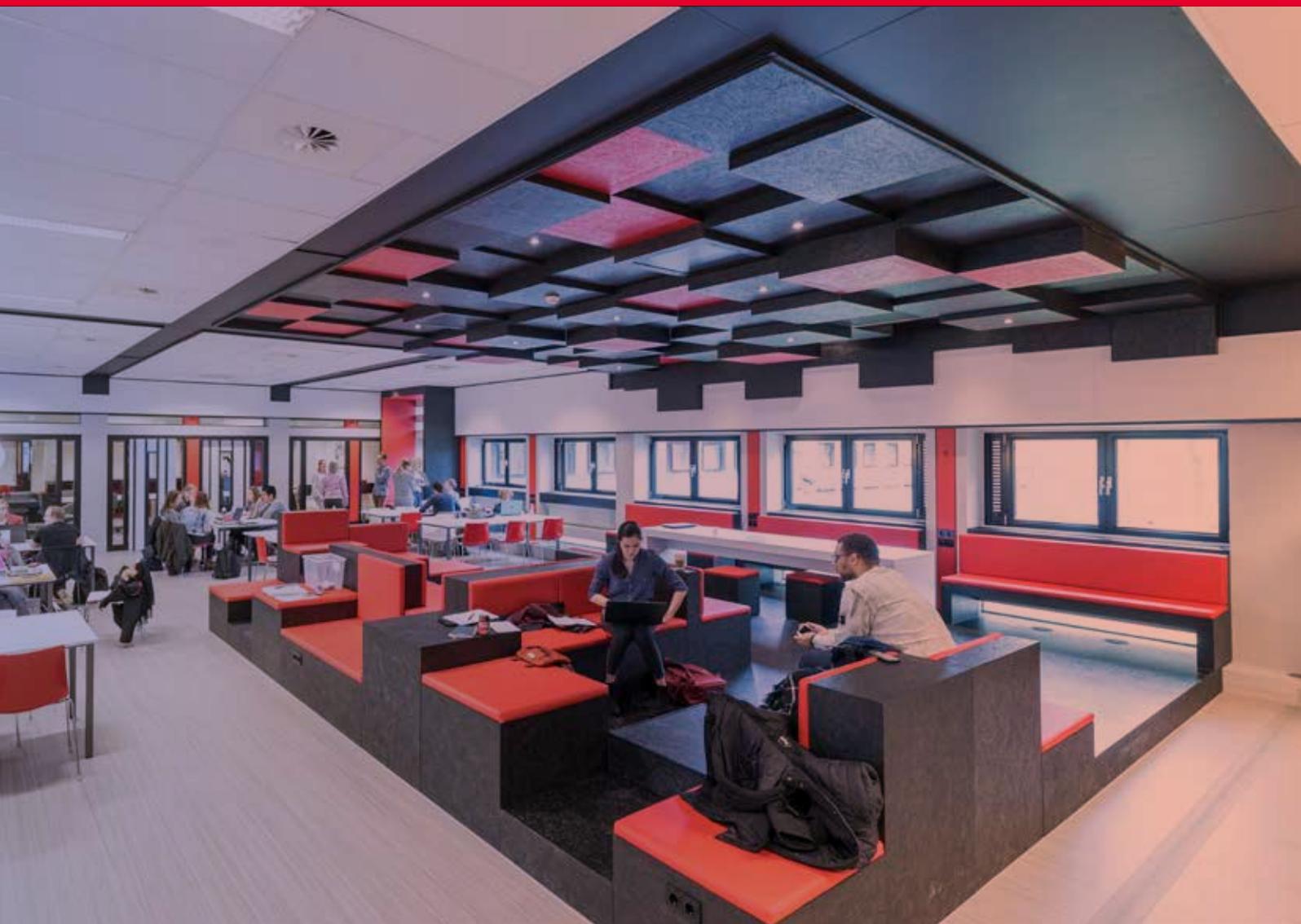


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MASTER OF SCIENCE COMMUNICATION SCIENCE PROGRAMME GUIDE 2019/2020

UNIVERSITY OF TWENTE.





PREFACE

Welcome. You have chosen for the Master's programme Communication Science (M-COM) at the University of Twente (UT). In the Netherlands, there are many communication-related study programmes on offer, both at university level and higher professional education (HBO) level. What differentiates the University of Twente's programme in Communication Science, compared to all other communication-related programmes?

We believe that in a rapidly changing world, organizations need proactive communication professionals with strong problem-solving skills. Our programme Communication Science gives you the

theoretical grounding and practical know-how to tackle complex communication challenges. By combining communication with organization, technology, and design, we aim to educate the communication professionals of the future. In this study guide you will read about the profile of the study programme, the design of the curriculum and the content of the courses.

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

Dr. Jordy Gosselt

Programme director Communication Science

MASTER COMMUNICATION SCIENCE

WHAT IS COMMUNICATION SCIENCE?

All societal challenges and all organizational issues are inextricably interwoven with communication. Communication Science focuses on the way people interact, share information, persuade each other, collaborate, and build lasting relationships. It involves sensemaking and storytelling, connecting, bonding and bridging, perspective-taking and empathy. It is about identity and image, and the need to be authentic, true and honest in times of increasing transparency. Communication professionals have to act in an everchanging media landscape, with an important role for various social media and a wear-out of traditional media. Societal and technological developments have only increased the importance of communication in professional and personal life. At the same time, the field of Communication Science is more complex and challenging than ever before.

