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BACHELOR OF SCIENCE COMMUNICATION SCIENCE

PROGRAMME GUIDE 2017/2018

UNIVERSITY OF TWENTE.

PREFACE

In a rapidly changing world, organizations need communication professionals with strong problem solving skills. The University of Twente offers a modern Communication Science programme combining communication with organization, technology and design.

Technology has a profound impact on modern life. Our society is changing into a digital society. Organizations are in the process of becoming fluid, transparent, and flexible. Instead of stability and tradition, change and development have become the norm. The boundaries between home and work have blurred. People are permanently connected, spending much of their time in present absence and absent presence. Ongoing globalization is pushing organizations further and deeper into international and intercultural contexts. The media landscape has drastically changed: Traditional media are showing serious signs of fading, while new media continue to pop up and grow. While facing permanent information overload, people are often less informed and less involved than ever before.

At the heart of this technologized and rapidly changing world stands communication. Modern organizations need skilled communication professionals to survive and thrive in their turbulent environments. As a student you can only be properly equipped for this complex and demanding field if you learn to connect communication to the possibilities of design and technology – as well as to the complexities and challenges of contemporary organizations. In the Bachelor's programme Communication Science at the University of Twente (UT), that is exactly what we do: focus on the knowledge, attitude and skills you will need to be a successful communication professional in the future.

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

I very much hope that you will enjoy your time studying Communication Science with us. But, more important, 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.

Prof.dr. Menno de Jong
Programme director Communication Science

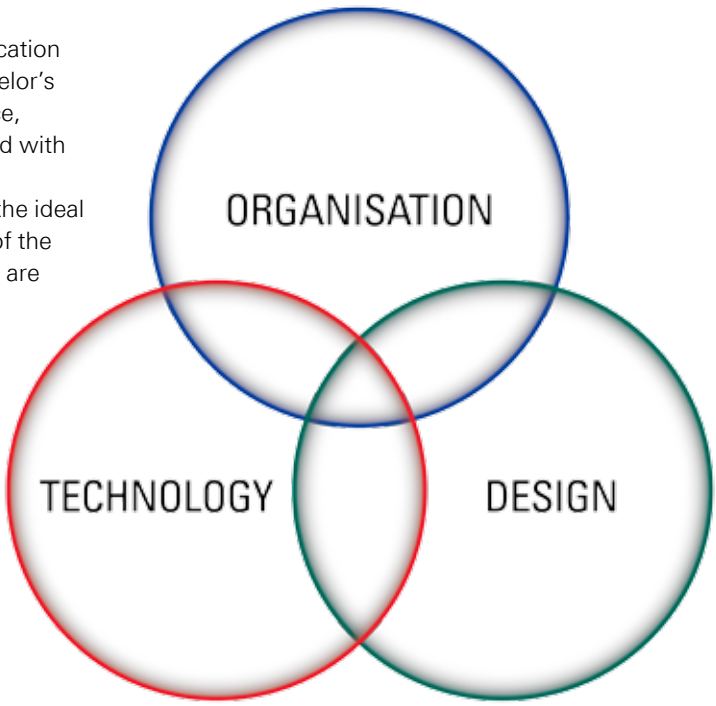
HOW DO WE DEFINE COMMUNICATION SCIENCE?

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

Everything in human life has to do with communication. In our Bachelor's programme in Communication Science you will learn to understand the role of communication in our daily lives. You will see people, organizations, and society through the lens of communication. You will learn to analyse complex problems, considering the role communication can play in solving them. You will be taught how theories and research can bring clarity and prepare the way for solutions.
Of course, it is also important that you develop good communicative skills yourself. Every communication practitioner needs to be able to collaborate successfully with many different people. You also have to be able to write and present effectively. Throughout the programme, you will get many opportunities to train these skills.

OUR PROFILE

The UT aims to educate the communication professional of the future. In our Bachelor's programme in Communication Science, communication theories are connected with organizational contexts, technological developments, and design. The UT is the ideal environment for this ambition. Many of the technologies that will affect our future are developed here on campus.



COMMUNICATION AND MODERN ORGANIZATIONS

Traditional organizations are disappearing. Rapidly changing contexts and the possibilities offered by ICT are leading to more flexible ways of organizing, with people often collaborating in temporary teams on specific projects. ICT has also made organizations more transparent to the outside world than ever before. Many organizations are experimenting with 'new ways of working', with flexible working hours, online meetings, and flexible office spaces. What remains unchanged is that communication is what makes things work. In the Communication Science programme at the UT we will help you understand and optimize communication processes within such dynamic and complex organizations.

HERE ARE SOME EXAMPLES OF QUESTIONS YOU MIGHT DEAL WITH:

How do we build, maintain, and improve our relationship with stakeholders? How can communication boost collaboration between employees, work motivation, and professional development? How can we best facilitate change and innovation? How can we influence political or governmental processes? How can we best fulfil our social responsibility? What are the implications of globalization?

COMMUNICATION AND DESIGN

Communication professionals have long underused the potential contribution of design to reach their goals. Everything communicates, and it is important to realize this. Product and packaging design, for instance, strongly affect consumers' impressions of products. The interior design of meeting rooms, work stations, or consultation rooms affects people's behaviour and experiences. Design is not limited to visual aspects: It involves all our senses. Carefully considering how impressions originating from different modalities complement each other is essential. This does not only apply to product marketing, but also to public spaces and work environments. At work elements such as lighting and colour can enable employees to thrive and flourish, but they can also severely hamper innovation and creative thinking. In the Communication Science programme at the UT you will learn to incorporate design in your repertoire as a communication professional.

HERE ARE SOME EXAMPLES OF QUESTIONS YOU MIGHT DEAL WITH:

How can persuasive design be used as a communication strategy? How does packaging affect consumer experience and buying behaviour? How can the design of buildings and interiors contribute to our identity and reputation? What is the added value of multisensory design? How can design and advertising complement each other? How can design facilitate the usability and user experience of products?

COMMUNICATION AND TECHNOLOGY

Technology and communication are closely connected. The practice of communication is strongly influenced by technological developments, and will be even more so in the future. Just think of the rise of robotics. At the same time, the success of new technologies depends on communication. Many brilliant technological innovations have failed due to communication problems – for instance, a lack of user orientation in the development process or a problematic implementation process. As a communication professional, you can play the role of 'user's advocate'. This requires a thorough understanding of users, user experience, and usability. You may also be involved in the marketing of technical products, in societal debates about new technologies, and in making science and technology understandable. Think of the privacy concerns regarding mobile phones: We all use smartphones, download apps, and give permissions, but do we really know how our privacy may be invaded? In the Communication Science programme at the UT you will extensively explore this relationship between communication and technology.

