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1. EXECUTIVE SUMMARY

This IC-report in your hands, zooms in on every part of the innovation process: hunting, ideating, concepting and briefly implementing.

We were honored to work with the one and only orange-colored university of The Netherlands: Breda University of Applied Sciences. BUAs stumbled upon a problem. But luckily, there were two Belgian Innovation students to the rescue! Their problem arose when the university noticed a lack of student connection among their Dutch and International students. Hereby, the big question that moves us through this project was *“how to create a stronger student community of the native and international students at Breda University of Applied Sciences”*? As mentioned in our IC Protocol, we will solve this with technology and innovation.

During the hunting phase, we went on a creative exploration to better understand the problem. We did this on the basis of fact and figures, stakeholder interviews, focus groups with BUAs students and through a participant observation. And fortunately, we had the chance to experience the life at BUAs through our own eyes! Throughout that hunting phase, we firstly got a clear picture of BUAs and its activities. In addition, we looked at the educational sector on Dutch soil before we mapped the most relevant competitors. As one of the top ¹international schools in The Netherlands with an open-minded mindset and diversity in both staff and students, we concluded that BUAs has a lot of potential to achieve an international community. But remarkable was that current activities are often focused on the International students. During deep conversations with experts and students from BUAs, we conducted intensive desk and field research. These results enabled us to open up the problem completely bringing us to the question: What about the Dutch students? If BUAs wants to build a connection between all students, everyone needs to be included equally in the concept.

The big reason why BUAs wants to build this concept can be traced back to the fact that the university wants to be more internationally recognized on European level by 2020. On top of that, BUAs wants their students to be international citizens.²

Time to move on to the next stage in our innovation process. It was time to spark our creativity!

We have co-created through a graffiti wall, a spontaneous brainstorm and the exchange of inspiring experiences of different students. Through these creativity processes, we came up with several relevant ideas. The graffiti wall happened via Instagram, because let's admit, Gen Z is online 24/7. Instagram, of course, was a perfect channel to ask for their opinions. For the brainstorm, we divided our innovative concepts into: Golden babies, Silver swans and Honorable mentions. Then it seemed

¹ According to Miss Van Dun, BUAs is placed in the top 3 of best international school in the Netherlands, see 4.4.2

² Students who respect, have an open mind and can work together with peers who have a different culture.

useful to go back to our hunting phase and analyze the knowledge and ideas we had gathered until this moment. As a result, we came to five Champion ideas. With BUas O'Cook, students can prepare their meals at cozy cooking islands at the campus with friends or even strangers. Or what about FreeFest, where students compete in groups to be the organizers of the yearly school festival. The third one is nothing better than BUkea. A concept where a room on campus will be furnished with Ikea furniture. Students can come here to trade furniture or rent it. Or a place where students can do their daily laundry and take at the same time a delicious coffee? That would be Wash Bar! And eventually BUas BUzz, an application for students from students. All BUas students can swipe for a buddy, a room or even a second-hand bike.

Using specific processes, such as Lean canvas and a conversational survey, helped us convert the five selected ideas into concepts. We entered the concept phase!

Typeform was our lifesaver! We were able to grab the attention of our target group and check the most popular options. To be honest, we didn't trust Gen Z enough to fully rely on their judgement. So, after the survey, we made a scoreboard with the most important criteria according our client.

And then BUas Buzz was born!

After deep research and portions of creativity, we can argue that BUas Buzz offers an answer to BUas's problem. With an online application from students for students, the student community will be strengthened on campus and in their daily lives. Specifically, the application is immediately offered to the student with every new enrollment. The BUas student logs in with specific login data and can start 'swiping' in different areas. BUas students can look for a perfect buddy, a new accommodation, delve into all the events that can be participated and finally have fun on the BUas's timeline.

We further substantiate our concept with a clear customer journey, a brief financial plan, some prototype features and a territory mapping. The last one, our territory mapping, confirms our conclusion from the hunting phase. Namely, that BUas already has a lot of activities for students, but still our client feels a lack of community among the international and Dutch students. That's where BUas BUzz appears. In contrary to other activities, our app is part of the students' daily lives and aims to strengthen the student community among internationals and Dutch students.

We therefore strongly advise BUas to appoint a project team within the international office that focuses on launching the app. We provide seven clear steps that must be followed to ensure that the implementation runs smoothly and successfully.

Let's help students swipe through college life! With this motto we ensure to answer to BUas initial problem.

You could easily skip to section 7.4 and read everything about BUas BUzz. But we tell you, the history of BUas Buzz is worth it! Enjoy reading!

2. INTRO

“Sometimes you win, sometimes you learn”. This motto allows us to introduce ourselves. We are Binette Seck and Lotte Reyskens, two third year students at the Erasmus University College in Brussels, concentrated in innovation, entrepreneurship and design. As a creative team at an entrepreneurial field of study, we love finding new, unique ways to solve problems. That brings us to this Innovation Case. In our last year of our Professional Bachelor ‘Idea and Innovation Management’, we have the opportunity to implement our wide range of professional skills that we learned during our valuable program.

Breda University of Applied sciences is an all-embracing school striving for international focus and a sustainable connection between their students. Currently they are facing a disconnection between local and international students. Anna Voinova, the exchange coordinator of BUAs, allowed and inspired us to work on the topic of “How to build a strong student community between the native and international students at BUAs?”.

With the guidance and energy of Ilse Godts, we were able to fulfill our project. And proudly present our final report, which includes deep research, competitive analysis and an innovative and a validated concept, in which we aim to answer to the client’s question.

3. PROBLEM

The big question that moves us through this project is “*how to create a stronger student community of the native and international students at Breda University of Applied Sciences*”? The term 'strong community' refers to a deeper connection between the 'Homies' (Dutch students) and the 'Wanderers' (International students).

Based on the conclusions of BUAs³ International Student Survey (2018)⁴, 59,1% of the respondents (wanderers) feel part of an international community at BUAs. How Dutch students experience the international character of BUAs is at this moment not yet measured. However, in order to take conclusions about the community at BUAs, both wanderers and homies need to be considered.

It is mentioned in our IC protocol that in order to resolve this, we will investigate how innovation and technology can be used to facilitate a stronger student community. As a team, we will develop a concept that is validated by the homies and wanderers. And make recommendations to BUAs about the implementation steps that have to be taken.

<p>Homies (n.) ['həʊmi]</p> <p>Dutch students at Breda University of Applied Sciences.</p> <p>Synonyms: Native students, Dutch students, Local student</p> <p><i>(Term first used in 2020 by Binette and Lotte.)</i></p>
<p>Wanderers (n.) ['wɒnd(ə)rə]</p> <p>International students at Breda University of Applied Sciences.</p> <p>Synonyms: Foreign students, International students</p> <p><i>(Term first used in 2020 by Binette and Lotte.)</i></p>
<p>Community (n.) [/kə'mju:niti]</p> <p>Judgmental free zone with friendship between like-minded students with a sense of belonging. Regardless of age and nationality.</p> <p>Synonyms: BUAs student group</p> <p><i>(Term first used in 2020 by Binette and Lotte.)</i></p>

³ Abbreviation for Breda University of Applied Sciences

⁴ International Student Survey (2018) Strategy, Education & Research Office: 4th edition in the past ten years. Survey among international students. Major objectives are to gain insights into international character of BUAs from international students' perspective as well as to use results in reassessment of international policy and practices.

4. HUNTING

Signaling, selecting, documenting and processing the environment is essential to get a better understanding of the context of the question. Therefore, we go through various steps to investigate the context. Through desk research, we begin to explore who BUAs is as a university; what it stands for, what it does and what it strives for. Additionally, we have a look into the sector to which BUAs belongs. Secondly, we investigate ‘why’ BUAs is reaching for a stronger student community between Homies and Wanderers. Through field research, and extra supporting desk research, we look at the life going on at BUAs anno 2019-2020. At last, we search for insights of our target group ‘Gen Z’ and their point of view on communities today.

4.1 BUAS WHO? (FACTS & FIGURES)

The campus of Breda University of Applied sciences is located in Breda (The Netherlands) since 1966.

Through our desk research⁵, Elisabeth Minnemann, President of the Executive Board, Breda University of Applied Sciences ensures that students earn more than just a degree. BUAs makes this possible through the combination of state-of-art education, relevant research and the cooperation with international businesses. The university college strives to prepare student for the modern global market or start their own businesses.

In the ‘Discover your world’ report⁶, the President of Breda University of Applied Sciences, states that BUAs’ global reach is real and tangible. With their globally and innovative orientated institute comprising Hotel, Facility, Leisure & Events, Tourism, Media, Games, Logistics and Built Environment, they have a large global oriented offer.

4.1.1 MISSION AND VISION

Breda University of applied sciences is striving for International focus, academic excellence, social impact, intercultural teamwork, personal growth, fun and friendship. It is a university with more than 7000 students and more than 700 employees, according to Mapping Internationalization 2018 literature of Breda University of Applied Sciences⁷. Their vision is to be an international leading knowledge institute with industry-relevant, high-quality, small-scaled and innovative education and research.

⁵ Breda University of Applied Sciences. (2018). Discover your world (facts & figures report). The Netherlands, Breda: Author.

⁶ Breda University of Applied Sciences. (2018). Discover your world (facts & figures report). The Netherlands, Breda: Breda University of Applied Sciences.

⁷ 8th edition publication of quantitative data on achievements from the entire organization.

Knowledge and Innovation

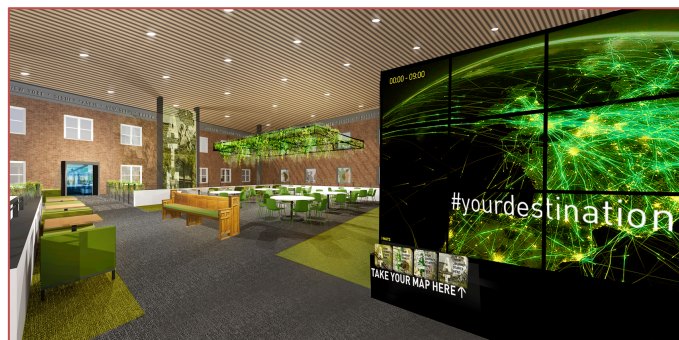
Interaction with the industry has always been a forte of BUAs. They see collaboration with companies and organizations in the professional field as the perfect way to share and make the most of knowledge. BUAs sees the opportunity of developing innovative solutions to topical questions in the industry, together.

- Social media trainings (personal development)
- Visits from international schools, speakers (several times a year)
- International agent days (once a year)
- Training dealing with stress (personal development)
- etc.

Body and Mind

BUAs want to secure that the time students and employees spend at the university is enjoyable and healthy. However, life is rarely so simple, BUAs is aware of the fact that students and employees will encounter difficulties during their study program or work. For many students and employees BUAs will be a period of transitions: from youth to adulthood; from school to university; from home life to campus life; from elsewhere to Breda.

- Mindfulness workshops
- BUAs lounge - Zone (smoke free, stress free)
- Vitality program
- Work Balance program
- etc.



Sustainability

Sustainability is part of BUAs concerns, for many reasons as environmental quality.

- BUAs garden (planting apple tree)
- Bike Wash (travel with your bike to the university)
- Tap water
- etc.

Alumni and Industry

Interaction with the industry has always been an importance for BUAs. They see collaboration among interesting organizations as the perfect way to share and make the most of knowledge. It is de driver of keeping innovating and bringing each other to a higher level.

Breda University of Applied Sciences is committed to long-lasting relationships with its graduates. Students obtaining a degree at the end, does not mean that their time at BUAs is over.

- Alumni events per domain
- College Tour/ TEDx
- Business/Network meetings
- etc.

Internationalization

Internationalization is the core of education at BUAs. BUAs wants to train their students for an international globalizing market⁸ because no matter where they will end up, they will come across international people and companies. And when that happens, BUAs wants their students and graduates to be ready to operate in different markets. For that reason, BUAs is fond of international students joining the school, establishing international classes and working with international teachers, businesses, etc.

The Mapping internationalization report (2018) ⁹showed us, that 18% of all the students at BUAs who are participating in a four-year program, are international. 50% of all students at BUAs complete an internship abroad. And in some programs, such as hotel management, it is obligatory to fulfill an international internship. On top of that, all communication at BUAs is in English.

Checking and monitoring international goals

It is clear that internationalization and international cooperation continue to be a key part of the identity and strategy of Breda University of Applied Sciences. Besides, they encounter that it is critical that the University keeps on checking and monitoring if they are indeed achieving their goals and if they are on the right track.

For the eighth time in a row, BUAs published a report¹⁰ with quantitative data that refers to international ambitions. These reports give BUAs an accurate reflection on achievements and help with future plans.



⁸ The way countries and people of the world interact and integrate.

⁹ Breda University of Applied Sciences. (2018). Mapping Internationalization @ Breda University of Applied Sciences. Breda, The Netherlands: Author.

¹⁰ Breda University of Applied Sciences. (2018). Mapping Internationalization @ Breda University of Applied Sciences. Breda, The Netherlands: Author.

4.1.2 NUMBERS

Numbers of 2018-2019

- 7,367 students at BUAs and 16,2% (1190) International students
- 796 staff employees at BUAs and 16,6% (132) international staff
- 203 students outgoing exchange students (Dutch students going abroad)
- 157 incoming exchange students (Students from abroad for 1 semester)
- TOP 5 study program with the highest international students; Tourism Management 63,2% international students, Master engineering 43,8%, International Spatial Development 39,8%, Media Innovation 37,5%,

Student origin

- In 2018-2019, 69 nationalities are studying at BUAs
- For the first time, Bulgarians hold a top position as the largest group of Non-Dutch students
- Followed by 4 top nationalities; Germany, Romania, Italy, Belgium/France/Indonesia/Poland

Student Mobility

- In 2017-2018, 347 places for student's exchange were available (203 were used). Previous year 307.
- Most incoming exchange students from Finland

Staff Origin and Mobility

- International employees at BUAs increased from 15,2% (2016-2017) to 16,6% (2017-2018)
- 99 lectures of BUAs spent a period abroad at a partner institution for education/ research purposes

International accreditations, Rankings and Partner Institutions

- From 145 (October 2017) to 149 (October 2018) partner institutions abroad
- Hotel Management was accredited by the international Centre of Excellence in Tourism & Hospitality Education (2018)

Work placement NL and Abroad (2017-2018)

- 822 student internships in the Netherlands

- 615 student internships abroad

Scholarships

- Erasmus + for studies: 130 students (2017-2018)
126 students (2016-2017)
- Erasmus + for placement 177 students (2017-2018)
187 students (2016-2017)

Lecturer Mobility

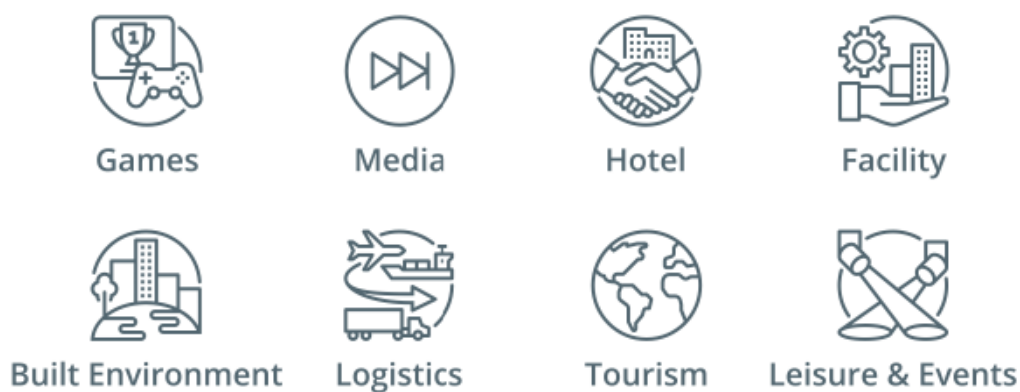
- 99 in total of lecturers of BUAs' academies (2017-2018) spend a period abroad (no longer than an academic year) at a partner institution for education and research purposes while still officially employed at their home institution.

International Employees

- Top 5 countries of Origin International BUAs Employees (2017-2018); Netherlands, UK, Germany, USA, Belgium = 132 employees are born outside the Netherlands and has lived abroad a minimum of ten years before her/his 20th birthday. Or has an experience of at least 5 years in an international context.

4.1.3 8 DOMAINS OF EXPERTISE

Breda University transformed new domains out of existing study programs. Between the different fields, there is an intense collaboration and sharing culture. The university explains their offers in professional and academic bachelors and master programs¹¹ on their online site comprehensively.



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¹¹ <https://www.buas.nl/en/programmes>

¹² Breda University of Applied Sciences. (2019). Our 8 domains of expertise [Illustration]. Retrieved from <https://www.buas.nl/sites/default/files/2019-03/Facts%20and%20Figures%20Booklet.pdf>

4.1.4 SECTOR SITUATION

The education inspectorate annual report¹³ on the state of education in the Netherlands (2019), contains interesting trends and developments within the education sector in The Netherlands. Specifically, at Universities and colleges. We briefly discuss these points to give you a small outline of education in The Netherlands. Which degrees can be obtained and the relationship in numbers between International and Dutch students. Later in the report, our competition analysis within the industry will include more information about the sector.

The Netherlands offers bachelor, master and PhD degrees. These degrees are offered in two broad categories:

- Research-oriented programs at Universities
- Professional courses in higher education at colleges. These programs prepare students to work in specific professions.

All master degree programs require a bachelor's degree for admission.

The report states that there are more students in the academic year of 2017/2018, compared with previous years. 260.000 students started a course in higher education. This means that the numbers of starting students increased, except for part-time HBO¹⁴ Master courses. In part-time HBO bachelor's programs, there are newer enrolls. Furthermore, the international enrolls continue to increase.

Master educations are generally accessible to students. 65.000 students are registered in the national register for non-funded higher education. The tuition fees in the Netherlands for students of the European Union is around 1800-4000 euros per year. (Ugochi, 2019)¹⁵

The inspection also sees that International students complete their education faster than Dutch students.

Of the 77 institutions that offer education in a foreign language, 34 institutions do not have a code of conduct. They do have a broader language policy in for example the desired language level of teachers and students. The interpretation of the language policy of institutions leads to systemic issues: how

¹³ Inspectie van het Onderwijs Ministerie van Onderwijs, Cultuur en Wetenschap. (2019). Hoofdlijnen De Staat van het Onderwijs. Utrecht, The Netherlands: Author.

¹⁴ Abbreviation for higher professional education

¹⁵ Source: Ugochi, C. (2019). Studie in Nederland: collegegeld, kosten van levensonderhoud, lijst van universiteiten in Nederland. Retrieved from Worldscholarshipforum.

does the supply of Dutch and Foreign language education relate to the labor market and are Dutch language skills sufficiently promoted?

On the webpage¹⁶ of municipality Breda, there are 21,000 students identified in total. The city contains two universities and five university colleges.

- Breda University of applied sciences (university college)
- Avans Hogeschool (university college)
- Avans+ (university college)
- Netherlands Business Academy (university)
- Institution Defence Leergangen
- Faculty Military Science
- Wageningen University & research

4.2 WANDERERS (INTERNATIONAL STUDENT SURVEY)

BUAs has carried out a survey¹⁷ among its international students. This survey was also carried out in 2008, 2011 and 2015. The major objectives of the International Student Survey are to gain insight into the international aspects of BUAs from an international students' perspective.

The research enrolled at BUAs on 1 October 2018 and the survey closed in 21 November 2018.

The average age of the respondents was 21.7 years. Of the respondents 229 (76.6%) were bachelor's degree seeking students, 28 (9.4%) master's degree seeking students, 37 (12.4%) exchange students and 2 (0.7%) double degree students. The respondent group consisted of students with all kinds of nationalities. Germans and Bulgarians had the biggest share, which is logical given their position as largest groups of non-Dutch students within BUAs. Results based on less than 10 respondents are not reported.

Conclusions

- How do students decide to come and study at BUAs?

The major reason for BUAs' international students to study in the Netherlands is because Dutch universities offer many English taught study programs. Among all the academies, this is the most common reason for international students to choose for BUAs. Additionally, many students indicate

¹⁶ Gemeente Breda. (n.d.). Jeugd en Onderwijs. Retrieved from <https://www.breda.nl/jeugd-en-onderwijs>

¹⁷ Breda University of Applied Sciences. (2018). International Student Survey. Breda, The Netherlands: Author.

that their choice was not based on the country, but on BUAs curriculum. There are specific programs which can only be followed at BUAs and students could not enroll for a similar course program in their home country. In comparison with 2011, there has been an increasing number of students that indicates that their choice is based on the good reputation in education on local level (From 35.1% to 62.6%). And approximately half of the surveyed students think that a degree from a Dutch university increases their chances on the job market. Which is another major reason for international students to study at BUAs.

Most students initially learn about the programs at BUAs through the internet, often via Google. When they learn about the program through contact with BUAs, visiting the BUAs site is the most common (64.2%). The importance of an Education fair as a source slightly increased from 14.9% in 2015 to 16.1% in 2018.

- Challenges they face

Before starting at BUAs, or at arrival, students mentioned they had problems regarding housing, finances/bank account and leaving their friends and family. Health insurance was also frequently reported as problematic. 46.2% of the respondents indicate that BUAs offered them help with the challenges or problems they faced during the application process.

38.6% of the respondents that faced challenges after they started at BUAs indicate that BUAs offered help with these challenges or problems. One of the challenges most often mentioned by international students is finding accommodation.

In general, first year and exchange students think it is hard to find accommodation in Breda. Academy for Urban Development, Logistics and Mobility (AUDLM) and Academy for Tourism (Aft) students most often find their accommodation through the Student Office of BUAs (41.7% and 32.7% respectively) and Academy for Digital Entertainment (ADE) students through social media or websites for individual room rental (57.6%). On average most students found their accommodation through social media or websites for individual room rental (34.4%). 72.7% of the respondents are satisfied with their accommodation.

