

FACULTY OF BEHAVIOURAL, MANAGEMENT AND SOCIAL SCIENCES

COMMUNICATION STUDIES (MSc)
PROGRAMME GUIDE
(Including Pre-Master's programme)
2016/2017

UNIVERSITY OF TWENTE

As the data in this programme guide had to be supplied at a very early stage, it is based on information then available and takes into account what is expected for the coming academic year. The programme guide has been compiled with utmost care, but the authors are not responsible for any omissions or inaccuracies. The formal rules as stipulated in the Education and Examination Regulation shall prevail. The reader can thus not derive any rights from the contents of this programme guide.

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Preface

Dear students,

Welcome. You have chosen for the Master of Science programme Communication Studies (CS) at the University of Twente (UT) and one of the three specialisations offered: Marketing Communication, Corporate Communication and Technical Communication.

The highly practical orientation of this study programme, in combination with its thorough handling of the substantive aspects of the discipline, makes it unique in the Netherlands. This study guide will tell you more about this.

This study guide brings together all the information about the study programme which you need as a student. You will read about the profile of the study programme, how the curriculum is made up and the content of the courses. The guide also gives details about the methods we use, study supervision, testing and quality assurance.

All this information will give you a better idea of the courses that you are going to follow. I very much hope that you will enjoy your time studying Communication Studies with us. But, more importantly still, I hope that during the years to come you will be able to realize your full potential and perform to the best of your ability. I hope that the programme brings out the very best in you.

Dr. Mark van Vuuren
Programme director Communication Studies

1. The discipline Communication Science

1.1 What is Communication Science?

Communication studies is an academic discipline based on the exchange of information, interaction and shared conceptualization. The essence of communication studies can be summed up as follows:

'Communication studies is concerned with the means, application and consequences of information and communication within a societal, organisational and interpersonal context in a society that is characterized by an increasing interest in and an increasing dependence on communication and information.' (VSNU, *Visitatierapport Communicatiewetenschap, 1999*).

When we say that *'communication is studied within a societal, organisational and interpersonal context,'* we mean that communication is studied at various levels.

- *Communication at the individual level:* How can communication between individuals be optimized? Examples here might include how to optimize a website for its target group of users, the role of non-verbal communication when holding a conversation, or the role that communication plays in how employees experience an organisation.
- *Communication within organisations:* How can communication within, from and between organisations be optimized? Examples at this level include the consequences of a changing media landscape on how organisations communicate internally, image or reputation management or the development of marketing communication strategies.
- *Communication as a social phenomenon:* How are developments in communication affecting society? For example, how is digitization affecting certain sections of the population, or what are the effects of undesirable media content on young people?

When we speak of the *'increasing interest in and increasing dependence on communication,'* we mean that the world is increasingly dependent on communication and information. Economic and technological developments have contributed to this process significantly. The rise of the internet, e-mail, mobile telephones, chat, text messages and the intensification of world trade are all making the world into an ever smaller place, and making competition ever more fierce. Communication is becoming more and more important and so it is also becoming more important that we, as scientists and academics, understand the processes at work behind it.

Communication studies means studying how communication works. For communication in practice, it is important that professionals who can work and think with academic rigour are in a position to oversee the design and development of communication within organisations. For the communication scientist, this is based on scientific knowledge and the emphasis is therefore very much on scientific knowledge in communication studies.

Communication Studies is not journalism, and does not focus on training you to write functional texts (such as brochures), build websites, make speeches or work on design. Of course, the study programme in Communication Studies does touch on all these aspects, and you will gain some experience in them because they will be important for all communication professionals in the future. But you will not receive comprehensive training in these skills during our academic programme of study.

1.2 The importance of communication

In an ideal world, communication means conveying information from a sender to a receiver as directly as possible, without distortions or misrepresentations.

This might seem easy, but has the message really been conveyed accurately? Often, the receiver is forgotten in this whole process. Established patterns, organisational myopia and information overload are just a few of the problems that can lead to messages not being communicated effectively or failing to achieve their objectives.

1.2.1 The importance of communication for organisations

Every organisation depends on effective communication to be able to function, whether the information being communicated is destined for external target groups or a target group within the organisation. Organisations cannot exist without communication. Organisational forms have become more and more complex and this has only added to the importance of communication.

If an organisation's internal communication does not function properly, misunderstandings, problems and discontent will soon follow. For communication has an impact on all other processes in the organisation. Without good internal communication, employees within the organisation do not know what they need to do, why they need to do it or where the organisation as a whole is heading. For example, if radical changes are made within an organisation, such as a merger or the introduction of a system of quality management, good communication is essential for employees to understand, accept and contribute to the project, and this will ultimately determine its success or failure.

External communication is just as important for organisations. In order to market new products, brands or services, every organisation must cultivate a relationship with the outside world. For many businesses, expertise in marketing communication and consumer behaviour is also indispensable. To market new products, it is important to know what information the consumer needs.

Take the housing market, for example, and those who are buying their first home. Mortgage advisors need to know how they can reach this target group - which media should they use and which message do they need to bring across? It is vital to make the right decisions and a communication strategy needs to be chosen with care if communication with the external target group is to be effective.

1.2.2 The dynamics of communication

The world of communication is changing constantly. We can exchange information with more or less any place on earth, at any moment of the day or night that we choose. It is hard to imagine a world without the internet, mobile telephones, satellite navigation, e-mail and television. And because technological developments like these have had such a huge impact on how we communicate (such as video-conferencing), communication studies focuses a great deal on advances and trends in the new media. It is important for organisations to keep pace with these changes.

1.2.3 The importance of communication skills in professional practice

For graduate-level positions, being a 'good communicator' is vital for professional practice, from writing and arguing clearly to being effective in meetings or giving persuasive presentations. To a large extent, your ability to function as a communication professional will depend on the extent to which you have been able to master these communication skills. They will determine how persuasive you are as a communications professional and how successfully you can convince other people of your advice and ideas. Knowledge of professional communication is therefore crucial in all forms of professional practice in graduate-level positions, but particularly for anyone working as a communication scientist.

1.3 The position of communication studies in relation to other disciplines

Communication studies is seen as a multi-disciplinary subject area. When studying communication processes, we use knowledge and insight from various other disciplines in social science, including social psychology, sociology, business administration, public administration and communication and information studies. Similarly, communication studies provides specific insight which is useful for these related disciplines. But despite this interdisciplinary cross-pollination, there remains a clear distinction.

Social psychology

Social psychology concerns the relationship between human thoughts, feelings and behaviour and the influence that other people can have on these. Of course, this influence involves communication. In this respect, social psychology and communication studies are closely related. Communication scientists use knowledge and theory from social psychology to study and improve the communication process. But the emphasis is different. In communication studies, the focus is more on how communication is organized and arranged while social psychology is concerned more with human mental processes.

Sociology

Sociology is the study of human society and all the phenomena associated with it. It concerns people's behaviour in a social setting. Forms of organisation, bonds, norms and values all play a role in this and this is also closely related to communication. Some communication scientists study communication as a social phenomenon and their research is very closely linked to sociology, like research into the digital society, for example.

Business administration

Business administration is a practical multi-disciplinary science which is concerned with organisations, how they are managed and how they relate to their market environment. Within this science, a wide range of internal and external processes are studied, including internal and external communication. Communication scientists can help business scientists to define, clarify and solve communication problems. Similarly, knowledge from business administration can help communication scientists to understand the organisational context and processes within which communication takes place.

Public administration

Public administration concerns the way in which public organisations are managed. Organisations, policy and political systems are key elements in this. The relationship between communication studies and public administration is similar to that between communication studies and business administration. Communication studies helps scholars of public administration to understand how public organisations communicate, both

internally and externally; public administration provides insight into the context in which they need to communicate.

Communication and information studies

Communication and information studies approach communication from a humanities perspective. This emphasizes the linguistic aspects of communication and looks particularly at the effect of spoken and written texts. Linguistic and textual information plays a role in communication studies too, of course. But there is a methodological difference. In Communication studies, the focus is more on social science research, while in communication and information studies, it is more on analysis and discussion.

'Communication scientists are, more than other academics, trained to be aware of mediation processes. That means that they are very aware that all forms of behaviour communicate something. Students of Communication Studies are also permanently reminded that communication processes can change fundamentally according to the extent to which mediation occurs, and how it occurs. In that sense, there is a difference between – for example – a psychologist who studies the relationship between people in an organisation and a communication scientist who analyses communication between people.'
(*Visitatierapport Communicatiewetenschap, QANU 2006*)

1.4 Study programme profile: what makes CS at the UT different?

In the Netherlands, there are many communications-related study programmes on offer, both at university level and higher professional education (HBO) level. What differentiates the University of Twente's programme in Communication Studies, compared to all the other communications-related programmes? The programme is characterized by the following features: its focus on practical applications, its cross-disciplinary perspective which approaches the subject from various academic angles, its focus on the organisational context, its focus on the application of new technology in information and communication, and its design approach.

1.4.1 Practical applications

Students at the University of Twente are not simply supplied with theories, but they also learn how to apply them to problems in real-life practice. Many of the courses involve working with genuine communication issues from the real world.

1.4.2 Cross-disciplinary perspective

The disciplinary basis for the University of Twente's Communication Studies programme is different from other academic programmes in communication in the Netherlands. While other programmes emphasize sociology and political science and are more oriented towards social science, at the University of Twente, psychology and text science also have their place and the programme is more oriented towards behavioural sciences. At Twente, we also search outside the bounds of communication studies for meaningful interrelationships with other disciplines.

1.4.3 Focus on the organisational context of communication.

At Twente, communication problems are studied within their complex organisational context. Professional communication within, by and between organisations is at the heart of our curriculum.

1.4.4 Focus on the application of new information and communication technology (ICT)

We examine the latest technological developments which have changed the way we communicate and will bring further change in the future, such as tablets, smartphones, social networking sites such as Facebook and Twitter, gaming, GPS, online video, weblogs, and new technologies such as Google Glass or Oculus Rift (virtual reality). Also, we use technology to carry out research, such as the use of eye-tracking to look at how people's attention is distributed over a website or advertisement.

1.4.5 High degree of academic freedom

The master's programme has been designed so that the student is personally responsible for his or her own course of study and academic progress. Within the programme students are given great freedom to make intrinsic choices. This varies between independently devising subjects for assignments and choosing a specialisation.

1.4.6 Excellent student guidance

Excellent student guidance is available to help students make the right choices during their programme. The study counsellor of the CS programme is always available to assist. Chapter 5 contains more particulars about student supervision and counselling.

1.4.7 Encouraging student activism

The CS programme offers many extra-curricular activities that give students an opportunity to become even more actively engaged in university life: there is Communiqué, the CS study association, or students may opt for programme-specific activities such as becoming a teaching assistant, or a student member of one of the programme committees, such as the Board of Studies. There are even more opportunities at the university level.

1.4.8 An open and informal atmosphere between lecturers and students

The atmosphere within the programme is pleasant and informal between lecturers and students. It is easy just to walk in and ask a question about an assignment, for example, because the door is (almost) always open.

2. Pre-master Communication Studies

2.1 The pre-master Communication Studies

Many students wishing to be admitted to the master's programme Communication Studies will first have to complete (a part of) the pre-master's programme. Whether you will have to take the full pre-master's programme, a part of the pre-master's programme or no pre-master's, will depend on your previous qualifications. All students will be evaluated by the programme's Admission Committee on their own merits.

Student with a bachelor's degree from a university of applied Sciences (HBO) or a (Dutch) research university, in a domain related field, do not directly fulfil all the admission requirements. In order to start in the master programme Communication Studies (CS) you first need to take a (part of) the pre-master programme to bring your knowledge up to the required level. Students with a bachelor degree of a university of applied sciences, who have been admitted to the pre-master programme CS, are obligated to take the full pre-master programme (30 EC). It is not possible to get an exemption for one or more pre-master course(s). (More information about admission requirements see also chapter 3).

The pre-master's programme is a transfer and bridging programme in which you will gain the knowledge and skills you need for successful participation in the master's programme Communication Studies. The full pre-master's programme comprises of both domain-specific (Communication Science) courses and courses which address generic academic and research methodological competences. The courses in the pre-master's programme lay the foundation in research methods and statistical analysis. This base is necessary to carry out independent scientific research. Because in the final phase of the master's programme you need to carry out an independently scientific research project. This research project must be relevant to both science and practice.

There are two terms of enrolment in the pre-master programme. You can start either in September or in February with this programme. Admission to the master's programme Communication Studies is also possible in September or February.

The language of instruction and examination is English. The courses are taught in the English language. Also the literature used is in English.

2.2 Programme outline pre-master Communication Studies

All courses in the pre-master's programme are compulsory courses (see scheme 1). The generic academic courses are: Research Methodology and Descriptive Statistics and Inferential Statistics. These courses will be offered simultaneously to students from the other pre-master's programmes Educational Science and Technology and Psychology.

The domain specific courses are Communication Science, Communication Research and Design, Academic Writing Pre-master CS and Research Project Pre-master CS.

Scheme 1: Study programme Pre-master Communication Studies 2016/2017

Semester 1		Semester 2	
Block 1A	Block 1B	Block 2A	Block 2B
<p style="text-align: right;">5EC</p> <p>Communication Science</p> <p>192470410</p>	<p style="text-align: right;">5EC</p> <p>Communication Research and Design</p> <p>201300065</p>	<p style="text-align: right;">5EC</p> <p>Communication Science</p> <p>192470410</p>	<p style="text-align: right;">5EC</p> <p>Communication Research and Design</p> <p>201300065</p>
<p style="text-align: right;">5EC</p> <p>Research Methodology and Descriptive Statistics</p> <p>201300063</p>	<p style="text-align: right;">5EC</p> <p>Inferential Statistics</p> <p>201300064</p>	<p style="text-align: right;">5EC</p> <p>Research Methodology and Descriptive Statistics</p> <p>201300063</p>	<p style="text-align: right;">5EC</p> <p>Inferential Statistics</p> <p>201300064</p>
<p style="text-align: right;">5EC</p> <p>Academic Writing Pre-master CS</p> <p>201400328</p>	<p style="text-align: right;">5EC</p> <p>Research Project Pre-master CS</p> <p>201300066</p>	<p style="text-align: right;">5EC</p> <p>Academic Writing Pre-master CS</p> <p>201400328</p>	<p style="text-align: right;">5EC</p> <p>Research Project Pre-master CS</p> <p>201300066</p>

2.3 Course descriptions pre-master Communication Studies

2.3.1 Communication Science

Course name	Communication Science		Course code	192470410
Programme	Bachelor Communication Science (premaster)		Semester	1 or 2
Academic year	2016/2017	Block	1A or 2A	
Language of instruction	English	Credits (ECTS)	5	
Contact person	Dr. ing. A.J.A.M. van Deursen			
Lecturer(s)	Dr. ing. A.J.A.M. van Deursen, Dr. S. Janssen			
Content	<p>This course provides a broad overview of the most important concepts, theories and models in the field of communication science, with a focus on solving practical communication problems and developing and refining our knowledge of what makes communication work. The course serves as an introduction to communication in the wide variety of domains in which it is practiced and studied, such as marketing communication, organizational and corporate communication, health communication, technical communication and communication through new media and ICTs. It is essential for preparing you for the master programme Communication Studies.</p> <p>We expect you to actively engage in the classroom activities and discussions. We assume that you will come well prepared to each session, having read the assigned material thoroughly and critically.</p>			
Learning goals				
Instructional modes	Lectures			
Required materials	<ul style="list-style-type: none"> • Marianne Dainton & Elaine D. Zelle, Applying Communication Theory for Professional Life (third edition). Thousand Oaks: Sage Publications. • Scientific articles. 			
Tests	Exam and assignments			