HERE ARE SOME EXAMPLES OF QUESTIONS YOU MIGHT DEAL WITH:

How can we optimize the usability and user experience of technical products? How do users decide to adopt and appropriate new technologies? How can new technologies be implemented in organizations? How can we create optimal human-robot interactions? How can we minimize the privacy threats of ICT? How can we explain complex technological and scientific developments to lay audiences? How can we effectively use apps to achieve communication goals?

THEORY MEETS PRACTICE: THE ENGINEERING COMMUNICATION PROFESSIONAL

As a university known for its many high-tech engineering programmes, we aim to teach you to think and act as an engineer. In the Bachelor's programme in Communication Science, you will learn to systematically solve complex communication problems, using theories, research and academic and professional skills. These problem solving processes will also involve project management and collaboration with others. You will learn to get the best possible results by combining academic thinking with a hands-on practical orientation.

MULTIDISCIPLINARITY ON THE CAMPUS

High Tech, Human Touch is the slogan of the UT. Combining behavioural and social sciences with science and engineering is central to our identity. We firmly believe today's societal challenges can only be solved that way. This is why Communication Science at the UT has a multidisciplinary nature. The projects you will engage in throughout this Bachelor's programme have a strong orientation towards organizations, technology and design. You will be working with experts from various disciplinary backgrounds, and be encouraged to view problems from different disciplinary angles. Studying on the UT's vibrant campus will make it easy for you to contact professors and other experts and develop an entrepreneurial attitude – which is one of our core values.

STUDY PROGRAMME BSC COMMUNICATION SCIENCE

PROFILE OF THE PROGRAMME COMMUNICATION SCIENCE

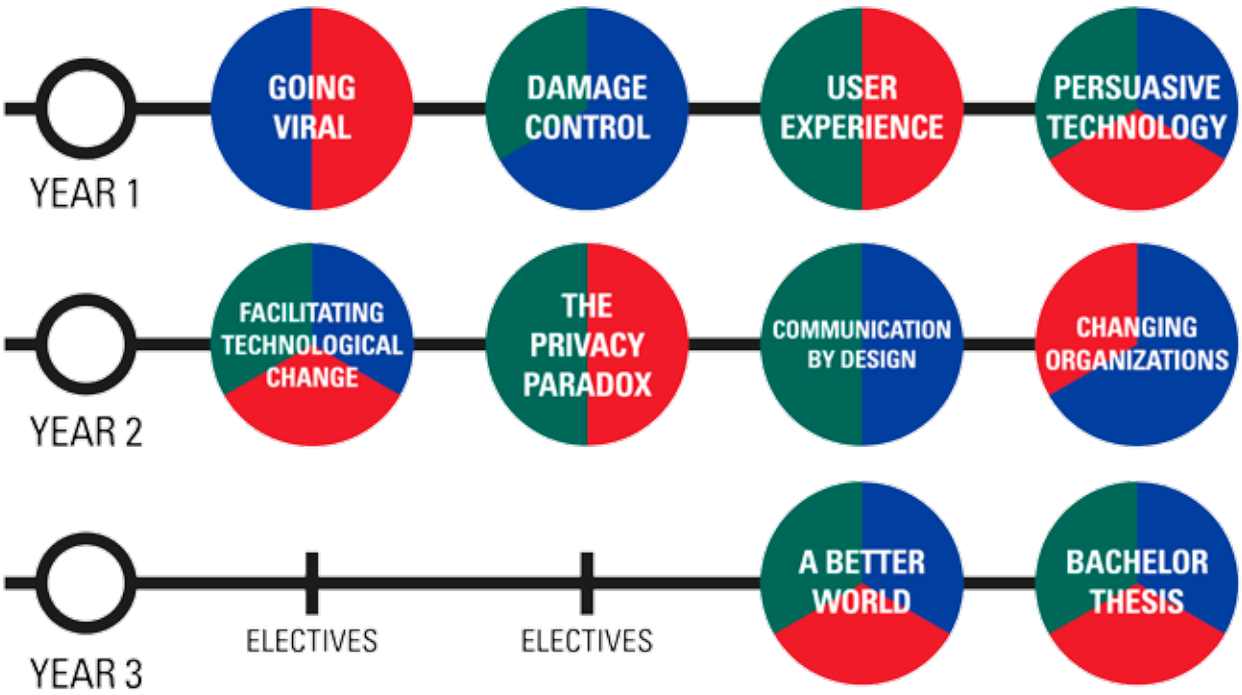
Our Bachelor's programme in Communication Science is a three-year programme that leads to the title Bachelor of Science. With this Bachelor's diploma you can directly be admitted to the Master's programme in Communication Science at the UT. You can also opt for another Master's programme at the UT or another university, or enter the job market.

Each year in the Bachelor's programme consists of four modules of 15 EC (European credits; one credit is 28 hours). The entire programme is taught in English. In each module (see below) communication theories are connected with organisational contexts, technological developments and design.

TEACHING METHODS AND CLASSES

The education you will receive throughout the Bachelor's programme in Communication Science is based on the Twente Educational Model (TEM). Each ten-week module is worth 15 EC and consists of a coherent package of theory, research methodology, and academic and professional skills. Every module centres on a practical team project that reflects a contemporary challenge in society.

In each project you will work with other students. Our job in this is to encourage you to take an active approach to learning, to discover where your own strengths lie and to put them to work. Throughout each module, your activities will be a combination of project work, classes, and independent study. Throughout the programme you will be supervised and coached by enthusiastic tutors. Assessment methods will vary, from individual written exams to group assignments, and from oral exams to public presentations.



ORGANIZATION TECHNOLOGY DESIGN

THREE PROFESSIONAL ROLES

The UT wants to train highly skilled professionals who are able to critically assess, combine and apply scientific knowledge, and to add new knowledge. To be successful in a dynamic labour market employers increasingly demand organizational and communication skills, along with general academic, problem solving and creative skills. In our Bachelor's programme in Communication Science you will learn to function in three roles to achieve this: being a researcher, an engineer or problem solver, and an organizer.
The best way to learn this is by taking on these roles in the projects of the various modules. In the third year, you may also do an internship or study abroad. Eventually you will discover which roles suit you best.