- International aspects of the curriculum

In general, the students are positive about the international aspects of the lectures & literature. The respondents, agree that they learn to cooperate in teams with students from different backgrounds (78.5% of the total response), that they develop intercultural skills in their study program (74.0%) and that they are encouraged to apply different cultural perspectives in order to solve problems (63.8%). In comparison with the other academies, Academy for Leisure (AFL) respondents are more unsatisfied

with the international orientation of the lectures given and literature used within their academy. Academy for Leisure (AFL) is the biggest study field of BUAs, and an important part to consider.

In general, the international students of BUAs agree that the knowledge of teaching staff in their own discipline is up-to-date (81%). In addition, the students still think teaching staff is easily accessible and open minded towards international students, although to a slightly lesser degree than in 2015. However, less than half of the AfL ¹⁸respondents think teaching staff is international or has relevant international experience (43.6%) and only 44.4% of the ADE respondents agree that teaching staff and study coaches offer enough guidance and support.

Compared to 2011 and 2015 less students think that Dutch students are open minded towards international students (50.6% agree), that they show sensibility and understanding (41.3% agree) and that they communicate in English when international students are around (22.8% agree). For communication in English, the lowest scores were given by Academy of Hotel and Facility Management (AHFM) students. Only 5.4% of the AHFM students agree that Dutch students communicate in English when international students are around.

Less students perceive that there are enough guest lectures given by international guest lecturers compared to 2015. The lowest scores are given by AfL students. The percentage of degree-seeking students that agrees there are enough possibilities to go abroad during study trips (61.1%) and enough guest lectures by international guest lecturers (36.6%) slightly decreased compared to 2015.

Although more respondents are positive about the contact moments with the industry (38.4% compared to 34.8% in 2015), this percentage is still quite low. Most respondents however still believe that the contact moments they did have, have a positive influence on their professional development and are an essential part of the study program.

- Feeling of integration and community

59.1% of the respondents feel part of an international community at BUAs, AfT¹⁹ respondents in particular (68.3%). AfT students are in general the most positive about their integration at BUAs. This academy also has the highest rate of respondents feeling totally at ease at BUAs. However, on average international students think BUAs does not make enough effort to integrate Dutch and international students (38.5% in 2018 compared to 52.3% in 2015). In addition, many students think it is hard to meet and socialize with Dutch students (only 42.1% think this is easy). Meeting and socializing with other

¹⁸ Academy for Leisure

¹⁹ Academy for Tourism

international students are a lot easier for them (82.9% think this is easy). A growing number of students finds it easy to approach lecturers / teaching staff (84.5%).

The number of respondents that are member of ESN has significantly increased (from 4.1% in 2015 to 24.3% in 2018). The number of students that are member of other (student) associations and sports clubs has slightly decreased. AfL students are more often member of student associations or sports clubs than students from the other academies.

International students still spend most of their leisure time with other international students/people. 63.6% of the respondents indicate they make conscious efforts to meet Dutch students/people. AfT (71.6%) and AHFM (68.6%) respondents most often make efforts to meet Dutch students/people.

International students are still positive about living in Breda, although to a slightly lesser degree than in 2015. However, they only moderately agree upon the question if there is a sufficiently large offer of things to do for non-Dutch speakers in Breda (51.4% agree).

The percentage of students that think it is important to study Dutch while they are here is lower than in 2015 (59.4% and 72.2% respectively). Students are however still satisfied with the Dutch language course offered by BUAs (71.1% in 2018 compared to 75% in 2015 and 54.5% in 2011).

Compared to previous years, slightly fewer international students have a student job. Almost half of the respondents who have a student job agree that it was hard to find one (46.8%). Most of them are satisfied with their student job (80.6%) and find it is easy to combine with their studies (71%).



4.3 STRENGTHS AND WEAKNESSES

After analyzing BUAs and its international character, we concluded several strengths and weaknesses. These points are important to consider when building a concept for BUAs.

STRENGTH

MIX HOMIES & WANDERERS
INTERNATIONAL STUDENTS & STAFF
OPEN MINDED & ACCESIBLE STAFF
FOCUS ON BODY & MIND
FOCUS ON SUSTAINABILITY
GOOD REPUTATION
GLOBAL REACH
COLLABORATIONS



WEAKNESS

LACK OF
COMMUNITY
STUDENTS EXPERIENCE
DIFFICULTIES REGARDING
INTEGRATION



4.4 LIFE AT BUAS

The life at BUAs today is divided in different parts and activities that contributes to their community. Through an intense field research, we interviewed BUAs employees to receive their valuable point of view. Furthermore, we organized focus groups with our target audience and share our own participated observation, to clarify how students at BUAs experience the community. But to get a better understanding of what BUAs is already doing around internationalization, we firstly perform extra desk research to define already existing clubs and communities at BUAs.

4.4.1 COMMUNITIES AT BUAS NOW

Over the last year(s), BUAs has been doing their own research about this topic. This information is very useful to consider during our project. Therefore, Breda University of Applied Sciences provided us with additional documents involving their international strategy²⁰, international surveys²¹ and figures regarding internationalization at BUAs.

CLUBS AND ORGANIZATIONS AT BUAS

BUAs has a lot of independent student organizations and associations. These are focused to develop friendship and network, creating opportunities for self-development, cultural understanding by students helping students and to get familiar with partners and the city of Breda. Mostly through combining drinks, parties and events with formal occasion and educational activities.

- ESN (international student organization)
- Bress (Breda Student Sport; sport platform)
- 't Kag (Student association)
- BST de Derde Akte (Student Theatre association)
- etc.

Student activities are organized almost every day, hosted by study and student associations, educational program or the university itself.

- CLUBS@BUAs
- Student drink and party (weekly at the bar)
- Gala night (once a year)
- Language café (every two weeks)

²⁰ Breda University of Applied Sciences. (2018). Mapping Internationalization @ Breda University of Applied Sciences. Breda, The Netherlands: Author.

²¹ Breda University of Applied Sciences. (2018). International Student Survey. Breda, The Netherlands: Author.

- International food festival (once a year)
- etc.

LEISURE AND EVENTS

Breda University of Applied sciences (2019) found that “the way the student spend their leisure time, have become more and more important due the increasing pressure on work-life balance.” In addition, they are convinced that leisure plays an important role in society, promoting community building and social inclusion amongst others.

- Christmas dinner international students
- Movie night at the park/chapel
- Bike Wash
- etc.

4.4.2 STAKEHOLDER INTERVIEWS

To get a deeper understanding of internationalization in and around BUAs, we questioned relevant employees and experts from BUAs, and people/organizations working together with BUAs around this topic. We choose this research method because we wanted to have a conversation and not just a list of answers. We prepared several questions in advance, but didn't yet know enough to predict where the conversation would lead us. Therefore, a face-to-face conversation was necessary, to get the full understanding and deeper meanings. Firstly, we participated a meeting between student project groups that work on similar projects related to BUAs community.

SOCIAL HUB MEETING

During our research, we found that there were other BUAs students working on projects around internationalization and building a community on campus. Therefore, we set up a meeting. Everyone prepared a short presentation/pitch about their ongoing project to inform the rest.

Sofia Salesi and her classmate Jeffrey are two Social Innovation students who were working on a project for the Municipality of Breda. Their topics were 'How to mix the locals of Breda with internationals?' and 'How to create the already existing platform into a self-sustainable one; so, the (active) members get responsible of it without the help of the Municipality?'.

Elina, Merel, Lukas and Sophie are also four BUAs students. They almost had the same topic as us, namely 'How to build a community at BUAs?'.

The purpose of this meeting was to exchange ideas and potentially help each other with common research and concepts. Because it was an early stage for all three groups, there were no valuable ideas shared yet. However, some interesting contact persons and information about internationalization at BUAs was shared. More information about the people we interviewed and information about BUAs, will be shared later on in this report.

After several weeks, we re-contacted with the two groups. Then, we concluded that all three groups were heading in a different direction. Sofie and Jeffrey had to focus on Breda and not only BUAs, the other group was inventing one certain event as idea, while we were trying to build a sustainable concept.

MARLIE VAN DUN - ADVISOR INTERNATIONALIZATION AND DIRECTOR OF INTERNATIONAL AFFAIRS

Marlie Van Dun is BUAs' advisor for internationalization and director of international affairs. You could say she is, together with her small team, the mother of internationalization at BUAs. She knows about all about **what** BUAs does around internationalization, **why** it is done and **how** it is done.

Questions:

- Why is BUAs so fond of internationalization? What is their benefit?
- How does BUAs attract international students?
- Why do native students want to go to an international school?
- Which school are a good example for BUAs regarding internationalization or an international community?

Results:

The reason why BUAs is so fond of internationalization is to be easily clarified. Namely, the international job market²² is inevitable and future graduates want to be ready for this. For that reason, BUAs is committed to internationalization throughout the whole school. Students, but also institutions, recognize these efforts and therefore BUAs become popular and internationally recognized. In other words, these international initiatives are a benefit for the student as much as for the school. Because good students represent a good school.

International students don't get to BUAs by chance. There is a whole team of experts promoting BUAs and recruiting students. There is a Team of international recruiters who travel the world to promote BUAs, BUAs works together with Nufic (an organization who promotes international schools in foreign

²² An informal employment market that exists globally to meet the supply and demand of talent for multinational corporations

countries and establishes contacts for, among others, BUAs) and word of mouth is another big way how they achieve to recruit students.

But what about the Dutch? Most of the initiatives done by BUAs are established with the international students in the back of their mind. But it is important to keep an eye out for the Dutch students as well. These native students chose to go to an international school, but their internationalization shouldn't stop after class. Therefore, we need to find a way to stimulate the Dutch students to maintain their international role outside classes. And what can these Dutch students learn from the international students and vice versa?

According to Miss Van Dun, BUAs is placed in the top 3 of best international school in the Netherlands, but schools like Stenden (Friesland) and De Haagse Hotel school are two other schools that are a good example for BUAs.

ELLA BETTS - FOUNDER BUAS CLUBS

Since the end of September 2019, Ella Bets founded CLUBS@BUAs. This with the intention to bring a sense of community and a fun way to meet people at campus, based on interests and passion instead of internationalities.

Questions:

- Why did you start CLUBS@BUAs?
- What kind of clubs are there to join?
- How do students know about the clubs?
- How many members does the average club have?
- Who runs the clubs?
- What are the current outcomes of the Clubs?
- Why does BUAs as an organization want to support these clubs?
- What is next?



Results:

According to Ella, her idea of Clubs came up by a miss of community and not a lack of community. In England and the United States, they have a lot of societies, clubs and sport teams. She experienced that herself during her master degree in England. Her social life was based on the clubs, something that is not integrated in the BUAs culture. Ella has a lot of international and Dutch friends. Yet she found a tension between Homies and Wanderers. And wanted to bring them together based on their passion and interests, not their nationality.

She also thinks that when students come to study in a city they don't know, they miss the feeling of 'family'.

The first intention was to start the clubs with ESN (Erasmus student Network). After permission of Anna Voinova, Ella decided to just go for it on her own. And at the end of September 2019, the first formal clubs such as, Harry Potter club, Board gaming club, Cooking club and the LGBT club, got started.

The clubs are set up as a Facebook page where students can join and let the clubs know of they will attend. They also have an Instagram account and send out flyers throughout the school.

Currently there are 19 clubs at BUAs, free to enter. 14 of them are active and running on a schedule, with 226 club members in total. These club members are students from IMEM and IGAD, Dutch and International. After Christmas 2019, the Clubs will be launched over the whole university. The team members behind the clubs, are currently hoping on a 24 000-euro budget from SSF (student association). They additionally hope to have a community space where the clubs can meet and socialize once they move to the new campus. BUAs is the first university in Breda with clubs. Avans students have already shown interest and asked to join some of the clubs, but this is not yet been allowed, mainly for insurance reasons.

The clubs have also become a part of the IMEM second year curriculum. Which means it is a free elective; students have fifty to sixty hours work per academic year that they can spend at a company, start a business and in this case also creating. Thereafter, the student run the club.

The LGBT Club, brought a tremendous personal value to some of the BUAs students. It started by Ella, now students are running itself.

One of BUAs reasons behind the Clubs: "If you have more international students you can be seen on the global scale". And students are more likely to go to schools that have fun and meaningful activities they can join.

The next step they want to take is to extend with sport clubs in the next year.

ESN is an organization with the support of the European commission to guide and support international students during their period abroad. There are 18 ESN settlements in The Netherlands, including ESN Breda. ESN Breda has a partnership with BUAs as well as Avans. The ESN team of Breda consists of 6 board members and around 40 committee members.

Questions:

- What is ESN Breda? What do you do?
- How do people get in contact with ESN?
- Who can join ESN?
- How many members does ESN Breda have?



Results:

ESN wants students to feel at home. To accomplish that, they take a various amount of initiatives such as sport events, buddy project, trips, ... With a various amount of initiatives, they want everyone to have a place where they can belong.

- Every month they organize a language café where they can learn a foreign language in a “gezellige” environment.
- “ESN-Tuesday” is a weekly event were members (or non-members) come together and have a drink.
- ESN Breda has a “Committee” page on their site where people can share all sorts of events and activities. Even “I’m am going to the park, who wants to join?” is shared on there. The purpose of this platform is to meet new people and just have a good time.

Although everyone is welcome at the ESN events, their main focus lies on international students. Approximately 600 international students become an official member of ESN Breda. This means buying a membership cart. However, their “real members” are the ones that frequently join their events. This is a much lower number.

The communication towards students goes through BUAs. Because they have a partnership²³, the school sends out emails from ESN activities to relevant students. Direct communication is possible via the ESN website, Facebook page and Instagram page.

²³ Breda University of Applied Sciences has its own Erasmus Student Network for International Students. ESN has an office on the campus and direct contact with BUAs students.

4.4.3 FOCUS GROUPS

To get a better understanding of what both homies and wanderers are experiencing at BUAs, we held focus-group discussions on Friday 14th February 2020 on the campus in Breda. We chose this research method because we wanted to start a conversation that evokes the opinions, feelings and attitudes of the group. All students exposed a strong group dynamic. When they had to substantiate their views, underlying thoughts came up. Those results will be digested in different hypothesis.

OVERVIEW OPEN QUESTIONS

These questions are a guideline for the conversation.

Topic 1: The choice for the Netherlands / BUAs.

Help question: What is the major reason for studying at BUAs?

Help question: What are the major reasons for studying in the Netherlands?

Topic 2: The introduction.

Help question: Did you participate in the introduction week? / In case the answer was no: Why didn't you participate in the introduction week?

Help question: What are any remarks you have concerning the introduction week?

Topic 3: Integration.

Help question: What were the main challenges you faced by studying at BUAs?

Topic 4: School activities + outside the school.

Help question: Are you a member of some type of student associations? In case the answer was 'yes': which ones? And indicate if it helped you to adjust faster at BUAs and make social contacts. In case the answer was 'no': Why did you not participate?

Help question: Are you a member of any other type of association outside the school? In case the answer was 'yes': which ones? And indicate if it helped you to make social interactions.

Help question: Do you know ESN? How do you know it?

Topic 5: Social contacts.

Help question: Do you make conscious efforts to meet Dutch- International students / people? (Depends position) Specify answer.

Topic 6: Dutch.

Help question: Do you take a Dutch language course, specify reasons.

Topic 7: Support.

Help question: Are there any remarks concerning the support of BUAs on the student community on the campus? Clarify.

Help question: Do you think that BUAs provide enough initiatives to stimulate the international community among Dutch students and International students? Clarify?

Topic 8: BUAs and internationalization.

Help questions: How do you score BUAs on international level?
Did you choose consciously for BUAs and his international level? Clarify intentions of chose?
What do you hope to reach with an international school on your curriculum vitae?
How is it logical for you to choose for an international school but not have the primary goal to meet international students and socialize? Clarify?

FOCUS GROUPS PROFILES (21 PERSONS)

Group 1: 5 people

- Claire Jansen: 20 years/ **Homie**/ MBO Graphic Design Rotterdam/ Currently studying Creative Business at Breda University of Applied Sciences / lives at home.
- Thymo Van Turnhout: 19 years/ **Homie**/ Currently studying Creative Business at Breda University of Applied Sciences / lives at home.
- Cato Van Winssen: 19 years/ **Homie**/ Currently studying Creative Business at Breda University of Applied Sciences / lives in a dorm.
- Noah Van Staverden: 19 years/ **Homie**/ Currently studying Creative Business at Breda University of Applied Sciences / lives in a dorm.
- Lotus De Brouwer: 21 years/ **Homie**/ Currently studying Games at Breda University of Applied Sciences / lives in a dorm.

Group 2: 5 people

- Merel Van Manen: 18 years/ **Homie**/ Currently studying Creative Business at Breda University of Applied Sciences / lives in a dorm.
- Thijs Massink: 19 years/ **Homie**/ Currently studying Creative Business at Breda University of Applied Sciences / lives in a dorm.

- Zita Van Limpt: 19 years/**Homie**/ Currently studying Creative Business at Breda University of Applied Sciences / lives in a dorm.
- Wessel Hereijgers: 21 years/**Homie**/ MBO Audiovisual productions Rotterdam + one-year Light and audio/ Currently studying Creative Business at Breda University of Applied Sciences / lives at home.
- Kiara Doorwijk: 21 years/**Homie**/ Currently studying Hotel Management at Breda University of Applied Sciences / lives at home.

→ To avoid adjusted behavior, we decided to make two groups consisting only out of homies. In this way the homies could express their free opinion without having to consider the presence of wanderers.

Group 3: 6 people

- Christina Cordts: 21 years/ **Wanderer**/ Currently studying Creative Business at Breda University of Applied Sciences / lives in a dorm.
- Thijs Massink: 19 years/**Homie**/ Currently studying Creative Business at Breda University of Applied Sciences / lives in a dorm.
- Merel van Manen: 18 years/**Homie**/ Currently studying Creative Business at Breda University of Applied Sciences / lives in a dorm.
- Carlo Fisher: 19 years/**Wanderer**/ Gap Year in Bolivia/ Currently studying Creative Business at Breda University of Applied Sciences / lives in a dorm.
- Codrin Vidrasçu: 20 years/**Wanderer**/ Currently studying Creative Business at Breda University of Applied Sciences / lives in a dorm.
- Patricia Juan: 21 years/ **Wanderer**/ Exchange Psychology United Kingdom/ Currently studying Creative Business at Breda University of Applied Sciences/ lives in a dorm.

Group 4: 5 people

- Liv Oosterwyck: 20 years/**Homie**/ Currently studying Creative Business at Breda University of Applied Sciences / lives at home.
- Olivia Polak: 21 years/**Wanderer**/ Currently studying Creative Business at Breda University of Applied Sciences / lives in a dorm.
- Wilhelmina Steffen: 21 years/**Wanderer**/ First one semester Sociology economics Germany/ Currently studying Creative Business at Breda University of Applied Sciences / lives in a dorm.
- Jort Siemes: 16 years/**Homie** / Currently studying Creative Business at Breda University of Applied Sciences / lives at home.
- Kayleigh Dockhorn: 22 years/**Wanderer**/ Exchange program Art, culture, media Greece/ Currently studying Creative Business at Breda University of Applied Sciences/ lives in a dorm.

Based on our focus group discussions, we could form different hypothesis on the basis of qualitative research.

- It seems that some students think that BUAs initiatives are forcing the connection between homies and wanderers. Several students aim that it is not a rational process, but a natural bounding by several personalities.
- All the 14 Dutch students are wondering why all the attention is focused on the Internationals. A big part of the Dutch students is also leaving their 'home', not that far though, but the feeling of missing home may be the same.
- 14 of the 21 students, did not choose for the international imago of BUAs. The fact that the school is English spoken and has a professional imago in the Netherlands, played a bigger part. On top of that, they are convinced that the University stands good on their resume and will bring them interesting career opportunities in the future.
- 17 of the 21 students would recommend BUAs to friends, if these friends are seeking for an international school.
- 10 of the 21 students did not know about the different clubs that BUAs are providing. The Dutch students thought it was more an 'international thing.' 11 of the peers did pass a flyer on the wall about it, but did not get attracted to it.
- More than half of the students do not know where the ESN office is located on the campus.
- The Dutch For Foreigners classes are only for the internationals. 2 Dutch students proposed that Dutch for Foreigners classes should also be for the Dutch students, in that way they can teach the International and make a close connection. Dutch students could then get one study point for the teaching.
- It seems that 15 students think there are no activities that are 'attractive' enough to join after school hours.
- Apparently, a lot of international students stay 'together' with their own locals.
- Camp lost (introduction festival) was an ice breaker for the start at BUAs.
- 15 Dutch students think that there are a lot initiatives for the international students, but do not get involved themselves. What makes the difference between homies and wanderers only bigger.
- 8 Dutch students admit that they do not switch to English when an International student join the conversation. Main reason is because Internationals do not participate actively.

- 2 Dutch students give up the effort to engage with international students. Main reason: canceled last minute plans, only one-way efforts, internationals that are not engaged enough.
- According to all the German students in the discussions, they chose for BUAs for its practical teaching approach.
- 3 German students think that Dutch students are only open to native students.

Several students admit that there is a big 'missed' opportunity to learn about different cultures on campus. In classes they could integrate mixed up team structures.

“Friendships do not have to
be forced by the school”

**“ It needs to come from both
ways”**

“ It is very annoying when they
speak Dutch when I am joining
the conversation”

*“ I chose BUas because it looks
professional on my curriculum vitae”*

*“ I feel that I can't
level with them”*

“ This is the first thing I hear
about Clubs at school...”