Communication Science is more than isolated attention for producing communication means, informing people, changing behaviours, or selling products. It is about seeing organizational challenges and societal issues from a communication perspective, and recognizing the often crucial role of communication, either as a problem or as a possible solution. Communication professionals must have the ability to think critically and strategically, and make the step towards practical solutions. They must be able to thoroughly analyse problems and opportunities and also see the bigger picture. They must be aware of the here and now, but also have an eye for a future with drastic changes. They must be familiar with all communication theories and core concepts and have the ability to connect to other disciplines and work in multidisciplinary teams. Many of the current communication challenges are complex and multifaceted. Simple handbook-based solutions often do not apply anymore. Our time needs academically schooled communication professionals who can make a difference.

THE COMMUNICATION PROFESSIONAL OF THE FUTURE

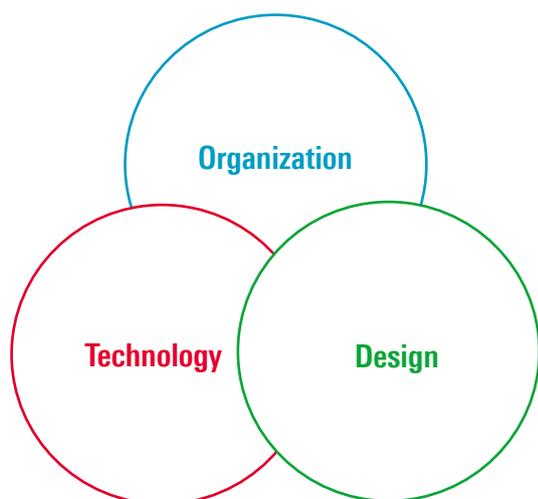
The Master's programme of Communication Science at the University of Twente aims at educating the communication professional of the future. Our programme therefore has four fundamental guiding principles:

- Modern communication is closely connected to the fields of organization, technology, and design. All professional communication is situated in organizational contexts. In modern society, fixed organizational structures are replaced by flexible structures, which are defined by communication processes. There is a reciprocal relationship between communication and technology: Technological developments have profound effects on how we communicate, and effective communication is a precondition for any technological innovation. The possibilities of design have long been underestimated in the field of Communication Science, but in our times of information overload, design can make a difference in the communication practice.
- Modern communication is closely related to subject matter and context. Communication is an inseparable part of all societal challenges and organizational issues. Communication Science is not an isolated set of theories that can be applied to every issue; it is an essential perspective, a lens through which we see reality. All societal challenges and all organizational issues require a clear communication perspective. Communication professionals must have the ability to proactively provide that perspective on societal and organizational developments.
- Modern communication professionals recognize the strategic impact of communication. They are able to think in strategic, analytical, and holistic ways, and to make the translation of strategical considerations into specific messages or dialogues. They are not waiting at the end of the chain to communicate about products, policies or events, but are involved from the very beginning.

- **Modern communication** professionals need a combination of academic thinking and a down-to-earth practical orientation. There is no future for ivory tower scholars, or for practitioners who merely apply handbook knowledge. Communication professionals must have the knowledge, attitude and skills to develop tailor-made solutions for complex problems and challenges.

To help our students develop themselves into communication professionals of the future, our programme pays a lot of attention to personal development and career perspectives. Our programme involves active participation and student-driven learning.

We expect our students to take initiative and deepen their understanding of complex topics through hands-on cases. Curiosity, creativity and critical thinking are highly valued. Throughout the programme, students will collaborate in small groups with teaching staff and fellow students. We offer a welcoming, informal atmosphere that is beneficial for active learning. Students are assigned to a career mentor (a teaching staff member) to reflect on their development of personal competencies and career objectives.



STUDY PROGRAMME COMMUNICATION SCIENCE

The one-year Master's programme in Communication Science starts in September and February. This internationally oriented programme is taught entirely in English and leads to the title of Master of Science (MSc). This programme is only available on a full-time basis. Before starting with the master's programme you have to choose one out of four specializations.

The four specializations are:

- Organizational Communication & Reputation
- Technology & Communication
- Marketing Communication & Design
- Digital Marketing Communication

The academic year is divided into two semesters, each consisting of two blocks. Each block consists of eight teaching weeks and two weeks in which examinations are planned. The Master's programme consists of 60EC (European Credits; 1EC corresponds with 28 hours of study load). A nominal study load is 15EC (three courses) per block, but it is allowed to take more or fewer courses in a block. The exact range of specialization courses and the blocks in which courses are offered may vary per academic year.

STRUCTURE OF THE STUDY PROGRAMME COMMUNICATION SCIENCE

The study programme consists of the following elements:

1. Three core courses: Essentials in Communication Science (5EC), Societal Challenges (5EC) and Research Topics (5EC);
2. Two obligatory specialization courses (total 10EC). Most of the specialization courses are offered once per year;
3. Elective courses (total 10EC). The tied choice space of 10EC offers much flexibility:
 - a Additional specialization courses from the chosen specialization, courses from another specialization in the Master's programme Communication Science, or a combination,
 - b Master courses from another Master's programme at the University of Twente. If you choose courses from another Master's programme this has to be approved beforehand by the programme's

Examination Board.

- c A Master’s Internship Communication Science (10EC). You may start the Internship when you have successfully completed the core courses Essentials in Communication Science and Societal Challenges.
- 4. A Master’s Thesis (25EC). In general, you may start the master thesis project when you have successfully completed the core courses Essentials in Communication Science and Societal Challenges.

The three core courses have shared learning goals with a specialization-specific perspective. In the Essentials course, students familiarize themselves with theories and core concepts in Communication Science in general as well as in their specific specialization. In the Societal Challenges course, students explore the contributions of their specialization to societal issues. In the Research Topics course, students formulate a research proposal that fits within their own specialization. The Research Topics course serves as a preparation for the Master’s Thesis research.

It is possible to choose more Master’s courses than the necessary 20EC specialization / elective courses.

