

**Semester 1 - Fall:**  
 period **A** (Sept-Nov) and period **B** (Nov-Jan)

**Year 1** *Pay attention to a period in which the courses are offered.  
 Students can follow 3 courses per period*

course code	course name	year
JCB-COMM.1V-22  <b>5 ects</b>	<p><b>Effective Communication – in period A</b></p> <p>In this course, students will learn about the theoretical foundations of communication, which is vital for the understanding of any communication-related field of science and practice. You will be introduced to communication as a field of science and you will gain essential knowledge about how this field developed and what it involves today. Namely, you will learn about the characteristics and functions of communication as proposed by various academic schools of thought. To apply this knowledge, you will examine case-studies relating to business, interpersonal and intercultural communication. You will also have an opportunity to practice a number of professional skills in the context of this new knowledge: speaking in front of an audience to present a case or an idea.</p>	1
JCB-CREA.1V-22  <b>5 ects</b>	<p><b>Creative Lab – in period A</b></p> <p>Creativity is crucial in the field and for today’s media and/or communication professional. It makes no difference whether it concerns journalistic productions or communication advice, a user interface or market strategy, creativity is always needed in all these cases to realize a catching professional product. The Programmes expect us to be able to apply your creativity often and in many different areas. During the Creativity course students will learn how to come to creative solutions by using different methods and how to arrange creative processes. Students will realize and do a presentation on a creative process, but above all, work on your own creative skills. Students will use a “Dummy”, will record the personal creative process and development and will be able to communicate and present the process</p>	1

**YEAR 2**

<p>JCB-TECH.2V-18</p> <p><b>5 ect`'s</b></p>	<p><b>Technology, <u>in period A</u></b></p> <p>This course is closely connected to the professional field. Students learn to work in interdisciplinary teams. They teach each other about technological developments. Each group focuses on a different technology, does research on this technology, and creates a vision for 2040. .</p> <p><b>Assessment:</b> Create a master class for other teams based on technological research. Each group picks a different tech theme, tells a story about it and its significance, demonstrates it for other groups, and reflects on its use. It is discussed in the groups. They evaluate each other’s workshops.</p> <p><u>Learning goals:</u> a student is able to: spot technological developments, understand them, and historically position them, to anticipate and look ahead based on existing trends, to learn to handle disruptive technologies, to do research on technology and translate this to a clear vision, to understand the merits of digital data and signify digital transformations.</p>	
<p>JCB-CRMEFU.2V-18</p> <p><b>5 ect`'s</b></p>	<p><b>Cross Media Fundamentals, <u>in period A or B</u></b></p> <p>In this course students learn to communicate using diverse media platforms and channels. The course relies on advanced writing skills and presentation skills, but the emphasis is also on creating a strategy, and understanding the needs of a professional client. In some other courses, the emphasis is on the creative strategy. The aim of this course is to create a <b>content</b> strategy.</p> <p><b>Assessment:</b> Students deliver a content strategy for a professional client, based on a brief. The assessment is two-fold. First, they deliver a mid-term poster presentation, and provide effective and persuasive pitches with their posters, which rely on research and their professional skills. At the end of the course they provide a written, carefully planned content strategy. They proof that they can create a solid content strategy which uses different media channels and messages that are tailored to the needs of the client.</p>	<p>2</p>
<p>JCB-INCRBU-2V-20</p> <p><b>5 ect`'s</b></p>	<p><b>International Creative Business , <u>in period A</u></b></p> <p>This course focuses on the latest developments and the professional field of the creative industries and, more generally, on being a creative entrepreneur.</p> <p><b>Assessment:</b> Students develop a “what if” scenario, and strategically analyze this in the form of a proposal. Students think through an alternative for an existing business within the creative industries. What if Netflix would deliver film music? What</p>	

