-out en typografie zijn netjes en consistent. Het stuk heeft een prettige omvang en overschrijft het maximale woordenaantal niet.	De lay-out en typografie zijn voldoende, maar kunnen netter/consequenter. Denk onder meer aan paginanummers, uitgevulde tekst, het inspringen van alinea's (in plaats van witregels) en het consequent gebruik van een geschikt lettertype- en grootte.	Lay-out en typografie zijn erg inconsistent en rommelig. (Gebrek) aan consistente opmaak leidt af van de inhoud van de tekst. De opdracht komt slordig over. Het stuk overschrijft het maximale woordenaantal behoorlijk of blijft hier juist aanzienlijk onder.

GCSJN

Appendix F. Student Interviews: Information Letter

Information letter for research with human participants for graduation project “Empowering students to enhance their writing proficiency”

This information letter was written by Sophie Kroezen, based on the template provided by Ethics Committee CIS of the University of Twente. This information letter was last edited on 29 October 2023.

Purpose The study program of the Dutch-taught Bachelor of Law at the University of Groningen includes three skills courses, in which students can improve their research and writing skills. Lecturers of the skills courses notice that some students do not have sufficient Dutch language skills to pass a skills course. Failing a course can result in study delay, because students can only participate in the bachelor’s final skills course (*Studentenrechtbank*) after passing the other two skills courses. The goal of the graduation project is to investigate how a digital tool can support students in independently improving their Dutch language skills. The goal of this interview is to gain insight into the problems students encounter when practicing their Dutch writing skills, the reasons for these problems and how a technological tool can support students in practicing their Dutch writing skills. The goal of this interview is also to gain insight into the requirements that a technological tool should meet and what content this tool should contain, for students to make (repeated) use of the tool.

Research Procedure The research will take place at the office of the research leader or a private office (*flex office*), in the building of the Faculty of Law of the University of Groningen. The participant(s) of the interview or focus group is/are students of the Dutch-taught Bachelor of Law of the University of Groningen, specialization IT-law or students of the Master IT-law of the University of Groningen. After the participant has read the information letter and has signed the consent form, an one-on-one interview or focus group will take place. The interview or focus group lasts a maximum of one hour. During the interview or focus group, the research leader will ask questions about the topics mentioned above (*Purpose*). The research leader will take notes during the interview or focus group. If the participant(s) has/have given consent, an audio recording of the interview or focus group will be made. This recording will be destroyed after the research leader has finished her graduation project.

Risks There are no risks involved in participating in this research. This research project has been reviewed by the Ethics Committee CIS of the University of Twente.

Withdrawal Participation in this study remains voluntary at all times. Participants are allowed to refuse to answer questions or to withdraw from the research, at any given time without having to give a reason.

Personal Data Collection During the interview or focus group, personal data such as study programme, information about whether you are a first-year, second-year, third-year or master student and information about which skills courses you have or have not (yet) passed will be collected. If you give consent, this data could be used in the graduation project of the research leader. The complete data from this interview or focus group will only be available to the research leader, the research supervisor and the critical observer.

Retention Period The content of this interview or focus group could be included in the graduation project of the research leader. The thesis of the research leader will be published indefinitely at essay.utwente.nl.

Contact If you want to get in touch with the research leader, research client or research supervisor, you can find their details below. If you have any questions, complaints or comments about this research, you can contact the Secretary of the Ethics Committee.

Research Leader Sophie Kroezen

Address: [REDACTED]

Phone: [REDACTED]

Email: s.i.c.kroezen@student.utwente.nl

Research Client University of Groningen, Faculty of Law, Department of Transboundary Legal Studies

Address: Oude Boteringestraat 18, 9712 GH Groningen, the Netherlands

Phone: +31 0 503632704 (*Pepijn Tukker*)

mail: tls@rug.nl

Research Supervisor Thérèse Bergsma

Address: Zilverling 1060, Hallenweg 19, 7522 NH Enschede, the Netherlands

Phone: +31 0 534899740

Email: t.s.l.bergsma@utwente.nl

Critical Observer Wendy Tollenaar

Address: Cubicus 220, De Zul 10, 7522 NJ Enschede, the Netherlands

Phone: + 31 0 534892448

Email: w.b.tollenaar@utwente.nl

Secretary of the Ethics Committee Petri de Willigen

Address: Zilverling 1051, Hallenweg 19, 7522 NH Enschede, the Netherlands

Phone: +31 0 534892085

Email: ethicscommittee-cis@utwente.nl

Appendix G. Student Interviews: Informed Consent Form

Consent form for research with human participants for graduation project “Empowering students to enhance their writing proficiency”

This consent form was written by Sophie Kroezen, based on the template provided by Ethics Committee CIS of the University of Twente. This consent form was last edited on 4 October 2023.

YOU WILL BE GIVEN A COPY OF THIS INFORMED CONSENT FORM

Taking part in the study

I have read and understood the study information dated [29/10/2023], or it has been read to me. I have been able to ask questions about the study and my questions have been answered to my satisfaction.

Yes **No**

I consent voluntarily to be a participant in this study and understand that I can refuse to answer questions and I can withdraw from the study at any time, without having to give a reason.

Yes **No**

I understand that taking part in the study involves a one-on-one interview or focus group. If I agree to be audio recorded, the answers to the interview questions will be audio recorded by the research leader. The research leader will take notes during the interview or focus group. The audio recording of the interview or research group will be destroyed after the research leader finished her graduation project.

Yes **No**

Use of the information in the study

I understand that information I will provide will be used for the thesis of the research leader.

Yes **No**

I understand that personal information collected about me that can identify me, such as information about whether I am a first-year, second-year, third-year or higher-year student and information about which skills courses I have or have not (yet) passed, could be included in the graduation project of the research leader.

Yes **No**

I agree to be audio recorded.

Yes **No**

Signatures

_____	_____	_____
Name of participant	Signature	Date
_____	_____	_____
Sophie Kroezen	Signature	Date

Appendix H. Student Interviews: Interview Questions

1. Welke studie volg je?

- Bachelor Rechtsgeleerdheid, afstudeerrichting IT-Recht
- Master IT-Recht

2. Als je de bachelor Rechtsgeleerdheid, afstudeerrichting IT-Recht volgt, in welk jaar zit je?

- Eerste jaar
- Tweede jaar
- Derde jaar
- Vierde jaar of hoger

3. Als je de bachelor Rechtsgeleerdheid, afstudeerrichting IT-Recht volgt, welke vaardigheden-vakken heb je tot nu toe gevolgd en succesvol afgerond?

Meerdere antwoorden mogelijk.

- Juridische Onderzoeksvaardigheden 1
- Recht en Informatiemanagement
- Studentenrechtbank
- Niet van toepassing

4. Als je de bachelor Rechtsgeleerdheid, afstudeerrichting IT-Recht volgt, welke vaardigheden-vakken heb je tot nu toe gevolgd en niet succesvol afgerond?

Meerdere antwoorden mogelijk.

- Juridische Onderzoeksvaardigheden 1
- Recht en Informatiemanagement
- Studentenrechtbank
- Niet van toepassing

NB. Studenten van de master IT-Recht hebben alle vaardighedenvakken succesvol afgerond.

5. Welke resultaten heb je gehaald voor de vaardighedenvakken?

Juridische Onderzoeksvaardigheden 1:

Recht en Informatiemanagement:

Studentenrechtbank:

6. Wat is je algemene mening over de vaardighedenvakken in de bachelor Rechtsgeleerdheid, afstudeerrichting IT-Recht? Wat zijn de positieve punten van de vakken? Wat zijn de verbeterpunten van de vakken? Sluiten de vakken goed aan bij jouw niveau van Nederlandse schrijfvaardigheid? Is het niveau van de vakken te makkelijk, precies goed of te moeilijk?