2.3.2 Communication Research and Design

Course name	Communication Research and Design		Course code	201300065
Programme	Bachelor Communication Science (pre-master)		Semester	1 or 2
Academic year	2016/2017	Block	1B or 2B	
Language of instruction	English	Credits (ECTS)	5	
Contact person	Vacancy			
Lecturer(s)	Vacancy			
Content	<p>This course provides an overview of practically relevant research questions and the methods and instruments available to answer these questions. On the one hand the course focuses on questions and methods relevant in communication design processes, like pre-design research, formative evaluation and summative evaluation. On the other hand methods and questions relevant in organisational communication are discussed (communication audits, identity, image and reputation research, etc.). In addition the course focuses on students' insights into the merits and restrictions of specific communication research methods, in terms of reliability and validity. Methods that are discussed are (among others) the Q-sort technique, mystery shopping, network analysis, eye-tracking, participatory research, focus groups, observation, questionnaires, functional analysis and projective techniques.</p>			
Learning goals	<p>After attending this course, students will be able to...</p> <ol style="list-style-type: none"> 1. Formulate relevant research questions. 2. Judge whether a certain problem can be identified as a communication problem that can or cannot be (partly) solved implementing communication. 3. Select well fitted communication research methods for solving practical/ case-based communication questions. 4. Describe communication research methods based on their rationale, strengths, weaknesses and application in a specific context. 5. Match research questions with possible communication research methods. 6. Use the communication design cycle as a base for argumentation about possible research implementation. 7. Give an example of possible research (with a suitable communication research method) in each of the steps in the communication design cycle (pre-design research, formative evaluation, summative evaluation). 8. Judge (own) research on appliance, strengths, weaknesses, and with that its value. 9. Judge (own) research on reliability and validity and be able to select the right research method for this purpose. 			
Instructional modes	Lecture			
Required materials	<ul style="list-style-type: none"> • Cal W. Downs & Allyson D. Adrian (2004). Assessing Organisational Communication. Strategic Communication Audits. New York, NY: The Guilford. • Scientific articles. 			
Tests	Exam			

2.3.3 Academic Writing Pre-master CS

Course name	Academic Writing Pre-master CS		Course code	201400328
Programme	Bachelor Communication Science (pre-master)		Semester	1 or 2
Academic year	2016/2017	Block	1B or 2B	
Language of instruction	English	Credits (ECTS)	5	
Contact person	Dr. A. Beldad			
Lecturer(s)	Dr. A. Beldad, drs. G.W. Brinkman			
Content	<p>The course provides participants with the necessary skills for the preparation of academic articles/manuscripts in English. Participants will also be taught the techniques of effective information search, the ways to work with scientific articles and evaluate them, and the conventions used in literature citation and referencing. Participants will be expected to perform skill-building exercises during the different sessions. Writing tasks will also be given to provide participants the opportunity to practice and/or improve their writing skills. A total of 7 sessions are scheduled and each session will be a combination of workshops and short lectures. Attendance to all the sessions is obligatory. The primary basis for student assessment is a comprehensive literature review based on, at least, 15 scientific articles.</p> <p>This course is only accessible for students who have been admitted to the pre-master program of Communication Studies.</p>			
Learning goals	<p>For the duration of the course, participants are expected to do the following:</p> <ol style="list-style-type: none"> 1. search for relevant scientific articles that would be used for the writing of academic articles/manuscripts; 2. evaluate scientific articles using a set of criteria; 3. prepare a literature matrix to effectively work with different information from various sources (e.g. articles published in peer-reviewed journals, books, government reports, professional journals); 4. effectively use information from scientific articles for the writing of academic articles/manuscripts; 5. apply the conventions of source citation and referencing into their own academic articles/manuscripts; 6. write a clearly organized paper in accordance with the rules of writing in an academic context; and 7. prepare a literature review using various academic, scientific, and professional sources as the first phase of the Premaster Research Project. <p>Moreover, after a successful completion of the course, participants are expected to be proficient in writing academic papers (e.g. literature reviews, conceptual papers, research proposals, theses).</p>			
Instructional modes	Seminar			
Required materials	<ul style="list-style-type: none"> • Publication Manual of the American Psychological Association – 6th edition (softcover). • Scientific articles. 			
Tests	Assignment			

2.3.4 Research Methodology and Descriptive Statistics

Course name	Research Methodology and Descriptive Statistics		Course code	201300063
Programme	Bachelor Communication Science (pre-master) Bachelor Educational Science (pre-master) Bachelor Psychology (pre-master)		Semester	1 or 2
Academic year	2016/2017	Block	1A or 2A	
Language of instruction	English	Credits (ECTS)	5	
Contact person	Dr.ir. H.J. Vos			
Lecturer(s)	Dr.ir. H.J. Vos, ir. W.M.M. Tielen			
Content	<p>In this course students are introduced to the basic principles of empirical research in the social sciences. The role of research in both testing theories ('empirical cycle') and design methodology will be treated. Doing so, also some attention will be paid to some science-philosophical background (especially to Popper's critical-rationalism). The students get acquainted with some important types of research (pre-experimental, experimental, quasi-experimental, correlational research and qualitative research as complementary to quantitative research) and its potential threats to internal and external validity. The following phases of conducting scientific research will be dealt with in more detail:</p> <ol style="list-style-type: none"> 1. formulating research question(s) (embedded within a relevant theoretical framework and mostly emanating from a literature study), 2. splitting up (central) research question(s) into sub questions, 3. formulating hypotheses(s), 4. setting up a research design, 5. developing measurement instruments (including reliability and validity as its two most important quality criteria), 6. collecting data (including sampling strategy), 7. analysing data, 8. drawing conclusions and reporting results (including discussion). <p>Additionally, an introduction will be given to descriptive statistics in this course. The following descriptive statistics topics are addressed: displaying distributions with graphs, describing distributions with numbers, correlation, regression, relations between categorical variables (contingency tables). Furthermore, an introduction session in the statistical IBM SPSS programme will be given.</p>			
Instructional modes	Lecture, seminar, practical			
Required materials	<ul style="list-style-type: none"> • Dooley, D.D. (2001). Social Research Methods (4th ed.). New Jersey: Prentice Hall. • Spector, P.E. (1991). Summated rating scale construction. Thousand Oaks: Sage publications inc. • Stats: Data and Models (2012) Third Edition (International Edition), R.D. De Veaux, P.F. Velleman, D.E. Bock, Pearson. • Huizingh, E. (2014). Inleiding SPSS 22, ISBN 9789039528006 Only for Dutch speaking students. • A visual approach to SPSS for windows: a guide to SPSS statistics Stern, L.D., Pearson Education, (ISBN 9781292022574). Only for non-Dutch speaking students. • Scientific articles. 			
Tests	Exam and assignments			

2.3.5 Inferential Statistics

Course name	Inferential Statistics		Course code	201300064
Programme	Bachelor Communication Science (pre-master) Bachelor Educational Science (pre-master) Bachelor Psychology (pre-master)		Semester	1 or 2
Academic year	2016/2017	Block	1B or 2B	
Language of instruction	English	Credits (ECTS)	5	
Contact person	Dr.ir. H.J. Vos			
Lecturer(s)	Dr.ir. H.J. Vos, ir. W.M.M. Tielen			
Content	<p>This course introduces inferential statistics (i.e. tests and confidence intervals). Concepts from inductive statistics are discussed on the basis of conclusions concerning an average with a known population standard deviation (i.e., z test). Additionally, several popularly used statistical techniques are treated: t-tests (both independent and dependent), binomial tests (both for a single proportion and two proportions), and chi-squared tests of independence. Also several popularly used (more advanced) statistical techniques are addressed: simple linear regression, multiple linear regression, one-way and two-way analysis of variance (one-way ANOVA and two-way ANOVA), and nonparametric tests. During the in-class computer exercises, students are taught analysing small and greater data files using the IBM SPSS statistical programme.</p>			
Instructional modes	Lecture, seminar, practical			
Required materials	<ul style="list-style-type: none"> • Stats: Data and Models (2012) Third Edition (International Edition), R.D. De Veaux, P.F. Velleman, D.E. Bock, Pearson. • Huizingh, E. (2014). Inleiding SPSS 22, ISBN 9789039528006 Only for Dutch speaking students. • A visual approach to SPSS for windows: a guide to SPSS statistics Stern, L.D., Pearson Education, (ISBN 9781292022574). Only for non-Dutch speaking students. 			
Tests	Exam and assignments			

2.3.6 Research Project Pre-master CS

Course name	Research Project Pre-master CS		Course code	201300066
Programme	Bachelor Communication Science (pre-master)		Semester	1 or 2
Academic year	2016/2017	Block	1B or 2B	
Language of instruction	English	Credits (ECTS)	5	
Prerequisites	<p>To enrol in the Research Project Pre-Master course following pre-requirements must be met:</p> <ol style="list-style-type: none"> 1. Communication Science à graded at least 5 (in Osiris) 2. Research Methodology & Descriptive Statistics à graded at least 5 (in Osiris) 3. Academic Writing Pre-Master à graded at least 6 (in Osiris) 			
Contact person	Drs. M.H. Tempelman (coordinator)			
Content	<p>Following the course of Academic Writing, the Research Project course in the Pre-master Communication Studies, is concerned with the actual design, and implementation of a quantitative (experimental or correlational) study. Looking at the various stages of the empirical research cycle, students will a) design the research methods and instruments on order to collect data, b) perform statistical data analysis to provide the research findings and c), reflect on the research finding and research design in the conclusions and discussion section.</p> <p>During the course students will work in groups to elaborate a measurement instrument and collect data about a pre-fixed research theme. Based on the theme, each group will be assigned to a teacher / supervisor. There will be plenary or supporting lectures as well as group meetings with the supervisor. Students work in groups, but write an individual research report. The course will be assessed by means of a written report (85%) and active participation (15%).</p> <p>If you have any questions about the pre-requirements or doubts whether you meet the pre-requirements, please contact the study counsellor (Jeanet Luijterink).</p>			
Instructional modes	Lecture			
Tests	Assignment			

2.4 Rules in the pre-master Communication Studies

The pre-master programme is designed not only to address any deficiencies in your prior knowledge, but it is also an efficient way to find out whether studying at a research university in the field of Communication Studies is right for you. To this end, a couple of rules apply in this programme. We ask you to fulfil the requirements of the pre-master programme within 1 year. So the maximum registration period for completing the pre-master's programme is one (1) year for all students. During this period a student may sit maximal two (2) times for an (interim) exam. If a student fails to pass the second time for one or more (interim) exams the student will receive a negative and binding study-advice. The student consequently will be excluded from the pre-master's programme Communication Studies. This means you need to take the pre-master's programme seriously. You cannot expect to be successful in the pre-master's if your approach is half-heartedly; it is meant as a half year (1 semester) of full-time study. That said, in practice almost all motivated students complete the programme in the allowed time and will start in the master programme Communication Studies after they have finished the (full) pre-master programme.

There is one course in the programme with obligatory prior knowledge. You only can start with the course Research Project (201300066) when you have at least the grade 5 for the courses (of the previous block): Communication Science and Research Methodology and Descriptive Statistics and at least the grade 6 for the course Academic Writing.

2.5 Studying full-time and number of days at the university

The one-year master's and half-year pre-master's programme can only be followed on a full-time basis. For the full-time pre-master's programme, you will have lectures and classes on three or four (parts of) a days per week on average. During the master's programme, we seek to schedule all the lectures and classes for one specialization on two days of the week, insofar as possible, so that you only need to come to the university on two days a week.

The academic year is divided into two semesters, each of which is divided into two blocks. Each block consists of seven lecture weeks and subsequently a week in which as less as possible lectures are planned, after that two weeks in which the examinations are planned. The full pre-master's programme consists of 30 EC (European Credits, 1 EC corresponds with 28 hours of study load). In every block 15 EC's are scheduled (see scheme 1, paragraph 2.2).

2.6 Admission to the master Communication Studies

Pre-master students only will be admitted to the master's CS programme at the moment they have completed their pre-master programme CS completely.

3. Admission requirements and application (pre-) master CS

3.1 Admission to the (pre-) master programme CS

On behalf of the Director of Educational Programmes, the programme's Admission Committee assesses all applicants to the pre-master programme CS on an individual basis. They will review the information and documents presented and will decide whether a student meets all criteria sufficiently.

To be admitted to the pre-master programme applicants must meet a number of formal and content-related criteria.

The formal admission criteria to the pre-master programme CS are:

- 1 A bachelor's degree programme from a Dutch university for professional education (HBO-instelling), i.e. at least 240 EC's, or a fully completed bachelor's degree programme from a Dutch research university, i.e. at least 180 EC's.
- 2 An international bachelor's degree or equivalent (a NUFFIC credential evaluation may be part of the assessment procedure).
- 3 A letter of motivation. For non-Dutch applicants obligatory. Not obligatory for Dutch applicants.
- 4 An IELTS minimum score of 6.5 or an internet-based TOEFL (iBT) minimum score of 90. For non-Dutch applicants obligatory. Not obligatory for Dutch applicants.
- 5 Any additional information required by the admission committee and/or the University of Twente Admission Office of (see: <http://www.graduate.utwente.nl>) (e.g. letters of recommendation, a resume summarizing educational and professional career).
- 6 Mastery of mathematics. In this respect 'Mathematics A1, 2' or equivalent at pre-university education level - in Dutch: VWO - is leading.

The content-related admission criteria are that applicants must have a Bachelor's or Master's degree in a related field (to be assessed by the programme's Admission Committee). A related field implies that an applicant possesses sufficient knowledge and skills with regard to the content of the domain of communication science. A student meets the domain-specific admission criterion if he/she possesses a Bachelor's or Master's degree in a domain that is similar or related to the following areas:

1. Communication Theory
2. Communication Design Processes
3. Communication Research Instruments
4. Management of Communication processes
5. Text analysis and Texts and Document Design
6. Media Theory and Media Choices
7. Media and Communication Technology
8. New Media, Social Media and Networks
9. Technical Communication
10. Intercultural Communication
11. Professional Communication
12. Corporate and Organizational Communication
13. Crisis Communication and Reputation Management
14. Identity and Image
15. Marketing Communication and Consumer Behaviour
16. Ethics and Philosophy of Communication

A student meets the domain-specific admission criterion also if he/she has substantial relevant work experience from which he/she has mastered the aforementioned conceptual knowledge.

Applicants with a Bachelor's or Master's degree in a non-related field (to be assessed by the programme's Admission Committee), awarded by a Dutch research university or a Dutch university for professional education (HBO-instelling) will not be admitted to the pre-master's programme Communication Studies.

3.2 Application procedure and deadline for application

Here, you will find the key dates for master's programmes applications. Submit your application as soon as possible but no later than the following dates (depending on the start date of the programme you are applying for).

Application deadlines for Dutch students

For the (pre-) master's programme Communication Studies there is the opportunity of enrolling either in February or in September. Dutch students completed a HBO/University degree:

1. Deadline for completion of the application and all required uploads
 - Start September: before 15 August
 - Start February: before 15 January
2. Deadline for submission of required documents for enrolment
 - Start September: before 1 September
 - Start February: before 1 February

Applications deadlines for international students

For the (pre-)master's programme Communication Studies there is the opportunity of enrolling either in February or in September.

Visa students

Students changing the purpose of their stay also need to meet these deadlines.

