BACHELOR OF SCIENCE COMMUNICATION SCIENCE
PROGRAMME GUIDE 2018/2019
BACHELOR OF SCIENCE
COMMUNICATION SCIENCE
PROGRAMME GUIDE
2018/2019
You have chosen to develop yourself in the field of Communication Science: an excellent choice. Communication is increasingly important in society and increasingly complex at the same time. Think about the effects of digital media on our daily life and work (social media, fake news, internet of things, filter bubbles, gamification) or about the effects of technology on society (robotics, artificial intelligence). In times of continuous change, all societal and organizational challenges have major communication aspects.

You have also chosen for the University of Twente. Our university’s vision is to connect high tech and human touch. This results in a modern and innovative profile of Communication Science, combining communication with organizations, technology, and design. Another important characteristic of our university is its practical orientation, with project-based and student-driven learning (the Twente Educational Model). You will develop yourself into a fully-fledged academic, with the ability to work in project teams and to use theories and research to solve complex communication challenges.

Another feature of our programme is the open and informal atmosphere between professors and students. Low thresholds and open doors are normal for us. Please feel free to contact professors directly whenever you have concerns, suggestions, or questions.

Our bachelor programme COM – maybe you can get used to the many abbreviations used at our university – exists for almost 25 years. It is unique in the Netherlands due to its profile and practical orientation. Teaching staff, supporting staff and students are proud of our programme, which is reflected in our high scores in the National Student Survey.

This programme guide brings together all information you need about the study programme. You will read about the profile and the content of the study programme, about how the curriculum is organized, and about its teaching-learning trajectories.

I sincerely hope that you will thoroughly enjoy your time studying Communication Science with us. But, more important, I hope that you will be able to realize your full potential and perform to the best of your ability. I hope that our programme brings out the very best in you.

Prof. dr. Menno de Jong
Programme director Communication Studies
COMMUNICATION SCIENCE AT THE UNIVERSITY OF TWENTE

In a rapidly changing world, organizations need academically schooled communication professionals with strong problem-solving skills. Communication professionals who can handle complex communication challenges for which no standard solutions are available. Professionals who are not only familiar with all relevant theories but who can also actively apply them in practical settings. Professionals who are able to see the bigger picture and can think strategically. And who can creatively deal with the opportunities and challenges offered by ongoing technological developments. The University of Twente offers a modern Communication Science programme aimed at educating the communication professional of the future.

Communication Science focuses on the ways people interact, share information, collaborate, and build lasting relationships. As a communication professional from Twente you will know all there is to know about the rise and fall of new communication channels, and about the best ways of using them. You will know how to use communication strategies to influence or facilitate the behaviour of individuals and organizations. You will understand the role of communication as a binding force between individuals and organizations. You will understand the practical implications of policies and strategies. Framing, bridging and bonding will be among your core activities.

Everything in human life involves communication. In our Bachelor's programme in Communication Science you will learn to understand the role of communication in our daily lives. You will see people, organizations, and society through the lens of communication. You will learn to analyse complex problems, considering the role communication can play in solving them. You will be taught how theories and research can bring clarity and prepare the way for solutions.

Of course, it is also important that you also develop good communicative skills yourself. Every communication practitioner needs to be able to collaborate successfully with many different people. You have to be able to write and present effectively. Throughout the programme, you will get many opportunities to train these skills.
OUR PROFILE

COMBINING ACADEMIC THINKING WITH A PRACTICAL ORIENTATION
Communication Science at the University of Twente is a fully-fledged academic programme, with a clear practical orientation. The core of our programme involves the fields of marketing communication, corporate communication, public relations, and leadership. All modules in our programme take current societal or organizational challenges as a starting point. Our teaching philosophy is geared to our practical orientation: Students immediately learn to apply theory, research methods, and professional skills in projects. In the projects, students learn to plan, manage, collaborate, and reflect while working on the solution of complex and realistic communication challenges.

STRATEGIC THINKING AND MULTIDISCIPLINARITY
In our view, a communication professional is much more than the person behind specific communication means. Our programme focuses on the larger and more complex challenges, in which communication always plays a crucial role. Communication not only involves informing or persuading people, but also collaborating, sense making, storytelling, identity and image, and bridging and bonding. The boundaries with other disciplines are not always clear, but the communication professional must be the spider in the web, able to fruitfully connect multidisciplinary professionals.

COMBINING COMMUNICATION WITH ORGANIZATION, TECHNOLOGY, AND DESIGN
Modern organizations need skilled communication professionals to survive and thrive in their turbulent environments. As a student you can only be properly equipped for this complex and demanding field if you learn to connect communication to the possibilities of technology and design – as well as to the complexities and challenges of contemporary organizations.
COMMUNICATION AND MODERN ORGANIZATIONS

In our programme, we study communication in organizational contexts. Much is going on in organizations nowadays. Traditional organizations are disappearing. Rapidly changing contexts and the possibilities offered by digital media are leading to more flexible ways of organizing, with people often collaborating in temporary teams on specific projects. Many organizations are experimenting with ‘new ways of working’, with flexible working hours, online meetings, and flexible office spaces. Digital media have made organizations more transparent to the outside world than ever before. The rise of digital media has profound impact on consumer behaviour, with more attention paid to social media and less to the traditional media. What remains unchanged is that communication is what makes things work.

• **In corporate communication and public relations**, emphasis is placed on managing all internal and external communication, aimed at building and maintaining sustainable relationships with relevant stakeholders. For instance, organizations increasingly invest in corporate social responsibility to create a favourable image of themselves.

• **In organizational communication and leadership**, we focus on all internal processes that constitute an organization. In the current day and age, it is no longer accurate to say that communication is important for organizations; organizations are entirely formed by communication. But how do organizations actually work? Think about the characteristics of leaders, collaboration between employees, and identity and commitment.

• **In marketing communication**, emphasis is placed on the communication about products and services, aimed at influencing consumer behaviour and experiences (both consciously and unconsciously). Think of activities such as branding, relationship building, and advertising.

In all these fields, we can see enormous changes due to technological and societal developments. In our programme, we aim at providing you with a solid knowledge base in all these fields, with special attention to the impact of recent developments.

**Examples of questions you might deal with:**

- How do organizations build, maintain, and improve relationship with stakeholders?
- What is the impact of new ways of working on employee identification and collaboration?
- How can organizations best facilitate change and innovation?
- What is the role of communication in complex societal challenges, such as climate change?
- What is effective marketing communication in the age of social media?
In our programme, we pay special attention to the relationship between communication and technology. The practice of communication is strongly influenced by technological developments (communication with technology). Think of the way smartphones, apps, and social media have changed the way we live and communicate. And the technological developments are going on, even at a faster pace than before. At the same time, communication is a critical success factor for the acceptance and effective use of technology (communication about technology). Many brilliant technological innovations fail due to inadequate communication with stakeholders. Think of a lack of user orientation in the development process or a problematic implementation process. As a communication professional, you can be the ‘user’s advocate’. This requires a thorough understanding of users, technology, and communication.

- In digital media, attention is paid to the societal, organizational and individual effects of new media. On the societal level, we can see the rise of a digital society, with drastic developments regarding the internet of things and the use of big data. On the organizational level, the workplace is changing due to the introduction of robots and artificial intelligence. On the individual level, the privacy threats by digital media are one of the many important issues.