7. Hoe zou je jouw niveau van Nederlandse schrijfvaardigheid beschrijven? Heb je weinig tot géén problemen met het schrijven van teksten? Of heb je véél problemen met het schrijven van teksten?

8. Als je problemen hebt met het schrijven van teksten, wat zijn dan de problemen waar je vaak tegenaan loopt?

9. Besteed je tijdens een blok waarin géén vaardighedenvak wordt aangeboden aandacht aan het verbeteren van je Nederlandse schrijfvaardigheid? Zo ja, op welke manier? Zo nee, waarom niet?

10. Hoe gemotiveerd ben je om je Nederlandse schrijfvaardigheid te verbeteren?

- Niet gemotiveerd
- Weinig gemotiveerd
- Gemotiveerd
- Erg gemotiveerd
- Uiterst gemotiveerd

11. Wat beïnvloedt jouw motivatie om je Nederlandse schrijfvaardigheid te verbeteren? Bijvoorbeeld cijfers voor de vaardighedenvakken, etc.

12. Wat zou jou kunnen motiveren om je Nederlandse schrijfvaardigheid te verbeteren tijdens een blok waarin géén vaardighedenvak wordt aangeboden?

13. Als je een aantal ideeën mocht bedenken voor een ‘tool’ die de faculteit Rechtsgeleerdheid zou ontwikkelen om studenten te ondersteunen bij het verbeteren van hun Nederlandse schrijfvaardigheid, wat zouden jouw ideeën dan zijn?

14. Wat is jouw mening over de volgende ideeën voor het ondersteunen van studenten bij het verbeteren bij hun Nederlandse schrijfvaardigheid?

14a. Een informatiebrochure met informatie over de verschillende vaardighedenvakken in de bachelor Rechtsgeleerdheid, alle afstudeerrichtingen.

14b. Het verbeteren van de beoordelingsrubrics van de vaardighedenvakken van de bachelor Rechtsgeleerdheid, met name die van Juridische Onderzoeksvaardigheden 1, Recht en Informatiemanagement, Juridische Onderzoeksvaardigheden 2 en Studentenrechtbank.

14c. Het ontwikkelen van een website met informatie over Nederlandse schrijfvaardigheid, gericht op bachelor- en masterstudenten Rechtsgeleerdheid van de Rijksuniversiteit Groningen.

14d. Het ontwikkelen van e-learning modules met informatie en oefeningen waarmee studenten zelfstandig aan de slag kunnen gaan met het verbeteren van hun Nederlandse schrijfvaardigheid.

14e. Een website met verschillende korte, juridische schrijfoopdrachten waarmee studenten zelfstandig aan de slag kunnen gaan.

14f. Een website met verschillende korte, juridische schrijfoopdrachten waarmee studenten zelfstandig aan de slag kunnen gaan én een forum waarop studenten hun teksten kunnen plaatsen om feedback van medestudenten te ontvangen.

15. Welke manieren van onderwijs hebben jouw voorkeur?

- Tekst
- Video
- Hoorcollege
- Werkcollege
- Workshop
- Quiz
- Schrijfoefeningen zonder feedback van docenten en/of medestudenten
- Schrijfoefeningen met feedback van docenten en/of medestudenten
- Anders, namelijk:

16. Heb je nog overige ideeën of opmerkingen?

Appendix I. Information Page: *Taal en Spelling*

Informatie over Taal en Spelling

Bij het schrijven van juridische teksten, zoals een essay of een scriptie, maak je vaak gebruik van juridische begrippen. Soms is het lastig om juridische begrippen goed te spellen. Schrijf je arrondissement of arrondissement? Schrijf je ondercuratelestelling of onder curatele stelling? Op de website van [de Rechtspraak](#) en van [de Nederlandse Taalunie](#) kan je de spelling van juridische begrippen en andere woorden opzoeken. Daarnaast kan je ook de spellingscontrole van Microsoft Word, Pages, Google Docs of Libre Office gebruiken om je juridische teksten te controleren op spel- en typefouten.

Wil je jouw kennis over taal en spelling verbeteren? Maak een quiz!

Je mag tijdens het maken van de quiz gebruik maken van de informatie op deze pagina, de Leidraad voor Juridische Auteurs, het internet en andere bronnen.

[Verbeter jouw kennis met Quiz #1!](#)

[Verbeter jouw kennis met Quiz #2!](#)

Appendix J. Information Page: *Hoofdlettergebruik*

Informatie over Hoofdlettergebruik

Bij het schrijven van juridische teksten, zoals een essay of een scriptie, maak je vaak gebruik van juridische begrippen. Soms worden deze begrippen met hoofdletters geschreven, maar soms ook niet. Het kan lastig zijn om te bepalen welke juridische begrippen wel of niet met een hoofdletter geschreven worden, ook omdat het hoofdlettergebruik voor juridische begrippen vaak afwijkt van het hoofdlettergebruik voor *afkortingen* van juridische begrippen. Schrijf je openbaar ministerie of Openbaar Ministerie? Schrijf je hoge raad of Hoge Raad? Om te bepalen of je een juridisch begrip met of zonder hoofdletters schrijft bevat de Leidraad voor Juridische Auteurs een aantal tips over hoofdlettergebruik.

1. Beperk het gebruik van hoofdletters zo veel mogelijk.

2. Gebruik een hoofdletter aan het begin van een zin.

Voorbeeld: Studenten gebruiken vaak hun laptop om aantekeningen te maken tijdens hoorcolleges.

3. Gebruik een hoofdletter bij eigennamen.

Categorieën van eigennamen zijn persoonsnamen (bijvoorbeeld voornamen en achternamen), geografische namen (bijvoorbeeld namen van straten en wateren), namen van organisaties en instellingen, en merknamen en handelsnamen.

Voorbeelden voornamen: Emma, Jip, Lucas, Noah, Sam, Sophie

Voorbeelden achternamen: Van Dijk, Jansen, Smit

Let op: je schrijft Emma **van** Dijk en mevrouw **Van** Dijk

Voorbeelden geografische namen: Broerstraat, Grote Markt, Noorderplantsoen, Oude Boteringstraat, Poelestraat

Voorbeelden organisaties en instellingen: Faculteit Rechtsgeleerdheid, Rijksuniversiteit Groningen

Voorbeelden merknamen en handelsnamen: Basic-Fit, Heineken, HEMA, Ziggo

4. Gebruik hoofdletters in afkortingen zonder punt.

Voorbeeld: HvJ EU, MvT, RvS

5. Gebruik hoofdletters in citeertitels van regelingen en daarmee gelijk te stellen benamingen.

Voorbeelden: Algemene wet bestuursrecht; Burgerlijk Wetboek; Europees Verdrag voor de Rechten van de Mens; Verordening (EU) 2022/1925 van het Europees Parlement en de Raad

van 14 september 2022 over betwistbare en eerlijke markten in de digitale sector, en tot wijziging van Richtlijnen (EU) 2019/1937 en (EU) 2020/1828 (digitalemarktenverordening)

6. Gebruik hoofdletters in benamingen van unieke staatsinstellingen, uitsluitend voor zover deze in de Grondwet of instellings- of basisregeling met een hoofdletter worden geschreven.

Voorbeelden: College van Beroep voor het bedrijfsleven, Eerste Kamer, Hoge Raad, Koning, Nationale ombudsman, Raad van State, Staten-Generaal, Tweede Kamer

7. Gebruik hoofdletters in benamingen van unieke internationale instellingen.

Voorbeelden: Europees Hof voor de Rechten van de Mens, Hof van Justitie van de Europese Unie

8. Gebruik hoofdletters in namen van ministeries.

Voorbeelden: Ministerie van Justitie en Veiligheid; Ministerie van Onderwijs, Cultuur en Wetenschap

9. Gebruik hoofdletters in aanduidingen van ministers en staatssecretarissen indien de naam van het ministerie is toegevoegd.