Scheme 1 Master’s programme without internship

Semester 1		Semester 2	
Block 1A	Block 1B	Block 2A	Block 2B
5 EC	5 EC	25 EC Master Thesis Communication Science 201800100	
Essentials in Communication Science 201800090	Research Topics 201800091		
5 EC	5 EC		
Societal Challenges 201800092	Specialization / Elective course	5 EC	
5 EC	5 EC	Specialization / Elective course	
Specialization / Elective course	Specialization / Elective course	Specialization / Elective course	

Scheme 2 Master’s programme with internship

Semester 1		Semester 2	
Block 1A	Block 1B	Block 2A	Block 2B
5 EC	5 EC	25 EC Master Thesis Communication Science 201800100	
Essentials in Communication Science 201800090	Research Topics 201800091		
5 EC	5 EC		
Societal Challenges 201800092	Specialization course	10 EC	
5 EC	10 EC		
Specialization course	Master Internship Communication Science 201800099		

GENERAL OVERVIEW OF THE PROGRAMME

Semester 1		Semester 2	
Block 1A	Block 1B	Block 2A	Block 2B
5 EC Essentials in communication science <i>Karreman</i> 201800090	5 EC Research topics <i>Tempelman</i> 201800091	5 EC Essentials in communication science <i>Karreman</i> 201800090	5 EC Research topics <i>Tempelman</i> 201800091
5 EC Societal challenges <i>Van Rompay</i> 201800092	5 EC Public affairs <i>Beldad</i> 200900001	5 EC Societal challenges <i>Van Rompay</i> 201800092	5 EC Vision, strategy and leadership <i>Van Vuuren & Knoers</i> 201500386
5 EC Positive organizing <i>Van Vuuren</i> 201400185	5 EC Trust and risk <i>Beldad</i> 201800098	5 EC Reputation management <i>Gosselt</i> 192403650	5 EC Work and technology <i>Janssen</i> 201800097
5 EC User centred design of new media <i>Karreman</i> 201000113	5 EC Game studies in social sciences <i>Jacobs</i> 201900083	5 EC Social implications of the internet <i>Van Deursen</i> 201400191	5 EC Deception & persuasion in a digital society <i>Van Ooijen</i> 201900084
5 EC Advertising and Consumer Psychology <i>Voorn</i> 201800101	5 EC Design and service experience <i>Galetzka</i> 201800095	5 EC Advanced topics in digital marketing <i>Constantinides & De Vries</i> 201500080	5 EC Design and behavior change <i>Van Rompay</i> 201700008
	5 EC User support <i>Karreman</i> 201400190	5 EC Advertising and Consumer Psychology <i>Voorn</i> 201800101	

SPECIALIZATION ORGANIZATIONAL COMMUNICATION & REPUTATION

When people cannot reach a goal on their own, they look for help and organize themselves in groups. In the complex society we live in, such organizations are among the most important social groups in our lives.

We buy things from organizations. We receive services from organizations. We work in organizations. This specialization explores the functioning of organizations from a communicative perspective, because organizing involves communication-based activities like collaboration, leadership, negotiation, decision-making, and building relationships. When societies and organizations change, this inevitably calls for rethinking and redoing communication. In this master specialization, students learn to ask the right questions



Students preparing their project work

and do challenging research to understand communicative processes within and around organizations. In that way, they will be able to strategically advise organizations on how to handle the complex situations they are dealing with today.

WORK AND COMMUNICATION IN CHANGING ORGANIZATIONS

Organizations are constantly changing. With the lack of fixed structures, communication is the force that binds things together. Relevant changes in modern organizations include 'new ways of working', reorganizations and mergers, networked collaborations, and the introduction of new technologies in the workplace (e.g., artificial intelligence, robotics). Such developments call for leadership and attention to communication processes. At the same time organizations are increasingly aware of the importance of facilitating employees' personal development, contributing to their feelings of attachment with the organization, and creating and maintaining a fruitful organizational identity.

Examples of questions we address are:

- How do 'new ways of working' affect employee identification with the organization?
- What are the effects of the introduction of robotics on employees' work meaning?
- How is leadership constituted by communicative behaviours?
- How do organizations effectively implement new strategies?
- What are success and fail factors of mergers between organizations?

INFLUENCING RELEVANT STAKEHOLDERS

The success of organizations depends to a large extent

to their relationships with internal or external stakeholders: employees, shareholders, customers, suppliers, the government and the media, to mention a few. In these times of unprecedented transparency and a complicated and ever-evolving media landscape, organizations must try to build and maintain good relationships with all relevant stakeholders and secure a stable and respected position in society. Organizations must actively manage their reputation, decide how they relate to sustainability and social responsibility, and find way to balance self-interests with the interests of other stakeholders, for instance using public relations and public affairs.

Examples of questions we address are:

- How do organization members present themselves to their outside world?
- How can organizations deal with scandals and crises to protect their reputation?
- How can organizations get into a dialogue with external stakeholders like local, national, or international governments by means of public affairs or lobbying?
- What are innovative ways to start a company in the context of societal transformations?

SPECIALIZATION COURSES

First semester

- Positive Organizing
- Public Affairs
- Trust and Risk

Second semester

- Reputation Management
- Vision, Strategy and Leadership
- Work and Technology



Students working on their project in the DesignLab

SPECIALIZATION TECHNOLOGY & COMMUNICATION

Technology is everywhere. Our lives are strongly affected by ongoing technological developments. Think of the impact of smartphones, the internet and social media on our daily life, work, and society. Developments such as robotization, artificial intelligence, the internet of things, and nanotechnology are increasingly changing the world we live and work in. This specialization focuses on the interaction between technology and communication within society. This interaction is twofold: Technology influences the way we communicate, and at the same time communication is crucial for the development, acceptance and use of new technologies.