- In persuasive technology, we focus on how technology can help in changing people’s behaviour. Think of many apps available supporting healthy behaviours or efficient work, or the use of serious games for behavioural change.

- In human-technology interaction and technical communication, we are interested in the way people use technology. Relevant themes are the acceptance and adoption of technology, usability and user experience, and user support (like manuals, online forums, and YouTube videos), and the implementation of technology in organizations.

- In science communication, the emphasis is on the popularization of new technologies (like nanotechnology or robots), but also on public debates about the desirability and consequences of the rise of new technologies, and on the communication with various stakeholders who can make or break technologies in development (such as financers, opinion leaders, media, and politicians).
In all these fields, we can see that technology has a profound effect on our daily lives, and that humans have a profound effect on the success of technology. Affinity with technological developments is crucial for modern communication professionals. Even more crucial is empathy with the people who will use or are confronted with these technologies. Therefore, technology is an important aspect of our programme.

Examples of questions you might deal with:
• What are the effects of digital media on inequality between people?
• What are the effects of social media on polarization and trust in news media?
• How do smartphones and instant messaging affect interpersonal communication?
• How can we optimize the usability and user experience of technological products?
• How can new technologies be implemented in organizations?
• How can we explain complex technological developments to lay audiences?

COMMUNICATION AND DESIGN

Communication professionals have long underused the potential contribution of design to reach their goals. Everything communicates, and it is important to realize this. In times of information overload and resistance to persuasion, design can be a powerful tool in communication practice, either to support or to replace explicit (textual) information. Design may focus on all the five senses (vision, sound, touch, taste, and smell). Throughout our programme, you will become acquainted with the roles design can play in shaping people’s experiences and behaviours.

• In **visual communication**, we focus on the way design elements such as colours, shapes, and typeface communicate meanings, associations, and feelings. Visual communication plays an indispensable role in expressing a corporate or brand identity. In marketing communication, it also directly affects consumer behaviour.
• In **document design**, the main focus is on the way textual and visual information can optimally complement each other. You can think of the supporting role of lay-out, and the use of visuals in explaining complex information and persuading people (such as infographics).
• In **multisensory design**, the focus is on how various senses may be addressed simultaneously to optimally influence people’s experiences and behaviours. You can think of product and packaging design, where look and feel may reinforce each other. Or environmental design: the interior design of meeting rooms, work environments, consultation rooms and public spaces. Elements such as lighting and colour may stimulate or hinder people’s well-being or creative thinking.

A communication professional does not need to become a professional designer, but has to be aware of the opportunities design offers in communication practice. In our programme you will learn to incorporate design in your repertoire as a communication professional.

Examples of questions you might deal with:
• How does packaging affect consumer experience and buying behaviour?
• How can the design of buildings and interiors contribute to an organization’s identity and reputation?
• What is the added value of focusing on different combinations of senses in the communication?
• How can design and advertising complement each other?
• How can design facilitate the usability and user experience of products?
Our Bachelor’s programme in Communication Science is a three-year programme that leads to the title Bachelor of Science. The entire programme is taught in English. With this Bachelor’s diploma you can directly be admitted to the Master’s programme in Communication Science at the UT. You can also opt for another Master’s programme at the UT or another university, or enter the job market.

Each year in the Bachelor’s programme consists of four modules of 15 EC (European credits; one credit is 28 hours). Each module consists of four module components which correspond to the four learning-
teaching trajectories: Project (P), Theory (T), Research Methodology (R) and Academic and Professional Skills (S). In each module communication theories are connected with organizational contexts, technological developments and/or design. The core of each module is the project. In addition to getting acquainted with the theoretical underpinnings of the specific issues at stake with the project (Theory), you will develop the necessary skills to conduct research (Research Methodology) and to effectively communicate (Academic and Professional Skills).

1. PROJECT
A project reflects a contemporary challenge involving the themes of organizational contexts, technological developments and/or design. For example, you may find yourself developing a communication strategy in response to a crisis situation, coming up with an intervention to promote healthy food choices, or helping a specific group of people to optimally use a technological product.

2. THEORY
In this trajectory, you will familiarize yourself with the theoretical foundations underlying the specific issues at stake. This means that you will learn about various traditional and new theories and models in the discipline of Communication Science and sub disciplines and adjacent areas that are relevant to the various modules.

- Communication and organization: corporate communication, public relations, organizational communication, leadership, marketing communication.
- Communication and technology:
  - Communication with technology: digital media, persuasive technology;
  - Communication about technology: human-technology interaction, technical communication, science communication.
- Communication and design: visual communication, document design, multisensory design.
- Ethics and Philosophy.

3. RESEARCH METHODODOLOGY
In this trajectory, you will develop insight in the nature of social-scientific research, and the skills required to design, conduct, evaluate, and interpret research. Depending on the module, these skills may range from qualitative research designs aimed at gathering in-depth knowledge about communication processes or audiences to quantitative methods aimed at reaching quantifiable and statistically supported conclusions. Data collection methods and data analysis are discussed in connection with each other.

- General research methodology: fundamentals of social-scientific research, the empirical cycle, research questions, hypotheses, validity and reliability, research paradigms.
- Quantitative research:
  - Research methodology: research designs (surveys, experiments, content analysis), sampling, scale construction;
  - Quantitative data analysis: SPSS, descriptive statistics, inferential statistics, big data.
- Qualitative research: data collection methods (interviews, focus groups, observation), grounded theory, data analysis, Atlas.ti.
- Applied research approaches: formative and summative evaluation, media analysis.

4. ACADEMIC AND PROFESSIONAL SKILLS
In this trajectory, you will not only learn the skills needed to function as an academic researcher (academic skills), but also the skills needed to function as a communication professional (professional skills).

- Academic skills: literature and information search, academic writing, academic presenting.
- Professional skills:
  - Professional writing: press release, instructional document, popularizing and framing, video script, essay;
  - Oral communication: spokespersonship, persuasive pitches and presentations, negotiation, workshop, debating;
  - Design: visual identity, layout and visuals, mock-up app design, infographics, documentary film, design-based interventions;
  - Technology: empathizing with users, understanding technology;
  - Project management;
  - Reflection: reflecting on team performance, own performance, and others’ performance, giving and receiving feedback.
High Tech, Human Touch is the slogan of the UT. Combining behavioural and social sciences with science and engineering is central to our identity. We firmly believe today’s societal challenges can only be solved that way. This is why Communication Science at the UT has a multidisciplinary nature. In each project you will work together with students from your own programme and sometimes also with students from other Bachelor’s programmes. You also will work with experts from various disciplinary backgrounds and be encouraged to view problems from different disciplinary angles. Our job in this is to encourage you to take an active approach to learning, to discover where your own strengths lie and to put them to work. Throughout each module, your activities will be a combination of project work, classes, and independent study. Throughout the programme you will be supervised and coached by enthusiastic tutors. Assessment methods will vary, from individual written exams to group assignments, and from oral exams to public presentations.

STUDENT-DRIVEN LEARNING
The UT has always worked from a distinct vision on learning, in which students are expected to take initiative and deepen their understanding of complex subject matters through concrete hands-on projects. The Twente Educational Model (TEM) is a manifestation of that vision, building upon the basics of project-led education. Flexibility and an entrepreneurial attitude are not developed in a lecture
To better prepare you for your future, our aim is to have you at the helm of your own education as much as possible. This approach to learning is what we call Student-Driven Learning (SDL). Basically SDL is about students actively taking initiative to shape their own learning path. In our Bachelor’s programme in Communication Science we will, with proper guidance and tutoring, teach you how to be accountable for your own study.