STUDENT-DRIVEN LEARNING

The UT has always worked from a distinct vision on learning, in which students are expected to take initiative and deepen their understanding of complex subject matters through concrete hands-on projects. The Twente Educational Model is a manifestation of that vision, building upon the basics of project-led education. Flexibility and an entrepreneurial attitude are not developed in a lecture hall. To better prepare you for your future, our aim is to have you at the helm of your own education as much as possible. This approach to learning is what we call Student-Driven Learning (SDL). Basically SDL is about students actively taking initiative to shape their own learning path. In our Bachelor's programme in Communication Science we will, with proper guidance and tutoring, learn you how to be accountable for your own study. Our aim is to activate the intrinsic motivation of students, who are eager to learn themselves and work with (peer) students, and the teachers. We will encourage you to gain new experiences and explore unknown subjects. We expect you to take on an active study and work attitude and always reflect upon your own work. Which activities do you have to complete to attain the learning objectives of the module you are following? Which sources do you need, which roles do you take on and in which setting do you perform your project assignment? What are competences that require more time and/or attention? What are the things you can excel in? Making such decisions and being self-directed is something we want you to learn. At the start of the programme the tutoring is intense while later on this gradually decreases.

PROGRAMME STRUCTURE

Each academic year is made up of four modules. Throughout the programme, there are four learning-teaching trajectories. Each module consists of four module components which correspond to the four learning-teaching trajectory's: Project (P), Theory (T), Research Methodology (R) and Academic and Professional Skills (S). The core of each module is the project, which reflects a contemporary challenge at the crossroads of organisation, technology and design. In addition to getting acquainted with the theoretical underpinnings of the specific issues at stake with the project (Theory), you will develop the necessary skills to conduct research (Research Methodology) and to effectively communicate (Academic and Professional Skills).

The Project reflects a contemporary challenge involving the themes of organisation, technology, and design. For example, you may find yourself developing a communication strategy in response to a crisis situation, coming up with a design intervention to promote prosocial behaviour, or helping a specific group of people to optimally use a technological product.

Theory: In this trajectory, you will familiarise yourself with the theoretical foundations underlying the specific issues at stake. This means that you will learn about various traditional and new theories and models in the discipline of Communication Science and adjacent areas that are relevant to the specific module you are in.

Research Methodology: In this trajectory, you will develop the necessary skills to conduct and interpret research. Depending on the module, these skills can range from qualitative, exploratory research methods aimed at getting a feel for the needs of different target groups involved (such as interviews and focus groups), to quantitative methods (such as surveys and experiments) aimed at actually testing the merits of a specific intervention. We will also connect you with the world of digitalisation and big data. For example, how do you analyse massive amounts of tweets and postings on social media? How do you make sense of the way people act and feel about a trending topic? You will not only become an expert in communication science, but an all-round researcher as well.

Academic and Professional Skills: As a communication professional in the making, you will also learn how to communicate about your own work. In other words, you will learn how to be persuasive, and how to strike the right note to reach the right audience. Obviously, as a communication professional you will have to resort to various communication strategies. For example, you may face an academic audience at a scientific conference or professionals in the work field. Likewise, writing blogs and columns requires different skills than writing management summaries. In our programme, we will make sure you develop all the skills you need to address any type of audience.

BINDING RECOMMENDATION

The programme's first year is primarily a year in which to see if the programme suits you and if you are up to the challenge. In case of doubt you will be given an interim written recommendation. Your study adviser will then be available to see where the problem lies and, if needed, help you to find alternatives.

At the end of the year all students get a binding recommendation (Dutch BSA, Bindend Studie Advies) about whether or not to proceed with the programme. You will get a positive recommendation if you have:

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

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

STAR PROGRAMME

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

THE FIRST YEAR

1.1 GOING VIRAL (201600094)

Students are asked to plan and develop a digital viral campaign, preferably for a real organization. The campaign is then pitched to the organization. The end product is a digital viral campaign plan, including a justification document for the campaign.

The module provides an introduction to the fields of marketing communication and social media. It covers the increasingly wide range of tools and platforms used in these fields. Facebook, WhatsApp, Snapchat, Twitter, Instagram, Spotify, SoundCloud and YouTube are all platforms that cannot be ignored when designing a marketing communication strategy. In this module, students will develop a digital viral campaign for an upcoming festival. As input for the online campaign plan, students will explore and evaluate an existing viral campaign for a similar festival. Students design and pitch a viral campaign plan for the organization based on a strategic analysis of theories, context, the social media use of target groups, and an existing online campaign for a similar (rival) festival. This module includes four components.

1.1 P: DIGITAL VIRAL CAMPAIGN PLANNING

Students will develop a digital viral campaign plan for an upcoming festival that involves marketing communication planning and the use of social media platforms. Students will work in project teams and will be introduced to project management. As part of the project, students will learn some of the latest techniques for digital marketing communication and digital analytics (e.g., search engines and social media analytics). As input for the digital viral campaign plan, students will explore and evaluate an existing viral buzz for a similar (rival) festival.

1.1 T: MARKETING COMMUNICATION AND SOCIAL MEDIA

This module component develops the students' knowledge and understanding of the use of social media in digital marketing communication. It covers theories of marketing communication and social media. Theories and concepts relating to strategic marketing communication and social media theories will be discussed during the meetings. The aim is to apply and compare theories and concepts as input for the viral campaign planning. Relevant themes include consumer-driven marketing communication, consumer analysis, information processing and consumer decision making. Social media theories include communication models (e.g., linear model of communication, influencer models, and interactional models of communication), relational and network approaches to communication, and the processes of adoption and diffusion in relation to marketing communication.

1.1 R: RESEARCH METHODOLOGY AND DESCRIPTIVE STATISTICS

In this module component, the role of research in testing theories in the context of the empirical cycle and the design cycle is discussed. Students learn which steps to take when planning a research study - e.g., specifying the research questions, selecting the research design, measurement instruments and sampling strategy - and in which order. The concepts of reliability and validity play an important role. Students

are introduced to several commonly used experimental, quasi-experimental, and correlational research designs. Both qualitative and quantitative research strategies are discussed. In addition, an introduction to data visualization and descriptive statistics is given. Students practise using the statistical software package SPSS.

1.1 S: ACADEMIC WRITING AND PRESENTING 1

This module component introduces academic and professional skills for (marketing) communication professionals. The students will be introduced to academic skills such as searching, reading and reflecting on academic literature. These academic and professional skills include an introduction to searching for information, academic writing, and presenting (i.e., pitching a viral campaign plan).

1.2. DAMAGE CONTROL (201600095)

In our highly mediated society, combined with a turbulent and competitive business environment, corporate reputation has consolidated its significance as one of the most important intangible assets of any organization. In times of greater transparency and increasing criticism from stakeholders, corporate reputation has further increased in importance due to its central role in building and maintaining trust. The reputation of an organisation may also serve as an extrinsic reminder of quality, especially in commercial contexts where product assessment opportunities are limited (e.g., in the case of healthcare). Furthermore, a favourable corporate reputation is thought to protect and safeguard firms in times of crisis, facilitating damage control. Based on this, it is not surprising that modern economics attributes 70%-80% of a firm's market value as emerging from intangible assets such as brand equity, intellectual capital, and goodwill, even though these assets remain difficult to place a value on.