Voorbeelden: De Minister van Justitie en Veiligheid; de Staatssecretaris van Onderwijs, Cultuur en Wetenschap

10. Gebruik vrijwel nooit hoofdletters in onder andere de volgende juridische begrippen.

Voorbeelden: advocaat-generaal, artikel, gemeente, memorie van toelichting, officier van justitie, openbaar ministerie, rechter, regering, richtlijn, verdrag, verordening, wet

Meer informatie over hoofdlettergebruik is te vinden op pagina 103 en 104 van de Leidraad voor Juridische Auteurs (2022).

Wil je jouw kennis over correct hoofdlettergebruik verbeteren? Maak een quiz!

Je mag tijdens het maken van de quiz gebruik maken van de informatie op deze pagina, de Leidraad voor Juridische Auteurs, het internet en andere bronnen.

[Verbeter jouw kennis met Quiz #1!](#)

[Verbeter jouw kennis met Quiz #2!](#)

Appendix K. Information Page: *Eindlijst volgens de Leidraad voor Juridische Auteurs*

Informatie over Eindlijst volgens de Leidraad voor Juridische Auteurs

Bij het schrijven van juridische teksten, zoals een essay of een scriptie, is het belangrijk om op correcte wijze te verwijzen naar bronnen zoals parlementaire documenten, regelgeving, rechtspraak en literatuur. De belangrijkste reden voor het verwijzen naar bronnen is het voorkomen van plagiaat. In de rechtspraak en rechtswetenschap wordt voortgebouwd op wat andere auteurs al hebben geschreven. Het is dus geen probleem om in juridische teksten gebruik te maken van ideeën en teksten van andere auteurs, maar in de tekst moet wel een bronvermelding staan om aan te geven dat de tekst van een andere auteur is. Als een bronvermelding ontbreekt, lijkt het alsof de tekst van de student is terwijl dit in werkelijkheid niet zo is. Dit wordt gezien als plagiaat en kan ernstige consequenties hebben.

Een juridische tekst, zoals een essay of een scriptie, bevat zowel voetnoten als een eindlijst. De eindlijst bevat volledige informatie over de bronnen die gebruikt zijn in de juridische tekst. De Leidraad voor Juridische Auteurs bevat een aantal regels voor het opstellen van een eindlijst.

1. Boeken

Verheugt 2023

J.W.P. Verheugt, *Inleiding in het Nederlandse recht*, Amsterdam: Uitgeverij de Zuidas 2023.

Achternaam auteur | Jaartal

Voorletters auteur | Achternaam auteur | komma | *Titel van boek* | komma | Plaatsnaam | dubbele punt | Naam uitgever | Jaartal | punt

Meer informatie over het correct verwijzen naar boeken is te vinden op pagina 23, 51 en 52 van de Leidraad voor Juridische Auteurs (2022).

2. Bijdragen in boeken

Neppelenbroek 2021

E.D.C. Neppelenbroek, 'E-commerce: diensten van de informatiemaatschappij', in: A.M. Klingenberg, E.D.C. Neppelenbroek & T. van Zuijlen (red.), *IT-recht*, Den Haag: Boom juridisch 2021, p. 189 – 208.

Achternaam auteur bijdrage | Jaartal

Voorletters auteur bijdrage | Achternaam auteur bijdrage | komma | 'Titel van bijdrage' | komma | in: | Voorletters redacteur | Achternaam redacteur | (red.) | komma | *Titel van*

bundel | komma | Plaatsnaam | dubbele punt | Naam uitgever | Jaartal | komma | Beginpagina | streepje | Eindpagina | punt

Meer informatie over het correct verwijzen naar bijdragen boeken is te vinden op pagina 24, 51 en 54 van de Leidraad voor Juridische Auteurs (2022).

3. Artikelen in tijdschriften

Schaub 2021

M.Y. Schaub, 'Airbnb als tweezijdig bemiddelaar: hoe nieuwe ontwikkelingen in oude regels passen.', *NTBR* 2021/15, p. 113 - 121

Achternaam auteur | Jaartal

Voorletters auteur | Achternaam auteur | komma | 'Titel van artikel' | komma | *Naam van tijdschrift* (evt. afgekort) | Jaartal | evt. schuine streep | evt. Publicatienummer | komma | Beginpagina | streepje | Eindpagina | punt

Let op: de regels voor het verwijzen naar artikelen in tijdschriften zijn gewijzigd in de Leidraad 2022.

Meer informatie over het correct verwijzen naar artikelen in tijdschriften is te vinden op pagina 25, 26 en 60 van de Leidraad voor Juridische Auteurs (2022).

4. Jurisprudentie

Rb. 's-Gravenhage (vzr.) 7 juli 2006, ECLI:NL:RBSGR:2006:AY1710.

Rb. Den Haag (zittingsplaats Amsterdam) 20 maart 2013, ECLI:NL:RBDHA:2013:BZ7059.

Naam van instantie (afgekort) | evt. Plaats- of gebiedsnaam van de instantie die deel uitmaakt van de officiële benaming van de instantie wanneer de instantie niet uniek is | evt. haakje openen | evt. Verbijzondering van de instantie en/of zittingsplaats* | evt. haakje sluiten | Datum (voluit) | komma | European Case Law Identifier | punt

*Bijvoorbeeld kantonrechter (ktr.), een specifieke kamer, voorzieningenrechter (vzr.) of zittingsplaats

Groep de jurisprudentie in de jurisprudentielijst naar instantie.

Groep de jurisprudentie per instantie in chronologische volgorde.

Meer informatie over het correct verwijzen naar jurisprudentie is te vinden in hoofdstuk 4 van de Leidraad voor Juridische Auteurs (2022).

Wil je jouw kennis over het maken van een eindlijst verbeteren? Maak een quiz!

Je mag tijdens het maken van de quiz gebruik maken van de informatie op deze pagina, de Leidraad voor Juridische auteurs, het internet en andere bronnen.

[Verbeter jouw kennis met Quiz #1!](#)

[Verbeter jouw kennis met Quiz #2!](#)

Appendix L. Quiz #1: *Taal en Spelling*

Taalvaardigheid > Taal en spelling: Quiz #1

Verbeter jouw kennis over taal en spelling met deze quiz!

Deze quiz bevat 10 juist / onjuist-vragen en duurt maximaal 10 minuten. Om de quiz succesvol af te ronden moet je minimaal 7 van de 10 vragen juist beantwoorden. Na het afronden van de quiz ontvang je je score en de juiste antwoorden.

Succes!

1. Is de volgende zin juist of onjuist gespeld?

Het strafproces recht is vrijwel volledig geregeld in het Wetboek van Strafvordering.

1a. Juist

1b. Onjuist

Antwoord: Onjuist. Strafproces recht moet gespeld worden als strafprocesrecht.

2. Is de volgende zin juist of onjuist gespeld?

Dient bij blijvende letselschade de benadeelde ook compensatie te ontvangen voor gemiste zwarte inkomsten?

2a. Juist

2b. Onjuist

Antwoord: Onjuist. Compensatie moet gespeld worden als compensatie.

3. Is de volgende zin juist of onjuist gespeld?

Een testament is een notariële akte waarin iemand vastlegt wat er na overlijden met zijn of haar nalatenschap moet gebeuren.

3a. Juist

3b. Onjuist

Antwoord: Juist.