Our aim is to activate the intrinsic motivation of students, who are eager to learn themselves and work with (peer) students. We will encourage you to gain new experiences and explore unknown subjects. We expect you to take on an active study and work attitude and always reflect upon your own work. Which activities do you have to complete to attain the learning objectives of the module you are following? Which sources do you need, which roles do you take on and in which setting do you perform your project assignment? What are competences that require more time and/or attention? What are the things you can excel in? Making such decisions and being self-directed is something we want you to learn. At the start of the programme the tutoring is intense while later on this gradually decreases.

BINDING RECOMMENDATION

The programme’s first year is primarily a year in which to see if the programme suits you and if you are up to the challenge. In case of doubt you will be given an interim written recommendation. Your study advisor will then be available to see where the problem lies and, if needed, help you to find alternatives. At the end of the year all students get a binding recommendation (Dutch BSA, Bindend Studie Advies) about whether or not to proceed with the programme. You will get a positive recommendation if you have:

- completed at least three complete modules (45 EC) of the first year’s 60 EC, or;
- completed at least 75% of the first year (60 EC), provided that you have not more than one insufficient module component grade in each learning-teaching trajectory.

Special circumstances such as illness or other personal aspects are also taken into account. A negative recommendation is binding and means that you will not be able to continue the programme.

STAR PROGRAMME

The STAR programme is one of the excellence programs of the University of Twente that provide additional challenge for excellent students, who are talented, motivated and entrepreneurial. Our Bachelor’s programme in Communication Science has its own STAR programme, designed for motivated students who in the previous module were among the best 10% of their year. Students take part in the STAR programme individually and can decide themselves whether they form a separate STAR project group or not. If you are one of the students who belong to the best 10% of the previous module you are invited to participate in the STAR programme of the module.
THE FIRST YEAR

1.1 GOING VIRAL

Students are asked to plan and develop a digital marketing strategy to raise sustainable awareness and promote sustainable behaviour. The end product is a digital marketing strategy, including a justification report.

The module provides an introduction to the field of marketing communication and social media. It covers the increasingly wide range of tools and platforms used in this field. Instagram, Facebook, WhatsApp, Snapchat, Twitter, Spotify, SoundCloud and YouTube are all platforms that cannot be ignored when designing a marketing communication strategy.

In this module, you will develop a digital marketing strategy for DGTL Revolution, that involves marketing communication planning and the use of social media platform(s). DGTL Revolution aims to continuously keep sustainability top-of-mind amongst visitors of the festival through the newest technological
innovations, art and food. DGTL Revolution explores new ways of thinking, new forms of design, new cultural adaptations and present these concepts in engaging, thought provoking ways. As input for the digital marketing strategy, students will explore and evaluate existing strategies for similar festivals. Students design and pitch a digital marketing strategy based on analysis of theories, context, the social media use of target groups, and an existing digital strategy for a similar festival.

1.1 P: DIGITAL VIRAL CAMPAIGN PLANNING
Students will develop a digital marketing strategy for an upcoming festival that involves marketing communication planning and the use of social media platforms. Students will work in project teams and will be introduced to project management. As part of the project, students will learn some of the latest techniques for digital marketing communication and data and social media analysis. As input for the digital marketing strategy, students will explore and evaluate existing strategies for a similar festival.

1.1 T: MARKETING COMMUNICATION AND SOCIAL MEDIA
This module component develops the students’ knowledge and understanding of the use of social media in digital marketing communication. It covers theories of marketing communication and social media. Theories and concepts relating to strategic marketing communication and social media theories will be discussed during the meetings. The aim is to apply and compare theories and concepts as input for the digital marketing strategy planning. Relevant themes include consumer-driven marketing communication, consumer analysis, information processing and consumer decision making. Social media theories include communication models (e.g., linear model of communication, influencer models, and interactional models of communication), relational and network approaches to communication, and the processes of adoption and diffusion in relation to marketing communication.

1.1 R: RESEARCH METHODOLOGY AND DESCRIPTIVE STATISTICS
In this module component, the role of asking and systematically answering empirical research questions is discussed. Students learn how to identify and formulate descriptive and explanatory research questions, for example in the context of design and decision making. It is explained that all carefully formulated research questions contain at least a variable and a unit of analysis. Answering explanatory (causal) questions requires reflecting on the research design, including correlational, time series and experimental designs. Answering empirical questions requires careful conceptualization and operationalization of units and variables in the context of various data collection techniques. It will be explained which role the criteria reliability and validity play in assessing the operationalization of variables. In addition, an introduction to data visualization and descriptive statistics is given. Finally, we discuss the issue of sampling and the idea of inferential statistics, which is drawing conclusions about larger populations based on a smaller set of observations. Students practise the description and analysis of data using the statistical software package SPSS.

1.1 S: ACADEMIC WRITING AND PRESENTING 1
This module component introduces academic and professional skills for (marketing) communication professionals. The students will be introduced to academic skills such as searching, reading and reflecting on academic literature. These academic and professional skills include an introduction to searching for information, academic writing, and presenting (i.e., pitching a digital marketing strategy plan).
1.2 DAMAGE CONTROL

In our highly mediated society, combined with a turbulent and competitive business environment, corporate reputation has consolidated its significance as one of the most important intangible assets of any organization. In times of greater transparency and increasing criticism from stakeholders, corporate reputation has further increased in importance due to its central role in building and maintaining trust. The reputation of an organization may also serve as an extrinsic reminder of quality, especially in commercial contexts where product assessment opportunities are limited (e.g., in the case of healthcare).

Furthermore, a favourable corporate reputation is thought to protect and safeguard firms in times of crisis, facilitating damage control. Based on this, it is not surprising that modern economics attributes 70%-80% of a firm’s market value as emerging from intangible assets such as brand equity, intellectual capital, and goodwill, even though these assets remain difficult to place a value on.

Since people do not necessarily base their everyday life decisions on reality, but rather on their perception of reality, organizations have the opportunity to (to a certain extent) influence the image that people form about their organization by managing their corporate reputation. In this module, students will act as communication professionals and are asked to advise a particular organization on how to safeguard and improve its reputation.

1.2 P: REPUTATION AND CRISIS MANAGEMENT

Asked for advice by a typical organization, in this module component students, in a group of four, will measure, analyse, and improve the reputation of this organization. The project consists of four parts:

1. Identity analysis: Reputation and identity are concepts that are closely connected as, presumably, the reputation of an organization is based on its identity. Therefore, before dealing with reputational questions of the organization, students will first focus on identity management by addressing concepts including mission, vision, strategy and core values.

2. Reputation measurement: Then, after getting familiar with the essentials of corporate communication and reputation management in particular, students design a reputation measurement instrument that has the potential to inform the organization in question about its strengths and weaknesses according to relevant stakeholders. Focusing on a survey instrument, students are asked to think of the relevant concepts that reputation consists of and therefore should be subject to investigation among stakeholders. The chosen concepts will be based on literature research in which students will learn how to translate different concepts on reputation from literature into a coherent theoretical framework. Next to the construction of a survey, students also take into account the form and procedure in order to increase representativeness of the study and comfort for the respondents.