1. Deadline completed application with all the required uploads submitted via Osiris
 - Start September: before 1 May
 - Start February: before 1 October
2. Deadline for submission of the Entrance Acceptance Form
 - Start September: before 15 June
 - Start February: before 15 November
3. Deadline for visa application
 - Start September: before 1 July
 - Start February: before 1 December

Non-visa students

1. Deadline completed application with all the required uploads submitted via Osiris
 - Start September: before 1 July
 - Start February: before 1 December
2. Deadline for submission of the Entrance Acceptance Form
 - Start September: before 1 August
 - Start February: before 1 January

You have to apply via the master's application website:

www.utwente.nl/en/education/master/how-to-apply/

There are 6 steps to apply.

Step 1: Choose your programme

Step 2: Check the admission requirements

Step 3: international students only: Do the eligibility check

Step 4: Check the Application deadlines

Step 5: Collect supporting material

To start your application procedure you will need the following documents. Please note that you will submit these documents digitally. If any hardcopy documents are required from you, Admission Office will notify you of this and tell you where to send them to.

1. A bachelor's degree certificate or an equivalent qualification certificate (if available)
2. A certified translation of your bachelor's degree certificate if not in Dutch, English or German
3. An abstract of your final bachelor's project (thesis)
4. An additional Higher Degree certificate and transcript (if applicable)
5. A transcript of records or preliminary transcript of records in Dutch, English or German
6. A valid international passport
7. Curriculum vitae (CV)
8. Official English test score results
9. Letter of application
10. Contact information of two references

Step 6: Start the application procedure / form

If you have questions regarding the application procedures and the application form please contact:
University of Twente, Student Services / Admission Office (AO)

Building: Vrijhof, room 236

Tel: 053 – 489 4317

E-Mail: studentservices@utwente.nl

If you have any questions regarding the content of the CS master's or pre-master's programme, please contact the programme's study counsellor:

Ms. Jeanet Luijterink

Building: Cubicus, room C106

Tel: 053 – 489 2091

E-Mail: j.w.m.luijterink@utwente.nl

4. Master Communication Studies

The master's programme is a one year study programme. The master's programme has three specialisations: Marketing Communication, Corporate Communication and Technical Communication. After completing successfully all the courses and the master thesis project you may call yourself "Master of Science" (MSc).

4.1 Study programme Communication Studies

4.1.1 Language of instruction

Every year students from all over the globe enrol for one of the specialisations. This is why the courses are taught in the English language. Also the literature used is in English. So the language of instruction, communication and examination is English.

4.1.2 Intake moments, study load and duration of the study programme

You can start with the master's programme in September or February. The academic year is divided into two semesters, each of which is divided into two blocks. Each block consists of seven lecture weeks and subsequently a week in which as less as possible lectures are planned, after that two weeks in which the examinations are planned. The full master's programme consists of 60 EC (European Credits, 1 EC corresponds with 28 hours of study load). In every block 15 EC are scheduled.

4.1.3 Structure of the programme Communication Studies

Before starting with the master's programme you have to choose between one of three specialisations. For the specialisations Marketing Communication and Corporate Communication the generic study programme looks as below: The specialisation Technical Communication has a different programme, see chapter 4.4

1. Core courses of the chosen specialisation (10 EC). These core courses are offered twice per year (i.e. each semester). You are not allowed to take more than one core course "Research Topics ...", because of the overlap in learning objectives.
2. At least two specialisation course of the chosen specialisation (10 EC). These specialisation courses are offered once per year.
3. Specialisation or elective courses from the master programme Communication Studies or another master programme from the University of Twente (10 EC). If you choose elective courses from another master programme this has to be approved beforehand by the programme's Board of Examiners. If you choose elective courses from our own master programme this does not have to be approved beforehand by the programme's Board of Examiners. The tied choice space of 10 EC offers much flexibility. When you for example have chosen for the specialisation Marketing Communication, you can choose also elective courses from the specialisations Corporate Communication. Because of this, there is much flexibility in the master's programme for your own choices.
4. You are obliged to start the programme with the two core courses.
5. Master thesis project (30 EC). In general, you may start the master thesis project upon:
 - a. Having completed successfully the core course "Essentials in ..." (5 EC) and two specialisation/elective courses (10 EC).

4.1.4 The graduation process

There are three possible ways a student can start with the Master Thesis Communication Studies.

Semester		Semester	
Block 1A	Block 1B	Block 2A	Block 2B
Essentials in ¹ 5EC	Research Topics in ¹ 5EC	Master Thesis Communication Studies 30EC	
Specialisation or elective course 1 5EC	Specialisation or elective course 2 5EC		
Specialisation or elective course 3 5EC	Specialisation or elective course 4 5EC		

Semester		Semester	
Block 1A	Block 1B	Block 2A	Block 2B
Essentials in ¹ 5EC	Research Topics in ¹ 5EC	Specialisation or elective course 4 5EC	Master Thesis Communication Studies (30 EC)
Specialisation or elective course 1 5EC	Specialisation or elective course 2 5EC		
Specialisation or elective course 3 5EC			

Semester		Semester	
Block 1A	Block 1B	Block 2A	Block 2B
Essentials in ¹ 5EC	Research Topics in ¹ 5EC	Specialisation or elective course 3 5EC	Specialisation or elective course 4 5EC
Specialisation or elective course 1 5EC	Master Thesis Communication Studies (30 EC)		
Specialisation or elective course 2 5EC			

4.2 Corporate Communication

4.2.1 Introduction

The mission of the specialization Corporate Communication is inspired by the conviction that sustainable communication is essential for healthy organizations. The sustainability of communication needs to be established within a context that is characterized by two tensions. Firstly, there is the tension between the organization and its environment (issues of positioning, reputation and strategy, for example). Secondly, there is the tension of getting things organized within an organization where a broad range of interests reside (including those of employees, different departments and locations).

Concepts such as identity, trust, image and reputation play a central role in corporate communication. Organizations want to establish a positive image in the eyes of important stakeholders, and be trusted and informed partners when dealing with public affairs. While public image campaign, a suitable visual identity, a code of conduct for personnel and other measures can help with this, these images must continuously be aligned with the identity of the organization. Therefore, identity work is a complicated and energy-intensive process.

Within organizations, it is important to consider the way in which employees work together, whether or not they exchange information, their perceptions and attitudes within the organization, their satisfaction with relationships and the meaning that is attributed to the work that is carried out. This also means considering characteristics such as identification, compliance and well-being. With that in mind, it becomes clear that internal communication means much more than just the provision of information within organizations. It also includes how you can encourage the best form of cooperation and collectively create environments in which employees can get flourish.

Communication professionals are not only responsible for communication channels within organizations, but they are also expected to work on communication issues at a strategic level. Because the broad scope of elements relevant for organizations, this specialization includes theories from corporate and organizational communication, as well as management and organization science. We also explore different research traditions: from large-scale quantitative research to very detailed qualitative studies.

The theories, tools and perspectives of corporate and organizational communication are all presented in this specialization to facilitate your development as a communication professional: with the practical wisdom to deal with complex communication issues in modern organizations.

4.2.2 Course programme Corporate Communication

Each specialisation includes a specific range of courses. Scheme 2 shows the names of the core courses and the specialisation courses offered for the specialisation Corporate Communication. Table 1 shows the names of the two core courses and all the specialisation courses you can choose from. Keep in mind that you have to choose at least two of these courses. In table 1 you can also find the course code, the block in which the course is taught and the number of credits that you receive for completing the course successfully. If you would like to know more about the current form in which a course is taught and which literature is used, please refer to OSIRIS, the University of Twente's electronic course information system for all bachelor and master programmes.

Scheme 2: Specialisation Corporate and Organisational Communication

Semester 1		Semester 2	
Block 1A	Block 1B	Block 2A	Block 2B
5EC Essentials in Corporate and Organisational Communication Van Vuuren 201400183	5EC Research Topics in Corporate and Organisational Communication Tempelman 201000111	5EC Essentials in Corporate and Organisational Communication Van Vuuren 201400183	5EC Research Topics in Corporate and Organisational Communication Tempelman 201000111
5EC Positive Organizing Van Vuuren 201400185	5EC Public Affairs Jansma 200900001	5EC Trust, Risk and Organisations Beldad 201400187	5EC Vision, Strategy and Leadership Knoers, Van Vuuren 201500386
	5EC Corporate Visual Identity Management De Jong 192403750		5EC Reputation Management Gosselt 192403650

Table 1: Core and specialisation courses specialisation Corporate Communication

Course code	Course name	Course type	Block	EC
	Obligatory courses (10 EC)			
201400183	Essentials in Corporate Communication	Core course	1A / 2A	5
201000111	Research Topics in Corporate Communication	Core course	1B / 2B	5
	Obligatory: at least two of the following courses (10 EC):			
201400185	Positive Organizing	Specialisation course	1A	5
200900001	Public Affairs	Specialisation course	1B	5
192403750	Corporate Visual Identity Management	Specialisation course	1B	5
201400187	Trust Risk and Organisations	Specialisation course	2A	5
201500386	Vision, Strategy and Leadership	Specialisation course	2B	5
192403650	Reputation Management	Specialisation course	2B	5

Note: The range of specialisation courses and the block in which the courses are offered can change each academic year.

4.2.3 Course descriptions Corporate Communication

4.2.3.1 Essentials in Corporate and Organisational Communication

Course name	Essentials in Corporate and Organisational Communication	Course code	201400183
Programme	Master Communication Studies	Semester	1 or 2
Academic year	2016/2017	Block	1A / 2A
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Dr. S. Janssen		
Lecturer(s)	Dr. A. Beldad, dr. J.J. van Hoof, dr. J.F. Gosselt, prof. dr. M.D.T. de Jong, dr. H.A. van Vuuren		
Content	Organizations are characterized by processes of immense complexity. To begin with, every organization has a diverse range of stakeholders, both internal and external. Equally important are the processes of communication by, within and between organizations, which have been studied from a wide range of disciplines and perspectives. This course introduces students to the domain of corporate and organizational communication, guided by theories surrounding the key concepts of identity, image and reputation, work relationships, technology in organizational contexts, compliance, and leadership. A last topic in the course involves the role and competencies of communication professionals in organizations. Students will be introduced to these topics by lectures, and by reflecting on a selection of key articles. This course lays the foundation for the selection of further master's subjects in the specialization and for a final thesis project corresponding students' individual interests.		
Aims	<p>Learning objectives: After this course a student will be able to...</p> <ol style="list-style-type: none"> 1. reflect on communication events in organizations; 2. describe current developments in the literature on identity, image and reputation, work relationships, technology in organizational contexts, compliance, and leadership; 3. critically assess research literature in the fields of identity, image and reputation, work relationships, technology in organizational contexts, compliance, and leadership; 4. discuss academic contributions in the field of corporate and organizational communication at an academic level ; 5. describe the position of communication professionals in organizations. 		
Instructional modes	Lectures		
Obligatory attendance	Yes		
Required materials	Scientific articles.		
Tests	Exam		

4.2.3.2 Research Topics in Corporate and Organisational Communication

Course name	Research Topics in Corporate and Organisational Communication	Course code	201000111
Programme	Master Communication Studies	Semester	1 or 2
Academic year	2016/2017	Block	1B / 2B
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Drs. M.H. Tempelman		
Lecturer(s)	Teaching staff master programme Communication Studies		
Content	<p>The course provides students with the opportunity to take a deeper look into a particular research problem or issue within a specific topic or theme in corporate communication. Students will also have the chance to learn from one another as they are provided with the occasion to exchange ideas to address their research-related concerns.</p> <p>Students of the course are expected to meet in small groups (according to the topic or theme selected) once every week. A lecturer specialising on a particular research topic or theme is assigned to a group of 5 to 6 members. The schedule for the different meetings will be finalised after a discussion between the lecturer and the members of the research topic group.</p>		
Aims	<p>Learning objectives: After this course a student will be able to...:</p> <ol style="list-style-type: none"> 1. describe the most important concepts related to a particular topic or theme in corporate communication; 2. reproduce the global content of seminal works on a particular topic or theme in corporate communication; 3. connect particular research problems or issues in the field of corporate communication with specific research methods employed for those studies; 4. identify the gaps in the current body of research on a particular topic or theme in corporate communication. 		
Instructional modes	Seminars		
Obligatory attendance	Yes		
Required materials	Scientific articles.		
Tests	Assignment		

4.2.3.3 Positive Organizing

Course name	Positive Organizing	Course code	201400185
Programme	Master Communication Studies	Semester	1
Academic year	2016/2017	Block	1A
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Dr. H.A. van Vuuren		
Lecturer(s)	Dr. H.A. van Vuuren		
Content	<p>The traditional problem-orientation of science runs the risk of missing the unique characteristics of goodness, health and beauty. Peace is more than the absence of war, just as health is more than the absence of illness. The opposite of 'bad' is 'not bad', which is really something different than 'good'. So how can one understand the nature of flourishing people, sustainable communication and healthy organizations? This is the research area of positive organizing. The awareness that in order to study meaningfulness, flourishing and strengths in organizations is nothing less than a paradigm shift, in a world where the focus primarily lies on problems, pathologies and limitations.</p> <p>In this master course, we will explore this approach, looking at ways in which a positive take on organizational communication benefits the understanding of organizing (without becoming happy-clappy romantics) and is inspiring for research (without slackening on the disciplined rigor of social science).</p> <p>In line with the research tradition within Positive Organizational Scholarship we will address themes related the generative dynamics in and of organizations that enable individuals, groups, and organizations as a whole to flourish. It deals with how organizations are macro contexts that shape positive states and positive outcomes for individuals, groups, and whole organizations (e.g., Cameron, Dutton, & Quinn, 2003).and the development of positive psychological states that enhance human performance.</p>		
Aims	<p>The main objective of this course (the general description of the qualifications that a student can acquire with the aid of the study unit): This master course explores a positive perspective on organizational processes, as proposed by the field of Positive Organizational Scholarship.</p> <p>Learning objectives: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. summarize relevant theories and principles of positive organizing for individual, relational and organizational functioning; 2. explain the rationale for positive interventions; 3. analyse organizational communication processes from the perspective of positive organizing; 4. suggest interventions in line with positive organizing for questions that arise in organizational settings. 		
Instructional modes	Lecture		
Obligatory attendance	Bachelor Communication Science or Premaster Communication Studies		
Required materials	Scientific articles.		
Tests	Exam		

4.2.3.4 Public Affairs

Course name	Public Affairs	Course code	200900001
Programme	Master Communication Studies Master Public Administration	Semester	1
Academic year	2016/2017	Block	1B
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	S.R. Jansma MSc		
Lecturer(s)	S.R. Jansma MSc, E. Figuee, and several guest lecturers from the PA-field.		
Content	Organisations invest in public affairs to promote relationships with key stakeholders and to shape short and long-term strategies that respond to developments in today's ever-changing sphere of operations. Activities in this domain are becoming an increasingly open, with a growing appreciation for the bi-directional nature of public affairs. Students are acquainted with the theoretical foundations of public affairs in the course lectures, and subsequently work in groups to apply these to a public affairs case dealing with current issues.		
Aims	<p>Learning objectives: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. describe the field of Public Affairs according to the most important variables en characteristics; 2. describe the PA field of the Netherlands in relation to Europa (Brussel); 3. determine the characteristics of the PA-professional; 4. apply the theoretical models relevant to the PA field; 5. apply the basic knowledge for PA policy in a case; 6. operationalize PA policy within a case; 7. write a written report about a case analysis; 8. describe the development of the PA field, and the relevance and significance of these developments for organisations and society. 		
Instructional modes	Lecture		
Obligatory attendance	Yes		
Required materials	Scientific articles		
Tests	Assignment(s)		