*“ Maybe they should encourage harder
to speak English on campus”*

“There is just such a big cultural
difference and BUas needs to help
the Internationals to adapt more”

**“I think a cultural difference
is most of the time bullshit,
it's all about personalities”**

“ I think BUas does a lot for
International students, but not
for us all together”

*“ I am going to an international
school, but don't have international
friends”*

*“Later in my study career, the
internationalization will be more
important”*

“ Oh, I saw a flyer
about that event
somewhere... I think...”

*“ We did not search
for international
friends, but we have a
few”*

**“ It is easier to talk with
Dutch students”**

“ Bulgarian people always stick
together”

*“ I don't feel invited to the activities
as Dutch student”*

4.4.4 PARTICIPATING OBSERVATION

We decided to combine interviews with a participation observation. For six months, we were able to immerse ourselves in the culture of BUAs as participating students. We experienced the first semester in the same way as the students we include as our target group. We have actively participated in the community, built close relationships with students and employees at BUAs.

LOTTE REYSKENS - EXCHANGE STUDENT INTERNATIONAL MEDIA & ENTERTAINMENT MANAGEMENT

I, Lotte Reyskens, studied one semester at BUAs myself. As an international exchange student, I will share my own experience and observations.

School began with an international kick-off day on BUAs' new campus. I received a bag with a drink, informational books and some small gadgets. Additionally, everyone got a colored sticker that referred to the study program they were going to take part in. When walking around, I would look for people who got the same color as me, and started conversations with them. That day, I got to know the campus a little, made a boat trip, got information about important things as well as fun organizations, and ended the day with a BUAs party. I also bought an ESN member card because I thought it would help me make friends and that I would join their activities.

Once the actual classes began, it was disappointing to see that none of the people I had met before, were in my class. Additionally, most of my classmates knew each other from "Camp Lost", a camp hosted by BUAs for students who participate in a 4-year study program. Because almost everyone had spent time at the camp together, a good class atmosphere was established fairly quickly. And it didn't take long to fit in as well. Courses, in which we had to work in groups that changed every other week, helped to get to know my classmates better.

The following weeks, I mostly hanged out with my classmates who had become my close friends. When class was finished, we would stay a little longer to talk, we would go out to party, and make our own trips through the Netherlands. My classmates were both homes and wanderers, but I mostly hanged out with homies out of school. This was mainly because of their personal characteristics.



With some wanderers, I did feel a strong cultural difference. I did notice that wanderers from the same country tend to stay together in their original group, and do not actively try to mix with homies. On the other hand, homies tend to speak Dutch out of class, but in school environment. Approximately 80% of the time that I was there, homies switched to English when a wanderer joined the group, but 20% of the time they forgot or didn't bother.

Although I had bought the ESN membership card, I never went to one of their activities. Firstly, because I wasn't aware of their schedule and if I was, the activities didn't trigger me to go. Regarding Clubs@BUAs, I heard about it once and forgot about it for a while. Again, I think communication has a lot to do with the fact that I didn't participate in a club, since I was not fully aware of which clubs there were, when and where. Near the ending, I didn't have time to go and by then I figured it wouldn't be useful to go since I would be leaving soon. If I had stayed for a longer period, I am sure I would have gone to one, at least once.

Overall, I did feel at home at BUAs. I thought the campus was very "gezellig", and most of the teacher and students were friendly, approachable and helpful.

During my last year of my professional bachelor, I did a semester of Media and entertainment at Breda University of Applied sciences. The first day, the university organized a welcome day with a very long practical presentation followed by a boat tour. I met different international people that day, but never saw them again. The main reason was that my study domain was located at a different campus first due the building constructions. Still, I think it would have been more interesting to organize the boat tour with your future class to be. In that way you have the opportunity to get to know the peers already a bit.

Starting my Media course, I got in contact with a lot of Dutch people from my class and formed a close group. Most of this happened on our own initiatives. We created a WhatsApp group where we communicated daily about; assignments, evening plans, the room where we had class, etc.

We organized several home parties before we went clubbing in the city. We did all these activities as a class.



The division of teams during assignments were set up by the lecturer in advanced.

The same semester, BUAs introduced clubs. They did that by hanging flyers on the wall and inviting us to join an online Facebook group. I did not participate a single one. I think it is a cool thing to be part of, but I was only there for six months and did not see the added value of participation.

Due to the fact that I had a strong class vibe, I was not relying on any support of BUAs for my integration. Still, I think that BUAs could do better and help the international integration, for example by holding language courses given by Dutch students instead of a teacher.

4.5 TARGET GROUP: GEN Z

The WGSN²⁴ paper²⁵ about GEN Z²⁶ consumers, gave us insights on our target group. We had to go straight to the source to identify how BUAs could better respond to the diversity of today. So who is Gen Z and what captures their attention? These insights led to an empathy map, to help us better understand the needs of Gen Z. Furthermore, we have supplemented the content with our own input.

GEN Z INSIGHTS

According to WGSN, will the turbulent and multidimensional way of life of Generation Z decide 'education' for the coming ten years. Generation Z lives between digital (URL) and the physical real world (IRL). The melting of the two worlds, brings us to the term 'phygital'²⁷.

How should Breda University speak to a target who rejects generalizations? According to WGSN project The Gen Z equation (2018), Gen Z defies stereotypes, detest labels and cut through boxes. Who is part of this Gen Z tsunami and what steps does BUAs needs to take to capture their attention to fulfill their international community goals?

BUAs needs to know the individual wants, needs and desires of their students.

Rise of individualism

Anno 2020, difference does not scare Gen Z as it did in the past. Uniqueness is one of the priorities and they do not want brands that attack everyone, they want brands that focus to the individual. Additionally, they like to take opportunities to build new educational systems that are based on their own personal interests. For example: "How to become an influencer?"

→ BUAs is in this case the 'brand' that needs to position himself towards the clients (students). If the university wants to connect the homies and wanderers, an 'everyone approaches' will not work. If they celebrate self-expression and empowerment of the students, they will resonate with them.

²⁴ World's Global Style Network: trend forecasting company

²⁵ Owen, S. (2019). The Gen Z equation. Paper presented at WGSN, New York. Retrieved from https://www.wgsn.com/assets/marketing/toprightbox_assets/images/Gen_Z_Equation.pdf

²⁶ Demographic generation, following the Millennials. The beginning is laid in 1996 and the end is supposed to fall around 2012.

²⁷ (physical plus digital) is a marketing term that describes blending digital experiences with physical ones

Gen Homies and Gen Wanderers

BUAs need to understand their students. The first stage of understanding is accepting that their students are deeply divided groups. For the most part, the Homies are highly prominent on the campus. But when you look beyond the wanderers, they are the ones shaking things up on international level. They want BUAs to reconsider their strategy.

Homies and wanderers define themselves, their ambitions, communities and influencers. While we segmenting Gen Z in two groups on educational level, they are not immune to understand each other. It is about openness and a flow between them. They are not afraid to expose imperfections and vulnerabilities to the world. They want to empower others by showing them. Stanford, for example, has an on-Offline safe space where students can share, cope and celebrate ups and downs of uni life.

New ambitions

Social media is challenging the traditional educational paths. Gen Z learns through YouTube how to do their makeup or make ice cream. There are opportunities to educate themselves and communicate that through online platforms. Which means education for the 21st century is switching. Look at MissionU, they offer a one-year program, where students learn real world experiences at booming brands as Uber and Spotify. We deal with an entrepreneurial generation, that are not pleased with a forcing approach.

→ BUAs should explore the workplace priorities of shareable content and acknowledge that hobbies can eventually become their full-time job.

Besides that, Gen Z is looking for cultural immersion. BUAs should help them to get to know diversity and experiencing it. According to the American Gap Association National Alumni Survey (2016), 43% of Gen Z is taking a gap year. This year off helps them to look for cultural immersion.

New communities

How does Gen Z meet in real life? BUAs wants to foster friendships with like-minded people, in other words they want to create a community.

The queue outside a Supreme store has become a new community center, video games created strong community among players and the meme culture is stronger than ever. They offer an opportunity for Gen z to come together and share mindsets. A place where they have real hard talk together, in a judgmental free zone. Often, the connection of a community moves from online to physical locations.

New leaders

It is not only about the social media influencers. Gen Z looks at each other now, it is no longer about competition. Collaboration is rising, and getting inspired by the actions of peers will empower them.

THINK AND FEEL

- I am not embarrassed about my insecurities anymore, I saw on Instagram influencers empowering them
- I am thinking about starting my own tech start-up
- I think that I need to start saving money for the future, instead of spending everything
- I am proud of who I am

HEAR

- My friends are organizing a party next week
- I listened to a podcast about rising men make-up launches in Korea
- My friends were talking about the new Keith Haring exhibition
- Miss Kate stimulates us to share our knowledge and crowdsource with brands
- My favorite vlogger on YouTube, announced his digital detox
- My peers are talking about Vinted and how much money they earned with it
- My mom and I had an interesting conversation about Botox and anti-aging by middle agers

SEE

- On Instagram I see a lot of peers taking a Gap year and experiencing new cultures
- Some friends started at their first real job
- My sister binge watched 'Sex Education' on Netflix during one week
- Hot Brandon's dad bought a Tesla
- Poppy's mom designs sustainable furniture for a living
- My grandmother is moving to a home
- Lio and I watches tutorials on how to do our make up
- My online purchase by Les Coyotes de Paris is so Instagrammable wrapped
- Mia personalize her shoes



SAY AND DO

- I start a professional bachelor abroad, concentrated in Media
- I went thrift shopping last week
- Life is too short, let's do it!
- My friends and I are planning an adventurous trip to Senegal
- I bought a Doppler, to refill with water
- I have a Tinder date this Friday

PAIN

- I'm scared of global warming and want to do something about it / - I get frustrated by the fact that older people see us as the digital asocial generation / - Now and then I get anxious when I don't get enough likes on my Insta pics

GAIN

- I want the world to not tolerate discrimination any longer!
- My dream is to work abroad
- I hope to have an impact in this world
- I need music to relax

5. THE BIG WHY? (CONCLUSION)

Although BUas is recognized as one of the top three international schools in The Netherlands in “the Best Studies of Elsevier 2018 ranking”. There are clearly some pitfalls that BUas wants to work on. Research shows that there is a big mix of homies and wanderers, but there continues to be a lack of community between them.

But first things first: why is building a student community so important for BUas? Previously, they talked about creating a home feeling²⁸ for students. Yet, this is different for everyone. And which benefit does BUas get from this?

During our hunting phase, we found that it is the student satisfaction²⁹ that BUas wants to increase. This means we have to step away from “the home feeling” and focus on creating a concept that leads to higher student satisfaction. Because BUas is convinced that this satisfaction will automatically lead to a higher number of prospective students and a decrease in dropouts. And in best case scenario, the number of international students will grow, and so will BUas on the international map. Which leads us to the main reason for building a strong community, namely, BUas being more internationally recognized on European level by 2022.

The international initiatives are a benefit for the student as much as for the school. BUas wants their students to be able to work in diverse workplaces with different people and cultures. Because good students, represent a good school. But this not only benefits BUas. By being involved in a student community including people from all over the world, students learn that their standards and habits are not always the same as someone else's. They have to be open to all cultures, respect them and be able to work in diverse teams. We call those students international citizens. Those international citizens will experience a great benefit when working in a foreign country, where similar circumstances emerge.

The concept therefore has to apply to all people regardless of culture, nationality, gender, ...

²⁸ To be/feel/look relaxed and comfortable in a certain place.

²⁹ Fulfilment of students wishes, expectations, or needs.



Previously, Students activities were designed to allow students to get more involved and offer opportunities in entrepreneurship, social responsibility, citizenship, volunteerism and student employment. Perfect in theory, but not always effective in real life. And remarkable is that these activities are often focused on the wanderers. This leaves us to question: What about the homies? If we want to build a connection between all students, everyone needs to be concluded equally in the concept.

On top of that, BUAs has to keep in mind that generations are changing. Gen Z (although they don't like to be called this way), is turning the whole world upside down. To get their attention and approval regarding initiatives to build a community, it is necessary to create a concept aligned with their state of mind.

6. IDEATING PHASE

It's time to step out of the box! With our focus on the original problem, we as professional innovators, try to find new ideas. As we can see from previous research, there are already various initiatives for BUAs students regarding their community. Yet, there is a certain lack of focus on both homies and wanderers. With research techniques including interviews, graffiti walls and brainstorming, we try to generate a solution that answers BUAs question.

6.1 GOOD PRACTICES (INSPIRATION)

“Get inspired by others”, that is what we first did during our ideation phase. With stories from students all over the world and successes and failures from other schools, we discover new initiatives that inspire us to get to new concept ideas.

6.1.1 “I WENT ABROAD TOO...”

To get inspired by other universities and their approach on student communities, we interviewed eight students who studied abroad for a period of time. We asked about their schools and their experiences, what made them feel at home, and what didn't.

Charlotte Van de Vyver is a Belgian 21-year-old student at the KU Leuven University concentrating in Business engineering. A year ago (2019), Charlotte chose for an exchange program at the Polytechnic University of Hong Kong.

Immediately Charlotte described the approach of the University towards the international and exchange students as ‘BIG’. Before your arrival, you get contacted by a ‘Buddy’, a local student. This new friend will guide you during your adventure at the new university and new environment. Some of them are even picking you up at the airport. According to Charlotte, they take their tasks and responsibility very serious. You see that their goal is to help you with every struggle and to have an unforgettable experience at Honk Kong.

The first day as an exchange or international student, the Polytechnic University organized a welcome reception. In this way they want to welcome you at your new ‘home’. After that, they stimulate the integration with BBQ's, fun activities, parties, tours to learn Mandarin, ...

In Charlotte's eyes, the activities were well organized and professional. Furthermore, she was convinced

that if the buddy system was not there, she would have felt lonelier in the beginning. It gave her a home feeling from the beginning.

Britt Reyskens is a 25-year-old girl who studied applied linguistics at the VUB during 2013-2015. In her third year (2015), she took the chance to study abroad at The University of Limerick (UL) in Ireland.

The welcoming at UL couldn't have been better for Britt. She got picked up at the airport and brought to the school. A great initiative, since she hadn't been in Ireland before, and didn't know her way around yet.

The first days at UL were kick-off days where she played games, enjoyed performances, and got led around campus and their facilities. Which were a lot. A special student doctor, canteen, church, sport center, ... If you had a problem, you could get help from someone relevant, without a doubt. In those first days, she was also introduced to all possible clubs and societies offered by the school.

Britt rented a student room, which she had to find herself. In Limerick, they have certain student villages: an area with only student rooms. Those villages frequently organized events. Non-European students got the possibility to rent a room via the university.

For international students, the "international society" was the most popular. This society arranged lots of parties to get to know other students, and organized several trips to discover the country. Every Friday, there was an international party at the pub in school. International UL students who were a member, could participate with the events for a low price. A membership card costs €5. This is also true for other societies. For example, the dance club: If you joined this club, you could follow several dance classes for free, because the classes were given by students specialized in dance.

Amber Sillis is a 21-year-old student studying at Babson University in Boston, concentrating in her third year Environmentally Sustainable Economics. In 2017, Amber left Belgium and lived on the campus of Babson for two years. Since 2020, she and her friend rent a room together close to the campus.

According to Amber, Babson University has a different approach for International students and exchange students. As Amber is an International student, she intent to study for the completely four years at the university. They get treated as every other American (homie) student, that starts at Babson. In her own words 'The long-term student is expected to find their way'. While exchange students are there for a short period of one semester and get a proper accompaniment.

For the short period students, there is a buddy system. Every buddy will take care of an exchange student; show them the school, invite them to activities, help them with certain issues, etc. On top of

that, Babson has Co Hard Moms. Mostly a senior student that help to involve exchange students, invite them to parties, lunch with them, go to events and workshops, etc. Exchange students are obligated to choose other classes than their friends, to get to know new students.

Amber is convinced that the buddy system and Co hard Moms are an enormous added value to the exchange students experience at Babson. No one of the buddies or co hard moms are forced in their roles, it is even an honor to take that role and the students of Babson are proud to be a part of the program and help exchange students that get in contact for the first time with their university.

Her view of point is simple: Thousands of students should not be forced in social awkward contacts. If one senior student is passionate and has the energy to help exchange student, to integrate and it happens sincerely, then the rest goes by itself.

Bo Lemmens is a 20-year-old Belgian girl studying Movement & Recreation Sciences. In her last year of her bachelor degree (2019-2020), she studied 1 semester abroad at the Universidad Europea del Atlántico, in Santander, Spain.

The first day at the university, she was welcomed with a small bag containing some informational brochures and a speech from the exchange coordinator. "It was all very simple and formal. Nothing was wrong, but a drink would have been nice."

Since Bo is sporty, she joined the school's soccer team. The goal of that team is to compete with other schools, get as high as possible in the ranking and to have fun. She enjoyed it and thought it was a fun initiative but unfortunately, the competitions started late, whereby Bo could only join 1 match before returning to her home institution. Other than the soccer team, Bo was not aware of other clubs or activities held by the university. "If I wanted to make friends, I would have to go out or explore the city outside of school."

Iris Koppen is a 21-year-old Business engineering student at KU Leuven University, Belgium. In her second year, Iris took the opportunity to go on an exchange program to the University of Illinois, USA.

Before her departure, Iris got invited to join a Facebook group with all exchange students of the university. Apparently, this was an initiative of five Business students at Illinois. It stimulated Iris and her friends to join beer nights, lunch meetings at the cafeteria and even an organized trip to Chicago.

According to Iris, the Facebook group was an important stimulus to get to know everyone better. And specially to make the first step toward the other international students.

Victoria Watherböhr is a German student at the Zeppelin University in Friedrichshafen. She is in her second year of Corporate Management and Economics. Her home is in Dusseldorf, so Victoria was due to rent a room close to the campus.

At the Zeppelin University there is a Buddy system integrated. Even Victoria herself, was once a buddy for an international student who spent a semester at Zeppelin. As a buddy, you have the responsibility to introduce the university, help them with certain questions, invite them to social events and etc.

According Victoria's experiences with the Buddy approach, she is convinced that there have been coming strong friendships established. Nothing is forced, the buddy choose her/himself to participate.

Maria Achave is a Spanish/Belgian student. She is 21 years old and studied Psychology at Lancaster University in England. Currently Maria is back in Belgium to figure out her next steps. When in her university in England, Maria experienced three main groups: Locals, Internationals and Chinese people. Of course, there were some exceptions and mixed groups, but only a few.

Maria is convinced that the university biggest goals was to have as many international students from over the world to control their international imago. But further, there was nothing big to engage the international or exchange students.

There were clubs that could be participated by everyone. It was an integration based on interests and personality. Also, the students would be mixed up for courses.

At the beginning of the semester, the university organized a specific career event for international students and who wanted to work abroad.

Maria is convinced that it is more up to the student to integrate and feel at home, because her university is not taking that as a responsibility.

Binette Seck. Leading this innovation case, it makes me as a student with international experiences, also a valuable source of inspiration.

At the age of seventeen I decided to take a gap year. I went to the international language school 'Education First' in Santa Barbara, Costa Rica and Barcelona. A year full of joy, adventure, getting to know yourself even better and experiencing new cultures. During my gap year I chose consciously for a local host family. I was convinced that in this way I would feel faster at home and will get the full international experience.

My international school was all about 'international students' and being sure to support them to have the greatest experience. From day one they took that responsibility serious. We were treated as the center of the whole school, everything would be in our favor.

At my arrival at the airport there was an EF taxi driver to pick me up, together with other students that arrived around the same time at the airport. Together we would be brought to the different host families. The day after at the campus, there was a welcome drink with info sessions about possible activities, information about the rules at the school, expectations, local tour of the town, etc.

Immediately in the first week I signed up for a baseball game with the school in Los Angeles. Later, I also considered to inform myself about the travels organized by the activity office. In my second week, I signed up for a hike afternoon.

The campus of EF was a home for me. We were all in this together, everyone was away from home and shared the same goals. It was not about culture, personality or language. And at the university English was obligated by everyone.

Every day when I had to go to class, I passed the activity desk. After a while the faces behind the desk were common and I would see the different trip suggestions. They went from baseball games to Disney World and even to the Grand Canyon. It was as we had our own travel agency at the campus.

Other than that, I mainly made friends through classes and of course my 'sisters' that lived at the same host family. There were big groups at the campus formed, but in a while, we mixed up. Everyone wanted to know each other, so big parties were hold every week.

Teachers at EF were one of the simulations of being social with each other. They are not casual teachers, they want to teach you a language and help you integrate. Sometimes we had classes on different locations or during class we had workshops.

I will never forget my three graduation parties at the campus. After each semester EF organized a goodbye ceremony. And there you realize you are a part of a real international student community.

6.1.2 COMPETITION

THROUGH DESK RESEARCH

BUAs is not the only international school who is striving for a strong student community. For that reason, we will look into other schools who may be a competitor for BUAs, or perhaps schools that are giving the right example. In short, what are other (international) schools doing - or not doing - to create a strong community? And what can BUAs learn from them?

- Marlie van Dun mentioned **The Hotel school The Hague** as a school that sets the right example. This school is an international hospitality business school with only two thousand students. And that small scale is what makes them outstanding. It gives them the opportunity to put their students and small classes with individual attention and personal tutors (Hotel school The Hague, 2020).

When you start your first year at The Hotel school The Hague, the program obligates you to live in the Skotel. The Skotel is both a student residence as it is the school's training hotel. "As you live together and share a room you learn how to socially and cross-culturally interact with fellow students while improving your personal skills in many different ways" (Hotel school The Hague, 2020).

- **At the International school of Brussel (ISB)³⁰**, they start supporting their students at a very young age. Namely, their early childhood and following elementary school. They created an after school co-curricular program for their students, including activities that will likely help with their personal development throughout their time there.