3. Reputation analysis and consultancy: Based on statistical analyses, students will analyse the reputation of the organization. Further, by means of a consultancy report, pitch, and a meeting with the board of directors of the organization, based on their analysis, students will advise the organization on how to improve its reputation among stakeholders.

4. Process assessment: To finalize the project students will look back on the project and assess their own performance as well as that of other group members. To back up these assessments, examples need to be included as well as explanations.

1.2 T: STRATEGIC CORPORATE COMMUNICATION

In this module component, students gain insight into the relevant theories in the field of corporate communication. The topics that will be addressed here include: identity, image and reputation management; mission and vision management; stakeholder management; corporate social responsibility; crisis communication; media coverage and representation; and (corporate) journalism. All these topics are introduced in the study materials. Students first read the essential information in the book provided. Then, in workshops, they will be provided with the opportunity to ask questions to deepen their understanding. The aim here is to apply and compare theories and concepts as input for the project.

1.2 R: DATA COLLECTION AND SCALE CONSTRUCTION

In this module component, students will become familiar with multiple data collection methods, with a focus on the survey instrument. Classical test theory
and scale construction will be introduced to deepen their understanding of this particular method. The construction of data collection protocols and procedures will also be discussed.

1.2 S: CRISIS RESPONSE AND MEDIA REPRESENTATION

When organizations experience a crisis situation, this typically involves and affects multiple stakeholders. As a crisis situation can seriously impact the organization’s performance and generate negatives outcomes like reputation damage, anger and negative word-of-mouth, effective crisis communication and damage control is essential.

Dealing with the news media is an important task for communication professionals. Either the organization wants to be in the news because of a product launch or certain recent developments, or the organization unwarily is subject to news coverage because of a crisis situation. This module component introduces the basic academic and professional skills for a public relations professional. As a PR-officer, students will be asked to guide an organization in crisis. What should the organization do and what to communicate? And when and to whom? Topics that will be addressed in this part include public relations; news selection and framing; and media effects.

Additionally, students will not only be trained as communication professionals, but also improve their academic skills. In this module the focus is on academic writing based on literature research (which will be applied directly in the project). Here, students learn how to translate different concepts on reputation from literature into a coherent theoretical framework.

The acquired knowledge and skills will be tested by means of four individual assignments: academic writing; writing a press release; an interview with a professional journalist in a talk show setting in which the students act as a spokes(wo)man for the organization; and a reflection on the student’s own media performance.
1.3 USER EXPERIENCE

The primary question in this module is how we live in a world where we are surrounded by technology. In today’s world, almost everyone uses a range of technological products on a daily basis. How do people interact with these technologies? Why are some new technologies immediately taken up by large groups of people while other technologies fall by the wayside? A communication specialist can play an important role in the design process of new technologies, influencing their success by acting as an advocate for users. A new technology may be more successful if the design process focuses on the needs and wishes of users; in other words, when a user-centred design process is applied.

A user-centred design process involves consulting the prospective user group at every stage of the design process. Users are asked to comment on the initial ideas of the designers and to provide feedback on the first prototypes of a new technology, and they are observed while working with these prototypes, etc. This can result in a new technology that is truly valued by users and that provides a good user experience. This module provides an introduction to several fields that are related to user experience and the user-centred design process. Students are asked to evaluate a new technology and to provide the users of this technology with supportive user documentation that may help them to make optimal use of it. This may be a video that explains the usefulness of the technology, a website that explains how to use a specific function, an instruction manual that instructs new users on how to start using the technology, etc. Next to this, they are asked to formulate suggestions on how to improve the technology itself.

1.3 T: HUMAN-TECHNOLOGY INTERACTION

In this module component, students are acquainted with theories and models on the relationships between people and technologies. These theories provide the background knowledge that is needed when acting as the users’ advocate in the design process. Theories on several related topics are discussed:

- theories and concepts related to the concepts of usability and user experience;
- theories and concepts on acceptance, adoption and appropriation;
- theories and concepts on information processing;
- theories and concepts related to document design.

1.3 R: QUALITATIVE METHODS 1

In a user-centred design process, several research methods must be applied and specific methods may be helpful at every stage of the design process. These are qualitative methods, which focus on collecting in-depth data on how users think about technologies, how they interact with these technologies and what kind of support they need.

In this module component, students are acquainted with a variety of qualitative methods. They learn about how they can use these methods and what methodological strengths and weaknesses are associated with these methods.

1.3 S: INSTRUCTIONAL DESIGN

This module component consists of two parts: the design of user documentation and the presentation of the results of the user-centred design project. In the first part, students learn about guidelines on how to design documentation. They practise designing various types of user documentation in preparation for the project. The second part of this component teaches the students how to present their results convincingly to this type of audience, because at the end of the module, students present the results of their project to the client.
1.4 PERSUASIVE TECHNOLOGY

The possibilities offered by technology in today’s society are endless. In the past, social psychologists had to rely on traditional communication strategies to achieve behavioural change. Mass-media campaigns and verbal communication were the tools that they used to try to influence both the general public, and consumers specifically. Nowadays, however, social psychology theories can be used to further the development and use of technological interventions. In this module, students will develop a technological intervention for a mobile device (app) with the aim of achieving behavioural change.

1.4 P: TECHNOLOGY DESIGN AND COMPLIANCE

First, students will start an imaginary entrepreneurial firm (start-up) centred around a societal or human behaviour compliance problem. The problem chosen by the students is analysed and translated into a value proposition canvas. Second, students will recruit a practitioner from the field to assist their team. He or she will serve as a ‘critical friend’ and can be used to gain practical information about the target market. The students will then identify specific app design criteria and requirements. This includes statistical parameters which define which data need to be collected by their app. These parameters will be used in the (fictitious) beta test of the app. In week 7, the problem definition and idea for the app will be presented in a competitive ‘Shark Tank’ presentation. Established entrepreneurs will evaluate the ideas and solutions and decide whether to support the pitch or not.

In the second part of the module, the start-up firms will each write a briefing based on their chosen behavioural problem and business model. This briefing will serve as the input for another company (consisting of a different student group) that will work on developing the app. This means that different student start-up groups will be the app developers for the entrepreneurial start-up firm. In this role, they will be responsible for building a mock-up app that meets the specifications and parameters as communicated in the briefing. Each group of students thus plays two different roles, that of entrepreneurial start-up and that of app developers. In their role as entrepreneurs they will provide feedback on the draft mock-ups of another student group.

In module component Quantitative Data Analysis 1, the students will learn to use correlation and regression analysis. They will apply these skills to a (fictitious) beta test dataset that includes socio-demographic information and (in-app) financial behaviours. These statistical analyses can be used to support design choices and the business case.

1.4 B: BEHAVIOURAL CHANGE

In this module component, the focus is on social psychology. It will provide students with knowledge and understanding of tools that can explain and possibly also influence human behaviour. First, the general theories and mechanisms of social psychology will be explained. The second part of this module component focuses specifically on persuasive technology.