	<p>if Facebook would offer <i>social A.I.</i>? By engaging in this basic form of scenario planning, students are forced to think ahead, and rely on both creative and critical thinking.</p> <p><u>Learning goals:</u> a student is able to identify and analyze the current production chains and recent developments in the international creative industries, to define and critically assess the ways in which the international creative industries act as drivers of economic and social change, to look ahead and predict emerging trends within the international creative industries, to analyze relevant stakeholders, including partners and networks, within the international creative industries, to identify business opportunities within a chosen field, and analyze these further through an in-depth case-study, to write a request for proposal (RFP) for a business opportunity in a chosen industry</p>	
<p>JCB-GLOWOR-2V-20</p> <p><b>5 ect`s</b></p>	<p><b>The Future Work Place</b> <i>in period A or B</i></p> <p>We are globalizing fast, we are in perpetual beta and we are decentralizing. This has a huge effect on the way creative businesses and industries are structured and how people work together. As you are preparing yourself for your Work Placement next year, it's vital you know the spectrum of old and new creative companies globally. By knowing what type of company suits your personal and professional profile, you will be able to find a fun, interesting and learning internship. That's why we will research the traditional hierarchies, look at the typical silicon valley giants, the scale-ups, the startups and nomadic workers.</p>	<p>2</p>
<p>JCB-ENTREP.2V-18</p> <p><b>5 ect`s</b></p>	<p><b>Entrepreneurschip</b>, <i>in period B</i></p> <p>This course is closely connected to the professional field. Students learn to work in interdisciplinary teams on a business case. <b>Assessment:</b> Create a business model based on a problem with a team, in which each student fulfils a clear role. The best groups pitch to a client or even a funder/backer</p> <p><u>Learning goals:</u> a student is able to create a business case, to create opportunities, and have a brave and proactive attitude, to network, strategize, delegate and mobilize resources, to reflect and evaluate on social and ethical ways of doing entrepreneurship, to work in a competitive and international landscape</p>	<p>2</p>

<p>JCB -DATAST.2V-19</p> <p><b>5 ect`s</b></p>	<p><b>Data Storytelling, <i>offered in period B</i></b></p> <p>Successful projects in marketing as well as in the media and communication sectors make increasing use of online- and Big Data research techniques. Large amounts of data are instantly accessible on the Web. Especially social media networks collect and store enormous amounts of information about users. Researchers and marketers can scan this data for trends in culture, society, and business.</p> <p>But the job is not done by collecting and analyzing the data in a dry report. Before data can become useful to different audiences, it needs be developed within the storytelling process: explore data, create a story and tell a story - by creating a narrative and producing data visualizations. This is the second part of the course: learning how to tell the story of complex findings from data analysis in clear, concise, and appealing visual language.</p> <p><u>The course covers the following areas:</u></p> <p><b>1.</b> The Internet as a source of data and the development of online research projects; <b>2.</b> Big Data - Facts &amp; Myths; <b>3.</b> Digital Methods (Tools and Strategies); <b>4.</b> Data Visualization (Tools and Techniques); <b>5.</b> Data Narratives</p>	<p>2</p>
<p><b>Year 3 - no courses</b> <i>The curriculum of the 3<sup>rd</sup> study year consists of internships and minors/ exchange programs.</i></p>		
<p><b>YEAR 4</b></p>		
<p>JCB-CIRCIN.3V-19</p> <p><b>5 ects</b></p>	<p><b>Circular Innovation <i>in period A</i></b></p> <p>Today’s linear ‘take, make, dispose’ economic model transforms natural resources into one-time use goods, with very little thought to their reuse, recovery or regeneration. This linear system exposes both society and business to serious risks - exhaustion of resources, increasing volumes of waste and pollution, and threats to the welfare and wellbeing of our people and planet. Simply put: we are in urgent need of an inclusive and circular economy.</p> <p>In this course we explore the Circular Economy with a focus on Creative Business: <b>1.</b> Understanding the principles of circular design and how it differs from the linear ‘take-make-use-dispose’ model; <b>2.</b> Designing interactions between economy, society, and environment in creating circular closed-loop systems and services; <b>3.</b>Analysing the barriers and opportunities for transitioning from linear to circular systems and services.</p> <p><u>You will learn to:</u></p> <p>Map a system including both tangible material flows and intangible interactions; Apply circular design; strategies in creating a circular system/service; Develop a feasible circular business model that benefits the environment, society and economy; Demonstrate a user-cantered approach in the development of a circular system / service.</p>	<p>4</p>