4. Is de volgende zin juist of onjuist gespeld?

Het Europees Economisch en Sociaal Comité brengt tijdens het wetgevingsproces adviezen uit.

4a. Juist

4b. Onjuist

Antwoord: Onjuist. Comité moet gespeld worden als Comité.

5. Is de volgende zin juist of onjuist gespeld?

Het datalek bij het bedrijf leidde tot bezorgdheid over de beveiliging van persoonsgegevens.

5a. Juist

5b. Onjuist

Antwoord: Juist.

6. Is de volgende zin juist of onjuist gespeld?

De Examencommissie van de Faculteit Rechtsgeleerdheid maakt zich door een incident zorgen over het waarborgen van de kwaliteit van tentamens.

6a. Juist

6. Onjuist

Antwoord: Juist.

7. Is de volgende zin juist of onjuist gespeld?

De verdachte was tijdens zijn arrestatie erg gewelddadig.

7a. Juist

7b. Onjuist

Antwoord: Onjuist. Gewelddadig moet gespeld worden als gewelddadig.

8. Is de volgende zin juist of onjuist gespeld?

Een consument kan een overeenkomst op afstand zonder opgave van reden ontbinden, binnen een termijn van veertien dagen na de dag waarop de overeenkomst wordt gesloten.

8a. Juist

8b. Onjuist

Antwoord: Juist

9. Is de volgende zin juist of onjuist gespeld?

De algemene voorwaarden waren tijdens het sluiten van de overeenkomst beschikbaar op de website.

9a. Juist

9b. Onjuist

Antwoord: Juist.

10. Volgens het arrest *Duinzigt* is er geen sprake van bemiddelling indien de website van de tussenpersoon als 'elektronisch prikbord' functioneert.

10a. Juist

10b. Onjuist

Antwoord: Onjuist. Bemiddelling moet gespeld worden als bemiddeling.

Appendix M. Quiz #2: Taal en Spelling

Taalvaardigheid > Taal en spelling: Quiz #2

Verbeter jouw kennis over taal en spelling met deze quiz!

Deze quiz bevat 10 juist / onjuist-vragen en duurt maximaal 10 minuten. Om de quiz succesvol af te ronden moet je minimaal 7 van de 10 vragen juist beantwoorden. Na het afronden van de quiz ontvang je je score en de juiste antwoorden.

Succes!

1. Is de volgende zin juist of onjuist gespeld?

De rechtbank Groningen behoort tot het arrondissement Noord-Nederland.

1a. Juist

1b. Onjuist

Antwoord: Juist.

2. Is de volgende zin juist of onjuist gespeld?

Voorafgaand aan de rechtszaak werd er consevetoir beslag gelegd op de bezittingen van de gedaagde.

2a. Juist

2b. Onjuist

Antwoord: Onjuist. Consevetoir moet gespeld worden als conservatoir.

3. Is de volgende zin juist of onjuist gespeld?

Rechters worden ook wel de zittende magistratuur genoemd.

3a. Juist

3b. Onjuist

Antwoord: Juist.

4. Is de volgende zin juist of onjuist gespeld?

De belanghebbenden verzetten zich tegen de verbouwing van de horecagelegenheid in het Noorderplantsoen.

4a. Juist

4b. Onjuist

Antwoord: Juist.

5. Is de volgende zin juist of onjuist gespeld?

Wederrechterlijk betekent dat iets in strijd met het recht is.

5a. Juist

5b. Onjuist

Antwoord: Onjuist. Wederrechtelijk moet gespeld worden als wederrechtelijk.

6. Is de volgende zin juist of onjuist gespeld?

Aan de verdachte werd subsidiair ten laste gelegd dat hij diefstal heeft gepleegd.

6a. Juist

6b. Onjuist

Antwoord: Juist.

7. Is de volgende zin juist of onjuist gespeld?

Wetenschappers van de Rijksuniversiteit Groningen doen onderzoek naar het maatschappelijk draagvlak voor de afschaffing van de legetieme portie.

7a. Juist

7b. Onjuist

Antwoord: Onjuist. Legetieme moet gespeld worden als legitieme.

8. Is de volgende zin juist of onjuist gespeld?

Een geavanceerde digitale handtekening kan worden gebruikt voor het ondertekenen van koopovereenkomsten.

8a. Juist

8b. Onjuist

Antwoord: Juist.

9. Is de volgende zin juist of onjuist gespeld?

Een aantal studenten van de Rijksuniversiteit Groningen heeft de penitentaire inrichting Veenhuizen in Norgerhaven bezocht.

9a. Juist

9b. Onjuist

Antwoord: Onjuist. Penitentaire moet gespeld worden als penitentiare.

10. Is de volgende zin juist of onjuist gespeld?

De advocaat van de verdachte stelde dat de verdachte ontoerekeningsvatbaar was.

10a. Juist

10b. Onjuist

Antwoord: Juist.

Appendix N. Quiz #1: Hoofdlettergebruik

Taalvaardigheid > Hoofdlettergebruik: Quiz #1

Verbeter jouw kennis over correct **hoofdlettergebruik** voor juridische begrippen met deze quiz!

Deze quiz bevat 10 juist / onjuist-vragen en duurt maximaal 10 minuten. Om de quiz succesvol af te ronden moet je minimaal 7 van de 10 vragen juist beantwoorden. Na het afronden van de quiz ontvang je je score en de juiste antwoorden.

Succes!

1. Is het hoofdlettergebruik juist of onjuist: raad van State

1a. Juist

1b. Onjuist

Antwoord: Onjuist. Het juiste antwoord is Raad van State.

2. Is het hoofdlettergebruik juist of onjuist: Verordening

2a. Juist

2b. Onjuist

Antwoord: Onjuist. Het juiste antwoord is verordening.

3. Is het hoofdlettergebruik juist of onjuist: officier van justitie

3a. Juist

3b. Onjuist

Antwoord: Juist.

4. Is het hoofdlettergebruik juist of onjuist: ministerie van Justitie en Veiligheid

4a. Juist

4b. Onjuist

Antwoord: Onjuist. Het juiste antwoord is Ministerie van Justitie en Veiligheid.

5. Is het hoofdlettergebruik juist of onjuist: Openbaar Ministerie

5a. Juist

5b. Onjuist

Antwoord: Onjuist. Het juiste antwoord is openbaar ministerie.

6. Is het hoofdlettergebruik juist of onjuist: Nationale ombudsman

6a. Juist

6b. Onjuist

Antwoord: Juist.

7. Is het hoofdlettergebruik juist of onjuist: Afdeling bestuursrechtspraak van de Raad van State

7a. Juist

7b. Onjuist

Antwoord: Juist.

8. Is het hoofdlettergebruik juist of onjuist: hoge raad

8a. Juist

8b. Onjuist

Antwoord: Onjuist. Het juiste antwoord is Hoge Raad.

9. Is het hoofdlettergebruik juist of onjuist: College van Beroep voor het Bedrijfsleven

9a. Juist

9b. Onjuist

Antwoord: Onjuist. Het juiste antwoord is College van Beroep voor het bedrijfsleven.

10. Is het hoofdlettergebruik juist of onjuist: Europees Hof voor de Rechten van de Mens

10a. Juist

10b. Onjuist

Antwoord: Juist.

Appendix O. Quiz #2: Hoofdlettergebruik

Taalvaardigheid > Hoofdlettergebruik: Quiz #2

Verbeter jouw kennis over correct **hoofdlettergebruik** voor juridische begrippen met deze quiz!

Deze quiz bevat 10 juist / onjuist-vragen en duurt maximaal 10 minuten. Om de quiz succesvol af te ronden moet je minimaal 7 van de 10 vragen juist beantwoorden. Na het afronden van de quiz ontvang je je score en de juiste antwoorden.