1.4 R: QUANTITATIVE DATA ANALYSIS 1

In this module component, students practise using the statistical software package SPSS. First, statistical techniques from module 2 (descriptives, correlation) will be reviewed. This review will be done using data from a fictitious data set that includes ‘pains and gains’. Second, students will be lectured on various statistical techniques related to regression and correlation analysis. Students then have to devise (statistical) parameters that can be used to evaluate the success of their app. Finally, all the elements will be combined when students apply their skills and analysis plan to a (fictitious) dataset. The variables and data in this dataset will correspond with the design parameters of the app created and their analysis plan. Each group will have their own unique dataset. These analysis (using syntax) enable the students to assess the effectiveness and functionality of their app.

1.4 S: PROFESSIONAL COMMUNICATION

This module component introduces the academic and professional skills needed to develop a mobile application. First, students are trained in communication with professionals and other companies. This can be used when recruiting the critical friend for their start-up, and in their interactions with the other group during the development stage. Secondly, students prepare for a competitive pitch which they will present in the Shark Tank presentation format. Finally, students are trained and supervised in academic reflection.
2.1 FACILITATING TECHNOLOGICAL CHANGE

Technological innovation projects usually involve many different stakeholders that have a ‘make-or-break’ influence. The government, for example, influences the development of technological innovations through regulations and subsidies. Private investors play a pivotal role in financing new projects, and the general public in the legitimization of technological innovations. Whether new technologies succeed or fail depends to a large extent on effective communication with these stakeholders.

This module addresses the development of technological innovations from a system and stakeholders perspective. Students learn about the key processes of innovation and the different stakeholders involved in those processes. The knowledge acquired serves as input for a communication strategy to advance the development and implementation of a specific innovation.

The general public is a crucial stakeholder in innovation projects. Students learn about motives, perspectives and interests, and how to influence the public using the heuristics of science communication and public relations. Furthermore, students work on a popular scientific magazine, setting up their own editorial office, to educate the general public about various technological innovations that have been developed at this university.

2.1 P: STAKEHOLDERS AND TECHNOLOGICAL INNOVATIONS

The project consists of two parts. First, working in their project teams, the students write a strategic report on the development and implementation of a technological innovation developed at the University of Twente. The strategic report is based on the system perspective and a stakeholder analysis and focuses on how (in terms of means and messages) important stakeholders should be addressed.
Second, students are required to address the general public by creating a popular scientific magazine about technological innovations used in the first part of the project. Based on a media analysis and focus groups, students write a popular article about their innovation within their groups. With four other groups they form an editorial office, consisting of text editors, journalists and visual editors, to publish a complete magazine.

2.1 T: SCIENCE COMMUNICATION AND PUBLIC RELATIONS
In this module component, students acquire an understanding of strategic communication theories and the technological innovation system perspective. Both paradigms are required by communication professionals to facilitate technological change. Strategic communication theories in this context consist of stakeholder management, public relations and science communication. The technological innovation system perspective covers the key processes of innovation, including: knowledge development, resource mobilization, legitimization, entrepreneurial experimentation, market formation, the influence of the direction of search and the development of positive externalities.

2.1 R: QUALITATIVE METHODS 2
To understand the needs of the general public and how these should be approached, students are introduced to two qualitative research methods. By means of media analysis, which includes making a codebook and analysing a large number of media articles by using the software Atlas.ti, students learn about the frames used by journalists to describe a technological innovation. Secondly, the students learn more about the perspectives, interests and motivations of the general public through focus groups. Students will make an interview scheme, guide participants through the focus group session, and code and analyse the answers by using the software Atlas.ti. Both methods provide input for the popular scientific magazine.

2.1 S: POPULARIZING SCIENCE
In this module component, students will learn how to write and visualize innovations in an accessible way. Students learn how to write popular articles by applying the principles of journalism. From a designer perspective, students learn how to explain a technology using an infographic.
2.2 THE PRIVACY PARADOX

This module aims at enabling students acquire a thorough understanding of the behavioural, ethical, legal, and technical aspects of online information privacy. Students will also acquire useful skills for analysing structured and unstructured data that are accessible in the digital environment. The theories and skills that students will acquire from the sessions, workshops, individual readings, and group discussions will then be used to produce a video-based intervention, specifically in the form of a documentary film.

2.2 P: PROMOTING PRIVACY PROTECTION BEHAVIOUR

For this module, students will design and produce a video-based intervention, in the form of a documentary film, to either increase people’s awareness of the risks of online information disclosure (either voluntarily or involuntarily) or to inform them of ways to safeguard their information privacy online. For the intervention design process, students will focus on a very specific risky online transaction (e.g. internet banking, online social networking, downloading mobile apps) and clearly identify a privacy-related issue or problem to be addressed.

Specifically, students are expected to (a) engage in an in-depth analysis of a specific issue that they will focus on for their documentary film, (b) identify the target audience for the documentary film (e.g. minors, professionals, senior citizens), (c) determine their level of awareness of information-privacy violations online and their knowledge of relevant privacy protection strategies, and (d) produce a documentary film using results of a small-scale study with the target audience coupled with relevant points on online privacy behaviour from the literature.

Given the final product for the module project, students will be provided with opportunities (in the form of workshops) to acquire skills in writing scripts for documentary films and in producing documentaries of professional quality.

2.2 T: ONLINE COMMUNICATION AND PRIVACY

This module component will address the topic of online communication and privacy from four different perspectives, namely (a) behavioural, (b) ethical, (c) legal, and (d) technical. Each perspective on privacy will be thoroughly discussed in small-scale courses that will be taught by a content expert or thematic researcher.

For the behavioural aspect of privacy, the discussions will concentrate on the interplay among trust, risk perception, and the individual decision to either safeguard or compromise one’s information privacy in the online environment. This component of the 6 EC course will also look into the nature of the privacy paradox.

For the ethical aspect of privacy, the primary focus will be on the ethical and the moral bases for the individual right to privacy. Furthermore, the discussion will also tackle the tension between an individual’s claim to privacy and the communitarian need for transparency and openness.

For the legal aspect of privacy, students will have the opportunity to understand institutional efforts to safeguard citizens’ personal data, and subsequently their right to privacy. During the sessions, the critical role of the European Union’s General Data Privacy Regulation (GDPR) in protecting EU citizens’ information privacy will be discussed in depth.

Finally, for the technical aspect of privacy, the sessions will deal with the ways current forms of technologies are utilized to both violate and protect people’s privacy when they are engaged in various activities in the digital environment.

2.2 R: BIG DATA ANALYTICS

A wealth of information is available from websites, forums, and social media. Big data analytics are increasingly being applied to combine data from various sources, to represent the outcomes graphically, and to generate new knowledge about individuals based on information that is publically available.

Knowledge about the practice and potential of big data analytics will enable the students to develop a video-based intervention about people’s awareness of the risks of online information disclosure (voluntary or involuntary) or to inform them of ways to safeguard their information privacy online. In this module component, students will be introduced to the field of big data analytics. They will study the methods and the software that is available for analysing online information. Examples of the use of big data analytics will be studied and the strengths and weaknesses of the methods used will be discussed.
2.2 S: AUDIO-VISUAL DESIGN
To support the final project for this module, workshops on scriptwriting for video documentaries and on producing video documentaries will be scheduled. During the workshops, students will be introduced to the three phases of video production, namely (a) pre-production which involves research, case analysis, and goal specification, (b) production which involves scriptwriting, storyboarding, and shooting, and (c) post-production which involves video editing.