4.2.3.5 Corporate Visual Identity Management

Course name	Corporate Visual Identity Management	Course code	192403750
Programme	Master Communication Studies	Semester	1
Academic year	2016/2017	Block	1B
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Prof. dr. M.D.T. de Jong		
Lecturer(s)	Prof. dr. M.D.T. de Jong		
Content	<p>Organisations are increasingly concerned with the management of their corporate identity. More and more, corporate identity is being deployed as a strategic instrument to set organisations apart from their competitors and to boost organisational performance. As the communication professionals of the future, students enrolled in this programme can expect to be responsible for managing corporate identity in their work. The course addresses a variety of topics relevant to this area, including: elements of corporate identity (logo, colours, typography), brand architecture, changes in corporate identity, communication about corporate identity, the history of corporate identity and the management of corporate identity. Course lectures provide insight into the multifaceted nature of this subject area, as informed by a combination of scientific studies and case examples (e.g. from real organisations).</p>		
Aims	<p>Learning objectives: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. cite the fundamental mechanisms of corporate style, pinpoint success factors and causes of failure, and analyse and provide critical commentary on case examples; 2. trace the history and development of corporate identities and cite relevant factors of influence, and identify trends that will shape corporate identities in the future; 3. describe the content, sequence and structure of a strategic renewal initiative, analyse and provide critical commentary on brand architecture and issue recommendations supported by research-based and theoretical arguments; 4. cite arguments in support of rebranding, examine the case histories of rebranding campaigns from a critical perspective and identify and recognize success factors and causes of failure; describe the role of communication in rebranding, predict the effects of communication and advise on ways in which communication can facilitate rebranding campaigns; 6. describe the value of corporate identity management, identify and substantiate success factors and causes of failure and advise on these. 		
Instructional modes	Lecture		
Obligatory attendance	Yes		
Required materials	Scientific articles.		
Tests	Exam		

4.2.3.6 Trust, Risk and Organisations

Course name	Trust, Risk and Organisations	Course code	201400187
Programme	Master Communication Studies	Semester	2
Academic year	2016/2017	Block	2A
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Dr. A. Beldad		
Lecturer(s)	Dr. A Beldad		
Content	<p>There is something elusive about trust as a concept, considering the disparities in the various definitions attached to it. For instance, personality theorists view trust as an individual difference, while social psychologists consider it as an expectation regarding the behaviour of others. Nonetheless, despite differences in conceptualizing trust, researchers are undoubtedly unanimous in advancing the notion of trust as an essential element for the commencement of human interactions and exchanges.</p> <p>The survival of organisations also depends on trust. Trust, within an organisational context, is regarded vital in influencing cooperation, commitment, and performance. Organisations, in the course of their operations, should also secure the trust of their stakeholders. Organisations that are not trusted are bound to fail in the long run. When people do not trust an organisation, the former's willingness to enter into a business relationship with the latter would expectedly be low or, even, non-existent.</p> <p>In this course, the different disciplinary perspectives on trust will be explored and the roles of trust in and within organisations will be discussed. Specifically, the course will look into the dynamics behind the creation of trust in and within organisations, the effects of trust on organisational phenomena (e.g. productivity, identification), and the strategies employed to repair trust violations. Seminal published theoretical papers and empirical studies on trust will be used for the duration of this 5 EC-course.</p>		
Aims	<p>Learning objectives: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. discuss the different perspectives on trust from various disciplines (sociology, social psychology, economics); 2. differentiate interpersonal trust from institutional trust; 3. describe the processes of trust creation within organisations and in organisations; 4. discuss the consequences of trust for organisations and for organisational stakeholders; 5. describe the mechanisms behind the formation of trust in the online environment; 6. appraise the most effective response to an organisational crisis situation which could impact stakeholders' trust in an organisation; 7. discuss the relation between trust and culture; 8. explain variations in trust across different national cultures; and 9. design an empirical study on trust in various organisational contexts. 		
Instructional modes	Lecture		
Obligatory attendance	Yes		
Required materials	Scientific articles.		
Tests	Exam		

4.2.3.7 Vision, Strategy and Leadership

Course name	Vision, Strategy and Leadership	Course code	201500386
Programme	Master Communication Studies	Semester	2
Academic year	2016/2017	Block	2B
Language of instruction	English	Credits (ECTS)	5
Prerequisite knowledge	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Vacancy		
Lecturer(s)	Dr. H.A. van Vuuren, P. Knoers		
Content	<p>Societies and markets are in the middle of major transitions. Technological, cultural, economic, ecological and in terms of human behaviour. These will fundamentally affect organizations and will change the demands on communication professionals in a dramatic way. This course focuses on these transitions and will give students an actual oversight in theoretical insights and practical implications. The course also helps students think about and create their own portfolio of competences and vision needed for 21st century professional life.</p> <p>This course consists of a series of five lectures combined with three company visits in the Netherlands (probably: Microsoft Netherlands, Buurtzorg Nederland, ING).</p>		
Aims	<p>Learning objectives: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. describe relevant theories and developments of organizing for individual, relational and organizational functioning; 2. explain the rationale, the strengths and weaknesses of these new developments; 3. apply the theories to concrete organizational contexts; 4. reflect on the consequences of new developments for “communication” professionals. 		
Instructional modes	Lectures and company visits		
Obligatory attendance	Yes		
Tests	Individual assignment		

4.2.3.8 Reputation Management

Course name	Reputation Management		Course code	192403650
Programme	Master Communication Studies Master Public Administration		Semester	2
Academic year	2016/2017		Block	2B
Language of instruction	English		Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies			
Contact person	Dr. J.F. Gosselt			
Lecturer(s)	Dr. J.F. Gosselt			
Content	<p>People do not necessarily base their decisions on reality, but rather on their perception of reality. This implies that organisations have the opportunity to (up to some extent) influence the image people form about the organisation: the corporate reputation. Organisations with an attractive reputation prove effective in attracting customers, investors and good staff. They can survive corporate crises that are fatal for other - less reputable - organisations. Therefore it's important for both organisations and scholars to pay systematic attention to issues concerning the process of image formation. In this course every week another organisation is put central that serves as a case to discuss relevant reputational topics.</p>			
Aims	<p>Learning objectives: After this course a student will be able to...:</p> <ol style="list-style-type: none"> 1. describe the theories relevant to reputation management and to interconnect these theories; 2. value judgments concerning the quality of theories on reputation management; 3. theoretically analyse practical situations and to give advice on basis of that analysis; 4. explain the dynamical relation between internal and external imaging in terminology offered and discussed in this course; 5. explain the similarities, differences and interconnections between product-,organisation and imago management; 6. determine which stakeholders -given the circumstances- are most relevant for a specific organisation; 7. determine how to design reputation measurement in specific situations; 8. explain how corporate social responsibility (CSR) can contribute to influencing imaging and how organisations can optimize the use of CSR; 9. explain the interconnections between crisis management and image/reputation; 10. explain the relation between organizational communication and media coverage. 			
Obligatory attendance	Yes			
Instructional modes	Lecture			
Required materials	Scientific articles.			
Tests	Exam			

4.3 Marketing Communication

4.3.1 Introduction

Marketing Communication is all about explaining, predicting and influencing consumer behaviour. The effect of advertising and marketing stimuli is central to this. The issues and questions examined as part of this specialisation include the following:

1. How do consumers acquire information from the market, and which psychological processes play a role in processing this information?
2. What kind of information is most suited for consumers to help them with their decisions about products or services which will have a significant impact on their lives (such as a new car, major surgery, a new mortgage, planning a holiday etc.)? What information is most suitable for promoting products that are purchased daily (fast-moving consumer goods) or for cases involving routine buying behaviour?
3. How can the internet play a role in consumer loyalty and communicating with the consumer?

The goal of a great deal of advertising and marketing communication is to create positive ideas about a certain brand among consumers. If clients have a favourable impression, this can make them more likely to buy that brand. Marketing communication can make use of a number of marketing communication instruments, such as printed advertising, television commercials, personal sales, shop design and ICT.

Marketing communication is being used all around us, and as consumers we are part of it ourselves. This represents the biggest challenge: psychological (and often unconscious) processes play an important role in marketing communication and every consumer is confronted with them, but how can these be made comprehensible?

4.3.2 Course programme Marketing Communication

Each specialisation includes a specific range of courses. Scheme 3 shows the names of the core courses and the specialisation courses offered for the specialisation Marketing Communication. Table 3 shows the names of the two core courses and all the specialisation courses you can choose from. Keep in mind that you have to choose at least two of these courses. We strongly advise you to choose at least one of the following two specialisation courses: Persuasive Communication or Advertising and Marketing Psychology. In table 3 you can also find the course code, the block in which the course is taught and the number of credits that you receive for completing the course successfully. If you would like to know more about the current form in which a course is taught and which literature is used, please refer to OSIRIS, the University of Twente's electronic course information system for all bachelor and master programmes. Scheme 7 (paragraph 4.7) shows the names of all the elective courses from the master Communication Studies you can choose from.

Scheme 3: Specialisation Marketing Communication

Semester 1 (September)		Semester 2 (February)	
Block 1A	Block 1B	Block 2A	Block 2B
5EC Essentials in Marketing Communication and Consumer Behaviour Galetzka 201400184	5EC Research Topics in Communication and Consumer Behaviour Tempelman 201100174	5EC Essentials in Marketing Communication and Consumer Behaviour Galetzka 201400184	5EC Research Topics in Communication and Consumer Behaviour Tempelman 201100174
5EC Persuasive Communication Pruyn 192402500	5EC Multisensory Marketing and Product Experience Fenko 201200066	5EC Design and Emotion Van Rompay 192850790	5EC Intervention Design Pol 201500385
	5EC Consumer Experience of the Service Environment Galetzka 201400186	201200049 Advertising and Marketing Psychology Voorn 201200049	

Table 2: Core and specialisation courses specialisation Marketing Communication

Course code	Course name	Course type	Block	EC
	Obligatory courses (10 EC)			
201400184	Essentials in Marketing Communication and Consumer Behaviour	Core course	1A / 2A	5
201100174	Research Topics in Marketing Communication and Consumer Behaviour	Core course	1B / 2B	5
	Obligatory: two of the following courses (at least 10 EC):			
192402500	Persuasive Communication	Specialisation course	1A	5
201400186	Consumer Experience of the Service Environment	Specialisation course	1B	5
201200066	Multisensory Marketing and Product Experience	Specialisation course	1B	5
192850790	Design and Emotion	Specialisation course	2A	5
201200049	Advertising and Marketing Psychology	Specialisation course	2A	5
201500385	Intervention Design	Specialisation course	2B	5

Note: The range of specialisation courses and the block in which the courses are offered can change each academic year.

4.3.3 Course descriptions Marketing Communication

4.3.3.1 Essentials in Marketing Communication and Consumer Behaviour

Course name	Essentials in Marketing Communication and Consumer Behaviour		Course code	201400184
Programme	Master Communication Studies		Semester	1 or 2
Academic year	2016/2017	Block	1A / 2A	
Language of instruction	English	Credits (ECTS)	5	
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies			
Contact person	Dr. M. Galetzka			
Lecturer(s)	Dr. M. Galetzka, dr. A. Fenko			
Content	To validate marketing decision making about how to communicate with consumers, insight in consumer behaviour and consumer decision making is important. In this course, dominant theories and models on information processing and consumer behaviour will be discussed. Based on relevant literature, methods and instruments for research into consumer behaviour will be explored. Relevant themes are: influencing consumer decision making, individual and social determinants of consumer behaviour and the consumer environment. During lectures the key concepts and theories of consumer behaviour will be discussed.			
Aims	Learning objectives: After this course a student will be able to...: 1. recognize and describe key concepts and theories on consumer behaviour and consumer decision making; 2. give examples that relate to these concepts and theories; 3. explain and analyse how these theories apply to practical (marketing) cases.			
Obligatory attendance	Yes			
Instructional modes	Lecture			
Required materials	<ul style="list-style-type: none"> • Kardes, F.R., Cline, T. W., & Cronley, M.L. (2011). Consumer Behavior: Science and Practice. South Western, Cengage Learning. International student edition. • Scientific articles. 			
Tests	Exam			

4.3.3.2 Research Topics in Marketing Communication and Consumer Behaviour

Course name	Research Topics in Marketing Communication and Consumer Behaviour	Course code	201100174
Programme	Master Communication Studies	Semester	1 or 2
Academic year	2016/2017	Block	1B / 2B
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Drs. M.H. Tempelman		
Lecturer(s)	Teaching staff master programme Communication Studies		
Content	<p>The course provides participants with the opportunity to take a deeper look into a particular research problem or issue within a specific topic or theme in Marketing Communication. Participants will also have the chance to learn from one another as they are provided with the occasion to exchange ideas to address their research-related concerns.</p> <p>Participants of the course are expected to meet in small groups (according to the topic or theme selected) once every week. A lecturer specializing on a particular research topic or theme is assigned to a group of 5 to 6 members. The schedule for the different meetings will be finalized after a discussion between the lecturer and the members of the research topic group.</p>		
Aims	<p>Learning objectives: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. describe the most important concepts related to a particular topic or theme in marketing communication; 2. reproduce the global content of seminal works on a particular topic or theme in marketing communication; 3. to connect particular research problems or issues in the field of marketing communication with specific research methods employed for those studies; 4. identify the gaps in the current body of research on a particular topic or theme in marketing communication. 		
Instructional modes	Seminars		
Obligatory attendance	Yes		
Required materials	Scientific articles.		
Tests	Assignment		

4.3.3.3 Persuasive Communication

Course name	Persuasive Communication	Course code	192402500
Programme	Master Communication Studies	Semester	1
Academic year	2016/2017	Block	1A
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Prof. dr. A.T.H. Pruyn		
Lecturer(s)	Prof. dr. A.T.H. Pruyn		
Content	<p>This course deals with the dynamics of instrumental, persuasive communication. Persuasive messages are ubiquitous and can be found in advertising, political propaganda, public health campaigns, traffic safety programs, but also in interpersonal social influence schemes, personal selling contexts and direct marketing. Although the types of manifestations are wide and diverse, there is a set of shared principles underlying the effectiveness of all these types of messages. These principles take a central role in this course. In two parts, we will discuss fundamental principles underlying persuasion phenomena, as well as their most important "theatres of operation". More specifically, we will discuss social psychological theories and frameworks dealing with communication and attitude change, resistance to influence, individual differences in susceptibility to persuasive communication, theories on automatic and controlled information processing, the role of affect in persuasion and the attitude - behavior link. Part two will translate these principles to various application domains, such as advertising, public health campaigns and bargaining and negotiation contexts. The insights gathered from this course will aid in understanding and designing various types of persuasive communication, and as such extend courses on the psychology of advertising, marketing and consumer behaviour and other courses offered in the master specialisation programme Marketing Communication.</p>		
Aims	<p>Learning objectives: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. identify and explain theories relating to the conscious and unconscious mechanisms of social influence and the associated role of communication; 2. analyse and summate persuasive processes and the everyday situations in which the persuasive dynamic operates; 3. apply fundamental principles and insights to the range of forms of persuasive communication and thereby illuminate the processes behind and effects of different means of influencing the public; 4. apply theories and fundamental principles to the key arenas of persuasive communication (namely: sales, negotiation, advertising and health education); 5. analyse, understand and predict the effects of various forms of persuasive communication. 		
Instructional modes	Lecture		
Obligatory attendance	Yes		
Required materials	<ul style="list-style-type: none"> • Gass, R.H. & Seiter J.S. Persuasion, Social Influence and Compliance Gaining (5th edition). ISBN: 97802059112964. • Scientific articles. 		
Tests	Exam		