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

1.2 P: REPUTATION AND CRISIS MANAGEMENT

Having been asked for advice by a typical organisation, in this component students work in groups of five to measure, analyse, and improve the reputation of this organization. The project consists of four parts:

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

2. Measuring reputation (theory and instrument).
After familiarizing themselves with the essentials of corporate communication and reputation management in particular, students design a reputation measurement instrument that has the potential to inform the organization in question about its strengths and weaknesses according to relevant stakeholders. Focusing on a survey instrument, students are asked to devise the concepts that make up reputation and that should therefore be subject to investigation among stakeholders. The chosen concepts will be based on literature research in which students will learn how to translate different concepts on reputation from the literature into a coherent theoretical framework. When creating their survey, students are also required to take account of its form and procedure in order to increase the representativeness of the study and maximize convenience for respondents.

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

4. Proactive media attention.
Media attention can help an organization to gain attention in the marketplace, providing clarity and credibility for stakeholders, because positive news stories can reinforce a positive corporate reputation. In this assignment, students design a media strategy and plan that highlight the strength(s) of the organization in order to gain positive media attention.

1.2 T: STRATEGIC CORPORATE COMMUNICATION

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

1.2 R: DATA COLLECTION AND SCALE CONSTRUCTION

In this module component, students will become familiar with multiple data collection methods, with a focus on the survey instrument. Classical test theory and scale construction will be introduced to deepen

their understanding of this particular method. The construction of data collection protocols and procedures will also be discussed.

1.2 S: CRISIS RESPONSE AND MEDIA REPRESENTATION

When organizations experience a crisis situation, this typically involves and affects multiple stakeholders. Because a crisis situation can seriously impact on an organization's performance and generate negative outcomes such as reputational damage, anger and negative word-of-mouth, effective crisis communication and damage control are essential. Dealing with the news media is an important task for communication professionals. On the one hand, an organization wants to be in the news because of a product launch or recent positive developments, or, on the other hand, an organization may be subject to unwanted negative media coverage because of a crisis situation. This component introduces the basic academic and professional skills of public relations professionals. In the role of PR officer, students will be asked to guide an organization in crisis. What should the organization do? What should it be saying, when and to whom? Topics that will be addressed in this part include: public relations; news selection and framing; and media effects.

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

1.3. USER EXPERIENCE (201600096)

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

A user-centred design process involves consulting the prospective user group at every stage of the design process. Users are asked to comment on the initial ideas of the designers and to provide feedback on the first prototypes of a new technology, and they are observed while working with these prototypes, etc. This can result in a new technology that is truly valued by users and that provides a good user experience.

This module provides an introduction to several fields that are related to user experience and the user-centred design process. Students are asked to evaluate a new technology and to provide the users of this technology with supportive user documentation that may help them to make optimal use of it. This may be a video that explains the usefulness of the technology, a website that explains how to use a specific function, an instruction manual that instructs new users on how to start using the technology, etc. This module includes four components.

1.3 P: USER PERSPECTIVES IN TECHNOLOGY DESIGN

The project consists of two parts. Firstly, students are asked by a client to design user documentation that accompanies a newly developed technology. This documentation needs to be based on the characteristics of prospective users, needs and preferences. Students should implement the skills they learned in part 1.3 S of the module.

Secondly, the students evaluate the technology and the documentation by means of a user test. This means that they ask people who belong to the target group to use the technology with the accompanying documentation. They observe these users as they use the technology and the documentation and/or ask questions to find out how the technology or documentation needs to be improved in order to improve the user experience. Students are required to use a validated research method to do this.

1.3 T: HUMAN-TECHNOLOGY INTERACTION

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

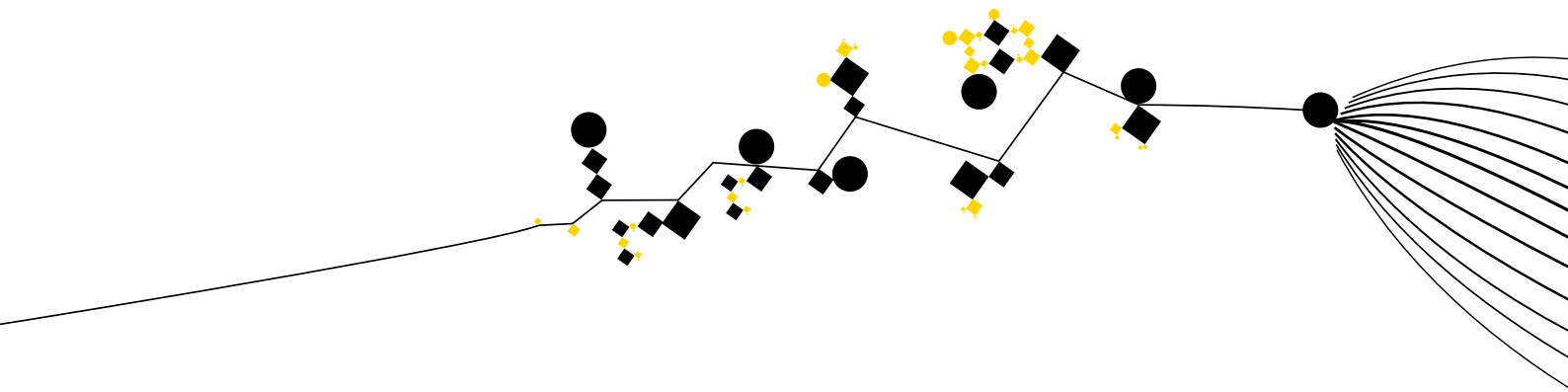
- theories on acceptance, adoption and appropriation;
- theories on information processing;
- theories related to the concepts of usability and user experience.

1.3 R: QUALITATIVE METHODOLOGY 1

In a user-centred design process, several research methods must be applied and specific methods may be helpful at every stage of the design process. These are qualitative methods, which focus on collecting in-depth data on how users think about technologies, how they interact with these technologies and what kind of support they need. In this module component, students are acquainted with a variety of qualitative methods. They learn about how they can use these methods and what methodological strengths and weaknesses are associated with these methods.