2.3 COMMUNICATION BY DESIGN
Situated at the interface of advertising and the visual arts, packaging design has for many years attracted the interest of researchers, designers and artists alike. Consider, for instance, industrial designer Raymond Loewy, whose graphic designs for, amongst others, Lucky Strike and LU (a French producer of biscuits and cookies) have become iconic. Little did Loewy realize that his designs for food manufacturers have done more than just trigger amusement and delight, but that they may well have influenced people’s actual consumption experiences.

Indeed, recent research convincingly shows that packaging design (for all kinds of foods and beverages) shapes consumers’ (sensory) experiences during food and beverage consumption. By virtue of this direct relationship between packaging and consumer experience, packaging design is obviously of great importance to both marketers and brand managers. From a societal perspective, packaging design may stimulate healthy food consumption and contribute to behaviour change. For instance, the look and feel properties of product packaging have been shown to influence sweetness, bitterness, sourness, and saltiness evaluations (the four basic tastes) in taste sample tests. Such findings attest to the feasibility of managing ‘unhealthy’ ingredients without necessarily ‘spoiling’ the experience.

In sum, packaging design is an indispensable tool both from a marketing communication perspective and from a societal perspective. In this module, students will develop and test a packaging design aimed at stimulating healthy consumption. To this end, key articles and lectures on consumer experience and visual communication by design elements will be used as input for design sessions in which the packaging designs will be created which will be used during an actual taste test.

2.3 P: DESIGN FOR BEHAVIOURAL CHANGE
Unhealthy lifestyles and related consumption patterns constitute one of the major societal challenges of our times. For instance, overweight as a result of excessive consumption of sweetened or high-calorie foods and beverages has serious health consequences. And although healthy alternatives are increasingly available, the majority of consumers often describe the taste of healthy beverages and foods as bland or tasteless, and hence stick to unhealthy variants. However, recent findings suggest that packaging design may be used to enhance evaluations of healthy food choices. In this module, you will work in teams on a specific design case (related to healthy consumption) for which you will propose, develop, and test a (packaging) design intervention.

2.3 T: CONSUMER BEHAVIOUR AND DESIGN RESEARCH
In this module component, students become acquainted with literature on visual (marketing) communication, design research and consumer experience. Students will come to understand that design may have a far-reaching impact over and beyond making things prettier or more interesting. At the same time, literature in marketing communication and consumer psychology reveals that consumer choices and behaviours may come about in different ways, sometimes involving conscious deliberation, at other times without consumers being aware of them. Additionally, students will learn that design experience not just involves visual aspects but involves all senses including taste, smell and touch. By fusing the fields of design research, marketing communication and (multi-sensory) consumer experience, students will be empowered to successfully use design as a means of effecting behavioural change in their project.

2.3 R: QUANTITATIVE DATA ANALYSIS 2
Following up on ‘Quantitative Data Analysis 1’ (module 1.4), students will become acquainted with the different types of statistical tests for multi-group comparisons (including ANOVA and regression
analyses). These are quantitative experimental research tools which allow comparison between two or more groups. For instance, students may compare behaviours in a group of participants who are exposed to their design intervention with behaviours in a control group (in which no design intervention was present). Furthermore, students will learn how to control for variables not part of the research set-up. For instance, how to control for weather conditions when conducting research outside? The aim in this module is to measure behaviours using technological devices such as eye trackers (e.g., do people actually look at the intervention?), GPS trackers (where do people go?), and movement sensors (how fast or erratically do people walk by?). Students will come to understand that depending on the type of measurement, different statistical tests will be feasible.

2.3 S: ACADEMIC WRITING AND PRESENTING 2
This module component consists of two parts. First, students will write an APA-style research article (including a literature review) in which they report on their findings. Second, students will present the results of their research project during a research symposium for an academic audience.

2.4 CHANGING ORGANIZATIONS
This module addresses the question of how communication processes can be optimized in organizations. Organizations are changing in many ways: traditional organizations are being replaced by more flexible ways of organizing, while new work-based technologies, ICTs, and applications are making it possible for employees to work when and where they want. Other organizations are seeking to run their businesses using self-managing teams, without hierarchical managers that lead them. And yet other companies operate on such an international level that almost every meeting is held using virtual methods.

Although literature offers many insights into effective organizational communication, it is important to investigate how these insights are evolving in the light of the ever-changing context of modern organizations. For example, what does leadership mean in organizations with self-managing teams? How do people identify with a virtual organization, when there is no physical space in which to meet colleagues? How do new work-based technologies impact on collaboration between employees, their work attitudes, and optimal functioning? In this module, students will offer managers advice on such topics, based on both literature and empirical data.

This module provides an introduction into several topics and organizational processes that are related to organizational communication. Students work on a qualitative research project in which they relate developments in modern organizations and society to these topics and processes.

2.4 P: LEADERSHIP AND COMMUNICATION IN MODERN SOCIETY
The project of this module will be a qualitative research project. The ultimate goal is to provide members of organizations with hands-on recommendations on how to deal with various current developments in society (e.g., the spread of robotics, globalization, flexible contracts). To do this, students form small research teams to analyse how such developments can affect how organizational communication needs to be managed. We identify major developments in organizations and society, and the different research teams will pair up to study one of these developments and its specific consequences for organizational communication. Each development will be studied by several research teams. At the end of the project, the research teams will organize a workshop, in which they interactively present their most important research findings and managerial recommendations.

2.4 T: ORGANIZATIONAL COMMUNICATION
In this module component, students gain insight into the literature on organizational communication. They learn to reflect on the role of various communication processes and functions in organizations and how these relate to optimal functioning of both individuals and organizations. In the study material, different subdomains of organizational communication will be introduced, including: organizational climate and culture, leadership and mentoring, identity and identification, teams, technology and innovation, and communicating work-life issues. Students will deepen their understanding of these topics by comparing and contrasting relevant literature in these subdomains and by reflecting on how current developments in society and in the labour market are influencing these domains of organizational communication. The aim here is to apply these insights to their qualitative research project.
2.4 R: QUALITATIVE METHODS 3
Organizational communication involves complex and dynamic processes. Various actors are involved, all with different perspectives and interests, and their individual perceptions are shaped by interactions with others. Given their flexible and cyclical nature, qualitative research methods are highly suitable for analysing organizational processes. In this part of the module, students further build on their knowledge of qualitative research methods. They learn how to set up a small-scale mixed-methods research project from beginning to end. Students also develop their skills on qualitative data analysis (e.g., transcribed interviews, field notes), using Atlas.ti.

2.4 S: CONSULTANCY
This module component consists of two parts. First, students will review literature in a subdomain of organizational communication (e.g., leadership, identification, work-life issues) and write effectively about the latest developments in this subdomain. Second, students will present the results of their qualitative research project (e.g., their main findings, managerial implications) in a workshop.

THE THIRD YEAR

MODULES 3.1 AND 3.2: ELECTIVES
In the third study year, you will have 30 EC (two quarters) of elective space. You can use this elective space for detailing and/or broadening your study. There are many possibilities.

• STUDY ABROAD
Living and studying in another country can be a very rewarding experience. Being introduced to new people, other cultures and languages will broaden your horizons, both academically and personally. Also, studying abroad will positively contribute to your current and future position in this rapidly globalising world. We have exchange programmes with the following universities: University of Leuven (Belgium), Peking University (China), Roskilde University (Denmark), University of Münster (Germany), Zeppelin University (Germany), Riga Stradins University (Latvia), Kaunas University of Technology (Lithuania), Jönköping University (Sweden), Baskent University (Turkey), Bahceshir University (Turkey) and Teesside University (United Kingdom). More potential exchange programmes will be added in the coming years.