EFFECTS OF TECHNOLOGY ON COMMUNICATION

We are rapidly moving toward a digital society. Computers, the internet and smartphones play a central role in our lives. Instant messaging and social media have redefined our ways of communicating and our relationships with others. The media landscape is

constantly changing. At the societal level, there are growing concerns about new forms of inequality, disintegration, polarization, and privacy threats. Developments such as artificial intelligence, robotization, smart products, and the internet of things replace some of the communication traditionally done by humans. And technology itself becomes a communication means. Think of persuasive technology, such as apps and serious games. Augmented reality, virtual reality and 3D printing gradually blur the boundaries between the offline and the online world. In this specialization, we analyse how technology affects the very nature of communication.

Examples of questions we address are:

- What are the effects of the digital society on inequality between people?
- How do smartphones and instant messaging affect our interpersonal communication?
- How do people handle privacy threats imposed by their mobile phones?
- What are the effects of social media on polarization and trust in news media?

- What are the 21st century skills people need to function well in society?

COMMUNICATION SUPPORTING TECHNOLOGY

Not all technologies that are developed will be successful. Much depends on communication. It is crucial that designers of technology understand users and their use situations. Users seldom adopt a technology as is; they normally appropriate it to make it compatible with their wishes and experiences. Usability and user experience (UX) play an important role in the success of technologies. Communication professionals may serve as user advocates in technological design processes or take the responsibility for various types of user support. They may also focus on other stakeholders in technological design processes, for instance by popularizing advanced technologies, persuading investors or other critical stakeholders, or facilitating public debate about the desirability of new technologies. In this specialization, we analyse the role of communication as a success factor for technologies.

Examples of questions we address are:

- How can we design products for optimal UX?
- Why do people adopt some technologies almost immediately and some others not?
- How do people appropriate technologies so that the products fit into their lives or jobs?
- What are critical success factors in the implementation of software in organizations?
- How can we support users to make optimal use of technologies?

SPECIALIZATION COURSES

First semester

- User Centred Design of New Media
- Game Studies in Social Sciences
- User Support

Second semester

- Social Implications of the Internet
- Deception & Persuasion in a Digital Society
- Work and Technology



Students working on their project in de DesignLab

SPECIALIZATION MARKETING COMMUNICATION & DESIGN

Companies are always competing for the favour of consumers. In a highly competitive world, effective marketing communication can make a difference. Branding, positioning, and advertising are among the tools of the trade. Marketing communication professionals are increasingly aware of the communicative power of design. Think of product or packaging design, multisensory advertising, corporate or brand logos, and even the design of buildings and service environments. In collaboration with the MSc programme Industrial Design Engineering, this specialization combines attention to the fundamentals of marketing communication and consumer behaviour with attention to the possibilities of design.

UNDERSTANDING CONSUMERS

Every marketing communication effort starts with understanding consumers and their needs. Comprehensive knowledge of consumer psychology is essential for marketing communication professionals.

In a society that can be characterized by globalization, fragmentation and individualization, it becomes clear that 'one size fits all' solutions do not apply. Depending on lifestyle, media use and culture, consumers react differently to marketing communication efforts. At the same time, companies strive for long-lasting relationships with customers. Against this background, the challenge is how to reach consumers in a turbulent environment and how to turn them into loyal brand ambassadors.

Examples of questions we address are:

- How is consumer decision-making influenced by unconscious processes?
- What are the effects of humour in advertising strategies?
- Do hedonic and utilitarian products require different positioning strategies?
- What is the role of values in brand preference and choice?
- How can marketing professionals create and maintain a brand personality?

COMMUNICATION BY DESIGN

Given the overload of traditional advertising messages, communication professionals look for new ways of promoting their products and reaching consumers. Design has the potential to play a very important role, since consumers do not perceive design as a selling attempt and because they often appreciate good design. Research invariably shows that design can have stronger effects on consumers than traditional marketing communication efforts. This specialization focuses therefore on the ways in which (multisensory) design may be used in marketing communication.

Examples of questions we address are:

- How do design elements (e.g., shape, colour, typeface) influence brand impressions?
- How does environmental design (e.g., interior design, lighting, scent, music) influence consumer

perception of retailers and service providers?

- How do multisensory elements in packaging design affect the smell or taste of products?
- How can companies use music and scent to create the right atmosphere for consumers?

SPECIALIZATION COURSES

First semester

- User Centred Design of New Media
- Advertising and Consumer Psychology
- Design and Service Experience

Second semester

- Advertising and Consumer Psychology
- Design and Behaviour Change



Study area in Ravelijn

SPECIALIZATION DIGITAL MARKETING COMMUNICATION

The rise of the internet, smartphones and social media have drastically changed the marketing communication profession. The influence of traditional advertising strategies such as television and radio commercials and print advertisements is decreasing. Instead, companies are increasingly using the benefits offered by the internet, which leads to entirely different marketing communication strategies. The internet and social media offer unprecedented possibilities of learning about the needs and preferences of consumers, building relationships with them, tailoring and personalizing messages, and monitoring effects. At the same time, there are growing concerns about privacy and autonomy, and people seem to be getting tired of social media and especially online advertising. This specialization focuses on the intersection between marketing communication

MARKETING COMMUNICATION IN DIGITAL SOCIETY

Companies have to constantly adjust their marketing

strategies to fit in today's media landscape. Many companies are trying to find ways to optimally integrate social media in their marketing communication strategy. At first, companies opened Facebook and Twitter accounts, trying to build relationships with customers. They often copied offline advertising strategies in the online environment. Nowadays, we can see the emergence of more sophisticated ways of using the internet for marketing purposes, such as content marketing, influencer marketing, 24 hour chatbots, and personalized ads. This specialization focuses on the strategies that are or can be used by companies, but also on the downsides of digital marketing communication.