1.3 S: INSTRUCTIONAL DESIGN

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

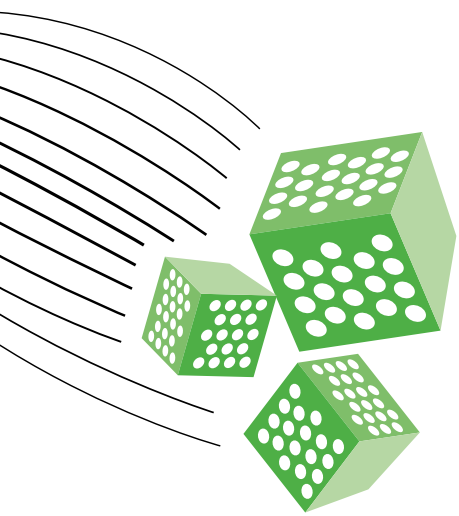


1.4. PERSUASIVE TECHNOLOGY (201600097)

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

1.4 P: TECHNOLOGY DESIGN AND COMPLIANCE

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



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

1.4 T: BEHAVIOURAL CHANGE

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

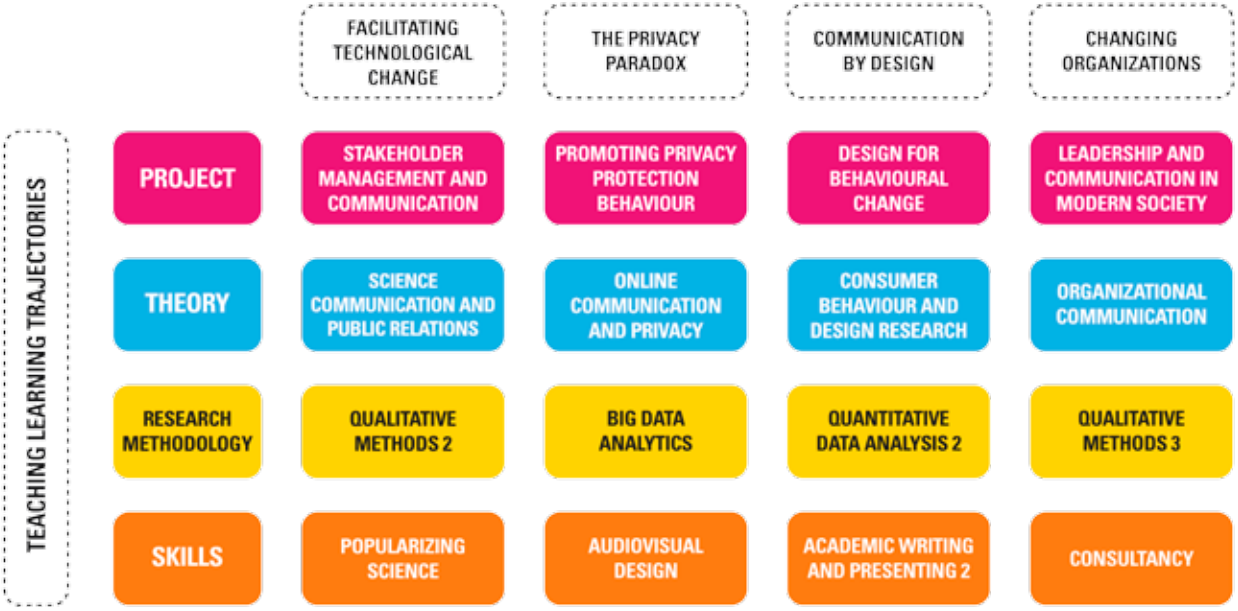
1.4 R: QUANTITATIVE DATA ANALYSIS 1

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

1.4 S: PROFESSIONAL COMMUNICATION

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

THE SECOND YEAR



2.1 FACILITATING TECHNOLOGICAL CHANGE (201700001)

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

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

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

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

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

2.1 R: QUALITATIVE METHODOLOGY 2

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

2.1 S: POPULARIZING SCIENCE

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

2.2 THE PRIVACY PARADOX (201700002)

This module aims to enable students to gain a thorough understanding of the psychological, social, ethical, legal, and technical aspects of online information privacy. Students will also acquire useful skills for analysing the structured and unstructured data that is accessible in the online world. The theories and skills that students acquire from the sessions, workshops, individual readings, and group discussions will then be used to produce a video-based intervention. This module includes four components.

2.2 P: PROMOTING PRIVACY PROTECTION BEHAVIOUR

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

Specifically, students are expected to (a) identify the target audience for the invention (e.g. minors, professionals, senior citizens), (b) determine their level of awareness of information-privacy violations online and their knowledge of relevant privacy protection strategies, and (c) produce a video-based intervention using results of a small-scale study with the target audience coupled with relevant points on online privacy behaviour from the literature. Within this project, students are also expected to perform a test of the preliminary version of their video-based intervention and to modify the video for actual use with the target audience.

2.2 T: ONLINE COMMUNICATION AND PRIVACY

This module component will address the topic of online communication and privacy from three different perspectives:

A: Online trust and information privacy concerns.
B: Legal and ethical foundations of online information privacy.
C: Technological aspects of information privacy violation and protection.

A: Online Trust and Information Privacy Concerns

Many risks are inherent in various forms of computer-mediated communication and exchanges. For instance, in an online commercial exchange context, customers are not only susceptible to product-related risks but also to potential threats to their information privacy. The massive popularity of online social networking, for example, also means that various types of information are constantly shared online, which further implies that the probability of information privacy violation is also real and significant. Trust literature has clearly demonstrated that the risks inherent in exchanges and transactions amplify the relevance of trust. Within this part of the module, the focus will be on (a) the interaction between trust and privacy concerns in the online environment, (b) the relevant factors that people take into account when making decisions with significant information privacy implications, and (c) the dynamics behind the tension between the urge to disclose various forms of personal data online and the need to protect one's information privacy.

B: Legal and Ethical Foundations of Online Information Privacy

Privacy experts and researchers assert that every human being has a fundamental right to privacy. This is enshrined in national or supranational laws that aim primarily to protect citizens' privacy. For instance, countries within the European Union follow clear regulations on the use and protection of citizens' personal data. However, certain countries do not have overarching national legislation for the protection of citizens' privacy. Such variations in the existence of legislation prompts the question of how far the personal data of EU citizens are legally protected when shared with an organisation located in a country where privacy legislation is not comparable to EU legislation. Within this part of the module, students will have the opportunity to fully understand the major points of EU legislation on information privacy protection (e.g., EU Directive 95/46, EU Directive 2016/680) and to discuss the legal aspects of privacy protection. More importantly, this module segment will also take an in-depth look at the ethical and moral bases of the fundamental right to privacy and focus on the tension between an individual's claim to privacy and the communitarian need for transparency and openness.

