.CREATE

Creative Technology

A new bachelor's curriculum at the University of Twente

Starts 2010-2011	Starting 2010-2011, the University of Twente offers a three year university Bachelor's programme "Creative Technology".	A pilot group of 15 students is already active in the acadmic year 2009-2010.
CreaTe	We call our programme CreaTe.	
English	The curriculum is taught in English.	

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http://create.ewi.utwente.nl

http://www.bachelor.utwente.nl/create/
http://creativetechnology.eu/

Faculty of Electrical Engineering, Mathematics and Computer Science

UNIVERSITY OF TWENTE.

CreaTe at the University of Twente

Diversity
The intake of the CreaTe (Creative Technology) programme will consist of Dutch VWO students regardless of VWO profile(!), and foreign students with a comparable qualification.

One of the major challenges of the programme is to co-educate a diverse group of students at the boundaries of culture and technology.

Design and engineering
The program has design and engineering goals.
The design goals are "standard" for a programme in Industrial Design, with one major difference: CreaTe concentrates on "design for the digital world" (experience design, game design, web design, interaction design, motion design and motion graphic design, and visual communication).

The engineering goals cover aspects of Computer Science and Electrical Engineering (programming, web technology, sensors, communicating systems, dynamical systems and system control).
From the professional viewpoint, the intended learning outcomes aim to match (at Bachelor's level) the requirements set by the ICT Innovation Platform Creative Industry.

Innovation in engineering and design
Innovation in engineering often concerns the more clever exploitation of the laws of nature. The imagination and fantasy of the engineer concentrate on better understanding and manipulation of his "materials". He needs advanced science.
Another type of engineering innovation is the introduction of artefacts (not necessarily advanced in their construction) for new and sometimes unexpected purposes.

The fantasy and imagination of the engineer concentrate on making life safer, healthier, easier, more exciting or just more fun. He needs science, but also understanding of human behaviour, and affinity with the creation of visual (and other) experience.
The Creative Technology graduate is of the second type. (The type distinction is not very sharp, there is quite some area between the extremes here.)

Fading boundaries
There is a fading boundary between the natural physical world and the world of (interactive, intelligent, understanding) artefacts. We strive for designers who are fluent speakers of the languages of both worlds, and who can unite the two. We educate designers in a community of students with different beackgrounds, and with different interests and motivation. These designers will be valuable in application areas of any kind. Obviously in the realm of the Creative Industry and entertainment.

But learning, training and persuasion through serious games are equally important. And "enhanced reality" (to stage interaction while participants are at different locations, to create distraction, to create a feeling of well-being, to improve perception, usability and the understanding of what is going on, to improve safety and security) is certainly very important (and becoming more so) in interior design, in architecture, in public space, in health care and in many other areas.

Curriculum
One quarter of the first two years is occupied by Creative Applications projects. They constitute the major storyline in the curriculum. Around these applications there are units of study which provide essential knowledge and skills in engineering, design and business, in support of the main storyline.
One quarter of the second year is devoted to specialization. Each student chooses either the Smart Technology, or the New

Media subjects to specialize in.
The first half of the third year is profiling space. It serves e.g. to prepare for a Master's programme. But the student can also opt for a semester of study abroad.
In the second half of the third year the student chooses electives, aimed at human technology interaction and ethics and professional conduct.
The last quarter of the final year is for the Bachelor's graduation project.