Succes!

1. Is het hoofdlettergebruik juist of onjuist: memorie van toelichting

1a. Juist

1b. Onjuist

Antwoord: Juist.

2. Is het hoofdlettergebruik juist of onjuist: Algemene Wet Bestuursrecht

2a. Juist

2b. Onjuist

Antwoord: Onjuist. Het juiste antwoord is Algemene wet bestuursrecht.

3. Is het hoofdlettergebruik juist of onjuist: staten-generaal

3a. Juist

3b. Onjuist

Antwoord: Onjuist. Het juiste antwoord is Staten-Generaal.

4. Is het hoofdlettergebruik juist of onjuist: Europees Hof voor de Rechten van de Mens

4a. Juist

4b. Onjuist

Antwoord: Juist.

5. Is het hoofdlettergebruik juist of onjuist: Koninklijk besluit

5a. Juist

5b. Onjuist

Antwoord: Onjuist. Het juiste antwoord is koninklijk besluit.

6. Is het hoofdlettergebruik juist of onjuist: Algemene Beginselen van Behoorlijk Bestuur

6a. Juist

6b. Onjuist

Antwoord: Onjuist. Het juiste antwoord is Algemene beginselen van behoorlijk bestuur.

7. Is het hoofdlettergebruik juist of onjuist: memorie van antwoord

7a. Juist

7b. Onjuist

Antwoord: Juist.

8. Is het hoofdlettergebruik juist of onjuist: burgemeester en wethouders

8a. Juist

8b. Onjuist

Antwoord: Juist.

9. Is het hoofdlettergebruik juist of onjuist: advocaat-generaal

9a. Juist

9b. Onjuist

Antwoord: Juist

10. Is het hoofdlettergebruik juist of onjuist: hof van justitie van de Europese Unie

10a. Juist

10b. Onjuist

Antwoord: Onjuist. Het juiste antwoord is Hof van Justitie van de Europese Unie.

Appendix P. Quiz #1: *Eindlijst volgens de Leidraad voor Juridische Auteurs*

Brongebruik en bronvermelding > Eindlijst volgens de Leidraad: Quiz #1

Verbeter jouw kennis over het maken van een **eindlijst** volgens de Leidraad voor Juridische Auteurs met deze quiz!

Deze quiz bevat 10 juist / onjuist-vragen en duurt maximaal 20 minuten. Om een de quiz succesvol af te ronden moet je minimaal 7 van de 10 vragen juist beantwoorden. Na het afronden van de quiz ontvang je je score en de juiste antwoorden.

Succes!

1. Is deze vermelding in de eindlijst juist of onjuist?

Neppelenbroek 2019

E.D.C. Neppelenbroek, *Elektronisch Contractenrecht*, Den Haag: Boom Juridisch 2019.

1a. Juist

1b. Onjuist

Antwoord: Onjuist, de naam van een boek moet cursief geschreven worden. Het juiste antwoord is:

Neppelenbroek 2019

E.D.C. Neppelenbroek, *Elektronisch Contractenrecht*, Den Haag: Boom Juridisch 2019.

2. Is deze vermelding in de eindlijst juist of onjuist?

HR 09/04/2021, ECLI:NL:HR:2021:527 (*Booking.com*).

2a. Juist

2b. Onjuist

Antwoord: Onjuist, de datum moet voluit geschreven worden. Het juiste antwoord is:

HR 9 april 2021, ECLI:NL:HR:2021:527 (*Booking.com*)

3. Is deze vermelding in de eindlijst juist of onjuist?

Van Dijck, Snel & Van Golen 2018

G. van Dijck, M. Snel & T. van Golen, *Methoden van Rechtswetenschappelijk onderzoek*, Den Haag: Boom juridisch 2018.

3a. Juist

3b. Onjuist

Antwoord: Juist.

4. Is deze vermelding in de eindlijst juist of onjuist?

Roorda 2016

B. Roorda, *Het recht om te demonstreren: een vergelijkende studie naar de betogingsvrijheid in Nederland, Duitsland en Engeland vanuit internationaalrechtelijk perspectief*, Den Haag: Boom juridisch 2016.

4a. Juist

4b. Onjuist

Antwoord: Juist.

5. Is deze vermelding in de eindlijst juist of onjuist?

HR 24 februari 2017, ECLI:NL:HR:2017:286.

5a. Juist

5b. Onjuist

Antwoord: Juist.

6. Is deze vermelding in de eindlijst juist of onjuist?

Rb. Amsterdam 2 oktober 2020, ECLI:NL:RBAMS:2020:5820

6a. Juist

6b. Onjuist

Antwoord: Onjuist, een bronvermelding eindigt altijd met een punt. Het juiste antwoord is: Rb. Amsterdam 2 oktober 2020, ECLI:NL:RBAMS:2020:5820.

7. Is deze vermelding in de eindlijst juist of onjuist?

Hof Arnhem-Leeuwarden 5 November 2019, ECLI:NL:GHARL:2019:9352.

7a. Juist

7b. Onjuist

Antwoord: Onjuist. De maand moet met een kleine letter geschreven worden. Het juiste antwoord is:

Hof Arnhem-Leeuwarden 5 november 2019, ECLI:NL:GHARL:2019:9352.

8. Is deze vermelding in de eindlijst juist of onjuist?

Klingenberg 2021

E.D.C. Neppelenbroek, 'Intellectuele eigendom en IT', in: A.M. Klingenberg, E.D.C. Neppelenbroek & T. van Zuijlen (red.), *IT-recht*, Den Haag: Boom juridisch 2021, p. 123 – 164.

8a. Juist

8b. Onjuist

Antwoord: Onjuist. De naam van de auteur van de bijdrage moet dikgedrukt vermeld staan in de bronvermelding, niet de naam van de auteur(s) of de redactie van het boek. Het juiste antwoord is:

Neppelenbroek 2021

E.D.C. Neppelenbroek, 'Intellectuele eigendom en IT', in: A.M. Klingenberg, E.D.C. Neppelenbroek & T. van Zijlen (red.), *IT-recht*, Den Haag: Boom juridisch 2021, p. 123 – 164.

9. Is deze vermelding in de eindlijst juist of onjuist?

Verhoeff, Bb 2022/13

N.R. Verhoeff, 'Booking.com en Airbnb: twee uitspraken over de bemiddelingsovereenkomst', *Bb 2022/13*, p. 45 – 47.

9a. Juist

9b. Onjuist

Antwoord: Onjuist, sinds de Leidraad 2022 worden alleen de achternaam van de auteur en het jaartal dikgedrukt vermeld in de eindlijst. Het juiste antwoord is:

Verhoeff 2022

N.R. Verhoeff, 'Booking.com en Airbnb: twee uitspraken over de bemiddelingsovereenkomst', *Bb 2022/13*, p. 45 – 47.

10. Is deze vermelding in de eindlijst juist of onjuist?

Rechtbank Amsterdam 13 oktober 2020, ECLI:NL:RBAMS:2020:4966.

10a. Juist

10b. Onjuist

Antwoord: Onjuist. Rechtbank moet afgekort worden tot Rb. Het juiste antwoord is:

Rb. Amsterdam 13 oktober 2020, ECLI:NL:RBAMS:2020:4966.

Appendix Q. Quiz #2: Eindlijst volgens de Leidraad voor Juridische Auteurs

Brongebruik en bronvermelding > Eindlijst volgens de Leidraad: Quiz #2

Verbeter jouw kennis over het maken van een **eindlijst** volgens de Leidraad voor Juridische Auteurs met deze quiz!