C: Technological Aspects of Information Privacy Violation and Protection

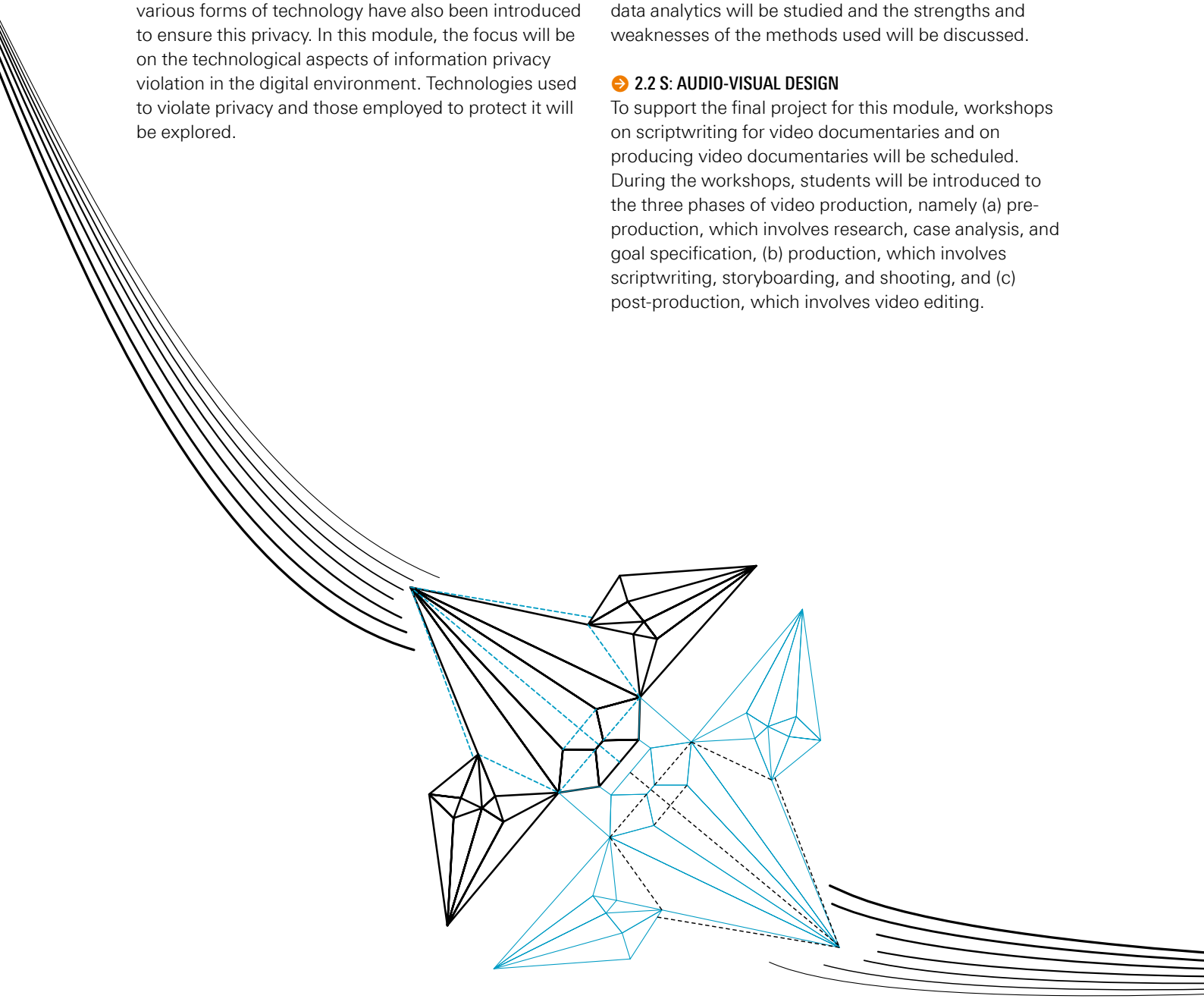
Even before the internet became widespread, various forms of technology (e.g., cameras,) and approaches (e.g., wiretapping) have been used to assault people's privacy. As new forms of technology are constantly embedding themselves in people's daily lives, their exposure to various forms of privacy violations is also intensifying. With people's increasing dependence on computer-mediated services and the increase in diverse online activities, their personal data are frequently collected and their online activities are constantly monitored. The declining cost of the tools used to track online behaviour and collect massive amounts of personal data have also substantially amplified the risks to people's online information privacy. Nonetheless, various forms of technology have also been introduced to ensure this privacy. In this module, the focus will be on the technological aspects of information privacy violation in the digital environment. Technologies used to violate privacy and those employed to protect it will be explored.

2.2 R: BIG DATA ANALYTICS

A wealth of information is available from websites, forums, and social media. Big data analytics are increasingly being applied to combine data from various sources, to represent the outcomes graphically, and to generate new knowledge about individuals based on information that is publically available. Knowledge about the practice and potential of big data analytics will enable the students to develop a video-based intervention about people's awareness of the risks of online information disclosure (voluntary or involuntary) or to inform them of ways to safeguard their information privacy online. In this module component, students will be introduced to the field of big data analytics. They will study the methods and the software that is available for analysing online information. Examples of the use of big data analytics will be studied and the strengths and weaknesses of the methods used will be discussed.

2.2 S: AUDIO-VISUAL DESIGN

To support the final project for this module, workshops on scriptwriting for video documentaries and on producing video documentaries will be scheduled. During the workshops, students will be introduced to the three phases of video production, namely (a) pre-production, which involves research, case analysis, and goal specification, (b) production, which involves scriptwriting, storyboarding, and shooting, and (c) post-production, which involves video editing.



2.3 COMMUNICATION BY DESIGN (201700003)

The success of (technological) interventions aimed at changing behaviour depends on the communication efforts that surround such interventions. For instance, the effect of surveillance technology on behaviour has been shown to vary depending on how surveillance is framed on information boards or warning signs. Likewise, recent research shows that encouraging desirable behaviours (e.g., taking a shower before entering a swimming pool, the correct disposal of litter, or the reduction of bicycle theft) can be enhanced by subtle design cues (such as a pair of watchful eyes depicted on warning signs).

What such studies show is not only that the communication effort that accompanies interventions is necessary for successful implementation in society, but also that communication works best when it not only includes textual elements, but also design cues. The success of design can be attributed to the fact that it often operates outside conscious awareness, which has the advantage of reducing consumer reactance. Furthermore, a very recent development shows that incorporating multi-sensory elements such as sound, scent or movement may render interventions even more persuasive (such as traffic lights equipped with sound, colour, and movement which give people a sense of control by informing them about how long they need to wait).

In sum, design plays a significant role when it comes to changing behaviour in many ways. Thus, instead of using exclusively linguistic means of communication, communication professionals may also use design to influence people's behaviour. In this module, students will develop and test a design intervention to solve a problem encountered in public space. They can devise a means to, for instance, reduce littering on campus, encourage students in a university restaurant to choose healthier food, or induce pro-social behaviours among people while queuing. This module includes four components.