4.3.3.4 Multisensory Marketing and Product Experience

Course name	Multisensory Marketing and Product Experience	Course code	201200066
Programme	Master Communication Studies	Semester	1
Academic year	2016/2017	Block	1B
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Dr. A. Fenko		
Lecturer(s)	Dr. A. Fenko		
Content	<p>People perceive the world around them with their five senses: vision, audition, touch, smell, and taste. Information from different modalities is integrated in the brain to create a stable and meaningful experience of objects and events. Various sensory properties of products (i.e. colour, shape, texture, smell, taste, and sound) evoke certain product experiences (such as luxury, novelty, grace, and so on). In marketing, it is important to know how sensory aspects of products affect our emotions, memories, preferences, choices, and consumption of these products. In this course, we will discuss the roles of the various senses and their interplay when consumers interact with different products. The senses do not work in isolation, but usually operate as an integrated whole. We will discuss the links between different sensory modalities and the ways in which sensory information from the different modalities is integrated into a holistic product experience. Sensory experience can affect the marketing of products in many ways. Consumers react immediately and unconsciously to certain sensory inputs (such as smell, music or colour). Sensory stimuli can be used to create more pleasurable product experience, to enhance consumer's memory, to direct their imagery, and to evoke positive emotions and attitudes toward a product or a service. This course will help students to understand how senses work together to deliver rich and varied multisensory experiences. The insights obtained in this course can be applied to create sensory brand signature, to develop efficient marketing communication strategy, and to design innovative products that will lead to more pleasurable and memorable multisensory product interactions.</p>		
Aims	<p>Learning objectives: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. Describe specific characteristics of sensory modalities and their impact on consumer perception, memory, emotions, and knowledge about products. 2. Understand interactions between sensory modalities and the relationships between sensory, cognitive and affective product experiences. 3. Analyse existing research on sensory effects on consumer experience and design their own research to answer specific questions about multisensory influences on product experience. 4. Apply their knowledge of multisensory product experience to developing marketing communications strategy and sensory brand signature, and to designing multisensory products and service environments. 		
Instructional modes	Lecture		
Obligatory attendance	Yes		
Required materials	<ul style="list-style-type: none"> • Krishna, A. (Ed.) (2010). Sensory Marketing: Research into the Sensuality of Products. London: Routledge. All editions can be used. • Scientific articles. 		
Tests	Exam and assignments		

4.3.3.5 Consumer Experience of the Service Environment

Course name	Consumer Experience of the Service Environment	Course code	201400186
Programme	Master Communication Studies	Semester	1
Academic year	2016/2017	Block	1B
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Dr. M. Galetzka		
Lecturer(s)	Dr. M. Galetzka		
Content	<p>Managing consumer experiences is very important for service organizations. Many aspects of the service environment are known for the effects they can sort on human cognition, emotional experience and behaviour. The servicescape consists of a complex interaction of social and environmental elements which are experienced holistically. Within the service environment, customer motivations vary. Dependent on the activity at hand (i.e., are consumers performing a complex or simple task), situational context (i.e., peak or off peak hours), and the consumer's emotional and motivational state (i.e., are consumers looking for a specific goal, or just enjoying the environment), environmental design of the servicescape impacts consumer experience and behaviour. For example, while shopping in a retail environment, ambient and design elements such as colour, scent, temperature and lighting impact the way we think, feel and behave. In a hospitality environment, a warm and inviting atmosphere makes us feel welcome and excited at the same time.</p> <p>This course will help students to understand and discuss how environmental design decisions affect attributions, emotions and service evaluations, and how these processes shape consumer experience of the servicescape. During lectures the key concepts and theories of consumer experience and the service environment will be discussed and students will translate theory into practice. In the assignment, groups of students will develop and present a conceptual design plan for a specific service environment.</p>		
Aims	<p>Learning objectives: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. recognize and describe key concepts and theories on consumer experience and the service environment; 2. give examples that relate to these concepts and theories; 3. explain and analyse how these theories apply to a variety of service contexts; 4. use the theoretical notions to design (and evaluate) service environments, and explain the impact on consumer experience; 5. formulate conclusions and advise on the design of the servicescape for service management based on relevant (academic) literature and methods. 		
Instructional modes	Lecture		
Obligatory attendance	Yes		
Required materials	Scientific articles		
Test	Exam and group assignment		

4.3.3.6 Design and Emotion

Course name	Design and Emotion		Course code	201500440
Programme	Communication Studies Industrial Design Engineering		Semester	2
Academic year	2016/2017		Block	2A
Language of instruction	English		Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies			
Contact person	Dr. T.J.L. van Rompay			
Lecturer(s)	Dr. T.J.L. van Rompay			
Content	<p>The importance of affective experiences triggered by product design has substantially increased over the past decades. This course centers on affective product experience and seeks to provide insights that illuminate:</p> <ul style="list-style-type: none"> • Why and how products connote affective or emotional qualities. • How product expression is related to emotional experience. • Why psychology, design and (marketing) communication are all 'parts of the same coin' and indispensable to long term product success. <p>The course consists of three parts:</p> <p>Part 1: In the first series of lectures, theoretical frameworks will be discussed that provide insights into how aspects of product appearance (e.g., shape, colours, materials) and product interaction (e.g., movements, force, feedback) connote affective qualities. In the final lectures of the course, the lectures will focus more specifically on emotion theories that primarily address emotional experiences of end users as a function of specific needs and the context in which products figure (rather than on expressive qualities of products).</p> <p>Part 2: Based on these insights, students will (in pairs or threesomes) design a product with a specific expression.</p> <p>Part 3: In the final part of the course, students will explore context and context-specific consumer needs. Hence, what are specific situations in which the designed product would fit? For instance, would the product be appropriate during a business meeting, a first date, a family diner or a casual get-together with neighbours? And if so, why? The idea here is that the product will be appropriate if it meets consumer needs specific to such situations. In this final phase, students will apply appraisal models developed in emotion theory to the specific context under evaluation. The core message of these frameworks holds that consumers evaluate products in light of their concerns (= appraisal) and that this determines the emotional response. Hence, in this final phase, students will also reflect on the relationship between product experience and the final emotional user experience.</p> <p>Presentation</p> <p>In the final meeting, students will present their designs in two ways:</p> <ol style="list-style-type: none"> 1. The product will be on display for students and teachers to evaluate (i.e., does the product indeed have the desired expression?). 2. A visual marketing communication (poster or advertorial) will show how (marketing) communication surrounding the product should unfold. In this visual display, students will highlight the key concepts (consumer needs, context, expressiveness, emotional 			

	experience) and develop a creative (advertising) strategy. For instance, how to appeal (e.g., explicitly or implicitly) to the consumer needs they have been working with?
Aims	<p>Learning objectives: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. understand how different dimensions of product design relate to different types of consumer experiences (i.e., perception of product expression, emotional experience, aesthetic experience); 2. identify critical appearance factors that steer interpretation by different consumers; 3. understand how, and why, product experiences and meaning attributions are context-dependent; 4. obtain research/ analyzing skills to test presumed relationships between dimensions of product appearance and consumers' affective experiences; 5. obtain skills that facilitate the translation from 'idea' (about experience) to form (appearance); 6. obtain skills to analyze and reflect on design decisions; 7. obtain skills to communicate about products and their affective experience-related benefits.
Instructional modes	Lectures, workshops
Required materials	Reader
Tests	Exam and assignments

4.3.3.7 Advertising and Marketing Psychology

Course name	Advertising and Marketing Psychology	Course code	201200049
Programme	Communication Studies Industrial Design Engineering	Semester	2
Academic year	2016/2017	Block	2A
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	R.J.J. Voorn MSc		
Lecturer(s)	R.J.J. Voorn MSc		
Content	<p>Having a great product with a well-balanced price, effective distribution and a company with vision and passion behind it to satisfy the desires of consumers are some of the fundamental prerequisites for business success. Effective advertising and marketing communications in a digital world is another critical element. In this course we will discuss relevant psychological theories behind a.o., branding, design, media, in-store promotions, word-of-mouth, virality, influencer marketing, native advertising, content marketing and social media. During the lectures students will be stimulated to discuss various marketing communication cases. The focus will be on the effective use of psychological theories towards the application of on and offline advertising and other marketing communications activities to achieve business success.</p>		
Aims	<p>Learning objectives: After this course a student will be able to...:</p> <ol style="list-style-type: none"> 1. identify and explain theories relating to the offline and online communication of companies and its influence on the behaviour of consumers; 2. describe how offline and online (marketing) communication tools can be used to influence the attitude and behaviour of consumers; 3. discuss the effectiveness of offline and online marketing communication tools in relation to communication objectives; 4. discuss and evaluate marketing communication plans in light of the discussed offline and online theories. 		
Instructional modes	Lectures		
Required materials	<ul style="list-style-type: none"> • Fennis, M. and Stroebe, W. (2016). The psychology of advertising. Second Edition. Routledge: UK. 		
Tests	Exam and group assignment		

4.3.3.8 Intervention Design

Course name	Intervention Design	Course code	201500386
Programme	Communication Studies Industrial Design Engineering	Semester	2
Academic year	2016/2017	Block	2B
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Dr. L.R. Pol		
Lecturer(s)	Dr. L.R. Pol		
Content	<p>Intervention design is a challenging activity that requires the ability to connect insights from the social sciences with communication practice. The focus of this course will be the design of interventions that aim to influence behaviour, in both societal and more commercial settings.</p> <p>The course will focus on two kinds of interventions. The first kind of interventions aim to influence behaviour on the spot where it is usually exposed. For instance, the use of signs near garbage containers to prevent people from placing their garbage next to the container, instead of throwing it in the container. The second kind of interventions are aimed at preventing or stimulating behaviour that will be exposed in the (near) future, such as domestic violence, voting or selecting a restaurant.</p> <p>(The technical aspect of the development of interventions – for instance the execution and production of a billboard or television spot – will not be a part of this course.).</p>		
Aims	<p>Learning objective: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. connect specific behaviour to promising interventions; 2. base interventions on empirical theories and insights from social sciences; 3. design an intervention; 4. review intervention proposals. 		
Instructional modes	Lecturers		
Required materials	<ul style="list-style-type: none"> • Buunk, A.P & Vugt, M. van. (2012) Applying social psychology. From problems to solutions. Los Angeles: Sage. ISBN:978-1-4129-0283-0. 		
Tests	Exam.		

4.4 Technical Communication

4.4.1 Introduction

A society without technology is hardly imaginable. Every household has many technical products to make life easier or more pleasant. In most types of jobs, computers or other technical devices play a major role in the daily routine. And in the healthcare system, patients are often confronted with the latest, often frightening technologies. The creative industry continuously works on the development of new technical products, with new or improved functionality. In such a highly technologized society, communicating about technology is increasingly important. The underuse of the functionality of technical products is a recognized problem. People are willing (or forced) to pay for the newest functionality, but often hardly use it and may not even want or need it.

A technical communicator plays an intermediary role between the developers of technological products and their (potential) users. Technical communicators act as user's advocates in technological development processes, and are responsible for the user support, in terms of interface design, manuals, online help, user alerts, instruction videos, promotion strategies, and help desks. They are specialised in anticipating the users' perceptions of technology, their adoption and appropriation of new products, and their strategies of learning how to use these products. Usability and user experience are keywords in the daily practice of technical communicators.

What is more, technical communicators show a mastery in written and visual communication strategies, and are able to function in a highly technologized work environment, in which document management strategies such as single-sourcing and online collaboration take a prominent place. Given the global market for technical products, they are sensitive to the intercultural aspects of communication, as well as to localization and translation issues.

Technical communicators combine affinity with technology, knowledge of the user, and affinity with documents and other types of communication messages. They are experts in making complex things simple, and as such also function in professional contexts such as health and legal communication.

4.4.2 Course programme Technical Communication

Each specialisation includes a specific range of courses. Scheme 4 and 5 show the names of the core courses and the specialisation courses offered for the specialisation Technical Communication (it depends on if you will start in September or February with this specialisation). Table 3 shows the names of the core courses and all the specialisation courses you can choose from. Keep in mind that within this programme you have 25 EC's for obligatory courses and you can choose one out of three elective course within this specialisation. In table 3 you can also find the course code, the block in which the course is taught and the number of credits that you receive for completing the course successfully. If you would like to know more about the current form in which a course is taught and which literature is used, please refer to OSIRIS, the University of Twente's electronic course information system for all bachelor and master programmes.

Scheme 4: Specialisation Technical Communication (start September)

Semester 1 (September)		Semester 2 (February)	
Block 1A	Block 1B	Block 2A	Block 2B
<p style="text-align: right;">5EC</p> <p>Essentials in Technical Communication</p> <p>Karreman</p> <p>201300226</p>	<p style="text-align: right;">5EC</p> <p>Research Topics in Technical Communication</p> <p>Tempelman</p> <p>201300227</p>	<p style="text-align: right;">5EC</p> <p>Authoring and Collaboration Tools</p> <p>De Jong / Karreman</p> <p>201300228</p>	
<p style="text-align: right;">5EC</p> <p>Philosophy of Technology</p> <p>Nagenborg</p> <p>201200063</p>	<p style="text-align: right;">5EC</p> <p>User Support</p> <p>Karreman</p> <p>201400190</p>		
<p style="text-align: right;">5EC</p> <p>Designing Learning & Performance Support</p> <p>Van der Meij</p> <p>191970340</p>		<p style="text-align: right;">5EC</p> <p>Human Computer Interaction</p> <p>Schmettow</p> <p>201100126</p>	
<p style="text-align: right;">5EC</p> <p>User Centered Design of New Media</p> <p>Van der Geest</p> <p>201000113</p>			

Scheme 5: Specialisation Technical Communication (start February)

Semester 1 (September)		Semester 2 (February)	
Block 1A	Block 1B	Block 2A	Block 2B
<p style="text-align: right;">5EC</p> <p>Philosophy of Technology</p> <p>Nagenborg 201200063</p>	<p style="text-align: right;">5EC</p> <p>User Support</p> <p>Karreman 201400190</p>	<p style="text-align: right;">5EC</p> <p>Essentials in Technical Communication</p> <p>Karreman 201300226</p>	<p style="text-align: right;">5EC</p> <p>Research Topics in Technical Communication</p> <p>Tempelman 201300227</p>
<p style="text-align: right;">5EC</p> <p>Designing Learning & Performance Support</p> <p>Van der Meij 191970340</p>		<p style="text-align: right;">5EC</p> <p>Authoring and Collaboration Tools</p> <p>De Jong / Karreman 201300228</p>	
<p style="text-align: right;">5EC</p> <p>User Centered Design of New Media</p> <p>Van der Geest 201000113</p>		<p style="text-align: right;">5EC</p> <p>Human Computer Interaction</p> <p>Schmettow 201100126</p>	

Note: The range of elective courses and the block in which the courses are offered can change each academic year.