Deze quiz bevat 10 juist / onjuist-vragen en duurt maximaal 20 minuten. Om de quiz succesvol af te ronden moet je minimaal 7 van de 10 vragen juist beantwoorden. Na het afronden van de quiz ontvang je je score en de juiste antwoorden.

Succes!

1. Is deze vermelding in de eindlijst juist of onjuist?

Verheij 2023

A.J. Verheij, *Onrechtmatige daad (Monografieën Privaatrecht nr. 4)*, Deventer: Wolters Kluwer 2023.

1a. Juist

1b. Onjuist

Antwoord: Juist.

2. Is deze vermelding in de eindlijst juist of onjuist?

Kroeze, Timmerman & Wezeman 2021

prof. dr. M.J. Kroeze, prof. mr. L. Timmerman, prof. dr. J.B. Wezeman, *De kern van het ondernemingsrecht*, Deventer: Wolters Kluwer 2021.

2a. Juist

2b. Onjuist

Antwoord: Onjuist. De titels van auteurs worden weggelaten in de bronvermelding. Het juiste antwoord is:

Kroeze, Timmerman & Wezeman 2021

M.J. Kroeze, L. Timmerman, J.B. Wezeman, *De kern van het ondernemingsrecht*, Deventer: Wolters Kluwer 2021.

3. Is deze vermelding in de eindlijst juist of onjuist?

Van Vught 2023

K. van Vught, 'Het doel heiligt de (cassatie)middelen', *NJB* 2023/2889, p. 3484 – 3485.

3a. Juist

3b. Onjuist

Antwoord: Juist.

4. Is deze vermelding in de eindlijst juist of onjuist?

Maxius.nl. (2019). Art. 8 EVRM. Maxius.nl voorheen Lexius.nl, te vinden op <https://maxius.nl/verdrag-tot-bescherming-van-de-rechten-van-de-mens-en-de-fundamentele-vrijheden-rome-04-11-1950/artikel8> (laatst geraadpleegd op 18 mei 2021)

4a. Juist

4b. Onjuist

Antwoord: Onjuist. Wetsartikelen worden niet opgenomen in de eindlijst. Daarnaast moet je bij wetsartikelen alleen naar het wetsartikel verwijzen (bijv. art. 8 EVRM) en niet naar de website waarop het wetsartikel staat (bijv. wetten.overheid.nl of maxius.nl).

5. Is deze vermelding in de eindlijst juist of onjuist?

Antenbrink & Vedder, 2020

F. Antenbrink & H.H.B. Vedder, *Recht van de Europese Unie*, Den Haag: Boom Juridisch 2020.

5a. Juist

5b. Onjuist

Antwoord: Onjuist. Tussen de dikgedrukte namen van de auteurs en het jaartal moet geen komma staan. Het juiste antwoord is:

Antenbrink & Vedder 2020

F. Antenbrink & H.H.B. Vedder, *Recht van de Europese Unie*, Den Haag: Boom Juridisch 2020.

6. Is deze vermelding in de eindlijst juist of onjuist?

Geerts 2023

P.G.F.A. Geerts, *Bescherming van de intellectuele eigendom*, Deventer: Wolters Kluwer 2023.

6a. Juist

6b. Onjuist

Antwoord: Juist.

7. Is deze vermelding in de eindlijst juist of onjuist?

Rb. Rotterdam 28 januari 2019, ECLI:NL:RBROT:2019:569

7a. Juist

7b. Onjuist

Antwoord: Onjuist, een bronvermelding eindigt altijd met een punt. Het juiste antwoord is:

Rb. Rotterdam 28 januari 2019, ECLI:NL:RBROT:2019:569.

8. Is deze vermelding in de eindlijst juist of onjuist?

Geerts & Verschuur 2022

P.G.F.A. Geerts & A.M.E. Verschuur (red.), *Kort begrip van het intellectuele eigendomsrecht*, Deventer: Wolters Kluwer 2022.

8a. Juist

8b. Onjuist

Antwoord: Juist.

9. Is deze vermelding in de eindlijst juist of onjuist?

Nieuwenhuis, Den Heijer & Hins 2021

A.J. Nieuwenhuis, M. den Heijer & A.W. Hins, *Hoofdstukken Grondrechten*, Nijmegen: Ars Aequi Libri 2021 (5de druk).

9a. Juist

9b. Onjuist

Antwoord: Onjuist, de druk van een boek wordt niet opgenomen in de bronvermelding. Het juiste antwoord is:

Nieuwenhuis, Den Heijer & Hins 2021

A.J. Nieuwenhuis, M. den Heijer & A.W. Hins, *Hoofdstukken Grondrechten*, Nijmegen: Ars Aequi Libri 2021.

10. Is deze vermelding in de eindlijst juist of onjuist?

Klingenberg 2021

A.M. Klingenberg, 'Grondrechten en IT', in: A.M. Klingenberg, E.D.C. Neppelenbroek & T. van Zuijlen (red.), *IT-recht*, Den Haag: Boom juridisch 2021, p. 35 – 56.

10a. Juist

10b. Onjuist

Antwoord: Juist.

Appendix R. User Evaluation: Introduction

Thank you for participating in the user evaluation of my graduation project of the bachelor Creative Technology (University of Twente)!

About the graduation project During the skills courses of the Bachelor of Law of the University of Groningen (*Juridische Onderzoeksvaardigheden 1, Juridische Onderzoeksvaardigheden 2, Recht & Informatiemanagement, Studentenrechtbank, etc.*), lecturers noted that some students had a deficiency in Dutch writing skills. In order to support students to remain motivated to regularly practice their Dutch writing skills, I developed a prototype of e-learning modules on Dutch writing skills.

About the user evaluation The first section of the user evaluation consists of an information letter and a consent form. The information letter contains more information about this user evaluation. You can only participate in the user evaluation after completing the questions of the consent form. The second section of the user evaluation consists of questions about the prototype of the e-learning modules. To answer these questions you need access to the Brightspace course 'Sandbox Sophie Kroezen (course code SANDBOX-P309004). If you don't have access to this course, please send an email with your name and RUG student number to s.i.c.kroezen@rug.nl.

This questionnaire is anonymous.

It takes approximately 45 minutes to interact with the prototype and to complete this user evaluation.

Appendix S. User Evaluation: Information Letter

Information letter for research with human participants for graduation project “Empowering students to enhance their writing proficiency”

This information letter was written by Sophie Kroezen, based on the template provided by Ethics Committee CIS of the University of Twente. This information letter was last edited on 11 December 2023.

Purpose The study program of the Dutch-taught Bachelor of Law at the University of Groningen includes three skills courses, in which students can improve their research and writing skills. Lecturers of the skills courses notice that some students do not have sufficient Dutch language skills to pass a skills course. Failing a course can result in study delay, because students can only participate in the bachelor’s final skills course (*Studentenrechtbank*) after passing the other two skills courses. During the graduation project, e-learning modules were developed as an online tool to support students to remain motivated to regularly practice their Dutch writing skills. The goal of the research is to evaluate the prototype of the e-learning modules that was developed for the graduation project with end users.

Research Procedure The participants of the user evaluation are students of the Dutch-taught Bachelor of Law of the University of Groningen, specialization IT-Law or students of the Master IT-Law of the University of Groningen. Students participating in the user evaluation will get access to the Brightspace course that serves as the prototype for the graduation project. During the online user evaluation, students have to interact with the prototype and fill in a user evaluation survey on Microsoft Forms. The user evaluation lasts a maximum of one hour.

Risks There are no risks involved in participating in this research. This research project has been reviewed by the Ethics Committee Information and Computer Science of the University of Twente.

Withdrawal Participation in this study remains voluntary at all times. Participants are allowed to refuse to answer questions or to withdraw from the research, at any given time without having to give a reason.