Examples of questions we address are:

- What are the benefits of content marketing compared to traditional advertising?
- How do marketers balance authenticity and control in influencer marketing?
- How do customers experience chatbots?
- How effective are personalized advertisements in social media?

- How do companies use their Facebook, Twitter or Instagram accounts?

DATA ANALYTICS AND CONSUMER BEHAVIOUR

The internet, smartphone apps and the internet of things enable companies to collect real-time data about customers and potential customers. Think of data about media use, earlier purchase behaviours and interests, lifestyle, location, and social activities. Such data can be combined and used to generate either individual or generic consumer profiles. Companies can use these profiles to target specific customers at specific times and specific places. However, there are growing concerns about privacy and misuse of data, which already have resulted in new legislation.

Examples of questions we address are:

- How do 'big data' analytics allow companies to target specific consumers?
- How do consumers react to strongly personalized product promotion attempts?
- How do companies use Google Analytics to optimize their marketing strategies?
- How can communication professionals raise the privacy awareness of consumers?

SPECIALIZATION COURSES

First semester

- Advertising and Consumer Psychology
- Game Studies in Social Sciences
- Trust and Risk

Second semester

- Advanced Topics in Digital Marketing
- Advertising and Consumer Psychology
- Reputation Management
- Deception & Persuasion in a Digital Society

COURSE DESCRIPTIONS

If you would like to know more about the current forms in which a course is taught and which literature is used, please check OSIRIS course catalogue. Osiris is the University of Twente's electronic course information system for all bachelor and master programmes.

ESSENTIALS IN COMMUNICATION SCIENCE (201800090)

In this course, we will make an inventory of relevant theories and key concepts within communication science. The first part of the course focuses on the general communication theories; the second part addresses a selection of theories that are relevant for the chosen specialization. Students are expected to actively work with theories and key concepts. To do so, they will describe and explain theories and key concepts, compare and relate them to each other, and reflect on their merits and limitations. Based on these activities, they formulate their own vision on the discipline and their chosen specialization. They are encouraged to explore their personal fascinations.

SOCIETAL CHALLENGES (201800092)

Major concerns shared by people often involve communication, as their cause, the possible solution, or both. A challenge-based approach on science calls for students to understand, study and engage with societal challenges in domains such as health, demographic change, security, efficient energy, governance, sustainability, inclusion, and freedom. In this course, students will practice setting their footprint by exploring a societal challenge from a communication perspective. Working in groups of students with different master specializations, students will focus on one societal challenge using a combination of fieldwork and literature research. Students analyse the societal challenge from the perspective of their specialization, and to collectively write an advice report on the role of communication.

RESEARCH TOPICS (201800091)

In this course, students gain experience with identifying a relevant research problem within the chosen specialization and writing a research proposal. To do so, they conduct a literature study, write a literature review, formulate relevant research questions, and select a suitable research approach. Students work

individually on their research proposal, supervised by a senior teaching staff member and supported by a small group of peers. They are instructed about effectively writing and presenting research proposals. The course ends with a pitch, in which the proposal is convincingly presented. Students also practice judging research proposals and presentations. The research proposal may serve as the start of the Master's thesis.

MASTER INTERNSHIP COMMUNICATION SCIENCE (201800099)

Students have the possibility to do an internship within an organization in the Netherlands or abroad. An internship may be aimed at gaining work experience, orienting on a future career, or confronting acquired knowledge and skills with the practice of academic professionals working in the field. The internship may or may not be combined with the Master's thesis. In their internship, students are expected to function as a junior communication professional, to describe their activities, and reflect on their functioning and personal competencies. The programme provides a supervisor from the teaching staff.

ADVANCED TOPICS IN DIGITAL MARKETING (201500080)

In his course we get the students in touch with established and emerging technologies, part of the marketing toolbox. We expose the students to various aspects of the Digital Transformation in the Marketing and teach them the skills and knowledge underpinning the work of the modern and future marketer. The course reviews current theories, models and management approaches in the field of marketing in digital environments with focus on four technology domains that are shaping already the marketing practice: Artificial Intelligence (AI), the Internet of Things (IoT), the Consumer Neuroscience (Neuromarketing) and the Big Data as the basis of marketing information and data-driven marketing. The students explore cutting-edge topics of the marketing practice in a research paper based on a critical literature review of a topic they choose. Two practical assignments allow students to apply neuromarketing methods in real-life situations and get familiar with the emerging marketing method of Behavioural Targeting.

ADVERTISING AND CONSUMER PSYCHOLOGY (201800101)

Having a great product with a well-balanced price, effective distribution and a company with vision and passion behind it to satisfy the desires of consumers are some of the fundamental prerequisites for business



Study area The Pit nearby the department of Communication Science

success. Effective marketing communications in a digital world is another critical element. In this course we will discuss relevant psychological theories behind advertising, branding, design, media, in-store promotions, word-of-mouth, virality, influencer marketing, native advertising, content marketing, social media, etc. During the lectures students will be stimulated to discuss various marketing communication cases. The focus of this course will be on the effective use of psychological theories towards the application of on and offline advertising and other marketing communications activities to achieve business success.