2.3 P: DESIGN FOR BEHAVIOURAL CHANGE

Whether it is on our own campus or in a city centre, organizations always aim to promote certain desirable behaviours while reducing or preventing others. For instance, in our sports centre, it is important that users dress appropriately, a restaurant may wish to encourage diners to choose healthier foods, and a library may require people to keep their voices down. Sometimes specific measures are taken to enforce such behaviours (such as placing information boards or warning signs), while at other times it is simply taken for granted that people will behave 'appropriately'. In this module, students will work in teams on a specific project (either related to behaviour change on our own campus or in a public space elsewhere) for which they will propose, develop and test a design intervention.

2.3 T: CONSUMER BEHAVIOUR AND DESIGN RESEARCH

In this module component, students become acquainted with literature on design research and consumer behaviour. Students will come to understand that design may have a far-reaching impact over and beyond making our society prettier or more interesting. At the same time, literature on consumer behaviour reveals that consumer decision making and the ensuing behaviours may also come about in many different ways, sometimes involving conscious deliberation, at other times having a more subliminal effect. By pairing the fields of design research and consumer behaviour, students will be empowered to successfully use design as a means of effecting behavioural change in their project.

2.3 R: QUANTITATIVE DATA ANALYSIS 2

Following up on 'Quantitative Data Analysis 1' (module 4), students will become acquainted with the different types of statistical tests for multi-group comparisons (including analysis of variance and regression analysis). These are quantitative experimental research tools which allow comparison between two or more groups. For instance, students may compare behaviours in a group of participants who are exposed to their design intervention with behaviours in a control group (in which no design intervention was present). Furthermore, students will learn how to control for variables not part of the research set-up. For instance, how to control for weather conditions when conducting research outside? The aim in this module is to measure behaviours using technological devices such as eye trackers (e.g., do people actually look at the intervention?), GPS trackers (where do people go?), and movement sensors (how fast or erratically do people walk by?). Students will come to understand that depending on the type of measurement, different statistical tests will be feasible.

2.3 S: ACADEMIC WRITING AND PRESENTING 2

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

2.4 CHANGING ORGANIZATIONS (201700004)

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

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

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

2.4 P: LEADERSHIP AND COMMUNICATION IN MODERN SOCIETY

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

2.4 T: ORGANIZATIONAL COMMUNICATION

In this module component, students gain insight into the literature on organizational communication. They learn to reflect on the role of various communication processes and functions in organizations and how these relate to optimal functioning of both individuals and organizations. In the study material, different subdomains of organizational communication will be introduced, including: organizational climate and culture, leadership and mentoring, identity and identification, teams, technology and innovation, and communicating work-life issues. Students will deepen their understanding of these topics by comparing and contrasting relevant literature in these subdomains and by reflecting on how current developments in society and in the labour market are influencing these domains of organizational communication. The aim here is to apply these insights to their qualitative research project.

2.4 R: QUALITATIVE METHODOLOGY 3

Organizational communication involves complex and dynamic processes. Various actors are involved, all with different perspectives and interests, and their individual perceptions are shaped by interactions with others. Given their flexible and cyclical nature, qualitative research methods are highly suitable for analysing organizational processes. In this part of the module, students further build on their knowledge of qualitative research methods. They learn how to set up a small-scale mixed-methods research project from beginning to end. Students also develop their skills on qualitative data analysis (e.g., transcribed interviews, field notes), using ATLAS-ti.

2.4 S: CONSULTANCY

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

THE THIRD YEAR

MODULES 3.1 AND 3.2: ELECTIVES

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

• **Study abroad**

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

• **Internship**

An internship covers either 10 weeks (15 EC) or 20 weeks (30 EC) during which you are working for and within a company, institution, research institute, or university. The learning goal of the internship is to gain experience in the future working field by performing a relevant assignment at an external organisation. During the assignment, gained knowledge and skills at the study programme can be applied in an actual working environment. One of our objectives is to enable students to gain experience with foreign cultures. Therefore you are encouraged to search for and to find a placement abroad. By doing your internship abroad, you can combine working experience with an experience in a foreign country. International working experience is highly valued by companies and a welcome addition to any CV. The experience abroad will also increase your foreign language skills and help you develop yourself on an intercultural level.

• **UT minors**

The minors offered at the UT in the elective space are all structured in accordance with the TEM principles. The coherence of the minor is safeguarded by a central theme. Every minor consists of both educational activities, such as lectures and tutorials, and a project. In this project students are challenged to independently develop their knowledge and skills. You can choose for (a combination of): High Tech Human Touch (HTHT) minors, Join-in minors, In-depth minors or a premaster programme (if you consider to switch to a master from another study programme). Examples of minors are: Professional Learning in Organisations, Psychology of Safety, Human Factors & Engineering Psychology, Public Management, Technology, Organizations and People, Innovation and Entrepreneurship, and Philosophy of Science and Technology.

3.3 A BETTER WORLD (201700207)

The world is filled with wicked problems. We face situations that are difficult to address, given that knowledge is incomplete or contradictory, the large number of people and opinions involved, and the interconnectedness with other problems. In this module, students get to choose one of these global contemporary problems, and analyse the role of communication in the emergence of the problem. The goal is to propose a step forward in which communication plays a central role. How can communication scholars contribute to a better world? Students will have to address the different perspectives on the nature, causes, consequences and proposed solutions to this problem, and be reflexive about their own position. We will explore ethical and philosophical paradigms to cope with the complexity. This is a so-called "stretch module", which means that it is scheduled parallel to the Bachelor's thesis.

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

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

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

3.3 S: REFLECTION IN ACTION
In this module component, students will practice with actual reflection: what it is like to use several competing perspectives, and how to discuss differences.

3.4 BACHELOR ASSIGNMENT (201500169)

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

ADDITIONAL INFORMATION

ORGANIZATION, STUDY GUIDANCE AND COUNSELLING

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

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

- Prof.dr. Menno de Jong, Cubicus Building, Room C201, e-mail m.d.t.dejong@utwente.nl.
- Dr. Joyce Karreman, Cubicus Building, Room C210, e-mail j.karreman@utwente.nl.
- Dr. Thomas van Rompay, Cubicus Building, Room C208, e-mail t.j.l.vanrompay@utwente.nl.
- Dr. Mark van Vuuren, Cubicus Building, Room C205, e-mail h.a.vanvuuren@utwente.nl.

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

- Bachelor: Drs. Gert Brinkman, Cubicus Building, Room C118, e-mail g.w.brinkman@utwente.nl.
- (Pre-)Master: Jeanet Luijerink, Cubicus Building, Room C106, e-mail j.w.m.luijerink@utwente.nl.

PROGRAMME OFFICER
Astrid Oppers-van den Berg is responsible for the programme administration. She supports the students and lecturers in an administrative way. She works in consultation with the programme director, programme coordinators, study counsellors and the internship- and

graduation coordinator. She is among other things responsible for:
- assigning and adjusting of exam programs,
- the registration of the Binding Study advises,
- organization of colloquia,
- applying and preparation for diplomas and certificates,
- placing education-related announcements on the student portal,
- supporting the examination boards and program committee.