Personal Data Collection During the user evaluation, personal data such as name and student number will be collected by the research leader. This data will only be used to give students access to the Brightspace course that serves as the prototype for the graduation project. Students do not need to enter this information in the user evaluation survey.

Retention Period The content of the user evaluation survey will be included in the graduation project of the research leader. The thesis of the research leader will be published indefinitely at essay.utwente.nl.

Contact If you want to get in touch with the research leader, research client or research supervisor, you can find their details below. If you have any questions, complaints or comments about this research, you can contact the Secretary of the Ethics Committee.

Research Leader Sophie Kroezen

Address: [REDACTED]

Phone: [REDACTED]

Email: s.i.c.kroezen@student.utwente.nl

Research Client University of Groningen, Faculty of Law, Department of Transboundary Legal Studies

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Phone: + 31 0 534892448

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Secretary of the Ethics Committee Petri de Willigen

Address: Zilverling 1051, Hallenweg 19, 7522 NH Enschede, the Netherlands

Phone: +31 0 534892085

Email: ethicscommittee-cis@utwente.nl

Appendix T. User Evaluation: Informed Consent Form

Consent form for research with human participants for graduation project “Empowering students to enhance their writing proficiency”

This consent form was written by Sophie Kroezen, based on the template provided by Ethics Committee CIS of the University of Twente. This consent form was last edited on 11 December 2023.

The information of the information letter will be included in the user evaluation survey.

The questions of the consent form will be included as mandatory questions in the user evaluation survey.

Taking part in the study

I have read and understood the study information dated [11/12/2023]. I have been able to ask questions about the study and my questions have been answered to my satisfaction.

Yes **No**

I consent voluntarily to be a participant in this study and understand that I can refuse to answer questions and I can withdraw from the study at any time, without having to give a reason.

Yes **No**

I understand that taking part in the study involves interacting with a prototype of e-learning modules and completing a survey on (the interaction with) the prototype.

Yes **No**

Use of the information in the study

I understand that personal information collected about me that can identify me, such as my name and student-number, will only be used to give me access to the Brightspace course that will serve as prototype. I understand that this personal information will **not** be included in the thesis of the research leader. I understand that I do **not** have to enter this personal information in the survey.

Yes **No**

I understand that information I will provide in the survey will be used for the thesis of the research leader.

Yes **No**

Appendix U. User Evaluation: Question

Please enter a word that will enable the researcher to link the answers of the different questionnaires to the same person.

In order for the questionnaire to remain anonymous, please choose a word that cannot identify you.

Use the same word for each questionnaire!

Example: nine, book, puzzle, bottle, kitchen

Please don't use these examples.

Appendix V. User Evaluation: Instructions

Instructions

1. Go to the Brightspace course Sandbox Sophie Kroezen (course code SANDBOX-P309004).
2. Select the topic [topic name].
3. Read the information page about [topic name].
4. Take Quiz #1 on [topic name].
5. Take Quiz #2 on [topic name].
6. Fill in the questionnaire in the next section of this form. A **lesson** consists of the information page and the two quizzes.

[topic name] = *Taal en Spelling, Hoofdlettergebruik* or *Leidraad volgens de Leidraad voor Juridische Auteurs*.

Appendix W. User Evaluation: Instructional Materials Motivation Survey (IMMS)

Questionnaire

There are 36 statements in this questionnaire. Please think about each statement in relation to the instructional materials you have just studied and indicate how true it is. Give the answer that truly applies to you, and not what you would like to be true, or what you think others want to hear.

Think about each statement by itself and indicate how true it is. Do not be influenced by your answers to other statements.

Thank you!

1. When I first looked at this lesson, I had the impression that it would be easy for me.
 Not true Slightly true Moderately true Mostly true Very true
2. There was something interesting at the beginning of this lesson that got my attention.
 Not true Slightly true Moderately true Mostly true Very true
3. This material was more difficult to understand than I would like for it to be.
 Not true Slightly true Moderately true Mostly true Very true
4. After reading the introductory information, I felt confident that I knew what I was supposed to learn from this lesson.
 Not true Slightly true Moderately true Mostly true Very true
5. Completing the exercises in this lesson gave me a satisfying feeling of accomplishment.
 Not true Slightly true Moderately true Mostly true Very true
6. It is clear to me how the content of this material is related to things I already know.
 Not true Slightly true Moderately true Mostly true Very true
7. Many of the pages had so much information that it was hard to pick out and remember the important things.
 Not true Slightly true Moderately true Mostly true Very true
8. These materials are eye-catching.
 Not true Slightly true Moderately true Mostly true Very true
9. There were stories, pictures, or examples that showed me how this material could be important to some people.
 Not true Slightly true Moderately true Mostly true Very true

10. Completing this lesson successfully was important to me.
 Not true Slightly true Moderately true Mostly true Very true
11. The quality of the writing helped to hold my attention.
 Not true Slightly true Moderately true Mostly true Very true
12. The lesson is so abstract that it was hard to keep my attention on it.
 Not true Slightly true Moderately true Mostly true Very true
13. As I worked on this lesson, I was confident that I could learn the content.
 Not true Slightly true Moderately true Mostly true Very true
14. I enjoyed this lesson so much that I would like to know more about this topic.
 Not true Slightly true Moderately true Mostly true Very true
15. The pages of this lesson look dry and unappealing.
 Not true Slightly true Moderately true Mostly true Very true
16. The content of this material is relevant to my interests.
 Not true Slightly true Moderately true Mostly true Very true
17. The way the information is arranged on the pages helped keep my attention.
 Not true Slightly true Moderately true Mostly true Very true
18. There are explanations of examples of how people use the knowledge in this lesson.
 Not true Slightly true Moderately true Mostly true Very true
19. The exercises in this lesson were too difficult.
 Not true Slightly true Moderately true Mostly true Very true
20. This lesson has things that stimulated my curiosity.
 Not true Slightly true Moderately true Mostly true Very true
21. I really enjoyed studying this lesson.
 Not true Slightly true Moderately true Mostly true Very true
22. The amount of repetition in this lesson caused me to get bored sometimes.
 Not true Slightly true Moderately true Mostly true Very true
23. The content and style of writing in this lesson convey the impression that its content is worth knowing.
 Not true Slightly true Moderately true Mostly true Very true
24. I learned some things that were surprising or unexpected.
 Not true Slightly true Moderately true Mostly true Very true

25. After working on this lesson for awhile, I was confident that I would be able to pass a test on it.

Not true Slightly true Moderately true Mostly true Very true

26. This lesson was not relevant to my needs because I already knew most of it.

Not true Slightly true Moderately true Mostly true Very true

27. The wording of feedback after the exercises, or of other comments in this lesson, helped me feel rewarded for my effort.

Not true Slightly true Moderately true Mostly true Very true

28. The variety of reading passages, exercises, illustrations, etc., helped keep my attention on the lesson.

Not true Slightly true Moderately true Mostly true Very true

29. The style of writing is boring.

Not true Slightly true Moderately true Mostly true Very true

30. I could relate the content of this lesson to things I have seen, done, or thought about in my own life.

Not true Slightly true Moderately true Mostly true Very true

31. There are so many words on each page that it is irritating.

Not true Slightly true Moderately true Mostly true Very true

32. It felt good to successfully complete this lesson.

Not true Slightly true Moderately true Mostly true Very true

33. The content of this lesson will be useful to me.

Not true Slightly true Moderately true Mostly true Very true

34. I could not really understand quite a bit of the material in this lesson.

Not true Slightly true Moderately true Mostly true Very true

35. The good organization of the content helped me be confident that I would learn this material.

Not true Slightly true Moderately true Mostly true Very true

36. It was a pleasure to work on such a well-designed lesson.

Not true Slightly true Moderately true Mostly true Very true

Appendix X. User Evaluation: Open Questions

The questions in this section are about the e-learning modules as whole: the topics *Taal en Spelling*, *Hoofdlettergebruik* and *Eindlijst volgens de Leidraad voor Juridische Auteurs*.