Table 3: Core and specialisation courses specialisation Technical Communication

Course code	Course name	Course type	Block	EC
	Obligatory courses (25 EC)			
201300226	Essentials in Technical Communication	Core course	1A / 2A	5
201300227	Research Topics in Technical Communication	Core course	1B / 2B	5
201400190	User Support	Core course	1B	5
201200063	Philosophy of Technology	Core course	1A	5
201300228	Authoring and Collaboration Tools	Core course	2A	5
	Obligatory: one of the following courses (at least 5 EC):			
191970340	Designing Learning & Performance Support	Specialisation course	1A	5
201100126	Human Computer Interaction	Specialisation course	2A	5
201000113	User Centered Design of New Media	Specialisation course	1A	5

4.4.3 Course descriptions Technical Communication

4.4.3.1 Essentials in Technical Communication

Course name	Essentials in Technical Communication	Course code	201300226
Programme	Master Communication Studies	Semester	1 or 2
Academic year	2016/2017	Block	1A / 2A
Language of instruction	English	Credits (ECTS)	5
Prerequisite knowledge	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Dr. J. Karreman		
Lecturer(s)	Prof. dr. M.D.T. de Jong, dr. J. Karreman		
Content	<p>This course provides a research-oriented introduction in the field of technical communication. In a series of seven lectures, the most important theories, concepts and methods in the domain are discussed. The course starts with an introductory lecture on the position of technical communication within scientific and professional fields. Then, we reflect on the central concepts of usability and user experience. The focus of the third lecture is on design processes and the role of empathy within these processes. After that, the following topics are discussed: adoption and appropriation of technology, document design and written instructions, intercultural communication, and tools for collaboration. The course lays the foundation for the selection of further master's subjects in this specialisation and for a final thesis project corresponding with students' individual interests.</p>		
Instructional modes	Seminars		
Obligatory attendance	Yes		
Required materials	Scientific articles		
Tests	Written exam		

4.4.3.2 Research Topics in Technical Communication

Course name	Research Topics in Technical Communication	Course code	201300227
Programme	Master Communication Studies	Semester	1 or 2
Academic year	2016/2017	Block	1B / 2B
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Drs. M.H. Tempelman		
Lecturer(s)	Prof. dr. M.D.T. de Jong, dr. J. Karreman		
Content	<p>This course provides students with the opportunity to take a deeper look into a particular research problem or issue within a specific topic or theme in technical communication. They do this by developing and writing an academic research proposal, which is well-embedded in the current literature. The course aims at developing specialised knowledge about technical communication, insight into the development of academic insights in the field, and the practical skills of grant-writing. In the course, students will identify a gap in the existing body of knowledge, and formulate a research proposal that optimally fills that gap in the literature. In small groups of 5 to 6 students, facilitated by a lecturer who specialises in the specific topic, they will write, read and comment on draft versions of the research proposals. The final product is a proposal for a four-year research project using the format prescribed by NWO (Netherlands Organisation for Scientific Research). The resulting proposal may (but does not have to) serve as a start for the master thesis research.</p>		
Aims	<p>Learning objectives: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. describe the most important concepts related to a particular topic or theme in technical communication; 2. reproduce the global content of seminal works on a particular topic or theme in technical communication; 3. to connect particular research problems or issues in the field of technical communication with specific research methods employed for those studies; 4. identify the gaps in the current body of research on a particular topic or theme in technical communication. 		
Instructional modes	Seminars		
Obligatory attendance	Yes		
Required materials	Scientific articles.		
Tests	Assignment		

4.4.3.3 Philosophy of Technology

Course name	Philosophy of Technology	Course code	201200063
Programme	Master Communication Studies	Semester	1
Academic year	2016/2017	Block	1A
Language of instruction	English	Credits	5
Contact person	Dr. M.H. Nagenborg		
Lecturer(s)	Dr. M.H. Nagenborg, prof. dr. Ir. P.P.C.C. Verbeek,		
Content	<p>In this course, students get an introduction into the philosophy of technology, both historically and thematically. Attention will be paid to the emergence of the philosophy of technology as an independent field of philosophical inquiry and the (social) problems that are central in this field. The main philosophers, developments and currents in the philosophy of technology will be dealt with. Apart from such a historical introduction, important themes in the philosophy of technology, like technological determinism, the nature of technological knowledge, the normative dimensions of technology, internalism versus externalism will be discussed. A number of these themes will be further elaborated in courses in the second semester of the first year, like social and political philosophy, epistemology, ethics and technology and philosophical anthropology. The core theories are phenomenology and postphenomenology, mediation theory and analytic philosophy.</p> <p>Teaching methods: During 8 lectures of 4 hours the theories are discussed. Beside these lectures there are 6 Academic Skills workshops of 4 hours. The course is divided in a continental part, organized by the Department of Philosophy, University of Twente, and an analytic part organized by the Department of Philosophy, Delft University of Technology.</p> <p>Examination and assessment: The assessment is based on a written examination and a paper assignment (both 50% of the mark). The written examination has open questions and takes 3,5 hours.</p>		
Aims	<p>Learning objectives: At the end of the course the student has knowledge of or insight in:</p> <ol style="list-style-type: none"> 1. classical philosophy of technology; 2. contemporary continental approaches within the philosophy of technology; 3. analytic approaches within the philosophy of technology; 4. the intentional-structural distinction in analytic philosophy; 5. preliminary characterizations of designing. <p>At the end of the course the student is able to:</p> <ol style="list-style-type: none"> 6. characterize the various approaches in the philosophy of technology, as well as its major divisions (ethics, social philosophy, philosophy of culture, epistemological approaches); 7. describe major topics, theories, developments and approaches in philosophy of technology; 8. analyze a technological development in terms of the basic frameworks in philosophy of technology; 9. discuss the merits and shortcomings of philosophical theories and ideas introduced 		

	<p>in the course and to compare and contrast different positions with each other;</p> <p>10. read and interpret original philosophical texts and to summarize or otherwise communicate the ideas expressed in these texts.</p> <p>At the end of the course the student</p> <p>11. has basic competence in writing a philosophical paper.</p>
Obligatory attendance	Yes
Instructional modes	Lecture/seminar
Required materials	<ul style="list-style-type: none"> • Verbeek, P.P. (2005). What Things Do - Philosophical Reflections on Technology, Agency, and Design. University Park, PA: Penn State University Press. • Scientific articles.
Tests	Exam and assignments

4.4.3.4 Authoring and Collaboration Tools

Course name	Authoring and Collaboration Tools	Course code	201300228
Programme	Master Communication Studies	Semester	2
Academic year	2016/2017	Block	2A
Language of instruction	English	Credits (ECTS)	5
Contact person	Prof. dr. M.D.T. de Jong		
Lecturer(s)	Drs. P. van Bart, dr. K. de Grauw		
Content	<p>The working context of technical communication professionals is increasingly technologized. Various (software) tools are used to optimize the development process of documents. In this course, special attention will be paid to knowledge and document management and single-sourcing, text formatting, and online collaboration platforms. Students practice with the use of available tools, reflect on their possibilities and drawbacks, and analyse their effects on technical communication design processes.</p>		
Obligatory attendance	Yes		
Instructional modes	Seminar		
Required materials	Scientific articles		
Tests	Assignments		

4.4.3.5 User Support

Course name	User Support	Course code	201400190
Programme	Master Communication Studies	Semester	2
Academic year	2016/2017	Block	1B
Language of instruction	English	Credits	5
Prerequisite knowledge	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Dr. J. Karreman		
Lecturer(s)	Dr. J. Karreman		
Content	<p>Within the field of technical communication, user support has a prominent position. Many technical communicators' tasks are related to providing users of all kinds of devices and software with suitable support to help them using these devices and programs effectively, efficiently and - very important – without getting frustrated.</p> <p>This course provides a research oriented introduction into the field of user support. In a series of seven lectures, several topics in the domain are discussed. After an introductory lecture, the next three lectures are focused on the design of written instructions. Students will learn to design written instructions that are based on theoretical insights and research results. The last three lectures are focused on other types of user support: video instructions, helpdesk support and user generated support.</p>		
Aims	<p>Learning objectives: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. recognize and describe the most important theories that form the basis of user support design choices; 2. explain research results related to the design and usability of written user support; 3. use theories and research results to design written user support; 4. explain design choices in written user support based on the theories and research results; 5. explain research results related to other types of user support than written documents. 		
Obligatory attendance	Yes		
Instructional modes	Seminar		
Required materials	Scientific articles		
Tests	Written exam		

4.4.3.6 User Centered Design of New Media

See for course description paragraph 4.5.2.

4.4.3.7 Designing Learning & Performance Support

Course name	Designing Learning & Performance Support	Course code	191970340
Programme	Master Communication Studies	Semester	1
Academic year	2016/2017	Block	1A
Language of instruction	English	Credits (ECTS)	5
Contact person	Dr. H. van der Meij		
Lecturer(s)	Dr. H. van der Meij		
Content	<p>In this course students engage in a challenging design task, namely to create effective instructions that enable people to do things quickly. Examples of suitable design topics are instructions on: using a cash register, web searching and on designing online help. Students can select their own topic and context for this task.</p> <p>Just as creating job-aids, students will develop instructions that afford people to self-regulate their actions. Students will be asked to adopt a systematic approach and report about the progress. A vital part of the <i>systematicity</i> comes from theories. The leading design theory will be: <i>minimalism</i>. Special attention will also be given to designing instructions that motivate people. Other models that will be discussed are: the <i>4C model</i> and <i>CRAP</i>.</p> <p>During seminars students will be introduced to the three main components of the course, namely: (a) theories & design guidelines, (b) exercises, and (c) student progress reports. Also, regular individual meetings with the instructor are expected.</p> <p>During the final session the students' products are displayed and the student's design trajectories are presented and discussed. Students work in pairs on the design task. There should be a clear division of roles in producing the products as well as in completing the design report.</p> <p>Examination and assessment: During the lectures and private meetings students will receive feedback on their progress in creating the product and the design report. The final grade will depend on these two documents. Students present their products in a brief presentation.</p>		
Aims	<p>Learning objectives: At the end of the course the student is able to...:</p> <ol style="list-style-type: none"> 1. (re)design a document in a systematic fashion; 2. Complete a design report that captures the main design phases, strategies and outcomes. 		
Instructional modes	Seminar		
Obligatory attendance	Yes		
Required materials	<ul style="list-style-type: none"> • Carroll, J.M., & Van der Meij, H. (1998). Ten misconceptions about minimalism. In J.M. Carroll (Ed.), <i>Minimalism beyond the Nurnberg funnel</i> (pp. 55-90). Cambridge, Mass: MIT Press. • Van der Meij, H., & Gellevij, M.R.M. (2004). The four components of procedures. <i>IEEE Transactions on professional Communication</i>, 47 (1), 5-14. • Hackos, J. (2008). What makes minimalism so popular today? <i>CIDM Information Management News</i>, January 2008. • Van der Meij, H. & Carroll J.M. (1998). Principles and heuristics for designing 		

	minimalist instruction. In J.M. Carroll (Ed.), <i>Minimalism beyond the Nurnberg funnel</i> (pp. 19-53). Cambridge, Mass: MIT Press.
Tests	Assignments

4.4.3.8 Human Computer Interaction

Course name	Human Computer Interaction	Course code	201100126
Programme	Master Communication Studies	Semester	2
Academic year	2016/2017	Block	2A
Language of instruction	English	Credits (ECTS)	5
Contact person	Dr. M. Schmettow		
Lecturer(s)	Dr. M. Schmettow		
Content	<p>The course introduces classic and recent topics in Human-Computer Interaction (HCI). HCI is a member of the Human factors family and is about designing interactive products to best suit the human user's mind. The course is primarily on research in HCI. Together we will read and discuss a number of seminal and recent research papers. At the same time the course always tries a transfer to real design problems, such as:</p> <ol style="list-style-type: none"> 1. How do people find information on web? And how can this best be supported by appropriate design of search engines, web browsers and navigation structures? 2. What are the advantages of a beautiful design? 3. How to make fair e-government services? How to design such that people with impairments can use these services without barriers? 4. Technology is changing at a rapid pace. How do users learn to use new products? How to keep them up with the change? <p>On the very practical side, the course gives hands-on experience with HCI guidelines and explains basic processes of product development. The following topics are covered by the course:</p> <ol style="list-style-type: none"> 1. Introduction to HCI 2. Foundations & Measures 3. Information & Retrieval 4. User Experience & Engagement 5. Usability in the Car 6. Time & Change in HCI 7. Diversity in HCI 8. HCI Profession & Development Processes 		
Aims	<p>Learning objectives: After this course a student will be able to...:</p> <ol style="list-style-type: none"> 1. find relevant HF/HCI literature in the authoritative sources; 2. perform a structured literature review; 3. explain the differences and relations between fundamental and applied research; 4. select the correct usability measure for evaluating a product; 5. analyze behavioral strategies of users; 6. explain and critically reflect central concepts, such as usability and user experience; 7. apply and edit usability guidelines; 8. evaluate products using automated tools; 9. apply psychological theories to design problems; 10. select from a number of advanced research designs and methods; 11. write a master thesis proposal, 		

	12. use creatively techniques for collaborative problem solving.
Obligatory attendance	Yes
Instructional modes	Lecture and instruction
Required materials	To be decided.
Tests	Assignments

4.5 Course descriptions elective courses Media and Communication

There are six additional elective courses on the field of media and communication. Scheme 6 shows the names of these courses.

Scheme: 6: Additional elective courses master programme Communication Studies 2016/2017

Semester 1		Semester 2	
Block 1A	Block 1B	Block 2A	Block 2B
<p style="text-align: right;">5EC</p> <p>User Centered Design of New Media</p> <p>De Graaf</p> <p>201000113</p>	<p style="text-align: right;">5EC</p> <p>Innovative Digital Public Services</p> <p>Ebbers</p> <p>201400188</p>	<p style="text-align: right;">5EC</p> <p>Social Implications of the Internet</p> <p>Van Deursen</p> <p>201400191</p>	<p style="text-align: right;">5EC</p> <p>New Media in Organisations</p> <p>De Vries</p> <p>201000116</p>
<p style="text-align: right;">5EC</p> <p>Advanced Topics in Digital Marketing</p> <p>Constantinides, De Vries</p> <p>201500080</p>			
<p style="text-align: right;">5EC</p> <p>Acceptance, Use and Effects of Digital Media</p> <p>Van Dijk</p> <p>201500100</p>			

Table 4: Additional elective courses master Communication Studies

Course code	Course name	Block	EC
201500080	Advanced Topics in Digital Marketing	1A	5
201000113	User Centered Design of New Media	1A	5
201500100	Acceptance, Use and Effects of Digital Media	1A	5
201400188	Innovative Digital Public Services	1B	5
201400191	Social Implications of the Internet	2A	5
201000116	New Media in Organisations	2B	5

Note: The range of elective courses and the block in which the courses are offered can change each academic year.