Depending on your interests, you can choose between:

- ISB plus languages
- Greenlight for science, Coding, Math team
- Music exploration
- Climbing, Swimming, Tennis
- Ballet, Jazz Dance
- Knitting
- cooking in French

³⁰ International school of Brussels. (n.d.). Education. Retrieved from <https://www.isb.be/learning/co-curricular>

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During middle school and high school, the students of ISB have the opportunity to continue and improve some of the activities such as:

- Speech and debate
- Game design
- Music theory
- robotics
- Fashion and design
- ...

- **Florida international university (FIU) ³¹**

Life at FIU is more than just going to class. They encourage their students to join clubs and sororities, experience new things, have fun and to put it briefly: become a member of the FIU family.

Student involvement³²: With 54,000 students at FIU, there are more than 300 clubs and organizations. These are not just about getting to know other people, but also about working together to make a difference. The organizations are divided in 6 categories;

- Culture (ex. Black student union)
- Leadership (ex. Student government association)
- Academic & honors societies (ex. Society of the advancement of Women in STEM)
- Hobbies & interests
- Sports
- Fraternities & sororities

The campus: “You need to see it for yourself”. At FIU they have wide lawns with open spaces, trees, fountains, etc. Around here, students can relax in any way they like, or meet new people. Additionally, there is a lake where people can compete in the Walk On Water race. And like Florida International University (2020) said it, “Winners get a cash price. Losers get soaked.”

³¹ Florida International University. (n.d.). Education. Retrieved from <https://www.fiu.edu/index.html>

³² Florida International University. (n.d.). Student Involvement. Retrieved from <https://www.fiu.edu/index.html>

DO'S

- GIVE A PROPER INTRODUCTION/ KICK-OFF DAY FOR EVERYONE
- HELP INTEGRADE STUDENTS BY HELPING WITH ACCOMMODATION FINDING THEIR WAY AROUND, HEALTH INFORMATION,...
- ORGANISE CLUBS & SOCIETIES
- LET STUDENTS BE A PART OF THE CREW OF CLUBS & SOCIETIES
- INTRODUCE CLUBS WHERE YOU CAN LEARN AND IMPROVE SKILLS
- INTRODUCE SPORT TEAMS
- WORK TOGETHER WITH SPORT FACILITIES
- CREATE AN ONLINE PAGE THAT SHOWS ALL EVENTS
- PROVIDE PERSONAL HELP
- INTRODUCE A BUDDY SYSTEM

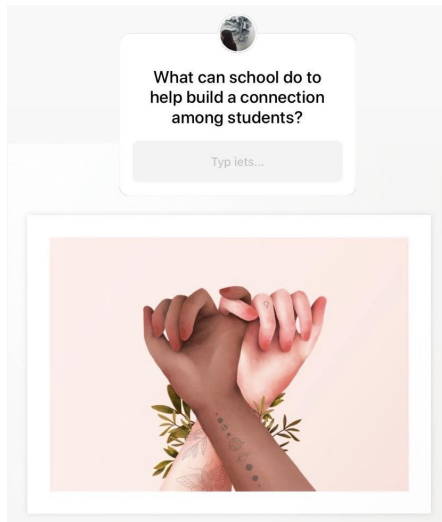
DON'TS

- FORCE FRIENDSHIP
- ORGANISE EVENTS FOR ONLY ONE PARTICULAR GROUP. (EX. ONLY WANDERERS)
- LET NEW STUDENTS HANDLE EVERYTHING BY THEMSELVES



6.2 GRAFFITI WALLS

To get our first ideas, the graffiti wall technique was carried out. More specific, an online graffiti wall. Via Instagram, we had the opportunity to ask our followers a question. Everyone who wanted to answer, could reply by typing in the bar beneath the question. This is a very easy technique for the people who want to participate. At the same time, we had the opportunity to gather input from a large and diverse audience.



WHY INSTAGRAM

We did not want to limit the question to only current students. On Instagram, we have access to all kinds of people. High school kids, university students, working people and from all kinds of nationalities. Thereby, everyone has experienced a school setting at some point, regardless of whether it was in kindergarten, at university, in their home town or international context.

Secondly, Instagram is more efficient and effective. During our focus group, we found that most students don't pay attention to flyers hanging on the wall. If this is true, why would they take the initiative to write something down on a physical graffiti wall that is hanging on the same wall? On Instagram it is more likely to notice the question and it takes less effort to answer.

WHAT CAN SCHOOL DO TO HELP BUILD A CONNECTION AMONG STUDENTS?



CONCLUSION AND DERIVED IDEAS:

- BUas is already moving in the right direction as their students have to switch partners for (almost) every new assignment in class.
- However, people do not seem to like it when classes get mixed up.
- They talk about a ‘non-judgmental’, ‘free’, ‘accept all’ mindset.
- “Drinking together” may not be the best way to promote a community at BUas, but people do think it helps to build a connection among students.
- Team Building with students could be a good initiative. For example: last Fridays of the month are reserved for team building activities with your class and alternately another class.

- BUAs could implement a special room in their building, “a chill room”, where students can hang out and meet each other between classes. This could also make their time at school more enjoyable.
- Introducing a likewise Tinder, but for student. Instead of swiping to find a new date, BUAs could create an app for BUAs-students-only, where you can swipe to find new friends.
- BUAs could implement a responsible student team and president that help build a community.

6.3 BRAINSTORM

To generate even more ideas, we used brainstorm techniques. Originally, the intention was to carry out a brainstorm by ourselves (Binette and Lotte), as we wanted to have a say and implement our own ideas. During the hunting phase, we came to several important aspects that we wanted to consider. If we would only be the facilitators, we would not be able to intervene in the ideas, and use the hunting findings. Therefore, we organized a brainstorm session in Brussels Flamingo café, together with 3 extern people, who we thought had a spontaneous mindset. The extern participants could help us generate new ideas, but most importantly give their view on our ideas and complete them with other aspects.

Participants:

1. Binette / 21 years old / Student
2. Lotte / 20 years old / Student
3. Anthony / 27 years old / Working
4. Louis / 24 years old / Student
5. Kayleigh / 25 years old / Working

To get to know each other a little better, we did a small energizer called “alliterating names”. After that, we explained the topic, the brainstorm rules and the techniques we were going to use.

We started the brainstorm with the divergent technique **flower association**.

We took a paper and put the word “student” in the middle. Together, everyone thought of five different words associated with the word student. Those five words were put around the middle word as petals. The new words were again used as starting points to make new associations. This led to five-word snakes. Out of those, we circled several associations that could lead to a potential idea.

To put those single words into first ideas, we did a **silent purge**.

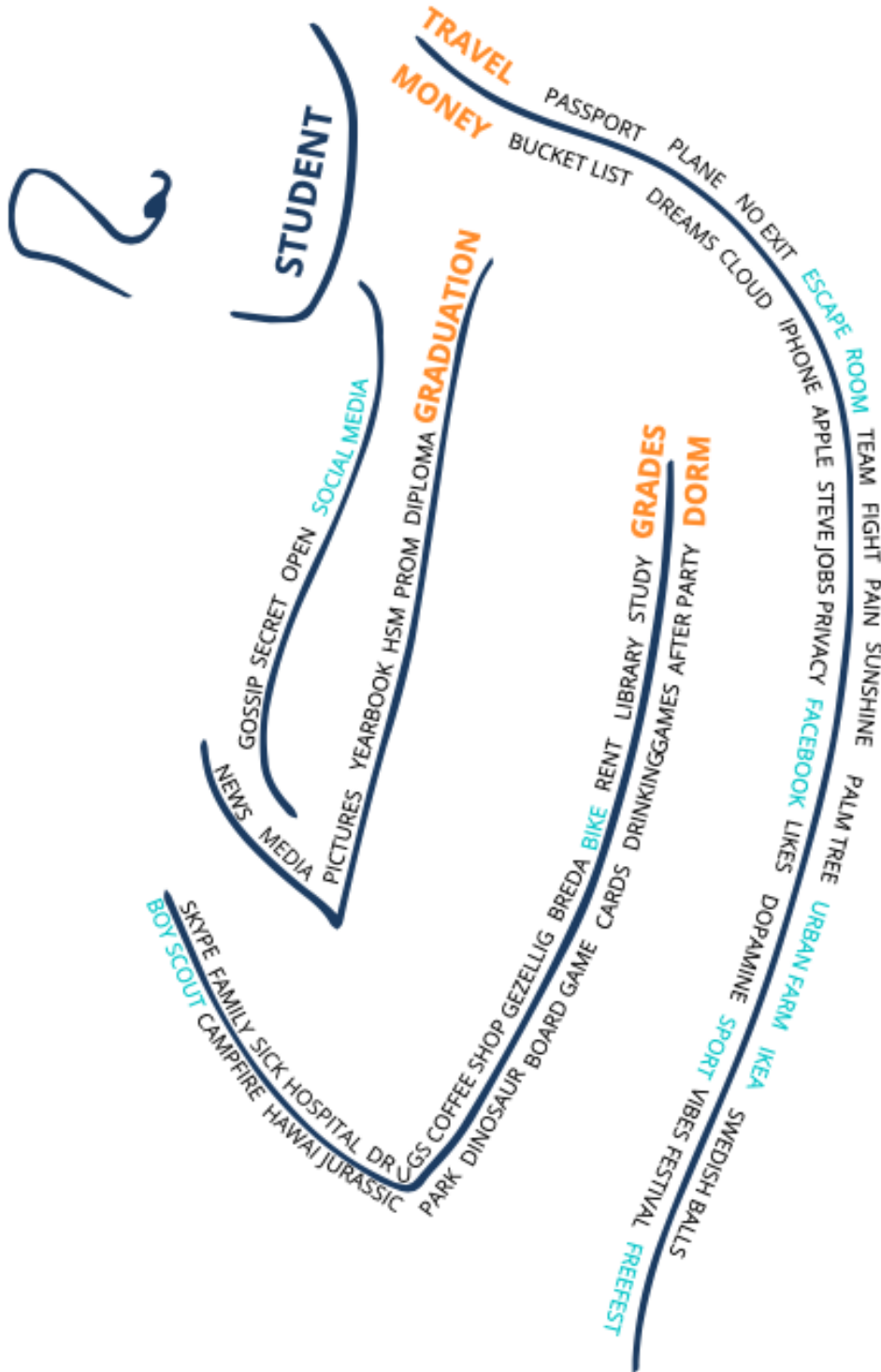
All participants were asked to think silently about ideas and write them down on post-its. The flower association could be used as a source of inspiration, but totally different ideas could be written down as well. Afterwards, all participants would read their ideas out loud and explain them shortly so everyone would understand.

Moving on, we started with the converging phase using the **sticker technique**.

Every participant got three votes to choose their favorite ideas. They showed this by stamping their vote on their favorable post-its. After all participants voted, we could categorize the ideas in different groups; the golden babies, the silver swans and some honorable mentions.

We finished with discussing the winning ideas again and looked whether they could be supplemented with other ideas or elements. Or if weaker ideas could be merged, although it would seem a strange combination in advance, a so called “rabbit with prunes”.





6.3.1 GOLDEN BABIES

Ideas with the most votes.

FREEFEST

All year, students from BUAs can work together in different groups to create a student festival. Different students get to know each other by organizing events to raise money. At the end of the year, everyone comes together to celebrate.

IKEA TRADE-RENT ROOM

At the BUAs campus, there will be a room furnished with Ikea furniture. Students can come here to trade furniture or rent it for a certain period. At the same time, students can come here to meet and use the room as a creative space to hang out. Basically, a useful BUAs club house.

WASH BAR

In BUAs Wash Bar, students can enjoy a good coffee at any time of the day. On top of that, they can do some laundry while they meet up with peers. Students can feel completely at home!

SPORT CLUBS

Students can join their favorite sports team and compete with other schools, but most importantly: they make friends and belong to a fun group.

6.3.2 SILVER SWANS

Ideas with less than three votes.

BUAS O'COOK

To stimulate students to cook healthy and additionally take away the unpleasant feeling of cooking alone, we introduce BUAs O'Cook. Students can prepare their meals at cozy cooking islands at the campus with friends or even strangers.

BUCKET LIST ACTIVITIES

Everyone has their own bucket list to complete. But what if you can do this together with other students, who want the same things? BUAs will have their own list with activities in which students can participate and cross off must-do-activities one by one. Because no matter where you are from, you only live once.

SCHOOL NEWS + YEARBOOK

A student team that makes a news show for BUAs will be created. In this show, all sort of things will be discussed. Activities and events will be announced, (student) guests will be invited to talk about current topics, ... And this all will be shown on the tv's hanging though the school building. It will give the intention that BUAs is a small village where students play the biggest part. This same team is also responsible for the yearbooks that will be made in the students last year, since the yearbook will include pictures, facts and stories from the students their lives at BUAs throughout the years.

FRAMILY PACK DISCOUNT

Spotify recently launched its Family Plan subscription service, to share a discounted monthly subscription in a household. This was the inspiration for BUAs family³³ discount service. Students can team up with maximum six peers to enjoy cafeteria discount, free activities, attending interesting keynotes, etc. The only thing students have to do in return is to form a team of maximum six people and have fun together!

BUAS SCOUT

BUAs scout is adventure, family, fun, character, leadership and so much more. With their own youth movement, students come together one day a week, under the supervision of volunteers, and do activities. After each year, there is a camp that students can join.

³³ A group of friends, who are close like a family.

6.3.3 HONORABLE MENTIONS

Ideas with less than two votes.

BUAS FACEBOOK

As Facebook originally started as a platform for only Harvard students, BUAs could create their own app where (only BUAs) students can chat with each-other, post statements and create and share events.

BUAS AMBASSADOR

The BUAs Ambassador Program is a way to help students to continue to broaden their cultural understanding of the world and find their way at the campus. Whether it's helping out at info meetings and fairs, mentoring future students to study at BUAs or managing BUAs activities. When a student becomes a BUAs Ambassador, they are joining a community of people who have experiences abroad or have been studying at BUAs for two years. There can be different ways to be an Ambassador.

Student Ambassadors are focused to build a community of well trained and confident students who want to share their study experiences at BUAs with future and new BUAs students.

Returnee Ambassadors are students who have just completed their study program at BUAs, and who are motivated to continue to share their experiences and guide BUAs students. They pay it forward by recruiting and mentoring future students and helping with BUAs projects.

Summer Ambassadors are students that are selected to Camp staff and Welcome Days during the summer break. They help welcome new international students who are arriving.

PRIVATE PARTY CLUB

A club or café where you can only enter with your BUAs student card. Even the bartenders who work there are current and graduated BUAs students.

PITCHING IDEAS

Students can join the BUAs pitching team. Each week peers can meet in the creative hub and work on a question/problem given by a Dutch organization. After four weeks, they will pitch their ideas, recommendations, minimal viable products to the extern team.

BUAs set up their own Urban Farm which consist a vegetable garden on the rooftop of the campus in Breda. Students can share knowledge about sustainable practices and inspire peers to adopt them in their meals.

6.4 CHAMPIONS (TOP FIVE)

Our creativity is clearly stimulated when we look at previous points (6.1-6.4). In those steps we, came up with relevant ideas and gathered insights by using various creativity processes and co-creation. But in order to choose a fitting concept, we additionally went back to our Hunting phase. This made sense to check the ideas with the original question from BUAs.

Our insights, gained during the Hunting phase, in combination with the Ideating phase led us to choose *5 Champions*.

6.5.1 BUAS BUZZ

The BUAs Buzz application, is part of BUAs students' daily lives. When students are registered at the university, they are recommended to download the app where they can connect with BUAs peers irrespective age or nationality.

BUAs Buzz takes over de swipe culture of Tinder, specified on different domains.

- **Buddy system:** Based on different interest you can swipe for the perfect buddy. As a BUAs student, you can set up whether you are searching for a buddy or you want to be someone's buddy and help them find their way.
- **Dorm search:** Both homies and wanderers are searching for a suitable dorm through online Facebook groups, Airbnb, or real estate offices. With this concept, BUAs students that are leaving for a certain period can present their room through BUAs Buzz. In that way, students can swipe through different dorm options offered by peers.
- **Event calendar:** Say goodbye to the forgotten flyers at the wall. Through BUAs Buzz, ESN, Clubs and individuals can share their activities. Students can swipe through the planned activities and like the ones they are interested in. Automatically, they get more information about the event, and the app will remind them with a notification when the activity is planned.
- **Vinted for BUAs:** Students are selling clothes to earn some extra money. Through BUAs Buzz, students can swipe through closets of peers and buy things. You don't even have to pay for the delivery costs, because you can simply meet up at school.

BUas Buzz is a safe place where students can make contact without being forced. By downloading the application, making an account and swipe around, BUas students are part of a community³⁴ without realization. The online application will result in face to face meeting based on different domains.

6.5.2 FREE FEST

Freefest is a school festival. Each year, one student team gets to organize the entire festival including activities, snacks and music that they like. To come to this, BUas organizes a competition to decide which team may organize this Freefest. Students need to form a team of maximum six people. Until Christmas break, there are several activities they can organize to collect money and fans. Students who do not participate as an organizing team, can take part of the activities and vote at the end. The activities are meant to bring all kinds of BUas students together. The most dedicated team will organize a Freefest for whole BUas.

6.5.3 BUKEA

Starting university also means renting your first dorm or apartment. This often includes furnishing the place you rent. Majority of the students go to Ikea and buy general things as desk, bed, closet, mattress, clothing hangers, plants, carpet, etc.

But what if you have too many clothing hangers and are missing a carpet? Or you do not have a proper desk chair, and your student budget does not allow a new one?

To start of this concept, BUas will (for one time) invest in Ikea furniture to furnish a room at the campus. Thereafter, BUas students can go there to hang out with other peers. Additionally, they can rent or trade furniture. For example, Student A has an extra desk chair and trades it for a couple of closet hangers and a carpet. The trading and renting arrangements pass through different owners. In that way, there is an ecosystem of ownership and peers get in touch with each other.

BUas is the stimulation of this sustainable ecosystem that creates face to face contact and helps students feel comfortable in their home.

³⁴ Judgmental free zone with friendship between like-minded students. Regardless age or nationality.

6.5.4 WASH BAR

Student life is not always as glamorous as Instagram shows us. Doing your own laundry, for example, is one of the downsides of student life. But even from that, BUAs can make a cool experience!

BUAs' Wash Bar is an innovative concept with a living-room-feeling that combines a laundry room and café in a new urban style. Students can run their laundry here and quietly enjoy a nice coffee with peers or work for school.

Majority of students are used that their parents do their laundry. A big part of the BUAs students live in dorms, where they need to do their own laundry. BUAs can provide a place for rest in the rush of their student lives. The concept responds to a number of contemporary trends. In this way, living spaces in the city are becoming increasingly smaller, people get used to share cars, bicycles and other things for spatial or ecological reasons.

6.5.5 BUAS O'COOK

As a student, healthy cooking is a real challenge. They have to go to the supermarket with the search of the cheapest products from the shelves and on top of that, it is not pleasant to cook for only one person. So, they spend a lot of money on takeaway food or by eating out.

How beautiful would student life be if they could all cook together at an affordable price with decent products? Meet: BUAs O'Cook, No more lonely cooking in dorms. At the BUAs campus there is a cozy cooking island where peers can cook their dish together.

Together with Albert Heijn, BUAs can co-create this concept. In that way they can provide the students with affordable products. This co-creation can go different directions. Media students can make a vlog about their cooking experiences and Albert Heijn can use them as marketing. Or they can provide student deals for BUAs students.

BUAs also tries to work on sustainability. With BUAs O'Cook, students' food waste will likely reduce. Making a meal with one leftover probably won't work, but combine it with the leftovers of others and a fine dine is established.

We may think that a kitchen island at the BUAs campus can be a bit chaotic. But actually, we can extend a social aspect to it. Passers-by can get inspiration or even give tips to peers.

7. CONCEPTING

During our concepting phase, we converted the five selected ideas from the Ideating phase into concepts. Through specific processes such as lean canvas and testing hypotheses by making conversational forms with our target group, we have come to one concrete concept.

7.1 LEAN CANVAS CHAMPIONS

Through the 9 foundational building blocks of Lean Canvas, we were able to deconstruct our top five ideas on a single page. The key assumptions helped documenting our hypotheses and, in that way, we could communicate our ideas clearly and concisely to our target group.

My First Product - BUAs Buzz

<p>PROBLEM</p> <p>Lack of community</p> <p>Problems with integration</p> <p>Forced friendships</p> <p>BUAs is not a part of students' daily lives</p> <p>No existing and effective concepts yet</p>	<p>SOLUTION</p> <p>Online application that helps stimulate a connection between students by combining different domains that are well known by Gen Z.</p> <ul style="list-style-type: none"> - Buddy system: swipe to find your perfect buddy. - Dorm search: swipe to find a suitable accommodation - Event calendar: swipe to join several activities - Vinted for BUAs: swipe to exchange clothes 	<p>UNIQUE VALUE PROPOSITION</p> <p>BUAs buzz swipes you through college life</p>	<p>UNFAIR ADVANTAGE</p> <p>Only BUAs students are allowed to join BUAs Buzz</p> <p>Safe environment because it is linked with BUAs</p> <p>Part of the BUAs/school community</p>	<p>CUSTOMER SEGMENTS</p> <p>All BUAs students</p>
	<p>KEY METRICS</p> <p>The amount of users: >3500 users will confirm its successful</p> <p>International survey 2022: If 65% of the respondents feel part of a community, the app will be successful</p>		<p>CHANNELS</p> <p>Sign in details for BUAs Buzz are given when students register at BUAs</p> <p>Peer to peer</p> <p>Students receive an e-mail</p> <p>Information add on the BUAs portal site/app</p>	
<p>EXISTING ALTERNATIVES</p> <p>Clubs@BUAs</p> <p>Cultural classrooms</p> <p>ESN activities</p>		<p>HIGH-LEVEL CONCEPT</p> <p>Tinder swipe, but for deep friendships and utilities</p>		<p>EARLY ADOPTERS</p> <p>Social and innovative students</p> <p>Students who want to be a part of a bigger community</p> <p>students who seek for a connection with others</p>

<p>COST STRUCTURE</p> <p>Project group of Buas Buzz:</p> <ul style="list-style-type: none"> - Reasonable leader who will guide the Buas Buzz project - Programmers who will create the back end of the app - Designers who will create a logo and the interface of the app - Active staff member who shares info and updates of BUAs Buzz online 	<p>REVENUE STREAMS</p> <p>Input of design students at BUAs</p> <p>Investment of the internationalization department of BUAs</p>
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Problem

There is a lack of community between native and international students at BUAs. Derivative problems are forced friendships, struggles with integration and BUAs not being a part of students their daily lives.