If you have questions about one of the above mentioned topics, the programme officer is the first person to contact.
- Astrid Oppers-van den Berg, Ravelijn Building, Room 3262, email: BOZ-CW-CES@utwente.nl.

PROGRAMME COORDINATOR

As programme coordinator, John Sevens provides policy support to the programme director and is responsible for the organisational, procedural and intrinsic coordination and harmonisation of the Bachelor's and Master's programmes. If you have a complaint or a practical question about the programme or a certain course, the programme coordinator is the first person to see. Contact information:
- Drs. John Sevens, Ravelijn Building, Room R3111, email: p.m.j.sevens@utwente.nl.

INTERNSHIP AND GRADUATION COORDINATOR

The internship and graduation coordinator is Mark Tempelman. He forms the link between the students and the working field when you are searching for an internship or a graduation project. You can also contact him with any questions you may have about internships and graduating. He receives requests from organisations that are looking for communication students for research or for an internship. Contact information:
- Drs. Mark Tempelman, Cubicus Building, Room C216, email: m.h.tempelman@utwente.nl.

STUDY ASSOCIATION COMMUNIQUÉ

Communiqué is the study association for students in the Bachelor's and Master's programmes of Communication Science at the University of Twente. Communiqué offers a friendly place where everyone is welcome to discuss their ideas over a cup of coffee of tea. In addition, the study association provides various services and organises many activities for its members. Communiqué organizes field trips, lectures and colloquia, sells textbooks at a discount, and arranges social activities like drinks and parties. Communiqué also organises an introduction day in August to welcome the new students. Contact info:
- Communiqué, Study Association for Communication Science, Cubicus Building, Room B105.

QUALITY ASSURANCE

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

- **Students**

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

- **Teaching Staff**

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

- **Programme Committee**

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

- **The Programme Director**

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

- **Student Association Communiqué**

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

- **Examination Board**

The Examination Board is the legal internal body assigned with safeguarding the quality of examination in

the programme, thus safeguarding the quality of the diploma. The Examination Board consists of expert examiners who take an independent stand while assessing the quality of examinations and final theses in the programme. The assessment may result in directions for examiners and the Programme Director. The board reports annually to the Dean.

• NVAO

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

CONSULTATIVE COMMITTEES

EDUCATIONAL FEEDBACK COMMITTEE (EFC)

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

EXAMINATION BOARD BEHAVIOURAL SCIENCES (BS)

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

PROGRAMME COMMITTEE

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

EDUCATIONAL APPLICATIONS

OSIRIS

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

- OSIRIS Courses Offering (no need to log in): Detailed information about modules (e.g., the teachers, the current form in which the modules and module components are taught, learning objectives of the modules, and literature used).
- OSIRIS Student (you need to log in): Meant for enrolment and unenrolment modules and courses, checking recent study results, an overview of study progress and study counselling.

BLACKBOARD

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

SCHEDULE / TIMETABLE

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

ADMISSION REQUIREMENTS

DUTCH STUDENTS

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

INTERNATIONAL STUDENTS

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

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

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

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

MORE INFORMATION

- **Communication Science website for prospective students**
  www.utwente.nl/en/education/bachelor/programmes/communication-science/
- **Communication Science website for current students and staff**
  www.utwente.nl/en/com/
- **Study Information Centre**
  study@utwente.nl
  Telephone: +31 (0)53 4895489

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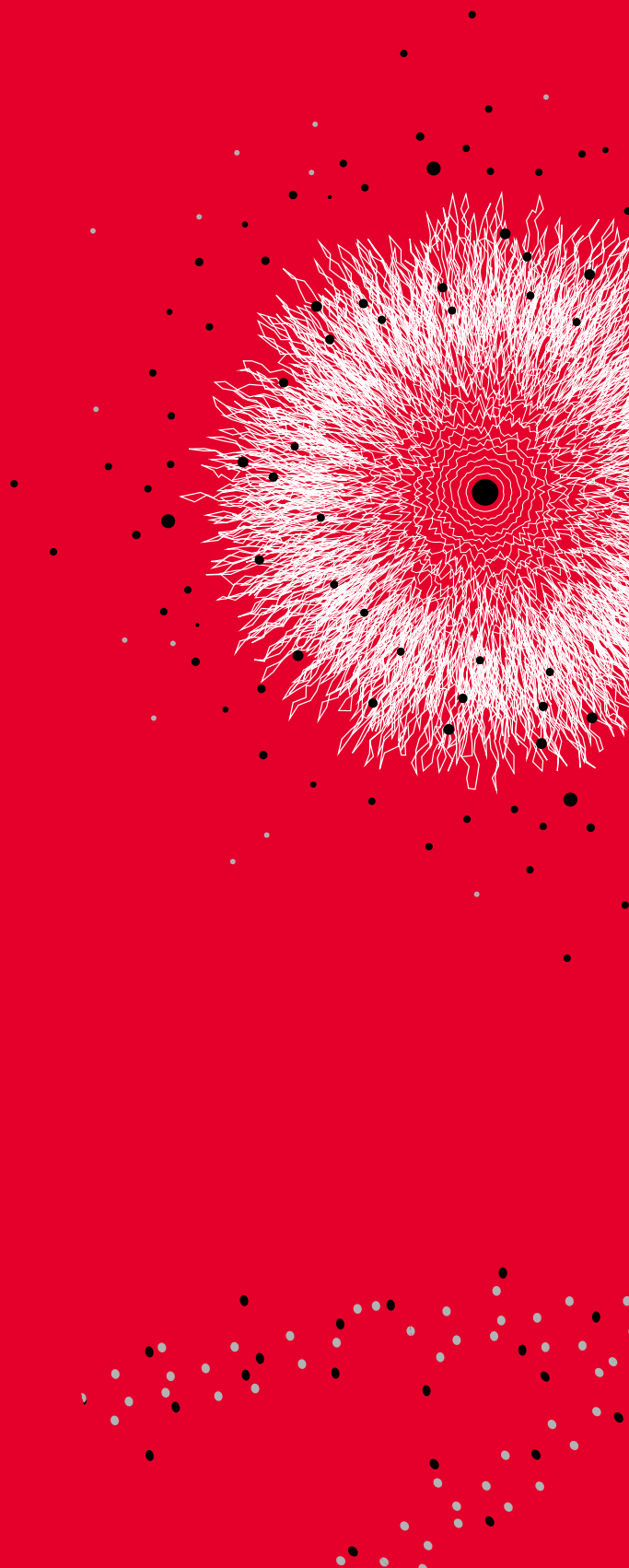
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