4.5.1. Acceptance, Use and Effects of Digital Media

Course name	Acceptance, Use and Effects of Digital Media	Course code	201500100
Programme	Master Communication Studies	Semester	1
Academic year	2016/2017	Block	1A
Language of instruction	English	Credits (ECTS)	5
Prerequisite knowledge	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Prof. dr. J.A.G.M. van Dijk		
Lecturer(s)	Dr. M.M.A. de Graaf		
Content	<p>Whether it is about 'old' new media, like radio, television and telephone or new media such as websites, mobile phones applications and social media the same theoretical and practical questions are posed. What roles are the media playing in society, organizations and in our daily life as a private person, as an employee or professional, or as a consumer or client? Who is going to use them and why? How can organizations put media to good use for their internal and external communication, and what is the impact of using the media, for society, for organizations or for individuals? This course focuses on the new media or digital media, in comparison to the traditional media of broadcasting, the press and telephony.</p> <p>This course emphasizes theories and research approaches that help us describe, analyse and predict the impact of traditional and new media on society and structures, acceptance and adoption, the design of engaging user experiences, use and effects and emotional responses to the use of media. You will be studying and applying state-of-the-art research literature on the newest media applications for professional and organizational communication practices.</p> <p>The course will provide u with a 'toolbox' of theories and models that help you to analyse, study and solve all kinds of new media questions and issues. In doing that, it prepares students for all other courses within the master specialization program and it provides students with the fundamental knowledge and skills to work as a designer.</p>		
Aims	<p>Learning objectives: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. demonstrate that he has an overview of essential theories and approaches for media studies, and to apply the knowledge to practical, organisational cases and on the focus of new or digital media; 2. analyse processes of acceptance, adoption, design, use and impact from a societal, organisational and individual level, taking into account the state-of-the-art in theory and research; 3. predict on the basis of current theories and research the adoption, use and effects of media; 4. reflect on their future position as a researcher, advisor or designer of traditional and digital media applications. 		
Instructional modes	Lectures		
Obligatory attendance	Yes		
Tests	Exam		

4.5.2 User Centered Design of New Media

Course name	User Centered Design of New Media	Course code	201000113
Programme	Communication Studies Human Media Interaction Industrial Design Engineering	Semester	1
Academic year	2016/2017	Block	1A
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies. Master students from the programmes Human Media Interaction and Industrial Design Engineering are also allowed to follow this course.		
Contact person	Dr. M.M.A. de Graaf		
Lecturer(s)	Dr. M.M.A. de Graaf, dr. M.J. Wentzel, dr. L. Elloumi		
Content	<p>This course focuses on human-centered design (UCD) processes and methods, focusing on the design of information, communication and services access for people with special needs, like people with visual or cognitive disabilities. Nowadays, most information, services and transactions are available through the internet or networked devices, such as smart glasses and watches, websites, apps or self-service terminals. This is potentially a big benefit for people with special needs, like people with visual, hearing, social or communication impairments. But the benefits can only be realized when the interaction and interfaces of the (new) media content and devices are accessible and usable for all.</p> <p>In the course, students will apply a range of user-centered pre-design and post-design methods in a UCD process with and for users with special needs. They will learn about national and international laws and standards for accessible ICT design. Students will read and discuss the most recent research literature about user experience, usability and accessibility and apply it in a user-centred design process for a concept/prototype of an app for users with special needs.</p> <p>The course has a workshop character and requires intensive participation. The students will be working in interdisciplinary teams, doing user-centered research and designing the concept/prototype on the basis of literature and their own UCD research findings. Conducting user studies as a basis for (the evaluation of) your design ideas is an essential part of the coursework. Team members create an individual portfolio about the UCD activities and the concept/prototype, which is the basis for the course grade. Students do not need to be an ICT or new media expert to take the course, but they must be curious to find out how they can make the interaction and interfaces of new media systems work for all users, including those with visual or cognitive disabilities</p>		
Aims	<p>Learning objectives: After this course a student will be able to...:</p> <ol style="list-style-type: none"> 1. understand the essence of user-centered design (UCD) processes and appropriate UCD methods, to apply those processes and methods, and reflect on their validity, reliability and feasibility in design processes. 2. in a design project; describe and apply the international laws and guidelines for "Design for all" and for accessibility of ICT systems, such as websites, apps, wearables and other information systems; 3. demonstrate to have an overview and insight in current research literature about user experience, usability and accessibility of ICT systems, and to apply that literature in a 		

	prototype/concept for users with special needs.
Instructional modes	Seminar
Required materials	Scientific articles.
Tests	Assignments

4.5.3 Innovative Digital Public Services

Course name	Innovative Digital Public Services	Course code	201400188
Programme	Master Communication Studies Master Public Administration	Semester	1
Academic year	2016/2017	Block	1B
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Prof. dr. W.E. Ebbers		
Lecturer(s)	Prof. dr. W.E. Ebbers		
Content	<p>After a slow start in de mid-nineties, digital public services are finally taking up speed and are gaining substantial societal importance. The same goes with social and economic dependencies and the impact of incidents related to digital public services. Take for example the new National Healthcare (“Obama Care”) digital service system in the US. Because of miscalculations in the design process that system had to cope with many delays in the beginning, causing a lot of distress. Or take the extensive fraud committed in the Netherlands with healthcare allowance, mostly because of overoptimistic design principles.</p> <p>In this course students will learn the most important (international) developments on the terrain of innovations and communication of digital public services, how to design ICT applications, how to market them and how users cope with digital government. All these aspects are studied within the specific context of governmental agencies, such as municipalities, provinces, national governments and international agencies such as the EU. Topics that are addressed in this course are (amongst others):</p> <ul style="list-style-type: none"> • history, presence and future of digital public services, • the digital divide and digital skills: how government cope with differences in society, • designing public services, • multi-channeling and channel steering between traditional and digital public services, • public & private commercial services: open data and open service driven service innovations, • electronic participation via social media and collaboration with networked societies, • collaboration within networked organizations and innovation of public administrations. <p>Combined with the latest developments on this terrain, this course will provide a framework for anyone who will work or do research in the public sector in the future. A domain that will gain more and more importance in the forthcoming years. Although the course consists of seven lectures, many lectures have the character of workshops. We require students to actively participate in the lectures.</p>		
Aims	<p>Learning objectives: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. describe, recognize and reproduce major trends in past, present and future; 2. distinguish and discuss the skillsets needed for citizens to operate contemporary digital public services; 3. illustrate and discuss a design for a digital service from a user’s perspective; 4. choose the right set of channel steering instruments; 5. illustrate and discuss a open data and open service driven digital service from a user’s perspective; 		

	6. distinguish and discuss main societal ambitions and problems of contemporary electronic participation; 7. illustrate and discuss administrative network organization arrangements.
Instructional modes	Lecture
Obligatory attendance	Yes
Required materials	Scientific articles
Tests	Exam

4.5.4 Social Implications of the Internet

Course name	Social Implications of the Internet	Course code	201400191
Programme	Master Communication Studies Master Public Administration	Semester	2
Academic year	2016/2017	Block	2A
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Dr. ing. A.J.A.M. van Deursen		
Lecturer(s)	Dr. ing. A.J.A.M. van Deursen		
Content	<p>The Internet has been associated with changes in many areas of social life. Research on the social implications of the Internet has proposed several important insights. Debates about the social implications focus on important topics such as digital inequality, economic growth, participation in policy making, cultural consumption, e-government and social mobilization, health, community and family, and regulation. Discussions of the implications of the Internet in these areas often result in extreme positions: the Internet has revolutionizing effects, or has changed little if anything. Both utopian and dystopian effects are often supported by shallow one-sided arguments. In this course, we will identify the most promising results with the strongest evidence. Besides overviewing key insights to date, participating students will develop a thorough understanding of the main perspectives and key findings about the social implications of the Internet. Furthermore, students will be encouraged to relate social science research on the Internet to policy questions and to questions about the development of the Internet. The course will be taught in weekly classes, each consisting of a lecture followed by student presentations and discussion. The discussion will require familiarity with the provided readings. The goal is to expose students to several insights about which they have to write two short (1000-1500 word) essays (on any two of the topics covered).</p>		
Aims	<p>Learning objectives: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. develop a thorough understanding of the main perspectives and key findings about the social implications of Internet technology; 2. discuss the implications of Internet technology in important societal domains; 3. identify the most supported implications with the strongest evidence; 4. question the development of Internet technology; 5. independently write an analysis of the implications of a specific technology. 		
Instructional modes	Lecture		
Obligatory attendance	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Required materials	Scientific articles		
Tests	Two individual assignments		

4.5.5 New Media in Organisations

Course name	New Media in Organisations	Course code	201000116
Programme	Communication Studies Business Administration Public Administration	Semester	2
Academic year	2016/2017	Block	2B
Language of instruction	English	Credits (ECTS)	5
Prerequisites	Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Dr. S.A. de Vries		
Lecturer(s)	Dr. S.A. de Vries, Dr. A. Beldad		
Content	<p>The effective use of new media is critical to the success of organisations. In this course we will explore the role of new media in the context of organisations. We will examine how new media facilitate communication within the organisation itself as well as between the organisation and its environment (including customers and suppliers/value networks). In addition, we will explore the impact of new media on the organisation in terms of organisational procedures and interaction between organisational members. To this end we will look at relevant theories and concepts from communication, management, sociology and information systems. We will apply these at the group, organisational, inter organisational and global levels.</p> <p>For students who have already taken the course Essentials in Media and Communication, this course will broaden your understanding of the role of new media in organisational contexts. This is not a prerequisite however the course can be taken as a standalone course.</p>		
Aims	<p>Learning objectives: After this course a student will be able to ...:</p> <ol style="list-style-type: none"> 1. describe trends in new media developments and their implications for organisations; 2. describe basic concepts and theories in the field of new media & organisations; 3. select and apply theories to practical situations. 		
Instructional modes	Lecture		
Obligatory attendance	Yes		
Required materials	Scientific articles.		
Tests	Exam and assignment(s)		

4.5.6 Advanced Topics in Digital Marketing

Course name	Advanced Topics in Digital Marketing	Course code	201500080
Programme	Business Administration Communication Studies	Semester	1
Academic year	2016/2017	Block	1A
Language of instruction	English	Credits (ECTS)	5
Prerequisites	For students Communication Studies. Obligatory: Bachelor Communication Science or Premaster Communication Studies		
Contact person	Dr. E. Constantinides		
Lecturer(s)	Dr. E. Constantinides, ds. S.A. de Vries, W.B. Vollenbroek MSc		
Content	<p>Students are getting in touch with the theoretical, practical and commercial aspects of Information and Communication Technologies (ICT), and get familiar with latest techniques of digital marketing, digital marketing research and Big Data analytics. The course underlines the strategic and managerial approach in dealing with Digital Marketing issues, offering to participants knowledge and competencies on digital marketing topics, technologies and tactics.</p> <p>The course reviews the basic knowledge areas related to more “traditional” digital marketing topics like e-commerce, online customer behavior, creating of successful online presence and social media marketing. However, the main focus of the course is to provide advanced knowledge, insights and skills needed to manage the fast changing online and mobile commercial environments by shifting from one-way communication to customer engagement, dealing with reputation management, harnessing customer intelligence using techniques for capturing / analysing customer data and develop innovative products based on the basis of customer data and co-creation.</p> <p>The course allows students to get in touch and critically review emerging technologies (Internet of Things, Neuromarketing, Big Data, Cloud Computing etc.) that are becoming part of the future digital marketing landscape.</p> <p>Identifying data sources, tapping customer data and applying Web Analytics techniques for analyzing customer information and as main source of innovation are focus areas of the course. Special emphasis is paid in the new area of Cognitive Computing and on improved decision making using tools based on IBM WATSON® technology (Group Assignment).</p>		
Aims	The course reviews and discusses current technology-based business trends to help students understand the importance, impact and pervasiveness of ICTs in today's business environment and in particular in the Marketing domain. Next to this the students learn to evaluate and apply current 'Social, Big- and Open Data' based tools and technologies as part of the marketing strategy.		
Obligatory attendance	Yes		
Instructional modes	Lecture and seminar		
Required materials	Scientific articles.		
Tests	Exam and group assignment		

4.6 Overview all elective courses

Scheme 7: Elective courses master Communication Studies 2016/2017

Semester 1		Semester 2	
Block 1A	Block 1B	Block 2A	Block 2B
<p style="text-align: right;">5EC</p> <p>Persuasive Communication</p> <p>Pruyn</p> <p>192402500</p>	<p style="text-align: right;">5EC</p> <p>Multisensory Marketing and Product Experience</p> <p>Fenko</p> <p>201200066</p>	<p style="text-align: right;">5EC</p> <p>Design and Emotion</p> <p>Van Rompay</p> <p>201500440</p>	<p style="text-align: right;">5EC</p> <p>Intervention Design</p> <p>Pol</p> <p>201500385</p>
<p style="text-align: right;">5EC</p> <p>Positive Organizing</p> <p>Van Vuuren</p> <p>201400185</p>	<p style="text-align: right;">5EC</p> <p>Consumer Experience of the Service Environment</p> <p>Galetzka</p> <p>201400186</p>	<p style="text-align: right;">5EC</p> <p>Advertising and Marketing Psychology</p> <p>Voorn</p> <p>201200049</p>	<p style="text-align: right;">5EC</p> <p>Vision, Strategy and Leadership</p> <p>Knoers, Van Vuuren</p> <p>201500386</p>
<p style="text-align: right;">5EC</p> <p>Advanced Topics in Digital Marketing</p> <p>Constantinides/De Vries</p> <p>201500080</p>	<p style="text-align: right;">5EC</p> <p>Public Affairs</p> <p>Jansma</p> <p>200900001</p>	<p style="text-align: right;">5EC</p> <p>Trust, Risk and Organisations</p> <p>Beldad</p> <p>201400187</p>	<p style="text-align: right;">5EC</p> <p>Reputation Management</p> <p>Gosselt</p> <p>192403650</p>
<p style="text-align: right;">5EC</p> <p>Acceptance, Use and Effects of Digital Media</p> <p>Van Dijk</p> <p>201500100</p>	<p style="text-align: right;">5EC</p> <p>Corporate Visual Identity Management</p> <p>De Jong</p> <p>192403750</p>	<p style="text-align: right;">5EC</p> <p>Social Implications of the Internet</p> <p>Van Deursen</p> <p>201400191</p>	<p style="text-align: right;">5EC</p> <p>New Media in Organisations</p> <p>De Vries</p> <p>201000116</p>
<p style="text-align: right;">5EC</p> <p>User Centered Design of New Media</p> <p>De Graaf</p> <p>201000113</p>	<p style="text-align: right;">5EC</p> <p>Innovative Digital Public Services</p> <p>Ebbers</p> <p>201400188</p>		
	<p style="text-align: right;">5EC</p> <p>User Support</p> <p>Karreman</p> <p>201400190</p>		

4.7 Final Project Master Communication Studies

Course name	Master thesis Communication Studies	Course code	192491009
Programme	Master Communication Studies	Semester	1 and 2
Academic year	2016/2017	Block	1A, 1B, 2A, 2B
Language of instruction	English	Credits (ECTS)	30
Prerequisites	Competed Bachelor CW or Pre-master CS and 15 credits within the master programme, from which the Essentials course (5 EC) and at least two other specialisation/elective courses (10 EC), are obligatory.		
Contact person	Drs. M.H. Tempelman (thesis coordinator)		
Lecturer(s) / tutor(s)	To be assigned, depending on the master specialization and/or research topic.		
Content	<p>The master thesis is the final course of the master's programme. During the master thesis the student conducts an individual research project related to one, or a combination of, fields of study related to the master specializations: Corporate Communication, Marketing Communication and/or New Media and Communication.</p> <p>Tutoring during the master thesis CS</p> <p>The student will be assigned to a main tutor and a co-tutor. Both the main tutor and co-tutor are teaching staff related to the educational department of the bachelor Communication Science and/or the master Communication Studies. In general, in order to be able to give expert advice, the main tutor is related to the master specialization in which the research project finds its origin. The co-tutor (or co-reader) will generally be assigned to supervise the (final) research design before conduction the actual research and the co-tutor will be involved during the phase of the (final) reporting stage and assessment of the master thesis.</p>		
Aims	<p>Learning objectives</p> <p>The learning objectives find their origin in the practical and academic knowledge and skills of the bachelor Communication Science or Pre-master Communication Studies, combined with the in-depth knowledge and research skills of the master courses chosen in the master specializations. From this point of view three main learning objectives can be derived:</p> <ol style="list-style-type: none"> 1. The student is independently or autonomous capable of designing a research project with sufficient practical as well as theoretical impact within the fields of study related to the master Communication Studies. 2. The student is independently or autonomous capable of conducting and managing a research project in terms of the execution of desk research, field research and/or (quasi) experimental research. 3. The student is independently or autonomous capable of reporting about the conducted research, based on the academic writing rules and principles related to the field of study and type or genre of the document. 		
Instructional modes	Research project → individual or group meetings with project tutor(s)		
Required materials	See: http://www.utwente.nl/cw/afstudeerweb/master/		
Tests	Individual research report or article.		