Solution

BUas Buzz (6.5.1)

Customer segment

All, but only BUas students can join BUas Buzz.

Innovative and socially oriented students will be most likely to register. Pupils who seek for a connection with others and want to be a part of a community, will also belong to the early adopters.

Channels

When students register at BUAs, they receive their sign in details for the app. Additionally, they will get an email as a reminder to sign in.

Through the existing phone application and website of BUAs, all information of BUas buzz will be shared as well. Furthermore, word of mouth communication between students will become a big channel.

Unfair advantage

BUas Buzz is part of students' daily life. It is a safe environment because only peers can join.

Cost and Revenue

In order to establish this application, a team should be held accountable. This team includes a project leader, programmers, designers and active staff members.

To reduce the costs, BUas' game students will help design and maintain the app.

To help build BUas Buzz, an investment of the internationalization department of BUAs can be made.

Key metrics

Success can be measured by the number of users registered on BUas buzz. Another way is to perform a new international survey in 2022 and question students if they feel part of a community.

Freefest - Freefest

<p>PROBLEM</p> <p>Lack of community Problems with integration Forced friendships BUas is not a part of students' lives No existing and effective concepts yet</p> <p>EXISTING ALTERNATIVES</p> <p>Clubs@Buas Cultural classrooms ESN activities Introfestival</p>	<p>SOLUTION</p> <p>School festival organized by competing student teams:</p> <hr/> <p>KEY METRICS</p> <p>Amount of students joining the competition Amount of students joining the festival</p>	<p>UNIQUE VALUE PROPOSITION</p> <p>Together, against each other</p> <hr/> <p>HIGH-LEVEL CONCEPT</p> <p>End of the year festival but only for BUas students</p>	<p>UNFAIR ADVANTAGE</p> <p>From students by students Student competition vibe will lead to dedication</p> <hr/> <p>CHANNELS</p> <ul style="list-style-type: none"> - Part of learning curriculum - Via BUas website and app - Word of mouth from older peers 	<p>CUSTOMER SEGMENTS</p> <p>All BUas students</p> <hr/> <p>EARLY ADOPTERS</p> <p>Social and innovative BUas students Students who want to be a part of a bigger community Students who seek for a connection with others</p>
<p>COST STRUCTURE</p> <p>Event team (leisure students) Drinks and food at the festival Installation material Music: Dj and artists Design logo, flyers, entrance ticket and coupons Location Security First aid</p>		<p>REVENUE STREAMS</p> <p>Several activities will be organized by the students teams to collect money for the festival</p> <p>BUas sponsors BUas investment</p>		

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Problem

There is a lack of community between native and international students at BUAs. Derivative problems are forced friendships, struggles with integration and BUAs not being a part of students their daily lives.

Solution

FreeFest (6.5.2)

Customer segment

All, but only BUAs students can join the festival and activities. However, only students in their last and second last year can form an event team.

Innovative students will be the firsts to start a team, and socially oriented students will be most likely to join the gatherings and festival. Pupils who seek for a connection with others and want to be a part of a community, will also be part of the early adopters.

Channels

For last and second last year students, FreeFest will be part of their curriculum. Meaning that people who want to start and be part of an event team, get extra points on one of their relevant courses. Students that don't want to organize FreeFest, will not lose any points, but miss the opportunity to gain something extra.

Through the phone application and website of BUAs, all FreeFest gatherings and information will be shared. Word of mouth communication additionally will become a big channel.

Unfair advantage

While older students get to know each other by forming teams and keeping up the competition, other students can enjoy the gatherings, meet new people and look forward to their turn of organizing FreeFest. At the end, everyone can fully come together and have the best time.

It is organized by students, for students. Which means that the festival developers know the needs and wants of the visitors better than anyone.

The student competition vibe, and extracurricular points, will give the students a boost to organize FreeFest as good as possible.

Cost and Revenue

Every month, activities will be organized by different groups to build up to the final festival. During these gatherings, the FreeFest teams will gain money by making profit on activities, drinks and food. Additionally, they can collect money from sponsors and investors. These earnings will later be used to finance the final festival and its necessities such as music facilities, location, security, ... Again, profit will be made at the festival itself. This will be needed to pay the debts and have seed money for the following year.

Key metrics

Through the number of students joining the competition and festival, success can be measured.

BUkea - BUkea

<p>PROBLEM Lack of community Problem with integration Forced friendship Loneliness and home sickness BUAs is not a part of students' daily lives No existing and effective concepts yet regarding community Student budget is low</p> <p>EXISTING ALTERNATIVES ESN CLUBS@BUAs International Classroom</p>	<p>SOLUTION BUkea: Furnished room where students trade and rent furniture, and hang out.</p>	<p>UNIQUE VALUE PROPOSITION Free market place where students meet each other</p>	<p>UNFAIR ADVANTAGE Safe and free switch between schoolmates</p>	<p>CUSTOMER SEGMENTS All BUAs students Mainly students living in dorms</p> <p>EARLY ADOPTERS Social and innovative students Students who need furniture Sustainable students</p>
	<p>KEY METRICS Fluent change in design of the room Amount of students hanging out at BUkea: >70 students in 1 week is successful</p>	<p>HIGH-LEVEL CONCEPT E-bay without money exchange</p>	<p>CHANNELS BUAs website and app BUAs info brochure BUAs accommodation desk Word of mouth</p>	
<p>COST STRUCTURE BUAs needs to do a one-time investment in Ikea furniture Responsible person guiding the trade and the inventory A location on BUAs campus</p>			<p>REVENUE STREAMS /</p>	

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Problem

There is a lack of community between native and international students at BUAs. Derivative problems are forced friendships, struggles with integration and BUAs not being a part of students their daily lives.

Besides that, students can feel lonely when living on their own. They have to do all sorts of household chores such as doing their laundry, cleaning and cooking. Along with that, they mostly have a low budget to spend.

Solution

BUkea (6.5.3)

Customer segment

All, but only BUAs students can join the BUkea. However, BUAs students who are living in dorms, will be the main customer segment.

Innovative and socially oriented students will most likely be the first to come to BUkea. Pupils who seek for a connection with others and want to be a part of a community, will also belong to the early adopters. Furthermore, the group of students who are environmentally conscious, will predictably be first in line as well.

Channels

Through the existing phone application and website of BUAs, all information of BUkea will be shared, as well as in brochures and at the accommodation desk. Furthermore, word of mouth communication between students will become a big channel.

Unfair advantage

BUkea will be a safe market place between peers where they can relax and switch furniture for free.

Cost and Revenue

In order to establish a cozy yet practical room, BUAs needs to do a one-time investment. This cost can be lowered by designing the room with second hand and recycled furniture. The cost of an employee who is responsible for guiding trade and keeping the inventory needs to be considering. And BUAs needs to provide a room, preferably on campus.

There is no money involved in switching furniture, so it won't bring up any monetary value. However, all sorts of furniture will be switched which could give the original room a higher value.

Key metrics

Success can be measured by the fluency in the design of the room, and the number of students showing up at BUkea.

New Project - wash bar

<p>PROBLEM Lack of community Problem with integration Forced friendships Difficulties with independency Loneliness and home sickness BUas is not a part of students' daily life</p> <p>EXISTING ALTERNATIVES Was Bar (Belgium)</p>	<p>SOLUTION Students can run their laundry and quietly enjoy a nice coffee with peers or work for school.</p> <p>KEY METRICS Amount of BUas students doing their laundry: > 20 in 1 week Amount of BUas students (exclusive washers) visiting (eating, drinking, socializing): > 50 in 1 week</p>	<p>UNIQUE VALUE PROPOSITION Wash away your student troubles!</p> <p>HIGH-LEVEL CONCEPT Mix of restaurant and self-service laundry</p>	<p>UNFAIR ADVANTAGE Students can come together on campus and do household tasks</p> <p>CHANNELS BUas website and app Activity desk Word of mouth</p>	<p>CUSTOMER SEGMENTS All BUas students living in dorms</p> <p>EARLY ADOPTERS Social and innovative students Sustainable students (sharing community)</p>
<p>COST STRUCTURE Location on campus Design of a living-room Washing machine (three) Kitchen + equipment Staff (cooking, serving, cleaning, organizing menu's) Insurance Food and drinks</p>		<p>REVENUE STREAMS Students buying food and drinks Profit of usage washing machine</p>		

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Problem

There is a lack of community between native and international students at BUAs. Derivative problems are forced friendships, struggles with integration and BUAs not being a part of students their daily lives.

Besides that, students can feel lonely when living on their own. They have to do all sorts of household chores such as doing their laundry, cleaning and cooking. Along with that, they mostly have a low budget to spend.

Solution

Wash Bar (6.5.4)

Customer segment

All, but only BUAs students can join the BUAs Wash Bar. However, BUAs students who are living in dorms, will be the main customer segment.

Innovative and socially oriented students will most likely be the first to come to the Wash Bar. Furthermore, the group of students who are environmentally conscious, will predictably be first in line as well.

Channels

Through the existing phone application and website of BUAs, all information of BUAs Wash Bar will be shared, as well as at the activity desk. Furthermore, word of mouth communication between students will become a big channel.

Unfair advantage

BUAs Wash Bar will be a safe and cozy place where students can come together and do household tasks while joined by peers.

Cost and Revenue

A location on the BUAs campus needs to be available and redesigned into a 'living room'. The place needs to be equipped by three washing machines, tables and chairs, and a fully equipped kitchen.

Different staff for cooking, serving, cleaning and organizing the menus need to be paid. And food and drinks need to be purchased to prepare and resell to customers. An insurance contract also needs to be made to cover costs with accidents.

BUAs will have a revenue stream by making profit on the food and drinks they sell. Students who want to do their laundry, will have to pay a small amount as well.

Key metrics

Success can be measured by the number of students doing their laundry, and the number of students that eat, drink and socialize at the Wash Bar.

BUAs o'cook - BUAs o'cook

PROBLEM Lack of community Problem with integration Forced friendships Loneliness and home sickness Healthy cooking is a challenge BUAs is not a part of students' daily lives Low student budget Food waste EXISTING ALTERNATIVES ESN CLUBS@BUAs International classroom	SOLUTION Cozy cooking island on campus where peers can cook their dish together and share food	UNIQUE VALUE PROPOSITION Every student has an inner chef attitude! HIGH-LEVEL CONCEPT	UNFAIR ADVANTAGE Cooking at school	CUSTOMER SEGMENTS All BUAs students living in dorms EARLY ADOPTERS Sustainable students Social and innovative students Healthy students
	KEY METRICS Amount of BUAs students that log in : > 25 in 1 week		CHANNELS BUAs website and app Word of mouth Flyers	
COST STRUCTURE BUAs needs to invest in 2 cooking islands: Oven, microwave, fridge, stove, kitchen equipment (cutlery, pots and pans) Cosy design (tables, chairs,...) Insurances			REVENUE STREAMS Co creation with Albert Heijn: BUAs students buy products at AH and BUAs gets promotion deals to buy general ingredients as salt, peper, olive oil, etc. that students can use.	

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Problem

There is a lack of community between native and international students at BUAs. Derivative problems are forced friendships, struggles with integration and BUAs not being a part of students their daily lives.

Besides that, students can feel lonely when living on their own. They have to do all sorts of household chores such as doing their laundry, cleaning and cooking. Along with that, they mostly have a low budget to spend.

Solution

BUas O'Cook (6.5.5)

Customer segment

All, but only BUas students can join the BUas O'Cook. However, BUas students who are living in dorms, will be the main customer segment.

Innovative and socially oriented students will most likely be the first to come to BUas O'Cook. This together with the group of students who are environmentally conscious. Low budget peers who like to cook healthy will predictably not order a hamburger, but go to BUas O'Cook instead.

Channels

Through the existing phone application and website of BUas, all information of BUas O'Cook will be shared, as well as through flyers that can be found around campus. Furthermore, word of mouth communication between students will become a big channel.

Unfair advantage

Cooking can't be more pleasant and easy than doing it together with peers on campus.

Cost and Revenue

BUas will have to invest in (at least) 2 kitchens, including 2 cooking islands with all their facilities and a place where they can eat up their self-prepared meal afterwards. An insurance contract needs to be made to cover costs with accidents.

BUas will not gain any money with the concept, but students will. They can take their leftover food and combine it with leftovers of others. Above that, BUas can co create with a supermarket (Albert Heijn).

BUAs will encourage their students to buy their groceries at their supermarkets and in return BUAs will receive promotion deals for essential cooking products, to provide to their students.

Key metrics

Success can be measured by the amount of BUAs students cooking at the BUAs O'Cook kitchens. They will have to log-in with their student card.

7.2 CONVERSATIONAL SURVEY CHAMPIONS

With Typeform³⁵ we were able to engage Gen Z with an conversational survey and collect data. Through this customizable survey, we could express our five champions of the ideation phase and gain insights of 67 Gen Z'ers thoughts, feelings and wants. Mainly on what makes them feel at home at school, which concepts they find most effective and their open suggestions.

We deliberately chose to check our concepts with the target group in this way, because we knew that an average boring survey would not work nor grab their attention.

The 66 Gen Z'ers who completed the survey³⁶ consist of BUAs students and random Belgian students who are in higher education institutions. We send the link of the survey on the net via Instagram, WhatsApp and Messenger groups to get responses.

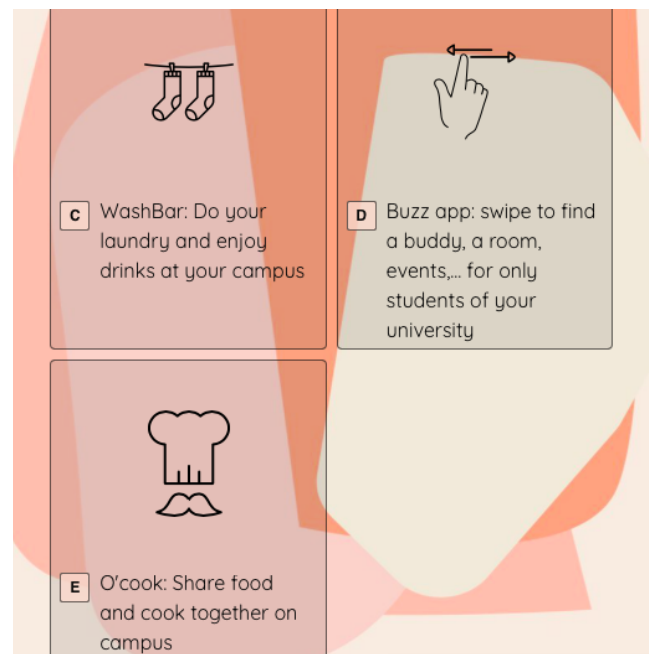
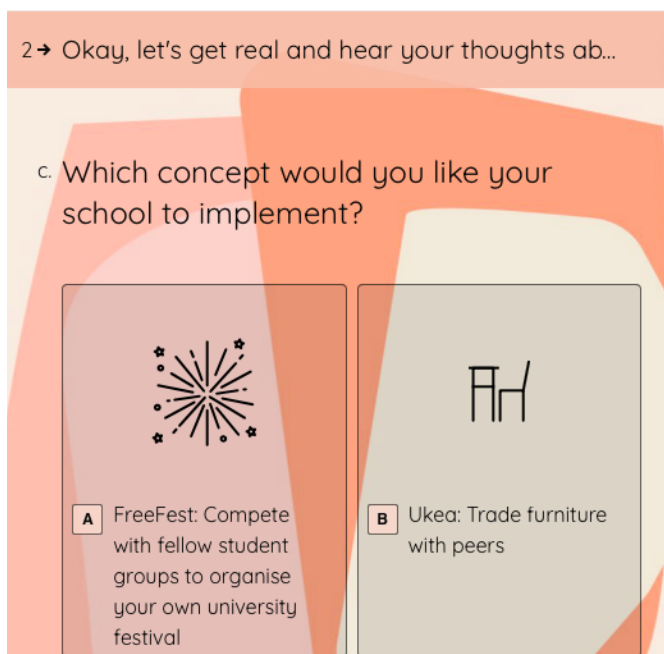
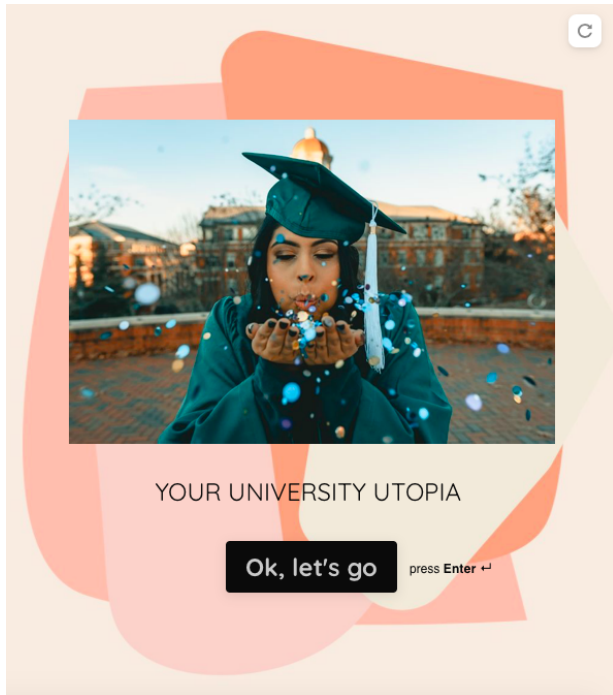
We used multiple choice, picture choice, short text questions and opinion scale questions in the survey.

³⁵ An online software as a service company that specializes in online form building and online surveys.

³⁶ <https://184432.typeform.com/to/GKb6pA>

7.2.1 CONVERSATIONAL SURVEY

Beneath, you can find some parts of the survey. The complete survey can be viewed through the link³⁷.



³⁷ <https://184432.typeform.com/to/GKb6pA>

7.2.2 RESULTS CONVERSATIONAL SURVEY

We managed to collect the results of our survey in one report. You can find this in the appendix.

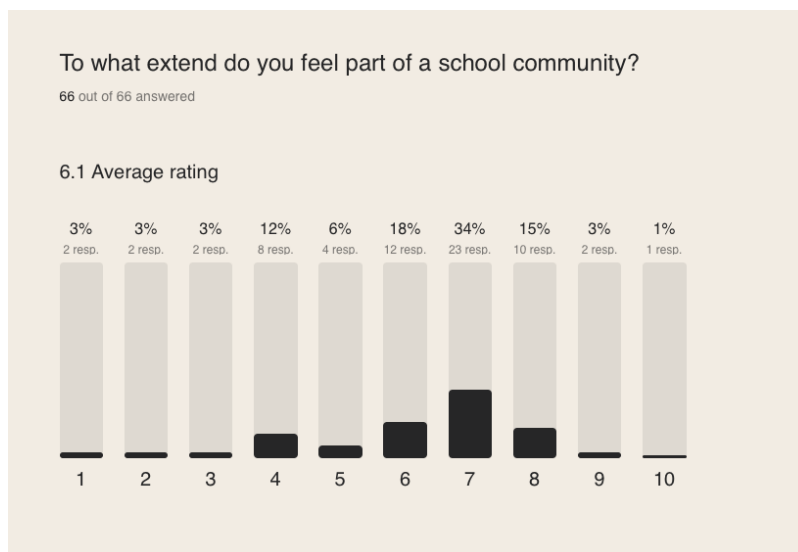
In this section we will discuss the main assumptions based on two questions:

- To what extent do you feel part of a school community?
- Which concept would you like your school to implement?

TO WHAT EXTENT DO YOU FEEL PART OF A SCHOOL COMMUNITY? (Q1)

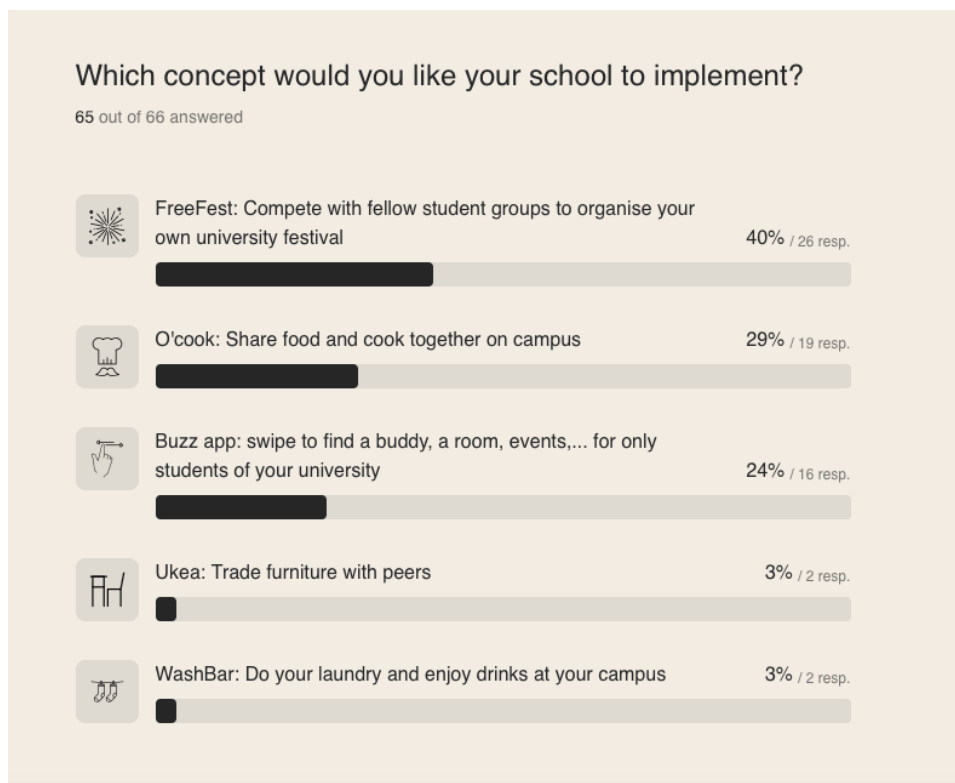
This first question helps us to picture the respondents and their part of a school community. It strengthens that the next question, on the fixe concepts, is answered by students that are familiar with a school community. Because, imagine that we would check our five concepts with a target group that is not known at all with a school community. That would weaken these results.