DECEPTION & PERSUASION IN A DIGITAL SOCIETY (201900084)

Deception and persuasion are as old as mankind. Digital technologies however, have changed how consumers and citizens respond to deception and persuasion attempts. We consume more online information than ever before and also produce more online information in the form of user data. Because of this growth in digital information exchange and the way it is used strategically by online agents, individuals have

become more susceptible to digital persuasion attempts, such as online behavioural advertising and nudging, or even deception attempts in the form of “fake news” and disinformation. In this course, we will discuss from a psychological perspective how technology enables persuasion and deception in the digital age

DESIGN AND BEHAVIOUR CHANGE (201700008)

In this course, we explore how design may contribute to behaviour change in the areas of health and wellbeing, pro-social behaviour, and sustainability. Throughout the course, students will work in multi-disciplinary teams together with students from Industrial Design Engineering. In these teams, students will bring together insights from design research and consumer psychology and will actually ‘use’ these findings to create and test a design for behaviour change intervention. By bridging the gap from theory to practice, students will become aware of individual, social and environmental determinants of behaviour change, and will be able to identify opportunities for using the communicative potential of design. At the

end of the course, teams will present their work and lay down their findings in a scientific report.

DESIGN AND SERVICE EXPERIENCE (201800095)

Managing consumer experience and behaviour is very important for service organizations. We explore how environmental design decisions impact the way consumers think, feel and behave. The servicescape consists of a complex interaction of social and environmental elements which are experienced holistically. Within the service environment, customer motivations vary. Dependent on the activity at hand (i.e., are consumers performing a complex or simple task), situational context (i.e., peak or off-peak hours), and the consumer's emotional and motivational state (i.e., are consumers looking for a specific goal, or just enjoying the environment), environmental design of the servicescape impacts consumer experience and behaviour. In this course, key concepts and theories of consumer experience and the service environment will be discussed and students will translate theory into practice. In a group assignment, students will develop and present a conceptual design for a specific service environment.

GAME STUDIES IN SOCIAL SCIENCES (201900083)

This course is focused on ongoing research in (digital) game studies. Students will examine games from a social-scientific perspective. This means games are analyzed in terms of their effects, contents, and the cultures they are found in, rather than their design. More specifically, the course discusses media-psychological investigations (player experiences and motivations) and serious games (games that communicate, train, persuade, market, or teach). Drawing on the latest research, students are informed about important methods in game research. Students taking this course do not need to be gamers or have experience playing games. Games are an important object of study for social scientists because they are at the same time an immense cultural phenomenon and a burgeoning medium of communication. As a cultural phenomenon, they are embroiled in multiple social panics about violence, addiction, and sexism. This has led to contentious academic debates which are discussed in this course. Attention is also paid to why people play, and what it means to have 'fun' playing games. Of course, games also have purposes beyond entertainment. Students will take existing knowledge on games and play and develop a serious game concept to tackle a pro-social issue or advertise a product. Upon finishing this course, students will be aware of the field of game studies in social sciences and will be able to apply this thinking in game concepts and player testing.

POSITIVE ORGANIZING (201400185)

The traditional problem-orientation of science runs the risk of missing the unique characteristics of goodness, health and beauty. Peace is more than the absence of war, just as health is more than the absence of illness. The opposite of 'bad' is 'not bad', which is really something different than 'good'. So how can one understand the nature of flourishing people, sustainable communication and healthy organizations? This is the research area of positive organizing. The awareness that in order to study meaningfulness, flourishing and strengths in organizations is nothing less than a paradigm shift, in a world where the focus primarily lies on problems, pathologies and limitations. In this course, we will explore this approach, looking at ways in which a positive take on organizational communication benefits the understanding of organizing (without becoming happy-clappy romantics) and is inspiring for research (without slackening on the disciplined rigor of social science)

PUBLIC AFFAIRS (200900001)

Organizations increasingly invest in public affairs activities to respond to societal and political developments, to promote relationships with key stakeholders, and to influence policy making. In this course, we will explore the theoretical foundations of public affairs and its practical applications. We focus on how activities such as issue management, stakeholder management, and lobbying, can be applied for the organization's interests. As public affairs is a relatively young scientific discipline and still in search of an identity, students are challenged to critically reflect on it from an academic perspective. Furthermore, students will apply theory in practice by designing a public affairs strategy for an organization.

REPUTATION MANAGEMENT (192403650)

As products and services have become more and more alike, organizations increasingly acknowledge the need to differ based on what makes them unique: their corporate reputation. Organizations with an attractive reputation prove effective in attracting customers, investors and good staff. Also, they can survive corporate crises that may be fatal for other - less reputable - organizations. Therefore it is important for both organizations and scholars to pay systematic attention to issues concerning the process of reputation formation. In this course, we analyse how to manage corporate reputation by relating the concept to the following topics: identity and image; stakeholder management; reputation measurement; corporate social responsibility; crisis communication; and media coverage. Every week another organization is put central that serves as a case to discuss relevant reputational topics.

SOCIAL IMPLICATIONS OF THE INTERNET (2014001910)

The Internet has been associated with changes in many areas of social life. Debates about the social implications focus on important topics such as digital inequality, economic growth, participation in policy making, cultural consumption, health, family, and regulation. Discussions of the implications often result in utopian and dystopian effects and are often supported by shallow arguments. In this course, students are encouraged to take a more critical look, resulting in a better understanding of the main perspectives and key findings about the social implications of the Internet. The course will be taught in weekly classes, each consisting of a lecture followed by discussion. The discussion will require familiarity with the provided readings. The goal is to expose students to several insights about which they have to write two short essays (on any two of the topics covered).

TRUST AND RISK (201800098)

In this course, we will explore the positive impact of trust on the establishment and the creation of various forms of interactions and exchanges, just as we will discuss the link between risk perception and trust in different contexts. The general discussion of what trust is and the relevant theories on its emergence and evolution will then proceed to an elaborate discussion of the role of trust in enhancing a range of positive organizational outcomes (e.g. commitment, satisfaction, productivity). Subsequently, the importance of trust for the success of organizations in both offline and online environments will be examined. Within this course, we will also focus on diverse strategies used to mitigate the negative consequences of breach of trust. For the duration of the course, seminal literature on trust from a range of disciplines (psychology, sociology, management science, marketing, human-computer interaction, and communication science) will be used.