• INTERNSHIP
An internship covers either 10 weeks (15 EC) or 20 weeks (30 EC) during which you are working for and within a company, institution, research institute, or university. The learning goal of the internship is to gain experience in the future working field by performing a relevant assignment at an external organisation. During the assignment, gained knowledge and skills at the study programme can be applied in an actual working environment. One of our objectives is to enable students to gain experience with foreign cultures. Therefore you are encouraged to search for and to find a placement abroad. By doing your internship abroad, you can combine working experience with an experience in a foreign country. International working experience is highly valued by companies and a welcome addition to any CV. The experience abroad will also increase your foreign language skills and help you develop yourself on an intercultural level.
• UT MINORS
The minors offered at the UT in the elective space are all structured in accordance with the TEM principles. The coherence of the minor is safeguarded by a central theme. Every minor consists of both educational activities, such as lectures and tutorials, and a project. In this project students are challenged to independently develop their knowledge and skills. You can choose for (a combination of): High Tech Human Touch (HTHT) minors, Join-in minors, In-depth minors or a premaster programme (if you consider to switch to a master from another study programme). Examples of minors are: Professional Learning in Organisations, Psychology of Safety, Human Factors & Engineering Psychology, Public Management, Technology, Organizations and People, Innovation and Entrepreneurship, and Philosophy of Science and Technology.

3.3 A BETTER WORLD
The world faces grand challenges. Think: climate, health, polarization, democracy. These and other themes are difficult to address, given that knowledge is incomplete or contradictory, the large number of people and opinions involved, and the interconnectedness with other problems.

In this module, students get to choose one of these global contemporary problems, and analyse the role of communication in the emergence of the problem. The goal is to propose a step forward in which communication plays a central role. How can communication scholars contribute to a better world? Students will have to address the different perspectives on the nature, causes, consequences and proposed solutions to this problem, and be reflexive about their own position. We will explore ethical and philosophical paradigms to cope with the complexity. This is a so-called “stretch module”, which means that it is scheduled parallel to the Bachelor’s thesis.

3.3 P: COMMUNICATION AND A BETTER WORLD
In this module component, students will identify a problem (with a group of two people) and reflect on the dynamics of the issue at hand, paying special attention to the communication issues at stake.

3.3 T: RESEARCH PARADIGMS AND ETHICS
In this module component, students will receive the tools for structured reflections, including: research paradigms in communication science, philosophical schools of thinking about social reality, and ethics.

3.3 R: QUALITATIVE METHODS 4
In this module component, students will use different methods to gain insight into the nature of the problem and explore possible solutions.

3.3 S: REFLECTION IN ACTION
In this module component, students translate the findings of the exploration of the case, the theory, and their research into an intervention. They will improve their argumentation skills, writing, and they will practice with several types of reflection: what it is like to use several competing perspectives, and how to discuss differences.

3.4 BACHELOR ASSIGNMENT COMMUNICATION SCIENCE
You will complete the Bachelor’s programme with a Bachelor’s thesis. This means you will independently conduct a study into a practically-relevant topic. Your study will involve literature research as well as empirical data collection. Your research findings will lead to practical recommendations. You will write a research report and present your findings at a symposium.
ADDITIONAL INFORMATION

ORGANIZATION, STUDY GUIDANCE AND COUNSELLING

During your Bachelor’s programme you can count on sufficient supervision, with several staff members playing a role. The University of Twente also offers additional student supervision and counselling, you can, if necessary, go to the Bureau of Student Psychologists and the student deans.

PROGRAMME DIRECTOR AND MANAGEMENT TEAM

The programme director is Menno de Jong. He is supported by a management team consisting of Joyce Karreman (organization & management), Thomas van Rompay (curriculum development), and Mark van Vuuren (external affairs). Programme director and management team are always open for feedback, suggestions or innovative ideas. Contact information:

Prof.dr. Menno de Jong
Cubicus Building, Room C201
m.d.t.dejong@utwente.nl

Dr. Joyce Karreman
Cubicus Building, Room C210
j.karreman@utwente.nl

Dr. Thomas van Rompay
Cubicus Building, Room C208
t.j.l.vanrompay@utwente.nl

Dr. Mark van Vuuren
Cubicus Building, Room C205
h.a.vanvuuren@utwente.nl

STUDY ADVISORS

As study advisors, Gert Brinkman and Jeanet Luijerink offer advice on study-related issues and can discuss practical matters concerning the study with you. You can contact them with any individual problem relating to the programme, studying in general, or personal circumstances. You can also discuss your experiences with courses, complaints, study choice, planning, delay, graduation support, exemptions, and (course and examination) regulations. If necessary, they can refer you to other professionals within or outside the university for help. Gert Brinkman is the primary study counsellor for the Bachelor’s programme, but when he is absent you can also contact Jeanet Luijerink.

Contact information:

Bachelor: Drs. Gert Brinkman
Cubicus Building, Room C118
g.w.brinkman@utwente.nl

(Pre-)Master: Jeanet Luijerink
Cubicus Building, Room C106
j.w.m.luijerink@utwente.nl

PROGRAMME OFFICER

Astrid Oppers-van den Berg is responsible for the programme administration. She supports the students and lecturers in an administrative way. She works in consultation with the programme director, programme coordinators, study advisors and the internship- and graduation coordinator. She is among other things responsible for:

• assigning and adjusting of exam programs,
• the registration of the Binding Study Recommendations,
• organization of colloquia,
• applying and preparation for diplomas and certificates,
• placing education-related announcements on the student portal,
• supporting the examination boards and programme committee.

If you have questions about one of the above mentioned topics, the programme officer is the first person to contact.

Astrid Oppers-van den Berg
Citadel Building, Room H438
BOZ-CW-CES@utwente.nl
PROGRAMME COORDINATOR

As programme coordinator, John Sevens provides policy support to the programme director and is responsible for the organisational, procedural and intrinsic coordination and harmonisation of the Bachelor’s and Master’s programmes. If you have a complaint or a practical question about the programme or a certain course, the programme coordinator is the first person to see. Contact information:

Drs. John Sevens
Ravelijn Building, Room R3111
p.m.j.sevens@utwente.nl

INTERNERSHIP AND GRADUATION COORDINATOR

The internship and graduation coordinator is Mark Tempelman. He forms the link between the students and the working field when you are searching for an internship or a graduation project. You can also contact him with any questions you may have about internships and graduating. He receives requests from organizations that are looking for communication students for research or for an internship. Contact information:

Drs. Mark Tempelman
Cubicus Building, Room C216
m.h.tempelman@utwente.nl

STUDY ASSOCIATION COMMUNIQUÉ

Communiqué is the study association for students in the Bachelor’s and Master’s programmes of Communication Science at the University of Twente. Communiqué offers a friendly place where everyone is welcome to discuss their ideas over a cup of coffee or tea. In addition, the study association provides various services and organises many activities for its members. Communiqué organizes field trips, lectures and colloquia, sells textbooks at a discount, and arranges social activities like drinks and parties. Communiqué also organises an introduction day in August to welcome the new students. Contact info:

Communiqué
Study Association for Communication Science, Cubicus Building, Room B105.
QUALITY ASSURANCE

Quality Assurance involves a continuous improvement of our programme. Many stakeholders are involved, each with a specific contribution in the Plan Do Check Act cycle. Below we clarify the involvement of various stakeholders with evaluation and improvement.