<p>JCB-AICREA.3V-19</p> <p><b>5 ects</b></p>	<p><b>Artificial Intelligence and Creativity, <i>in period B</i></b></p> <p>Artificial Intelligence is embedding itself in every industry across the globe. If the last ten years were about building AI to help automate analytical and process-driven tasks, the next ten will be about building AI to augment creative workers across all disciplines.</p> <p>The field of computational creativity, or creative AI, is growing at a rapid pace. When machines become more intelligent, are humans freed to become more creative? New possibilities and partnerships between humans and machines are made possible. Our jobs, our art, and our society will change fundamentally due to automation and algorithms.</p> <p>Our students learn to think critically about the role of AI in creative business and the role of humans in the future job market. They learn to adopt a critical, social and ethical stance toward this technology. AI &amp; Creativity focuses on how technology is changing what it means to be human.</p>	
<p>JCB-GLOSCUP.3V-19</p> <p><b>5 ects</b></p>	<p><b>Global Scale-up, <i>in period A or B</i></b></p> <p>For thriving businesses scaling up is a necessity, going global a must. The success is determined not only by new markets opportunities but also by the capacity to adapt and embrace local cultures.</p> <p>In this course we will explore how companies can scale at speed to satisfy the demanding global consumer while adjusting to different cultures; Globalisation offers great opportunities for reaching new customers in a highly competitive global arena. But it also comes with negative side effects for the global and local economies as well as cultures.</p>	4
<p>JCB-GROWTH.3V-19</p> <p><b>5 ects</b></p>	<p><b>Growth Hacking, <i>in period A or B</i></b>  <i>number of spots in this course is limited! A very high level of discipline, independence and prior knowledge is required from all students in this course</i></p> <p>Following the rapid growth of companies such as Booking, Facebook, Twitter and Uber, many people wanted to learn “how they did it”. Some of the most successful startups managed to find unique ways to grow rapidly. A Growth-Team focusses</p>	4

	<p>on acquiring new customers, retaining them, engaging with customers and making customers return repeatedly. Just try to book something on Booking and you will see notifications such as: “This hotel was just booked by someone from country X” or “X number of people are looking at this hotel right now”. These smart notifications are tested, optimized, tested again (etc.) by dedicated Growth Hacking teams who have the sole purpose to push customers through the next phase of the customer journey.</p> <p>Growth Hacking is an advanced 4th year Creative Business course that demands a very high level of discipline and prior knowledge (Branding, Content Marketing, Consumer Behaviour, Human Centered Design). Students will be working and learning in three tracks, a remote technical Growth Hacking training (professional certificate is part of the course), Remote consultation sessions (mandatory) and working with real life clients. The client work is approximately 8 hours per week during a full 8 weeks. Students will be executing real life experiments with their clients, analyze the data gathered and make future recommendations based on the data. Prepare for a fun, relevant and workload intensive course. A maximum of 25 students per block is applied, first come first serve.</p>	
<p>JCB-BUBREX.3V-19</p>	<p><b>Building Brand Experiences, <i>in period A or B</i></b></p> <p>If brands are going to survive in our real-time future, they need to find new ways to show up in the lives of a global consumer who values access over ownership, fluidity over stability, experiences over goods, immediacy over quality, and value over status. Brands need to behave like always-on experiences, not static marketing strategies.</p> <p>In this course we will explore how to build always-on Experience Brands, by weaving together:  <b>1.</b> A brand’s meaningful reason for existence; <b>2.</b> Consumer needs, uncovered using hard (data) and soft (empathy);  <b>3.</b> consumer intelligence and <b>4.</b>Technology that amplifies, connects and makes everything more human.</p>	<p>4</p>
<p>JCB- JCB-MARIN.3V-21</p> <p><b>5 ects</b></p>	<p><b>Marketing Innovations, <i>in period A or B</i></b></p> <p>Marketing 4.0 is being phased out. Marketing 5.0 makes use of next-generation technologies such as AR/VR/IoT/blockchain to mimic human marketing capabilities. Throughout the customer journey, human-like systems create, communicate, deliver, and improve value. This course will prepare you for the rapidly changing marketing landscape by introducing you to emerging technologies and techniques for effectively influencing customer behavior in the context of the fourth industrial revolution.</p> <p>We will go over traditional marketing principles and examine how they are evolving for the new era and what impact they have on the overall marketing mix. We will link new marketing developments to global technological and give you the</p>	<p>4</p>

	<p>opportunity to explore some of the cutting-edge tools that are currently available to Marketers 5.0. You will be challenged to develop a more critical perspective on consumers and their relationship with the digital marketing space.</p>	
--	---	--