USER CENTRED DESIGN OF NEW MEDIA (201000113)

In this course we focus on Human-Centred Design (HCD) processes and methods. Starting from an advanced understanding of usability, user experience, and accessibility garnered from recent literature, students will work on designs meant to inform, assist, and communicate with specific target groups. Students will engage with a range of methods throughout the different stages of a human-centred design process, with the end goal of delivering a concept or prototype app for a group of target users. The course has a workshop character, requiring intensive team-based participation. Students will iterate on their concept app

with knowledge gained from the literature and their own findings researching user groups. Throughout this course, we place the intended user in the middle of the design process to ensure the resulting app will be best suited to their specific needs and abilities.

USER SUPPORT (201400190)

In this course, we explore how organizations nowadays design, implement and update their user documentation. At home and at work, many people want or need to use new and complex technologies. User documentation is needed to support them using these technologies effectively and efficiently. Contemporary user documentation systems allow organizations to design and implement all user documentation in an efficient and flexible way. This facilitates the process of tailoring documentation to the target group's specific needs. Students in this course have to advise an organization about a new user documentation system. This includes advice on the content and structure of documentation, including some examples they have designed themselves, and advice on how to manage all user documentation efficiently.

VISION, STRATEGY AND LEADERSHIP (201500386)

In this course, we explore how professionals and organizations can cope with the current major transitions in societies and markets. Developments in technological, cultural, economic, ecological and behavioural fields fundamentally affect organizations and will change the demands on communication professionals dramatically. This course focuses on these transitions and will give students an overview in contemporary theoretical insights and practical implications for organizing and communicating. We will visit companies that face these challenges. Students will think about and create their own portfolio of competences and vision needed for 21st century professional life.

WORK AND TECHNOLOGY (201800097)

In this course, we explore how technologies change the ways people communicate, act, and organize their social relations in organizational contexts. The interplay between individual experiences and social dynamics surrounding technology use is central in this course. We focus on people's individual experiences when interacting with work-related technologies and how their experiences are related to their particular usage, needs, motivations, skills, expertise, and professional identity. Furthermore, we focus on the social dynamics that emerge when people collectively make sense of technology use in organizations, with special attention to organizational norms, processes, and practices which enable and constrain the adoption and use of new technologies. Students will be introduced to literature at the intersection of organization theory, organizational communication, and technology studies. We will explore how technology impacts work and organizations through theoretical lenses, like structuration theory, practice theory, affordances, and sociomateriality.



Meeting with supervisor

MASTER'S THESIS COMMUNICATION SCIENCE

The Master's thesis (201800100) can be seen as the final course of the Master's programme. Supervised by a senior faculty member from the programme, you conduct an individual research project on a specific topic within your specialization. The research results in a thesis (a research report or article) and a colloquium. It is possible (but not required) to conduct the research project within or for an external organization (for instance a company, communication agency, or a governmental organization). You will be responsible for finding an organisation and agreeing the research topic yourself, but you also need approval from the university. It is possible to combine the graduation project with an internship (201800099) within the same organization. At the start of the graduation process, you can receive support or advice from our graduation coordinator. More information can be found on our graduation website: www.utwente.nl/en/com/graduation-web/master

CAREER OPPORTUNITIES

Communication Science is a wide-ranging Master's programme that offers excellent job prospects. On average, our graduates find a job within two months.

WHERE OUR GRADUATES WORK

The programme has an active LinkedIn community in which some 500 of our total number of 700 graduates stay connected. If you would like to know which jobs they have and which organizations they work for, check the Pheidippus LinkedIn group.

BUSINESS

Most major companies have departments dedicated to internal and external communication, public relations, advertising, marketing communication, sponsoring, media contacts and PR.

ADVICE AND CONSULTANCY

You could opt for a career as an account manager or communication consultant, advising clients and designing communication strategies.

MEDIA

Broadcasters, media companies and publishers offer plenty of job opportunities in public relations, marketing and research.

GOVERNMENT & NON-PROFIT

Non-profit organizations include government bodies and healthcare institutions. Communication experts advise central, regional and local government on how best to approach various target groups. You could also develop and implement communication policy plans or act as a media spokesperson. In the healthcare sector, you could be part of public health campaigns designed to encourage people to embrace healthy living and ditch bad habits.

RESEARCH INSTITUTES

If you decide to pursue a career in research, your first step will be to embark on an in-depth study of a fascinating aspect of communication science as a PhD student at a university or research institute.

ADDITIONAL INFORMATION

ORGANIZATION AND STUDY GUIDANCE

During your Master'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

The programme director is Jordy Gosselt. He is always open for feedback, suggestions or innovative ideas. Contact information:

Dr. Jordy Gosselt

Cubicus Building, Room C215
j.f.gosselt@utwente.nl

STUDY ADVISORS

As study advisors, Jeanet Luijterink and Silvie Pothof 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. Jeanet Luijterink is the primary study advisor for the Master's programme, but when she is absent you can also contact Silvie Pothof. Contact information:

Bachelor: Silvie Pothof MSc

Cubicus Building, Room C118
s.j.pothof@utwente.nl

(Pre-)Master: Jeanet Luijterink

Cubicus Building, Room C106
j.w.m.luijterink@utwente.nl

PROGRAMME ADMINISTRATION

Anouk Lomans 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 coordinator, study advisors and the internship- and graduation coordinator. She is among other things responsible for:

- assigning and adjusting of exam programs,
- 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.