• STUDENTS
Students share their experiences in panel meetings and periodic surveys, such as course evaluation surveys, programme evaluation surveys and the National Student Survey. Students participate in the Programme Committee where the student experiences are discussed and the Programme Director is advised about possible improvements.

• TEACHING STAFF
Teachers evaluate their teaching experiences based on direct feedback in classes, information from student experience surveys, and panel meetings; they also critically evaluate the examination results. Teachers use the Quality Assurance pages to communicate which improvements they will make in the next edition of their courses. Teachers share their opinions and experiences in regular meetings with the Programme Director. Some teachers are involved in the Programme Committee.

• PROGRAMME COMMITTEE
The Programme Committee (in Dutch: Opleidingscommissie) is a legal body supporting educational quality enhancement. The Programme Committee has 3-5 teaching staff members and an equal number of students. The Programme Committee discusses educational experiences and results and advises the Programme Director about improvements. The Programme Committee also monitors the realization of improvements.

• THE PROGRAMME DIRECTOR
The Programme Director is in charge of all aspects of a programme. The Programme Director agrees on improvement plans for courses as proposed by teaching staff, taking the recommendations by the Programme Committee into account. The Programme Director reports annually about programme improvements to the Dean. Typical aspects of concern are intake, drop-out rates, pass rates, final results, quality of teaching, profile of the programme, the connection with state of the art research, and employability.

• STUDY ASSOCIATION COMMUNIQUÉ
The board of our study association Communiqué has an Educational Affairs officer, who is in direct contact with the programme’s Management Team. The Educational Affairs officer participates in quality discussions and proposes improvements in the programme. In addition, the study association organises an Educational Feedback Committee (EFC), which serves as a low-threshold way of collecting feedback on modules and programme during the year.

• EXAMINATION BOARD
The Examination Board is the legal internal body assigned with safeguarding the quality of examination in the programme, thus safeguarding the quality of the diploma. The Examination Board consists of expert examiners who take an independent stand while assessing the quality of examinations and final theses in the programme. The assessment may result in directions for examiners and the Programme Director. The board reports annually to the Dean.

• NVAO
All programmes are subject to external Quality Assurance for maintaining national accreditation by the NVAO. The NVAO framework overlooks our internal Quality Assurance cycles every six years. The NVAO assesses in particular the profile of the programme, the final qualifications, graduation rates, quality of staff, and viability of the programme.
CONSULTATIVE COMMITTEES

EDUCATIONAL FEEDBACK COMMITTEE (EFC)
The EFC is a student committee that forms part of Communiqué. The EFC collects feedback of students on the programme and on specific modules, and ensures that the feedback is passed on to the relevant people within the programme (module coordinators, teaching staff, Programme Coordinator, or Programme Director). Students can provide their feedback online (http://www.communique.utwente.nl/feedback). The EFC meets once a month and considers complaints, suggestions and feedback submitted by students. When problems occur, a solution is sought in close collaboration with the teaching staff within the programme. The Programme Coordinator also attends the EFC meetings to facilitate direct and open communication between programme and students.

EXAMINATION BOARD BEHAVIOURAL SCIENCES (BS)
The examination board is responsible for all aspects of testing the instruction - e.g., the procedures during exams, the quality of the exams, and the regulations with which both students and lecturers must comply. The examination board also assesses requests for exemption from exam components during your studies (exams, practicals etc.). There is one joint examination board for the Bachelor’s programmes of Communication Science and Psychology and the Master’s programmes of Communication Studies, Psychology, and Educational Science and Technology. The examination board consists of five faculty members and is supported by a registrar. The Study Counsellors and the Programme Coordinators are advisors. The Examination Committee meets once a month. For more information see: www.utwente.nl/en/bms/examboard/

PROGRAMME COMMITTEE
Communication Science has its own Programme Committee, which focuses both on the Bachelor’s and on the Master’s programme. The Programme Committee occupies itself with all issues directly related to the set-up and quality of the instruction, such as advising where necessary to make alterations to the course. The Programme Director and the Programme Coordinator are involved as advisors. In accordance with the law, the Programme Committee consists of students and staff. On our Programme Committee there are five faculty members and five students. Members of the Programme Committee are appointed by the Dean. The Programme Committee advises the Programme Director and the Dean, the latter particularly with regard to educational affairs that are addressed in the Faculty Council, such as the education and examination regulations (EER).

EDUCATIONAL APPLICATIONS

OSIRIS
OSIRIS is the electronic student information system in use at the University of Twente for all Bachelor’s and Master’s programmes. For more information see: http://osiris.utwente.nl/student.

• **OSIRIS Courses Offering** (no need to log in): Detailed information about modules (e.g., the teachers, the current form in which the modules and module components are taught, learning objectives of the modules, and literature used).

• **OSIRIS Student** (you need to log in): Meant for enrolment and unenrolment modules and courses, checking recent study results, an overview of study progress and study counselling.

CANVAS
Canvas is the Learning Management System at the University of Twente. All modules and courses at the UT are supported with Canvas. It is used for announcements, looking up lecture sheets / interesting articles, looking up assignments and handing them in, checking (partial) grades, forming groups for assignments and the saving of shared documents. On this website https://canvas.utwente.nl you will find diverse information and materials that could help you with your use of Canvas. You have to log in with your student account.

SCHEDULE / TIMETABLE
MyTimetable is the application in use at the UT for the creation of personal timetables. You can enter MyTimetable via http://rooster.utwente.nl.
ADMISSION REQUIREMENTS

DUTCH STUDENTS
You can be admitted to our Bachelor’s programme in Communication Science with any Dutch vwo (pre-university) profile. If you have a university of applied sciences degree or have completed the first year of a university of applied sciences, you can also enrol for the Bachelor’s programme in Communication Science. It is helpful if you have completed mathematics with statistics during your studies at the university of applied sciences or high school.

INTERNATIONAL STUDENTS
Students with a school-leaving certificate from another country will be admitted to the programme provided the certificate is equivalent to the Dutch VWO diploma (for example, the German Abitur, the Belgian Diploma van Secundair Onderwijs, or the International or European Baccalaureate).

A further requirement is that you must have a reasonable grasp of mathematics and a satisfactory command of English. This can either have been part of your pre-university education, or, alternatively, you can meet this requirement by passing the University of Twente entrance exam.

Students with a German Abitur certificate with Mathematik and Englisch up until the final exams will be directly admitted to the Communication Science programme without any further requirements being set.

Students with a different foreign certificate of previous education are advised to contact the Admission Office (https://www.utwente.nl/en/education/bachelor/admission) of the University of Twente early on. The Admission Office will then determine whether you meet the admission requirements for the Bachelor’s programme in Communication Science.

MORE INFORMATION

Communication Science website for prospective students
www.utwente.nl/en/education/bachelor/programmes/communication-science/

Communication Science website for current students and staff
www.utwente.nl/en/com/

Study Information Centre
study@utwente.nl
Telephone: +31 (0)53 4895489