What are the positive points of the e-learning modules?

What are the areas of improvement for the e-learning modules?

Do you have any other comments?

Appendix Y. Results User Evaluation: *Taal & Spelling*

	A	B	C	D	E	F	G	H	I	Avg.
C1	4	4	3	5	4	5	4	5	5	4.33
A2	3	1	2	1	1	4	3	1	3	2.11
C3	5	5	4	5	5	2	5	4	4	4.33
C4	4	2	5	5	5	5	4	4	4	4.22
S5	4	4	4	4	5	5	4	1	4	3.89
R6	5	4	4	4	5	5	5	3	4	4.33
C7	5	5	3	5	5	5	5	5	5	4.78
A8	3	3	4	3	2	5	4	3	3	3.33
R9	3	1	4	4	1	2	5	4	1	2.78
R10	4	3	3	5	5	5	4	5	4	4.22
A11	3	3	4	4	5	5	4	3	4	3.89
A12	5	5	4	5	5	5	5	4	5	4.78
C13	5	4	4	5	5	5	5	2	5	4.44
S14	3	3	3	4	3	3	2	1	4	2.89
A15	4	5	3	5	5	5	5	2	5	4.33
R16	5	4	3	4	5	5	4	2	4	4.00
A17	4	2	4	4	5	5	4	5	4	4.11
R18	2	2	4	4	1	2	4	5	2	2.89
C19	5	5	5	5	5	5	5	5	5	5.00
A20	3	4	2	4	3	5	2	2	4	3.22
S21	5	4	3	4	3	5	3	1	4	3.56
A22	5	5	4	5	4	5	5	2	5	4.44
R23	5	2	4	4	5	5	4	4	5	4.22
A24	3	1	4	1	5	5	3	1	3	2.89
C25	5	4	4	5	5	5	5	3	5	4.56
R26	2	4	2	1	1	3	2	1	3	2.11
S27	4	5	5	4	1	5	3	3	5	3.89
A28	3	2	5	4	1	4	4	2	4	3.22
A29	4	5	3	5	5	5	5	3	5	4.44
R30	4	3	4	5	5	5	4	4	5	4.33
A31	5	5	5	5	5	5	5	5	5	5.00
S32	5	4	5	5	5	5	4	2	5	4.44
R33	4	5	4	5	5	5	4	1	5	4.22
C34	5	5	5	5	5	5	5	5	5	5.00
C35	4	3	4	5	5	5	3	5	5	4.33
S36	4	3	4	5	5	5	4	4	5	4.33
Avg.	4.06	3.58	3.81	4.25	4.03	4.58	4.06	3.11	4.25	3.97

Average Attention	3.81
Average Relevance	3.68
Average Confidence	4.56
Average Satisfaction	3.83

Appendix Z. Results User Evaluation: *Hoofdlettergebruik*

	A	B	C	D	F	G	H	I	J	Avg.
C1	4	4	1	4	5	4	5	5	5	4.11
A2	4	1	3	1	5	3	1	4	1	2.56
C3	5	5	3	4	5	5	5	2	5	4.33
C4	5	4	4	5	5	5	5	5	5	4.78
S5	5	4	1	4	5	3	2	4	5	3.67
R6	5	4	4	5	5	5	5	5	5	4.78
C7	5	5	4	5	5	5	5	5	5	4.89
A8	3	2	2	2	5	2	1	4	2	2.56
R9	3	1	2	5	5	5	3	3	1	3.11
R10	5	4	3	4	5	3	5	4	4	4.11
A11	3	3	3	4	5	3	2	4	5	3.56
A12	5	5	3	5	5	5	5	5	5	4.78
C13	5	4	4	5	5	4	4	4	5	4.44
S14	4	4	3	4	4	2	2	4	5	3.56
A15	4	5	4	4	5	5	2	5	4	4.22
R16	4	4	4	4	5	3	2	4	5	3.89
A17	4	3	4	4	5	3	5	4	5	4.11
R18	5	2	4	5	5	5	4	3	2	3.89
C19	5	5	4	5	5	5	5	5	3	4.67
A20	4	4	2	3	5	4	2	4	2	3.33
S21	4	4	3	4	5	3	2	4	5	3.78
A22	5	5	5	5	5	5	2	5	5	4.67
R23	4	3	4	4	5	4	4	5	5	4.22
A24	4	5	3	3	5	3	1	3	5	3.56
C25	5	4	4	5	5	4	4	5	5	4.56
R26	3	5	4	4	4	3	1	5	3	3.56
S27	3	1	3	2	5	3	3	5	3	3.11
A28	3	1	2	4	5	3	3	4	2	3.00
A29	4	4	3	5	5	5	4	5	5	4.44
R30	4	1	5	5	4	5	5	4	5	4.22
A31	4	5	3	5	5	5	5	5	5	4.67
S32	5	4	4	5	5	3	4	5	5	4.44
R33	5	5	4	4	5	5	1	5	5	4.33
C34	5	5	2	5	5	5	5	5	5	4.67
C35	4	3	4	5	5	4	4	5	5	4.33
S36	4	3	4	5	5	4	4	5	5	4.33
Avg.	4.25	3.64	3.31	4.22	4.92	3.97	3.39	4.39	4.22	4.03

Average Attention	3.97
Average Relevance	4.01
Average Confidence	4.53
Average Satisfaction	3.81

Appendix AA. Results User Evaluation: *Eindlijst volgens de Leidraad voor Juridische Auteurs*

	A	B	C	D	G	I	Avg.
C1	4	2	2	3	5	2	3.00
A2	3	1	2	3	3	4	2.67
C3	3	5	3	2	5	2	3.33
C4	4	5	5	5	5	4	4.67
S5	4	4	5	4	5	4	4.33
R6	5	4	4	5	5	4	4.50
C7	4	5	2	5	5	4	4.17
A8	1	1	4	3	3	2	2.33
R9	3	1	4	5	2	3	3.00
R10	5	4	4	4	5	4	4.33
A11	2	3	3	5	5	3	3.50
A12	5	5	3	5	5	4	4.50
C13	4	4	4	4	5	4	4.17
S14	4	4	4	4	5	2	3.83
A15	4	5	5	5	5	4	4.67
R16	4	4	4	5	5	4	4.33
A17	3	2	4	4	5	3	3.50
R18	3	2	4	5	1	5	3.33
C19	5	5	4	5	5	5	4.83
A20	4	4	4	3	5	2	3.67
S21	3	3	3	4	5	2	3.33
A22	4	4	5	4	5	4	4.33
R23	4	3	3	5	5	5	4.17
A24	2	1	4	3	5	3	3.00
C25	5	4	5	4	5	4	4.50
R26	3	3	3	3	1	5	3.00
S27	3	5	4	3	2	5	3.67
A28	3	2	4	4	1	3	2.83
A29	4	5	5	5	5	5	4.83
R30	5	4	3	5	5	4	4.33
A31	4	5	5	5	5	5	4.83
S32	5	4	5	4	5	4	4.50
R33	5	4	2	5	5	5	4.33
C34	5	5	3	5	5	4	4.50
C35	3	1	3	5	5	5	3.67
S36	3	3	5	5	5	4	4.17
Avg.	3.75	3.50	3.78	4.25	4.39	3.78	3.91

Average Attention	3.72
Average Relevance	3.93
Average Confidence	4.09
Average Satisfaction	3.97