Anouk Lomans

Citadel Building, Room 434-436 and 438-440
BOZ-CW-CES@utwente.nl

PROGRAMME COORDINATOR

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

Drs. John Sevens

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



Study Association Communiqué

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
m.h.tempelman@utwente.nl

STUDY ASSOCIATION COMMUNIQUÉ

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

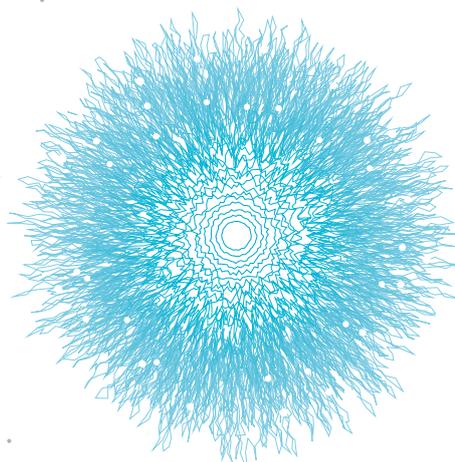
Communiqué

Study Association for Communication Science,
Cubicus Building, Room B105

QUALITY ASSURANCE

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

- **Students** Students share their experiences in panel meetings and periodic surveys, such as course evaluation surveys, programme evaluation surveys and the National Student Survey. Students participate in the Programme Committee where the student experiences are discussed and the Programme Director is advised about possible improvements.
- **Teaching Staff** Teachers evaluate their teaching experiences based on direct feedback in classes, information from student experience surveys, and panel meetings; they also critically evaluate the examination results. Teachers use the Quality Assurance pages to communicate which improvements they will make in the next edition of their courses. Teachers share their opinions and experiences in regular meetings with the Programme Director. Some teachers are involved in the Programme Committee.
- **Programme Committee** The Programme Committee (in Dutch: Opleidingscommissie) is a legal body supporting educational quality enhancement. The Programme Committee has 3-5 teaching staff members and an equal number of students. The Programme Committee discusses educational experiences and results and advises the Programme Director about improvements. The Programme Committee also monitors the 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.
- **Study Association Communiqué** The board of our study association Communiqué has an Educational Affairs officer, who is in direct contact with the Programme Coordinator. The Educational Affairs officer participates in quality discussions and proposes improvements in the programme. In addition, the study association organises an Educational Feedback Committee 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 courses 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 (www.sacommunique.nl/education/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 Science, Psychology, and Educational Science and Technology. The examination board consists of five faculty members and is supported by a registrar. The Study Counsellors and the Programme Coordinators are advisors. The Examination Committee meets once a month. For more information see: www.utwente.nl/en/bms/examboard

PROGRAMME COMMITTEE

Communication Science has its own Programme Committee, which focuses both on the Bachelor's and on the Master's programme. The Programme Committee occupies itself with all issues directly related to the set-up and quality of the instruction, such as advising where necessary to make alterations to the

course. 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.

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: www.utwente.nl/en/education/student-services/

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

CANVAS

Canvas is the digital learning environment at the University of Twente. All modules and courses at the UT are supported with Canvas. It is used for announcements, looking up lecture sheets / interesting articles, looking up assignments and handing them in, checking (partial) grades, forming groups for assignments and the saving of shared documents.

SCHEDULE / TIMETABLE

MyTimetable is the application in use at the UT for the creation of personal timetables. You can enter MyTimetable via www.utwente.nl/en/education/student-services/

ADMISSION REQUIREMENTS MSC COM

DUTCH HBO DEGREE

Students with a bachelor's degree from a university of applied sciences (HBO) do not directly fulfil all the admission requirements. In order to start a master's programme you first need to do a pre-master programme to bring your knowledge up to the required level. For more information see the Programme Guide Pre-Master Communication Science 2019/2020 or www.utwente.nl/en/education/master/programmes/communication-studies/admission

DUTCH UNIVERSITY DEGREE

As a student from another Dutch university, direct access to the Master's degree programme in Communication Science will depend on the subject you have taken during your Bachelor's programme.

1. **Students with a degree** in the humanities or technical sciences typically have to take the full 30-credit version of the pre-Master's programme first, as they do not possess enough background in communication and social-science research methods and techniques.
2. **Students with a degree** in the social or behavioural sciences do normally have the required knowledge and skills in research methods and techniques and are therefore exempted from the 15 credits of pre-Master's courses on these topics. However, they may still be required to take 15 credits of courses specific to the field of communication science.
3. **Students with a degree** in Communication Science from the University of Amsterdam, VU University Amsterdam, Radboud University or Wageningen University have direct access to the Master's in Communication Science.
4. **Students with a degree** in Communication and Information Studies awarded by Radboud University Nijmegen, Tilburg University, University of Groningen, Utrecht University, University of Amsterdam or the VU University Amsterdam have direct access to the Master's in Communication Science.

INTERNATIONAL DEGREE

Students of foreign university programmes should meet the following requirements for enrolling in the Master's programme Communication Science:

- A bachelor degree in communication sciences or closely related.
- Sufficient research competencies, including knowledge of research methodology and qualitative and quantitative data analysis.
- Sufficient English language skills: Academic IELTS, 6.5 overall, and all sub-scores are at least 6.0; TOEFL-iBT at least 90; Cambridge CAE-C (CPE).
- In addition, Chinese nationals need a Nuffic certificate.

Students who do not have the required research competencies, may be referred to the Pre-Master programme. For more information see the Programme Guide Pre Master Communication Science 2019/2020 or www.utwente.nl/en/education/master/programmes/communication-studies/admission/

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