The average rating of the 66 questioned Gen Z's scales their feeling of being a part of a school community between 6 and 8. 34 percent of them rates a 7.



WHICH CONCEPT WOULD YOU LIKE YOUR SCHOOL TO IMPLEMENT? (Q2)

As the graphic beneath show us; FreeFest, O'Cook and Buzz app are the top three concepts according the survey. This means that 66 Gen Z'ers see potential in these concepts to create a stronger student community. This does not mean that we continue with the concept that received the most votes. This survey was a way to determine which concepts have the most potential according Gen Z. It goes beyond the idea, of course. Now it is time to study these three concepts and their individual lean canvas. To deep in the feasibility, the business idea behind it, and how they can solve the problem of BUAs. In other words: The big picture.



EXTRA INSPIRATIONAL THOUGHTS

We additionally asked our candidates if they had other suggestions. The answers were:

- More international parties
- Radio in the hallway
- Team Building games
- Drawing marathon
- Organize an afternoon with drink and food, just to get to know each other better
- Closet sale

- Different kind of hobby groups
- A grand picknick in June right before exams
- Doing some projects for external companies. The best concept wins.
- Lunch together in cozy canteen
- More things within a class in the beginning. especially when classes change during the year
- Maybe a 'common room' where students of said university can relax and have fun. Not necessarily to study, but a place to relax with your peers!
- Organize trips to visit some places in the city
- Projects related to school, also for SAT's, combining 1st, 2nd, 3rd and 4th year students
- Movie night, drinks, ...
- Organizing more things such as LCC but on other topics
- Acapella group

7.3 CONCLUSION

We discovered a creative way to encourage peers to complete a survey. Typeform gave us the chance to create a strong designed online survey. At the same time, we received the answers we needed to evaluate the concepts individually. With the opinion of Gen Z, we can choose thoughtful with which concept we will continue to answer BUAs' problem.

WINNERS: FreeFest, O'Cook and BUas Buzz.

IMPORTANT CRITERIA OF THE END CONCEPT

	FREEFEST	BUAS O'COOK	BUAS BUZZ
PART OF DAILY LIFE	Low	Average	High
ALL INCLUSIVE	Average	Low	High
BELONGING TO COMMUNITY	High	Average	High
NEED FOR INVESTMENT	Average	High	Average
SUSTAINABLE	High	Average	High

FREEFEST

40% of the respondents find FreeFest a suitable concept for a stronger student community at school. *Together, against each other*, student teams will compete to organize a school festival. When we look at the cost structure, BUAs will need to provide a budget to support. Nevertheless, there needs to be a large supporting, leading and responsible safety net of students in order to lead Freefest. Much of the concept is about 'fun'. Still there is no assurance that students want to participate effectively. This requires enormous organizational skills regarding school work and FreeFest. If students are not engaged in organizing and joining the gatherings and festival, this concept will likely fail.

O'COOK

29 percent of the respondents voted for cozy cooking island on campus where peers can cook their dish together and share food. BUAs will need to invest in 2 cooking islands and associated adjustments. Good insurance needed, to let students cook alone. Furthermore, a free place where the cooking is possible. The campus has just been completely renovated, so BUAs is not entirely enthusiastic about having a renovation again. Besides that, it is not sure that this concept will fully help to build a community at BUAs. The focus of the concept is cooking, and it is up to the students to which extend they include other factors such as friendship.

BUAS BUZZ

And last but definitely not least, 24 % suggest using an own BUAs application. BUAs will also have to provide a specific financial budget for this concept realization. However, this concept is most supportable with the daily life of the user, Gen Z. The app has the power to create a natural contact between the homies and the wanderers. The fact that this connection happens largely along the smartphone is a strong point, it is a way that almost every user is familiar with. Thereupon, it is a concept that will be all inclusive. It allows students to build friendships and business partners, it helps students to integrate and to have fun.

Regarding the investment, there is a co creation opportunity between BUAs and their game students. They could play a part in the realization of the application.

7.4 BUAS BUZZ IT IS!

After analyzing the Lean Canvas of each chosen concept, taking in the consideration of Gen Z's thoughts, and analyzing important criteria, we concluded that BUas BUzz has the most potential chance of success.

We are convinced, after an intense hunting, ideating and concepting phase, that BUas Buzz will answer the essential problem: "how to create a stronger student community of the native and international students at Breda University of Applied Sciences?".

How will BUas Buzz actually work? What will BUas students be able to do on it?

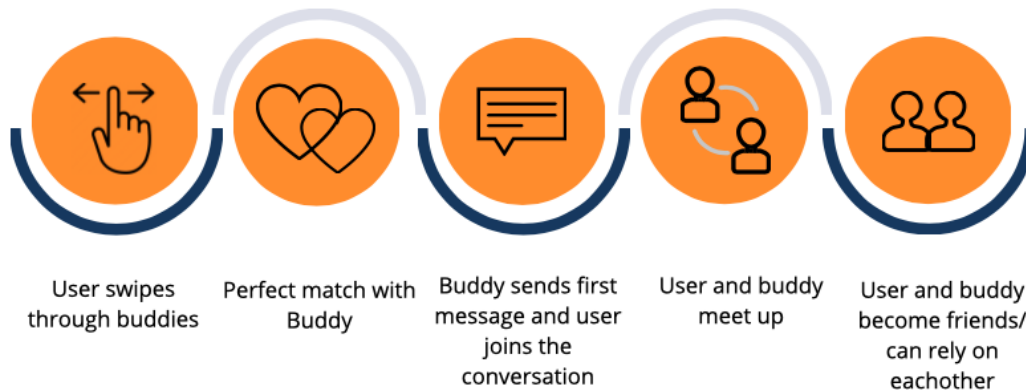
BUas Buzz is an application that can be downloaded from the application store of any smartphone. But only BUas students have specific login details, which are received once they have been enrolled at the university. This data consists of a username (student number) and password. Afterwards, the student has the option to personalize it.

Once the student has registered, they will be asked to complete their account with their own photo, interests, general information such as course of study, age, place of residence, etc. When the account is completed, the student can actively swipe in four different domains: BUas Buddy, BUas events, BUas rooms, BUas market and BUas timeline.

At the end of the registration, the students are asked what position they want to assume within the different domains. Is the student looking for a buddy or is the student applying as a buddy? Is the student looking for a new room or is the student going on Erasmus in the second semester and wants to rent out his/her dorm? Or, does the student wants to sell articles or is he/she looking for a new desk lamp or bike? If students want to buy a desk but sell their chair, they can switch positions in the settings.

BUas Buzz swipes every student through college life.

BUas Buddy



“Thymo is new at BUas and considers it difficult to find his way on campus. He logs into BUas Buzz and swipes for a likeable buddy. He would like to have an international buddy so he can practice his English. And yes, after some days he has a few matches shining on his phone. Thymo starts a conversation with Brandon and soon their conversation goes from campus life at BUas to football. Brandon is from the US, but has been studying at BUas for three years. Brandon proposes to meet in the cafeteria after his media class. He teaches Thymo some tips to get to know the classrooms on campus better and lets him know that Thymo should join the beer night that same evening. Brandon texts the coordination’s for the meeting place through the Buzz app. Thymo already feels more at home when he gets the feeling that he can really rely on Brandon.”

The student is given the opportunity to register as a buddy or as a buddy seeker. This can be changed at any time and is not fixed. When the student is used to the Tinder concept, this will not be a problem! Cards with photos of BUas students and a short description of each person will appear on the smartphone. (Remember, there will be only students showed that have applied to be a buddy or buddy seeker.) The cards can be swiped to the right when the student thinks it is a potential buddy. When there is no interest, the student has to swipe left.

Ching ching, there is a match! Students can now chat with each other through the chat window. It will be possible to use gifs and emojis.

If after two weeks, the matched people did not chat or schedule a meeting through the chat window, an algorithm will take place and BUas BUzz will suggest them to talk and meet each other. This is to encourage students to use the app to its fullest, and not just swipe and leave it. And additionally, to meet face to face and instead of over the phone.

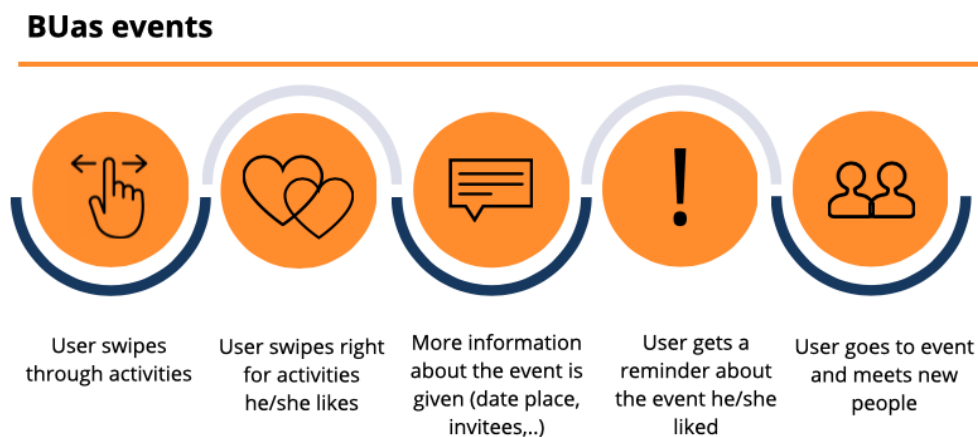
There is no limit to making contacts. The student can chat with multiple matches and can continue to swipe and find new matches.

The buddy can initially help you find your way on the BUAs campus. But besides that, beautiful friendships can spontaneously grow. The buddy can take the student to activities he/she goes to, recommend eating places, ... help them feel at home.

There is no one that obliges the students to swipe, BUAs does not oblige anyone to become a buddy, the students themselves take the initiative to participate. But, BUAs does encourage them by offering Buzz.

The buddy domain will likely form an ecosystem after some time. Students who were looking for a buddy at first, may register as buddy for other students in the next academic years themselves. Since they know how it feels to be a bit lost on campus. As a result, there will a switch from buddy seeker to buddy applicant.

BUAS EVENTS



“Merel is a real party animal! And her organization is also a messy party; she is not good at keeping track of activities or planning them. She heard that a beer party was organized last week and had missed it completely. Her friend Cato is already active on BUas Buzz and recommends BUas events. So, Merel decides to sign up on the BUas Buzz app and goes exploring. Merel starts swiping through the events that BUas proposes. She swiped beer night and Mexican food night to the right. The football tournament next week is nothing for her, so Merel swipes that one to the left quickly. The events that Merel swiped right are automatically placed in her agenda, in that way she does not miss a single event. On the Mexican food night Merel met Maria. Coincidentally, she is from Mexico and teaches Merel about Tacos El Pastor and other traditional dishes all night long.”

After the BUAs student is registered on the BUAs Buzz app, they can swipe through the event calendar. Right swipe is for events that the student likes and may want to go to. Left swipe is for events that he/she is not interested in.

More information about events are given once the students swipe them right. Those events are stored in a folder, the student can scroll through them at any time to have an overview of potential events that he/she can attend. These events are also automatically placed in the student's agenda, and students will get a reminder the day before the events takes place. For this, the student must give access to BUAs Buzz.

The events that are shown on the application are placed online by the technical team of BUAs. Student movements, ESN, BUAs keynotes, special food days at the canteen, extracurricular activities, etc. also have the opportunity to show their events on Buzz. After approval from BUAs of course. For this, the organizers must present their events to BUAs and based on that, BUAs determines whether the event may be shared on Buzz.

BUAs students can also share the events they encounter with their friends, who are registered on the app. This way, the event can be spread further among peers.

The student will find all necessary information on the event on their screen. And can send a message to the organization of the event when the contact details are placed on the swipe card.

Let's keep swiping to the party!

BUAs ROOMS

BUAs rooms



“Camilla has decided to exchange the warm Spain for the cozy Breda and study Creative Business at BUas. She is currently staying at an Airbnb close to the school, until she finds a suitable place for herself. Camilla has been looking online through several rooms and apartments for a few days, but either they are only available for half a year, they are too far from school or they are too expensive. She doesn’t give up though! During her enrollment, they advise her to sign up to BUas Buzz to look for an accommodation. After half an hour, she already swiped five to the right, jackpot! Camilla starts a conversation with the owners of the room through the chat window and she has scheduled five room visits. Let’s hope that she has her own dorm soon!”

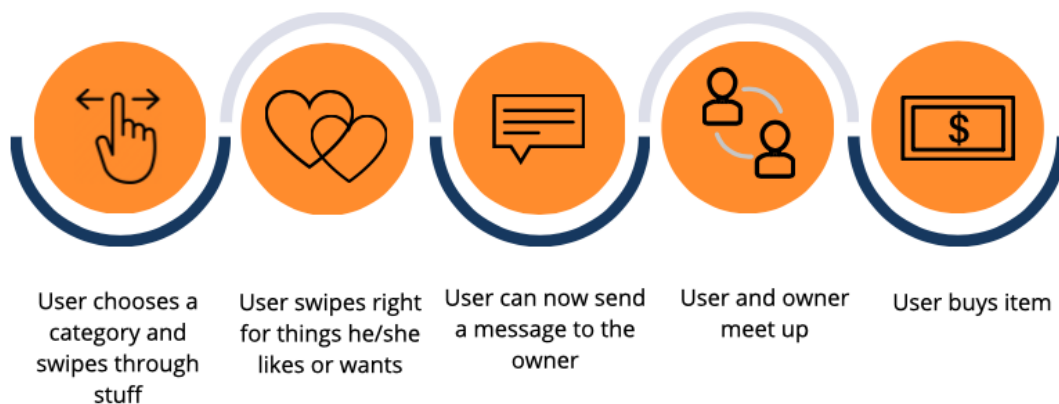
With an account on the BUas Buzz app, BUas students can search for a student dorm or apartment. There is also a spot for BUas students who want to rent out their room. For example, if a student goes abroad for half a year and do not want to cancel their room, they can use the Buzz app to find a temporary student to rent it.

The student looking for a room has to complete five questions in order to begin the search. Their gender, the period they want to rent the room, the type of room they are looking for (single room, studio, apartment), if they like to have a furnished or unfurnished room and the location of the room. Students who like to rent out their room have to post photos of the room and an answer to the same five questions. The application will automatically link the students who got the same answers. When a right swipe is given from both sides, the two students can chat with each other in the chat window.

BUas will make up a standard contract for the students to use when renting/renting out a room. This will cover all important points. This way, BUas will lower the risks of problems between renting partners and can come in between when problems do arrive. However, it is the intention that students will complete this mostly independently.

Let’s keep swiping for the perfect room!

BUas market



“Zita decided to clean out her closet and sell clothes that she no longer wears. Some extras on her student budget are always welcome! She heard from Max that he had bought a second-hand bike last week through the BUas Buzz app. Max is from Finland and could not bring his own bike to uni, but through Buzz he quickly found a solution. Zita decides to upload her clothes on Buzz for sale, so other BUas students can buy things from her. Zita immediately receives messages from students who are bidding on her pieces. For example, Lotus wants to buy her Nike trainer hoodie for 15 euros. Zita thinks that is perfect! She no longer wears them and this way they get a second life! Lotus lost her hoodie during the move from Sweden to the Netherlands. So, she is very happy with this! When Zita and Lotus set up the meeting, they decide to meet at the campus after their class. The girls never met before but Zita told Lotus that she was wearing her red jacket. When they find each other, the girls seem to have something in common and keep talking. First about school, but the conversation switches to the party taking place in the city. Lotus and Zita exchange phone numbers and agree to meet up later on. What a Nike trainer can do...”

The BUas market is again a domain that can be used on two sides. Students who want to sell stuff for an extra penny, but at the same time, students who are urgently looking for something specific. Students who are on a strict student budget or students who simply want to consume sustainable can find their way at Buzz.

First the student sellers: They can upload their stuff on BUas Buzz, through photos. The student must add a description and set a minimum amount that he/she wants for it. In the description, the student displays the condition of the product and other important information that is needed.

All BUAs students can swipe through the cards with products. The student can indicate preferences that search for specific matters. While swiping through the offers, you can swipe right if you are interested. Swiping to the left means you do not want it.

With every right swipe, the student can automatically start a conversation with the seller. The seller does not have to accept the first swipe. During the conversation, the buyer and seller can discuss the product with each other, negotiate the price and agree to meet face to face and exchange the product.

The negotiation process is the full responsibility of the students. BUAs is not responsible for this. Even afterwards if there is something wrong with the product, BUAs will not come in between.

Students can keep right swiped products in a folder and contact the owners afterwards.

Let's keep swiping for the coolest new hoodie!

BUAS TIMELINE

BUAs timeline



“Jort has been going to BUAs for a couple of weeks now. He mostly knows his way around and already made some friends. Today, he was talking with his friends about all the problems that come with making a group project. The fact that the parts never match, but you always get away with it somehow. ‘True, so relatable! I saw a meme about that once. We should put it on the BUAs timeline’, Sylvie suggests. Jort had heard of the timeline before, apparently a girl from his class was described on a ‘spotted post’. They were guessing who it wrote. So, Jort takes a look on the BUAs app and posts the meme that Sylvie suggested. After one hour, 24 students have reacted to it, and 87 have swiped it right.”

The BUAs timeline is mostly just for fun. But it also brings people together.

All students can put something on the timeline under the category story, meme, spotted or photo.

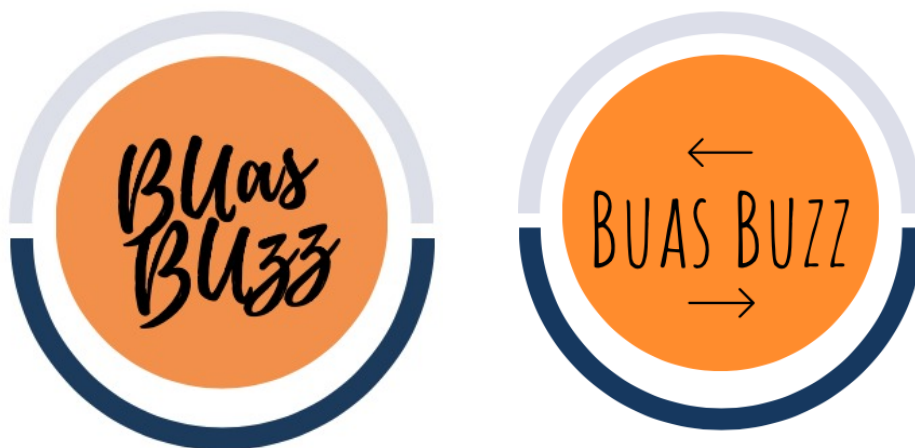
Story: People can write a text or quote about anything they like to share related to BUAs - or student-life.

Meme: Students can share memes related to BUAs and student life. People can relate, laugh about it and share it with other students.

Spotted: Students can share a description of a person they saw at the BUAs campus, and want to know who it was. It could be someone that made an impression, you found funny, attractive...It is up to the readers to find this person.

Photo: Students can share pictures of BUAs events, daily life at the campus, in-class activities, ...

These categories are easy for students to separate what they like to see. The category 'all' gives an overview of mixed posts. People can react to all posts and share them with each other through the chat box. If they swipe a post right, it will get a like and come high in the ranking. Posts that are popular, will show up first when students open the timeline.



Now that the four main areas of BUAs BUZZ have been explained, there is also a technical side to be considered. How will this concept be realized? For this, we build the bridge with the game students from BUAs. The concept can be elaborated by the gamers and designers of the study course Gaming. This can either be thrown into an assignment on which they will be evaluated or against payment. This depends on how BUAs wants to work this out.

The technical part of this concept requires knowledge and experience. There are algorithms, privacy aspects and high-tech features processed in the application.

Furthermore, the IT department of BUAs will have to create login details for each student linked to his/her BUAs email. The department must also be ready to resolve all app defects and monitor the application frequently.

A team of 2 to 3 people must be appointed to approve events that may be posted on Buzz, to support students who want to rent out their room and to check whether this is happening legally.

It was an honor to introduce you BUAs Buzz! Let's swipe!

7.4.1 CUSTOMER JOURNEY

We tried to visualize the process where and when the BUAs student (user) will interact with the BUAs Buzz application. We choose for a customer journey technique, because these interacting points highlight the experiences of the students very clearly. At the same time, it demonstrates how BUAs should respond to the various stages.



AWARENESS

The first stage of our customer journey is Awareness. At this point the student is aware that they have a need or a problem. Meaning the first impression student get when they feel alone at university, they are missing home or see other students form groups.