4.8 Attaining a Master's degree in Communication Studies

4.8.1 The graduation process

The graduation process can begin when the corresponding bachelor's programme or the pre-master's programme has been completed and 15 out of the 30 credits have been gained for master's courses. Within the 15 credits obtained, the core course (Essentials in) and at least two specialization/elective courses must have been completed.

During the graduation process, you will carry out a piece of independent scientific research. While performing this research, you will be supervised by a minimum of two teachers from the programme. Together, these teachers make up the Graduation Committee.

4.8.2 Internal or external graduation project?

It is possible to graduate both internally or externally in the master's programme.

If you opt for an internal graduation project, you can try to ensure that your research fits in with research that is already being carried out within the relevant specialization (by teachers). In fact, however, you can also choose to submit a subject of your own and work on that.

As well as an internal research project, you can also choose to carry out your research externally. This means carrying out research that has been commissioned by an external organisation. You will be responsible for finding an organisation and agreeing the research topic yourself, but this will still be subject to approval from the university.

4.8.3 Contacts with businesses

The programme is well-known for its highly practical character and we also explicitly seek to ensure that there is a link between the research we carry out and real-life practice. It is the combination of a research context that is related to real-life practice with a research question that is thoroughly grounded in science that makes graduating with a master's degree in Communication Studies attractive for both our students and for external organisations. During the start of the graduation process, you can receive support and/or advice from your graduation coordinator.

4.9 Career prospects

And after you graduate? An interesting and well-paid job! We can't offer any guarantees, but the likelihood of this happening after you graduate from Communication Studies is high. After all, communication is everywhere. Our students generally have no difficulty finding a good job.

4.9.1 Your role as a graduate

You will be trained for two areas in which you will be able to function after you have completed your master's degree in Communication Studies.

4.9.2 Scientific researcher / teacher

Very few students begin the first year of their study programme with the ambition of pursuing an academic career. However, students often find that during the course of their studies they become fascinated by a certain area of research, for example. Carrying out research and becoming a pioneer within a particular field of study can be a very attractive prospect. If you have ambitions in that direction, after attaining your Bachelor's degree, you will go on to complete your master's degree in Communication Studies. You will then proceed to carry out your PhD research project as researcher within a university or research institute.

4.9.3 Communication professional / designer / advisor / policymaker

The other career route you can follow is into the professional practice of communication. It is possible to do this directly after completing a bachelor's degree, but for more senior positions which require an academic level of competence, completing a master's degree is essential. Communication professionals can work in a range of positions: communications officer, marketing and communications consultant, junior communications consultant, senior communications consultant, internal communications advisor, communications coordinator and so on. A good way into the profession is, for example, a traineeship – a programme for talented graduates from a university of applied science or university which consists of working and learning. The length of traineeships varies from one company to another and can be anything from three months to three years. After the traineeship, you can usually go on to a good position within the same organisation.

4.9.4 Your basic work as a communication scientist

What does the role of communication scientist consist of? The possibilities are really as wide as the subject area itself so the work that you can do after completing your studies is very diverse. The basic responsibilities of a communication scientist are:

- Investigating and analysing communication problems;
- Developing and designing communication solutions;
- Managing, coordinating, supervising;
- Overseeing the production of communication;
- Counselling activities regarding communication solutions for communication problems.

4.10 The employment market

Whether you want to work in business, consultancy – such as in an advertising or communication consultancy or research agency – or if you prefer a governmental or health institution, all of this is possible as a communication scientist. All organisations, in no matter which sector, need to communicate. As a communication scientist, you will often start out your career dealing with everyday practical issues relating to communication. Subsequently, you may find yourself in a management position in which you will be responsible for the development of communication policy and coordinating those working at the implementation level. Your academic background will play an important role in how fast you will progress to more senior positions.

4.10.1 Working in business

Businesses attribute their right to exist to the fact that they produce goods or services which others want to buy from them. How do we produce our products as efficiently and effectively as possible? How do we make goods that are attractive to clients? These are questions that businesses ask themselves constantly. Communication plays a crucial role in this. Large companies usually have a special department dedicated to communication, which takes care of matters such as internal and external relations, internal communication, public relations, advertising, marketing communication, sponsoring, press contacts and public information.

As a communication manager or consultant working in a business, you will develop communication policy, coordinate its implementation and issue advice on communication upon request, but also on your own initiative. You may also be involved in establishing or optimizing internal and external communications. Another field of responsibility is public relations, in which you may act as a communications representative to the outside world.

4.10.2 Working in consultancy

To develop and implement communication strategies, government, businesses and non-profit institutions are making use of specialist bureaus ever more often. Communication consultants, advertising agencies and public relations companies are prime examples of this. Communication scientists in this area of business are responsible for developing communication strategies. Some of them work as account managers, product marketers or brand managers. They are permanent points of contact for one or several clients. They provide advice and ensure that the agreed strategy is then implemented and evaluated. These types of companies also need planners, strategists and researchers.

4.10.3 Working in the non-profit sector

The non-profit sector includes any organisation that does not aim to make a profit, such as health-care institutions or government agencies. Because government agencies generally are providing much and important information for citizens, communication professionals are needed. Communication professionals who know how to gain maximum profit out of communication campaigns that are aimed at altering citizens behaviour. Or for example communication professionals who are experts in implementing E-government strategies in order to give citizens flexible access to all kinds of (public) services.

4.10.4 Working at a research institute

A possible next step, after the completion of your master's degree, is a PhD course. You could apply for a position as a PhD student, for example. You could also opt for a research career outside university. Our graduates in communication studies work in scientific positions at various research agencies.

4.10.5 Working in the (new) media sector

The media sector has experienced rapid changes over the last decades. More and more traditional (printed) media sources are combined with or replaced by digital sources, mainly operated by means of the internet. With the rapid growth of mobile internet access and social media applications, communication professionals can make the difference between failure and success. Communication professionals who know what key

design aspects of new application are and how to involve prospect users into the design process. Also communication professionals who are aware of the difficulties facing organisations in terms of designing, implementing and managing new or social media strategies.

4.10.6 Self-employment

You could also consider setting up your own business and becoming self-employed. Entrepreneurship is very much encouraged at the University of Twente.

5. Organisation, study guidance and counselling

5.1 Organisation

During your CS programme you can count on sufficient supervision, with several staff members playing a role. The study counsellor can offer support with your individual plans for both the pre-master's and the master's, just as the programme coordinator can answer intrinsic questions on your specialization. With the UT also offering additional student supervision and counselling, you can, if necessary, go to the Bureau of Student Psychologists (BSP) and the student deans.

5.2 Staff members Communication Studies

5.2.1 Programme director

The programme director for the bachelor Communication Science and (pre-) master Communication Studies is dr. H.A. (Mark) van Vuuren.



5.2.2 Study counsellors

As study counsellors, Gert Brinkman and Jeanet Luijterink offers advice on study-related issues and can inform you of practical matters concerning the study, such as examination regulations and legal status. You can go to them with individual problems with the programme and studying in general. You can also discuss your experience with the course, complaints, study choice, planning, delay, graduation support, exemption and course and examination regulations. If necessary, they can refer you to other support bodies in or outside the university.



Contact information

Bachelor:

Gert Brinkman, Room Cubicus kamer C118, tel 053 489 4050, e-mail g.w.brinkman@utwente.nl.

(Pre-)Master:

Jeanet Luijterink, Room Cubicus, Room C106, tel 053 489 2091, e-mail j.w.m.luijterink@utwente.nl.



5.2.3 Student Service Staff member

Active student supervision also means that your attention is regularly drawn to your progress. Astrid Oppers-van den Berg is the student services staff member of the programme. She is responsible for information provision to students and all administrative tasks related to the programme. Limited opening hours may apply during periods when no lectures are held.



Contact information

Astrid Oppers-van den Berg, tel: 054 489 4575, Room: Ravelijn 3262, email: BOZ-CW-CES@utwente.nl.

5.2.4 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 harmonization of the CS instruction. If you have a complaint or a question about the programme or certain subjects, the programme coordinator is the first person to see.



Contact information

John Sevens, p.m.j.sevens@utwente.nl, tel: 053 489 4049, Room: Cubicus C108.

5.2.5 Internship and graduation coordinator

The internship and graduation coordinator is Mark Tempelman. He represents the link between the students and the business community when 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 daily requests from businesses who are looking for communication students for research or for an internship. He assesses these requests on the basis of whether they are suited to this field of study and to our study programme.



Contact information

Mark Tempelman: m.h.tempelman@utwente.nl, tel: 053 489 4034, Cubicus C216.

5.3. Study association

Communiqué is the study association for students interested in communication science. Communiqué is linked to the Communication Science and Communication Studies programmes of The University of Twente. Communiqué is a pleasantly organized, friendly place where everyone is welcome to reflect their ideas over a cup of coffee or tea.

Communiqué does a number of things for its members, and most of these tasks are carried out by our committees. Communiqué organizes field trips, lectures and colloquia, sells textbooks at a discount and arranges social activities like drinks and parties. Communiqué also organizes an introduction day in August to

welcome new CS students. Impuls is the magazine of Communiqué: it is normally published quarterly, at the end of the quartile.

6. Quality Assurance

The Faculty of Behavioural Sciences sets great store by the quality of its education. Students are generally appreciative of the education provided by the faculty, yet critical of certain specific aspects. The programmes are extremely responsive to this and do their utmost to improve quality.

Quality education requires the firm commitment of lecturers and students as well as proper communication. The core of the internal quality assurance system is formed by the course evaluations and the annual systematic feedback from students. The quality cycle comprises the following internal quality assurance instruments.

6.1 Internal quality assurance

6.1.1 Course evaluations

When you have completed a course, you are supposed to give your opinion on it by means of an anonymous survey. This is the primary tool in the monitoring and evaluation of the educational process. Each course is evaluated by the Educational Service Centre according to a protocol that is established every year. The core of this evaluation is a questionnaire in which students give their opinion on items concerning the learning objectives, didactics, content, materials, feedback, mode of assessment, study load and time, strong and weak aspects and give a mark for general valuation. The results are published on a website in Black Board, that is accessible to students and staff only. The norm is an average score of at least 3.5 on a five-point scale. A lower score is an object of investigation and requires effort to effect improvement. The lecturer will integrate the results of this survey in preparing for the next cycle of the course and curriculum. Your contribution as a student is essential, which is why participation in evaluations is compulsory.

6.1.2 Student Satisfaction Survey

Each year the programme conducts an internal student satisfaction survey on the students' assessment of all kinds of education-related issues, such as the content of the curriculum, the quality of the lecturers, the quality of the teaching material, the communication between programme and student, the relationship with the labour market, the options available in the curriculum. This survey is an important source of information to faculty management and may instigate amending the curriculum. Ultimately the faculty wishes to score above average on all points. The results of this survey are discussed in the term evaluations, on the Programme Committee and, if necessary, on the Exam Committee.

6.1.3 Guaranteeing the quality of the lecturers

The University of Twente observes the rule that new teachers must attain the Basic Teaching Qualification (BKO) within two years. For more experienced teachers, the Practical Teaching Qualification (TKO) is currently being developed. This allows teachers to develop their skills further on the basis of the experience they already have. The programme also discusses the results of the course evaluations with the teachers involved, so that they know which points could be improved in the opinion of the students.

6.1.4 Internal evaluation

Once every five years, as with all university programmes, the programme is evaluated by an external committee. Hence this is called the educational review. Prior to this, the programme writes an internal evaluation. The items to be evaluated are: the objective of the programme, the curriculum, the deployment of staff, the facilities, the internal quality assurance and the testing and results.

6.2 Consultative committees

6.2.1 Educational Feedback Committee (EFC)

The EFC is a student committee that forms part of the Communiqué Student Association <http://www.communique.utwente.nl/>. The committee meets once a month and considers complaints, suggestions and feedback submitted by students to EFC via Communiqué. When problems occur, a solution is sought through cooperation between teachers and other staff within the programme.

The EFC Committee has twelve members. Ten of the twelve members are students, with two student representatives from each study phase, i.e. six student representatives from the corresponding Bachelor's programme, plus two members for the master's programme and two from the pre-master's programme of Communication Studies. The Programme Coordinator of Communication Studies also attends the EFC Committee so that the complaints suggestions and feedback of the students can be made known to the teachers and so that feedback and advice can be given directly to the student representatives. This means that the student representatives receive advice and explanations directly and there is also a direct route for feedback to be forwarded to teachers. It also means that any problem areas in the study programme will be made known to the Programme Director immediately, so that action can be undertaken directly.

The twelfth member of the EFC Committee is the chairperson. This is always the Educational Officer from the board of Communiqué. About one week before the committee meets, the chairperson collects all the complaints, suggestions and feedback that have been received and draws up an agenda for the meeting. This is then sent to the other members of the EFC Committee, along with the complaints received.

If you have any questions about EFC or if you would like to suggest a subject for the committee to consider, please contact the Educational Officer of Communiqué or go to Communiqué's office. The same applies if you have any questions or problems with your study programme. If you would like to submit a complaint about your education, you can use the complaint form on the Communiqué website. Anonymity is always maintained for any complaints or suggestions which are discussed during the committee meeting. The identity of students who have submitted a particular complaint or suggestion is only known to the chairperson of the EFC Committee. It is also the responsibility of the chairperson to communicate the results of the committee's deliberations to the student who submitted it, after the meeting has been concluded.

6.2.2 Examination Committee

The Examination Committee 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 Committee also assesses applications for a personal master programme and the evaluation of requests for exemption from exam components during your studies (exams, practical's etc.). There is one Examination Committee for the bachelor's and master's programme. The Examination Committee consists of

three lecturers and is supported by a registrar. It moreover has three advisors: the Programme Director, the Study counsellor and the Programme coordinator. The Examination Committee meets several times a year.

6.2.3 Programme Committee

CS has its own Programme Committee, which is applicable to both the bachelor's and 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 CS's Programme Committee there are five lecturers and five students. The members of both the Programme Committee and the (board of the) Examination 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 course and examination regulations (in Dutch: the OER).

6.2.4 Term meetings

The programme management and the lecturers involved gather at term meetings. Topics of discussion are: the course evaluations, the personal observations of lecturers with regard to study load, time-related issues, the quality of lectures and teaching material, facilities, testing, the coherence in the curriculum, evaluation of the instruction and the figures on students' progress and pass marks per individual student. The desired content and set-up of the courses are discussed as are the ways in which the interrelationship between subjects/courses can be made (more) clear.

6.3 External quality instruments

6.3.1 Educational review

With its accreditation the NVAO (the Dutch-Flemish Accreditation Organisation) gives official approval to a programme that has stated that it has met all specified quality requirements. In connection with this, the NVAO reviews each programme in the Netherlands and Flanders once every five years. Both in the Netherlands and in Flanders, an accreditation is a condition for the government's funding/financing of a bachelor's or master's degree programme and for the entitlement to award recognized/validated diplomas. In the Netherlands it is also a prerequisite for issuing student grants and loans. The master's programme was last accredited in 2006 and the conclusion was that the programme met all the criteria.