**Module descriptions for Bachelor's 1 and 2, Communication Science 2017/2018**

Version: 20 February 2017

**First Year (B1)**

**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 field of marketing communication and social media. It covers the increasingly wide range of tools and platforms used in this field. 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**roject: Digital Viral Campaign Planning

1.1 **T**heory: Marketing Communication and Social Media

1.1 **R**esearch Methodology: Research Methodology and Descriptive Statistics

1.1 Academic and Professional **S**kills: Academic Writing and Presenting

**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. **T: Marketing Communication & 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 & 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. **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).

**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 consolidated its importance due to its central role in building and maintaining trust. The reputation of an organization may also serve as an extrinsic reminder of quality, especially in commercial contexts where product assessment opportunities are limited (e.g., in the case of healthcare). Furthermore, a favourable corporate reputation is thought to protect and safeguard firms in times of crisis, facilitating damage control. Based on this, it is not surprising that modern economics attributes 70%-80% of a firm’s market value as emerging from intangible assets such as brand equity, intellectual capital, and goodwill, even though these assets remain difficult to place a value on.

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

This module includes four components:

1.2 **P**roject: Reputation and Crisis Management

1.2 **T**heory: Strategic Corporate Communication

1.2 **R**esearch Methodology: Data Collection and Scale Construction

1.2 Academic and Professional **S**kills: Crisis Response & Media Representation

**1.2 P: Reputation and Crisis Management**

Having been asked for advice by a typical organization, in this component students work in groups of 5 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 analyses, 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 material. 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 & 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.

**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**roject: User Perspectives in Technology Design

1.3 **T**heory: Human-Technology Interaction

1.3 **R**esearch Methodology: Qualitative Methodology 1

1.3 Academic and Professional **S**kills: Instructional Design

**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. Various research methods are taught in part R of the module in order to carry out the user tests.

**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.

**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**roject: Technology Design and Compliance

1.4 **T**heory: Behavioural Change

1.4 **R**esearch Methodology: Quantitative Data Analysis 1

1.4 Academic and Professional **S**kills: Professional Communication

**1.4 P: Technology Design and Compliance**

Starting in week 1, 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 needs to be collected by their app. These parameters will be used in the (fictitious) beta test of the app.

In week 7, the problem definition and idea for the app will be presented in a competitive ‘Shark Tank’ presentation. Established entrepreneurs will evaluate the ideas and solutions and decide whether to support the pitch or not.

In the second part of the module, the start-up firms will each write a briefing based on their chosen behavioural problem and business model. This briefing will serve as the input for another company (consisting of a different student group) that will work on developing the app.

This means that different student start-up groups will be the app developers for the entrepreneurial start-up firm. In this role, they will be responsible for building a mock-up app that meets the specifications and parameters as communicated in the briefing. Each group of students thus plays two different roles, that of entrepreneurial start-up and that of app developers. In their role as entrepreneurs they will provide feedback on the draft mock-ups of another student group.

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

**1.4 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 Analyses 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 analyses. 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 analyses 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 analyses (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 professional communication with professionals and other companies. This can be used when recruiting the critical friend for their start-up, and in their interactions with the other group during the development stage. Secondly, students prepare for a competitive pitch which they will present in the Shark Tank presentation format. Finally, students are trained and supervised in academic reflection.

**Second Year (B2)**

**5. Facilitating Technological Change (20170001)**

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**roject: Stakeholders and Technological Innovations

2.1 **T**heory: Science Communication & Public Relations

2.1 **R**esearch Methodology: Qualitative Methodology 2

2.1 Academic and Professional **S**kills: Popularizing Science

**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.

**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**roject: Promoting Privacy Protection Behaviour

2.2 **T**heory: Online Communication and Privacy

2.2 **R**esearch Methodology: Big Data Analytics

2.2 Academic and Professional **S**kills: Audio-Visual Design

**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.

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

**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 organization 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.

**Communication by Design (20170003)**

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. You 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**roject: Design for Behavioural Change

2.3 **T**heory: Consumer Behaviour & Design Research

2.3 **R**esearch Methodology: Quantitative Data Analyses 2

2.3 Academic and Professional Skills: Academic Writing and Presenting 2

**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, you 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 you will propose, develop and test a design intervention.

**2.3 T: Consumer Behavioural & 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 Analyses 2**

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

**7D: 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.

**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 parts:

2.4 **P**roject: Leadership & Communication in Modern Society

2.4 **T**heory: Organizational Communication

2.4 **R**esearch Methodology: Qualitative Methodology 3

2.5 Academic and Professional **S**kills: Consultancy

**2.4 P: Leadership & 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 analyses (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.