At this same time, students will receive their login data for the app. It is important for BUAs to build trust and provide understanding. When the university communicates that they understand the problems that students are dealing with, and provide information about BUAs BUzz, it will help the students to navigate their need.

RESEARCH

The next stage is the research stage. The student will do their initial research and become aware of the options they can choose from. Searching for reviews and details about this new app are included in this step. The student may also compare the BUAs Buzz app to other solutions on the market. And it is likely that prospective students will first run the information by other students before they decide.

ACTIVATION

The third stage in the customer journey is the Activation stage, where the student is ready to download BUAs Buzz. The student is well informed by this point.

After downloading the app, the student uses the data he or she received from BUAs to complete the first steps.

EXPLORE

Now, the student goes on a discovery. What does the app offer?

Maybe he or she already tries to swipe and start a conversation with another BUAs student on Buzz.

EXPERIENCE

The student user is experiencing the advantages of BUAs Buzz. It is important that at this stage, the student acknowledges and, at the same time, experiences what BUAs Buzz provides.

SATISFIED

At the fifth stage, the student is satisfied by the product and admits the feelings he or she experiences while using the app.

The student will have found or rented out a room, bought or sold something, got to know or got to be a buddy, ...

RETENTION

The retention stage is most likely one of the important stages in our journey. It is hard to keep the students who are using the application, and make it part of their daily lives. When BUAs gained their trust, BUAs needs to maintain it! BUAs should therefore keep on track with the students by asking their feedback from time to time, on the application.

EMBASSADOR

This is the last stage of the customer journey, when the student becomes an activate advocate for BUAs Buzz. These students refer and promote the app to their friends by saying great things about it. This word of mouth advertising is the most powerful and honest marketing strategy that the BUAs Buzz app can wish for.

7.4.2 I NEED A DOLLAR

Codementor (2019) states that “a junior iOS developer in Eastern Europe charges an average of \$41/hr to \$60/hour”. For the BUAs Buzz app, we will take a rate of €40 an hour as average, as we will not be working with highly experienced designers. Depending on the complexity and different features the app has, the time and costs of the application will increase. Taking that into account, we estimate a maximum duration of 500 hours, which means a cost up to €20 000 to create BUAs Buzz.

*App Cost = Development Time * Hourly Rate*

BUas, however, is a source of knowledge and expertise itself. Both teacher and students have a wide range of potential in different areas. When we look at our concept, we suggest to work together with a creative and skilled BUas team specialized in both technical and creative skills. Students in the education ‘Creative Media an Game Technologies’ and ‘Master Game Technology’ can help build the technical aspect of BUas buzz (back-end), while students in the education ‘Creative Business’, ‘Master Media Innovation’ and ‘Executive Master Media Innovation’ can help create the visuals (front-end). The assignment could be taken into the curriculum of the students, or against payment.

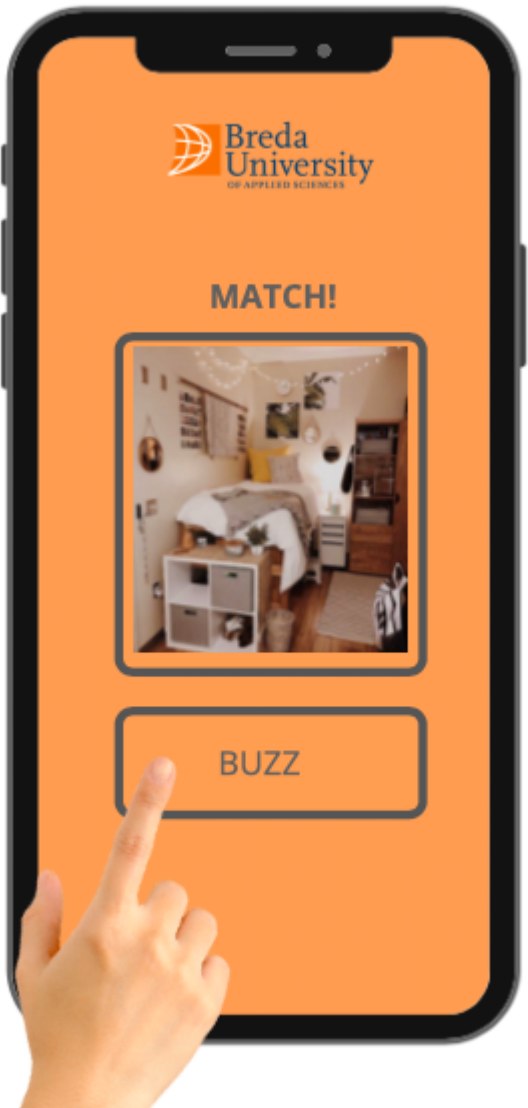
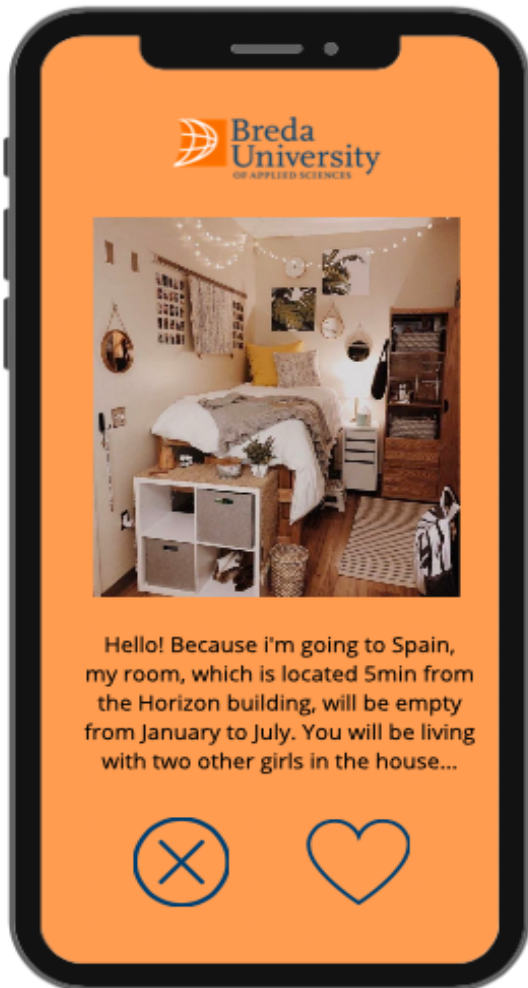
- Included in curriculum: During production house time, 3th year students have to develop the application in groups. They will get the main information and requirements for BUas Buzz, but will be free to let their creativity run wild and apply their skills. BUas Buzz could also be an independent project that students will have to complete during one of their student years. The benefit of this co-creation are low costs for BUas and the different input from students.
- BUas has a Creative Lab, which is extracurricular and students can participate on own initiative.
- Project against payment: BUas can work together with students and teacher outside of school hours. Together, BUas and creators will divide tasks and determine a fair compensation.

As described above, these are possible hypotheses that we have processed. Of course, we checked these with the right experts from BUas.

7.4.3 PROTOTYPE FEATURES

We can express the concept nicely, but a visual presentation is also needed to substantiate BUas BUzz. We have developed some realistic prototype versions of what the application can look like.





7.4.4 TERRITORY MAPPING

As we mentioned after a deep hunting phase, *there already is a lot, yet* there is a lack of student community between Homies and Wanderers, according to our client BUAs.

We will map out all the current activities of BUAs together with our new concept BUAs Buzz. We do this on the basis of 2 axes: Is the concept part of the students their daily life or is it occasionally, and does the concept contribute to having fun or to stimulating a student community. This helps us to understand the main core of BUAs Buzz and its added value.



JUST FOR FUN - OCCASIONALLY

As shown on the chart above, BUas has several activities that are *for fun* and that *occasionally* take place. Their annual movie night at the chapel and food truck festival, are days when BUas students can experience pure joy. In the summer there is also a day when all bicycles are washed for charity.

It demonstrates that BUas does indeed organize various ‘fun’ activities, but not immediately with the explicit intention to strengthen the student community between the Homies and the Wanderers.

STIMULATING STUDENT COMMUNITY - OCCASIONALLY

Clubs@Buas is one of the few initiatives that wants to strengthen the student community at BUas in a fun way. They frequently try to organize gatherings where students can come together and share a specific interest/passion.

Besides that, here are some activities that are located on the border of the axes. For example, BUas’ annual Christmas dinner, in which the international students can participate. The Christmas period is known as a period when students get homesick. BUas wants to counter this.

Breda’s International student network, also known as ESN, organizes national and international trips, parties, cultural events and sport events. Those are not yet integrated in the daily lives of the BUas students, which we can deduct from previous interviews (4.4.2). Nevertheless, they are very dedicated to organize activities for the students on a regular basis. These activities are a mix of ‘fun’ and with the intention of attracting international students and engaging them in matters other than school.

JUST FOR FUN - DAILY LIFE

BUas or partners are not active in this section.

STIMULATING STUDENT COMMUNITY - DAILY LIFE

As you can see, BUas Buzz scores highly on being actively involved in the daily life of the students and stimulating the student community among the Homies and the Wanderers. The application does this by responding to various domains that students are active on today.

Bress sport center in Breda is a second initiative that scores well on this subject. Although it is not from BUas itself, most of Bress members are students from BUas. The sports center therefore works closely with the university. The main reason is not to strengthen the student community, but rather to let students exercise and be part of their daily health pattern.

The composition of this graph, the activities that are present at BUAs and our own innovative/technical concept of BUas BUzz, demonstrate that this application is indeed what BUas is looking for. It offers a solution on their initial problem (*“how to create a stronger student community of the native and international students at Breda University of Applied Sciences”?*), despite all the other initiatives. This one is intended to be incorporated in the daily lives of the students and stimulates the student community among Homies and Wanderers.

8. IMPLEMENTING PHASE

The implementation phase is a final step in which the developing concept from the previous phase (7.4) is realized in practice. In consultation with the school, this phase is not part of our IC-project. This for the reason that it is up to Breda University of Applied Sciences to decide if they want to continue with the proposed concept. Moreover, the anticipated time is too short to be able to realize this phase.

But this didn't stop us to realize our concept. So, we went back to where we started: our client Anna Voinova. After explaining our concept, she answered, and we quote, "I think developing an app is a marvelous idea!". She then brought us in contact with Oscar Bastiaens, coordinator Production House for Creative Business at Breda University of Applied sciences. He told us that our proposal is very interesting and confirmed that it is something that has been part of a BUAs wide discussion on community building. "In other words, your proposal has great timing as these talks are starting up at this point." We then gave Oscar our permission to take our concept to others in the organization to make it a part of the larger conversation concerning a community at BUAs.

Currently, Oscar and his team are looking through our case and discussing the possibilities. And they made sure we will be part of the conversation. As we know, this process will take some time but Oscar is confident that our concept arrived at the right time and the right place.

9. CONCLUSIONS AND RECOMMENDATIONS

For now, we would like to give some recommendations and learnings to BUAs. When BUAs decides to launch BUAs Buzz, this step-by-step plan can help guide the way:

1. First and foremost, the international team (leaders of BUAs BUzz) must hold a meeting with the lecturers of production house (Creative media and game technologies). This to coordinate the project and to formulate clear goals. If BUAs decides to work together with extern developers, similar steps have to been taken.
2. Ideally, the students will work on BUAs BUzz for one semester during production house. It should be clearly communicated how the results (back-end + frond-end) of the students will be transferred to the international team of BUAs. The BUAs international team will then carefully review these results and data. They can even propose the best students to join the project team of BUAs Buzz. In other circumstances, the extern developer(s) will make the application and hand it out to the international team.
3. When the app is formed, it is time to sit together with the IT team of BUAs. They must be given the assignment to link login data for the app to each BUAs student. These may be the same as their Osiris³⁸ log in data, if possible.
4. Afterwards, it is important to sit with the administration desk of BUAs, so that they are aware that the login information must be shared when students register. They too have the responsibility to inform and promote the newly enrolled students of BUAs Buzz.
5. Next, it is up to the international team to inform current BUAs students about BUAs Buzz. This can be done by sending an email to all students. But as we all know; a school mail is not enough. Flyers at the box office in the canteen, an add on the general school app... and hoping for the power of word of mouth.
6. When the app is introduced to the students, it is up to the international team to regularly ask for feedback from the students. This way the app can remain optimized and grow according to the needs of the Homies and the Wanderers.
7. The international team should certainly not forget the main responsibilities such as: Support of the contracts of the rooms/apartments that the students rent out to each other and approval of certain events that will appear on the Buzz app. It may also be interesting over time, to make an ambassador team of older BUAs students who encourage the buddy system and participate in it.

³⁸ The internet portal where students can find their study information. They can register for course offerings and tests and review results.

These steps should lead BUas Buzz on the right track and create a stronger student community between the Homies and Wanderers at BUas.



10. EPILOGUE

They had warned us about this... For six months, we went to bed and got up with our IC project racing through our thoughts. It was an intense adventure with various learning opportunities and chances where we could demonstrate our acquired professional knowledge and skills from the past years in an independent assignment.

Regardless of being good friends, our team was made up of more than friendship. We had decided our collaboration wisely in function of our complementary competences that were necessary for this assignment. And gladly, we can say this was a success. Even our communication did not suffer over a distance of 8000 km the last months working on this case.

To be honest, it was a challenge to autonomously interpret an organizational problem and find information around it. But what this IC case taught us was: Fall down seven times, get up eight.

We have learned to be critical with every step we take. “why am I doing this?” and “does this bring me closer to my goal?”.

Our IIM career has helped us to look at social evolutions in our environment with an open mind. Thanks to this project, we have had the opportunity to lead the creative process of others, as well as tested our own creative thinking to come up with innovative solutions. Translating these creative ideas into feasible innovative solutions, was not as self-evident as it sounds. But we did it!

Above that, we have learned to use our stakeholder management knowledge, to test concepts both internally and externally. This required persistence and stress resistance.

So, what we actually want to say is that we have worked with passion. No, we have worked on this assignment with 100 % of passion. And above that, we are very proud of the result. One more thing we have accomplished: we have learned to be critical and not to be satisfied too quickly, because there is always room for improvement.

And now it is time to flatter. We are just kidding. Isn't that allowed in the epilogue? As mentioned earlier, a critical eye was needed. We owe this to our coach Ilse Godts. Ilse made us realize that as a global citizen, we had to respond to social challenges through social innovations. Ilse taught us that the sky's the limit. She fired us with constructive feedback and let us reflect on our own strengths and weaknesses.

Thank you, Ilse, for the various helpdesks (both virtual and in real life). You were always internally involved in our process and managed us well. It was a pleasure to work with you.

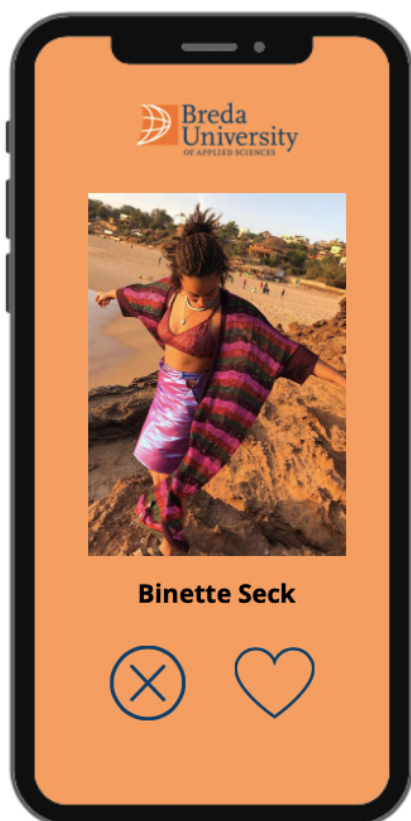
We also want to give a quick shout out to all the people who provided us with information, their experience and their input through interviews, focus groups, brainstorm and surveys.

And last but not least, Breda University of Applied Sciences. It was fantastic to be a student at the campus during 6 months. This period has given us new skills and hopes for the future. Anna Voinova, thank you for making us feel welcome from day one and thank you for wanting to go for this project all together.

In the future, when we have to run an IC case again, we hope to be part of the project from day one to the very last launch day. Unfortunately, we did not have the time and permission to do this for BUAs BUzz.

But for now, we want to go back to bed, have a good night sleep and get up without this project racing 24/7 through our heads.

Binette Seck and Lotte Reyskens - students Idea & Innovation Management (2020)



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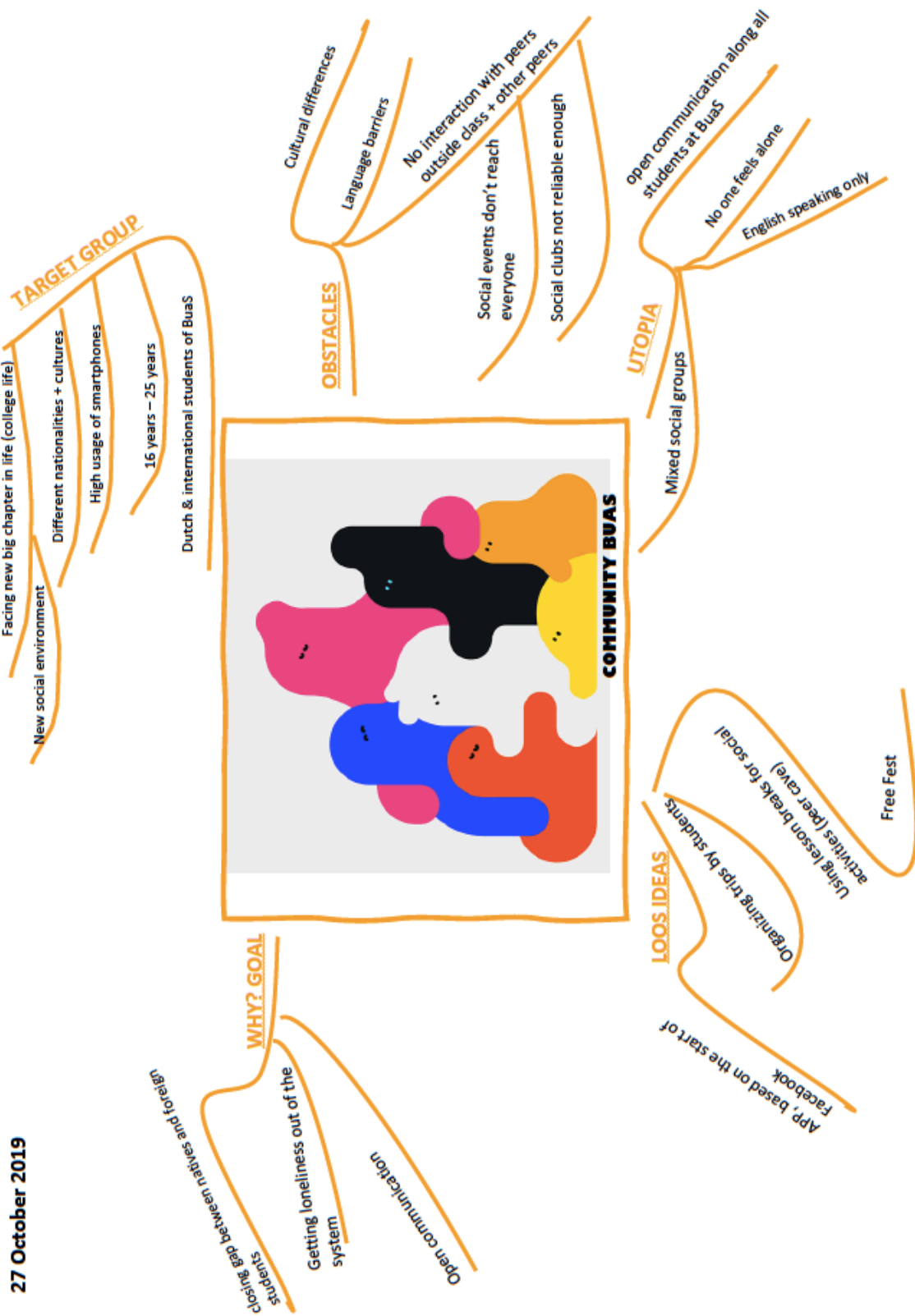
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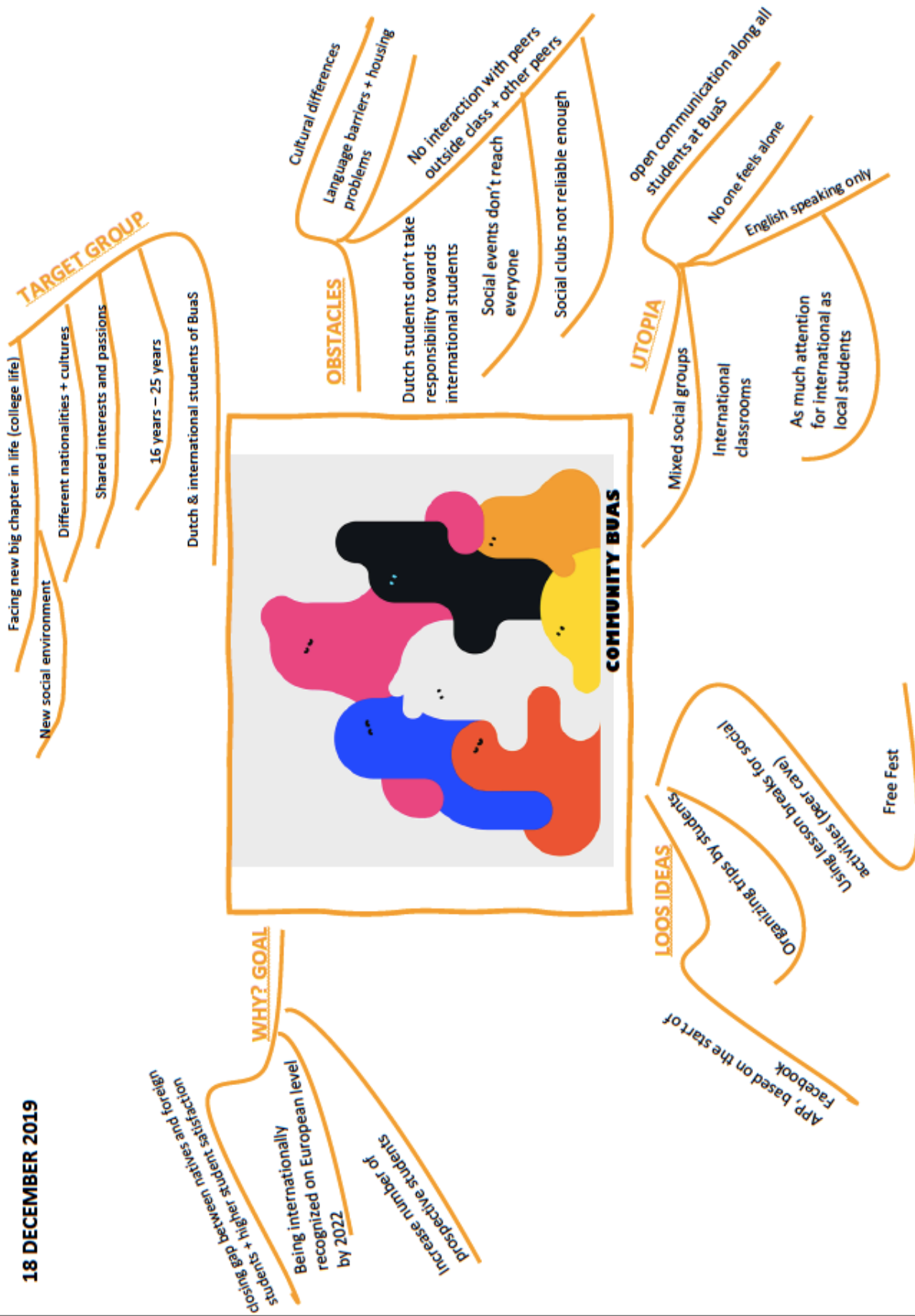
Voinova, A. (2019, October 31). Personal interview.

Wasbar (n.d.). *Wassen*. Retrieved from <https://www.wasbar.be/wassen>

MIND MAP EVOLUTIONS + CANVAS



18 DECEMBER 2019



SCOPE PROCESS/ RESULT	CONDITIONS	STAKEHOLDERS	OUR SOURCES
<ol style="list-style-type: none"> 1. Must have? : Clear, innovative concept to bring native and international students together. 2. Nice to have? : A concept that reaches different areas ; School communication and personal communication between students. 3. If possible? : Creating a MVP of our concept. 4. Out of scope: To build the idea. 	<ol style="list-style-type: none"> 1. It needs to be innovative 2. communication related 3. Needs to fit in the education industry 4. Needs to include both native as foreign students 	<ol style="list-style-type: none"> 1. Direct stakeholders: BUAs and Students at BUas 2. Indirect stakeholders: Minister of education and government <p>Depending on which concept we will work out, the stakeholders can differ.</p>	<ol style="list-style-type: none"> 1. We need intern information of students and employees at BUAs.- Interviews with students and teachers. 2. We need information about previous research and concepts about this subject. – Anna Voinova and desk research.
<p>OUR HELPERS</p> <ol style="list-style-type: none"> 1. Anna Voinova, the exchange coordinator, can guide us through the first steps of research. + feedback moments 2. Students and teachers at BUAs, can help us with the foundations of our concept. 	<p>CLIENT</p> <p>Breda University of Applied Sciences, education industry, 7300 students and 20% international.</p>	<p>QUESTION</p> <p>Create a strong community among Dutch and international students at BUas. Investigate how innovation and technology can be used to facilitate.</p>	<p>OUR TEAM</p> <ol style="list-style-type: none"> 1. Lotte Reyskens : Very strong in guarding quality in deliverables. Strong conceptual. Interested in photography. Be aware of time management. Has an allergy to poor written assignments.
	<p>INSECURITIES / QUESTIONS</p> <ol style="list-style-type: none"> 1. We don't have a clear idea of previous initiatives to stimulate the community at BUAs. 	<p>LIMITATIONS / FEARS</p> <ol style="list-style-type: none"> 1. We fear we'll not be able to satisfy both students and BUas institution. 	

3. Through the case our teachers at our home institution will guide us in the right direction.

2. We don't have an overview of our school hierarchy yet.

WHAT'S THE PLAN?

1. Desk research
2. Contacting BUas employees.

WHAT'S THE PLAN?

1. Work out a clear overview of the priorities of both main target groups.

2. Binette Seck : very creative and a talent for design. Strong communicating skills. Good at time management and keeping a global view of the assignments. Strives to perfection.

CONTACT REPORT

THURSDAY 31 OCTOBER 2019 (HELPDESK ILSE GODTS)

- “you get the prize for the cutest mind map ever”
- Mind map contains a good basis with relevant parts
- Still questions on the WHY; Why does Anna specifically want to do something about the feeling at home? What will yield? + what is a home feeling actually? Where will BUAs be able to see, or measure whether, there is more of a home feeling between the students at the end?
- Does the objective only lie with the incoming students? Do only internationals experience a home feeling, or the Dutch students as well?
- Second concern: Assumptions! Is that ‘feeling at home’ for everyone the same? What makes someone feel at home?
- Third concern: order of things. Good that you already have ideas and shared them with Anna. But this may position you as an ‘event agency’ that will organize fun things for the target group... Ideas and concepts can only be thought out AFTER the hunting/research phase. Need for real insights in this subject!
- Read student manual carefully.
- Take all the courses and books from the past years. What can help us? Project plan models? Business canvases? Research techniques? Innovation management models?

WEDNESDAY 20 NOVEMBER 2019 (HELPDESK ILSE GODTS) +

FRIDAY 22 NOVEMBER 2019 (HELPDESK ILSE GODTS)

- Order of report? 1. Original question, 2. Pre-investigation = diving in, who is BUAs? what about current situation? and mission and vision, 3. connect vision international office and BUAs
- What is ‘home’ feeling? Formulate a clear definition
- Mention clearly when something is an assumption
- More font in the WHY! = needs to be clear + mention sources (who says they are ranked in the top 3?)
- Clarify thinking steps = hunting, introduce it, then why those topics, why this conversation with expert
- Why solve problem with innovation and technology? What will show us this? (Protocol)
- ‘Stronger’ community. What is stronger?
- CLUBS is a second step in hunting phase / chat with students is third step / ‘Damn, there is already a lot’ is the fourth step
- Many members in de club, despite that, there is still a gap in the student community according BUAs
- Link international ambitions of BUAs with Home students = global citizens? educational point, global competences
- Mention current situation and explanation of problems is a separate part and NOT in intro
- TRAP = everything is obvious for us -> don’t forget to explain thinking steps
- Refer to protocol in report when we explain solution (technology & innovative)

THURSDAY 28 NOVEMBER 2019 (HELPDESK ILSE GODTS)

- BUAs is more than getting a degree → personal development!
- Find numbers on total of drop outs + why? (Student counsel)
- Is there any evidence of ‘home feeling’? facts? Or just assumptions?
- AFS: research on cultural cycle
- To who is BUAs looking up to? Good examples of universities? Where do they want to be ranked?
- Does BUAs Sit-in fairs? Research on marketing approach
- Are there influencer counsels?
- Research on how students knew about BUAs, worth of mouth (numbers?) → link this with home feeling
- what is international recognition? How do they measure this?
- Erasmus + numbers

WEDNESDAY 11 DECEMBER 2019 (HELPDESK ILSE GODTS)

- NOTE: 3 April 2020 report uploading on Canvas
- Competitors analyses is missing!
- How is it that there has been an increase in international students in recent years? Frame it!
- Suggestion of focus groups and making hypotheses of these conversations. Why are the students going to an international school and yet not participate in the activities? fact questions: who do you associate with? Does BUAs have an international label for students? Check this against their behavior! = MORE THAN 20 STUDENTS
- Write research effects in long AND short term
- As inspiring thoughts, add participate observation! We are BUAs exchange students
- How to mention “home students” in a different way, to avoid repetition?
- Intro hunting, trend related = oké
- Set up interview with Anna Voinova and Marlie Van dun (international experts at BUAs)

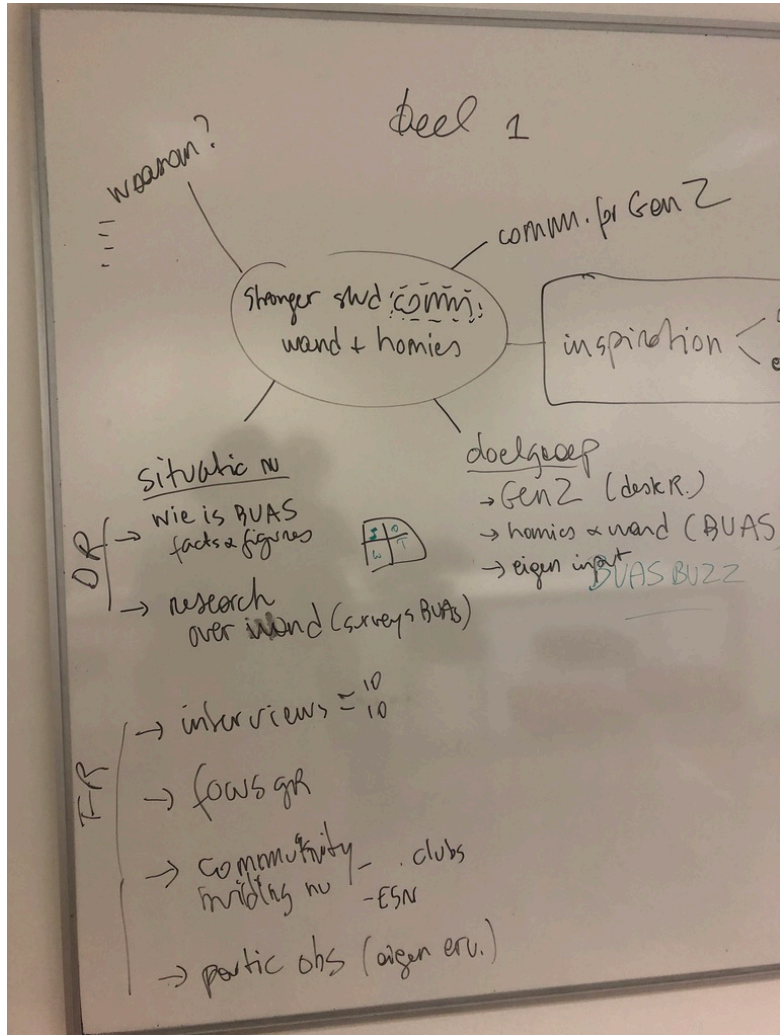
THURSDAY 16 JANUARY 2020 (FIRST DRAFT VERSION REPORT) (HELPDESK ILSE GODTS)

- Use clear resources in text (according APA) + usage of foot notes?
- Problem in intro needs more context situation
- How strong is the student community NOW, and how much STRONGER does it need to become?
- You need to introduce every new chapter; around which topics are you going to hunt + why?
- Give a list of all the student organizations and associations
- Introduce interviews: why these experts? Question list?
- Always end a chapter with a conclusion!!
- Explain words with a foot note

- Processing results of focus groups by analyze type question and then topic, take out hypotheses; it seems, based on this, etc. → Qualitative research
- Good practices from elsewhere as inspiration
- Career, is also a motivation of Dutch BUAs students + homies preparing as world citizen
- Shift from focus of 'feeling at home' to 'focus on Dutch students'
- Ask yourselves: How can we create an intrinsic motivation among the homies to be part of BUAs international student community? Our contacts must be intensive and thorough enough to create this global citizenship = explain: what is being 'part' of?
- Thinking part is 'psychological' in our research
- Connection shouldn't be forced, not a rational process
- Homies and Wanderers are the same, but don't realize it!!!
- Wat is a virtual community?
- Send report to Ilse Monday + short explanation ideating phase

THURSDAY 27 FEBRUARY 2020 (HELPDESK ILSE GODTS)

- Search for the missing link
- End criterium application = if it does not work for us, then it doesn't work...
- Map all the information you have to ONE (logical) STORY



2: missing link? BUAS gaat deel uitmaken v je dagelijks leven (niet heel anders)

ty wall
norm duo

natuurlijk contact met alle stad (ongh. v. in/loc, stadsplan / ideeën...)

BUAS kan dit org/buys worden GEN Z

constant smartphone before comm.

apps on SP of Gen Z

SECRET BUAS

community zonder dat ze beseffen dat ze in een CO zitten








- matching buddy
- kameraanbod
- activities
- fietsen
- wisroad
- vinted

safe
FACE-TO-FACE

MONDAY 9 MARCH 2020 (HELPDESK ILSE GODTS)

- Sector part: where is a (interim) conclusion at the end of it? = 'why should I know this' or 'What should I remember about this'? → show relevance of this written part
- Make clear what the position of BUAs is, in the competition analysis
- Target group, very relevant piece! Mention source!
- BIG WHY (conclusion) is very strong written! GOOD
- Still wondering what the 'higher' reason is? Why wants BUAs more community between homies and wanderers? World citizenship?
- Need a watertight conclusion for developing your community ideas

- The last part of the report is strongly emphasized
- The executive summary is heartwarming written, be careful not to write too commercially, don't mention homies and wanderers yet in this section too confusing, 'stunning'... (do not praise ourselves too hard) and in second paragraph mention source that states that BUAs is ranked in the top international school
- Use more space in ordering pages, pictures bigger (especially territory mapping)
- Add logo or campus picture of BUAs

▼ Voltooide vergaderingen	
Groep 22: Concept for stronger student community (home & int)-Breda UAS vergadering 31 mrt op 14:19	
Groep 22: Concept for stronger student community (home & int)-Breda UAS vergadering 16 jan op 16:09	
Groep 22: Concept for stronger student community (home & int)-Breda UAS vergadering 11 dec 2019 op 12:27	
Groep 22: Concept for stronger student community (home & int)-Breda UAS vergadering 28 nov 2019 op 12:23 donderdag 28 nov om 11u30	
Groep 22: Concept for stronger student community (home & int)-Breda UAS vergadering 22 nov 2019 op 15:20	
Groep 22: Concept for stronger student community (home & int)-Breda UAS vergadering 20 nov 2019 op 9:39	
Groep 22: Concept for stronger student community (home & int)-Breda UAS vergadering 31 okt 2019 op 11:30	

Ella Betts

27 november 2019 om 09:43



Antw: International community at BUas

[Details](#)

Aan: Reyskens, Lotte (184432), Kopie: Betts, Ella, Seck, Binette (184407)

Siri heeft nieuwe contactinfo gevonden Ella Betts betts.e@ade-buas.nl

[voeg toe...](#)

Hi Lotte and Binette,

That sounds very interesting, I would love to help out in any way I can. Which days are best for you to meet? and times? I am free most days at sibeliuslaan between 9-4:30 except 12-12:30.

Many thanks and kind regards,

Ella Betts

Production House Equipment Office and CLUBS@BUas Project Lead

Academy for Games & Media

Phone: +31 638787615

Email: betts.e@buas.nl

[Bekijk meer van Reyskens, Lotte \(184432\)](#)

Integration ESN Breda

5 november 2019 om 17:38



Innovation project x ESN Breda

Aan: lotte.reyskens@student.ehb.be

Dear Lotte and Binette,

Thank you for reaching out to ESN Breda! I got your email forwarded by my colleague and I would love to help you with your thesis, especially since we at ESN Breda aim to creating a strong community of Dutch and international students so it would be very interesting to see the outcomes of your research and how we are involved with them.

I am quite busy the upcoming weeks but I will be in our office (Horizon North building, room 0.016, open every day from 12:30-16:00) every Thursday and the 11th, 19th, and 25th of November.

Please let me know if any of these days suit you. If you please suggest some moments that work well for you.

Kind regards,

Emma Munnichs

Integration Manager

E: integration@esn-breda.nl

T: +31 6 51169258

☆ Dun, Marlie van

29 november 2019 om 13:11



RE: International student community BUAs

[Details](#)

Aan: Seck, Binette (184407), Kopie: Reyskens, Lotte (184432)



Dear Lotte and Binette,

I would be delighted to have a talk with you on this issue. I am not sure about your time schedules, but would next week Friday in the morning suit you? I can free my agenda for one hour then. I look forward to hearing from you,

Kind regards,

Marlie van Dun

Van: "Milcheva, Elina (163080)" <163080@buas.nl>

Datum: dinsdag 19 november 2019 om 11:27

Aan: "Salesi Gastelumendi, Sofia (163053)" <163053@buas.nl>, "Segers, Merel (160817)" <160817@buas.nl>, "Garliński, Lukasz (133398)" <133398@buas.nl>, "Diggelen, Sophie van (173141)" <173141@buas.nl>, "Seck, Binette (184407)" <184407@buas.nl>

Onderwerp: Re: International community building

Good morning, Sofia and Binette

The reason why we are sending you this email is due to the fact we all work on similar projects related to BUAs Community. Therefore, we would like to invite you and your project groups for a meeting with us so we can help each other with the ongoing projects. Nevermind, we would like to ask you to prepare a short presentation or a pitch in order to inform the rest of the attendants with the details regarding your projects.



Date: Monday 25th of November / from 10:30 till 11:30


Location: BUAs Compus / the exact room will be shared later on when we receive your responses.

Thank you in advance for your time,

Best regards,

The BUAs Community Project Group

 **RE: Innovation case student community** 

 **Bastiaens, Oscar** donderdag 26 maart 2020 om 10:33
Aan: Seck, Binette (184407); CC: Reyskens, Lotte (184432); Voinova, Anna

U hebt dit bericht beantwoord op 26/03/2020 13:38. [Antwoord weergeven](#)

Hi Lotte and Binette,

Thanks for this, I hope both of you are doing well too. Also, thanks to Anna for bringing us in touch!

I've read through your document and what you are proposing is indeed a very interesting concept and is actually something that has been part of a BUAs wide discussion on community building! In other words, your proposal has great timing as these talks are starting up at this point.

Within Production House we indeed have a department that deals with interactivity, however, the requirements for your app might be too much for our students to fully program. You might also know that we have recently launched HUB, the campus entertainment network, which I am coordinating.



What I would like to suggest is that I can take your proposal to others in the organization to become a part of the larger conversation about the possible need for a student app (for HUB and the community – as you are proposing!). I will of course make sure that you are a part of these conversations as from this level, budget might be freed up and with the support of BUAs management, there are higher odds of success!


Let me know if you would be ok with this, and I'll get the process going. Do keep in mind that sometime these processes need a bit of time to really get going, but I'm confident that your proposal arrived at the right time and the right place.

Thanks!

Kind regards,

Oscar Bastiaens, MA
Coordinator Production House
Lecturer Semiotics & Transmedia (Storytelling)
Working days Monday - Thursday

 **Re: Innovation case student community** 

 **Voinova, Anna** woensdag 25 maart 2020 om 10:48
Aan: Seck, Binette (184407); CC: Reyskens, Lotte (184432); president@esn-breda.nl

Hi Lotte and Binette,

I think developing an app is a marvelous idea!

I am Ccing our ESN in my reply to you - I think they might be able to get involved and provide you with some context. Can you please explain to ESN the project you are working on and how you got involved?

Thanks a take care!

Cheers,

Anna

Anna Voinova, MA (Lancaster University, UK)
Lecturer
International Coordinator
Academy for Digital Entertainment
Breda University of Applied Sciences

T + 31 (0) 76 5332203
E voinova.a@buas.nl
I www.buas.nl



RE: innovation case for BUAs, can you help us?



Mensink, Lieke

donderdag 26 maart 2020 om 09:51

Aan: Seck, Binette (184407); **CC:** Reyskens, Lotte (184432)

U hebt dit bericht beantwoord op 26/03/2020 13:32.

Antwoord weergeven

Hi Binette and Lotte,

Thanks for this extra information.

Students in the Creative Business program only learn to develop an app in their third year and then only the ones that chose Production. Having students develop an app within Production House is not something I see in year one, but maybe in the second year in the Interactive department. I would advise you to contact Laura Pardo for this as she is the supervisor for PRH interactive.

The extent to which Game students can incorporate this in their curriculum is not something I can assess but my guess would be they have a very full curriculum as it is now.

What I think could be a great way for you to get students in on this project would be to have it be part of our Creative Lab which is extracurricular and students participate because they enjoy doing it and want to make something cool instead of having to do it for credits. You can contact Mathijs van der Kroft, coordinator of the Creative Lab, to see if there are any possibilities there.

Good luck!

Best, Lieke

Kind regards,

Lieke Mensink, MEd
Lecturer Professional Development | Curriculum developer
Media

Mgr. Hopmansstraat 1 | 4817 JS Breda
mensink.l@buas | www.buas.nl
Working days: Monday - Friday



Innovation Case out of personal engagement (IC) Protocol

**Campus Management, Media and Society
Department Management, Media and Society**

**3th year Professional Bachelor
Idea & Innovation Management**



Academic year 2019 – 2020
IC-coordinator: Matthijs van der Want

(**NOTE:** Parts I-III need to be filled in individually per project, Part IV is a mandatory part of every IC-protocol)

Part I : Identification and contact information

Client and mandated contact person (name, address, email, cellphone number) :

Name organization: Breda University of Applied Sciences

Monseigneur Hopmansstraat 2, 4817 JS Breda

Mandated contact person: Anna Voinova (international coordinator)

Voinova.a@buas.nl

+31 (0) 76 5332203

Team members (name, address, email, cellphone number) :

Team member 1:

Lotte Reyskens

Steenstraat 10, 3890 Gingelom

Lotte.reyskens@student.ehb.be

+32 488 20 03 03

Team member 2:

Binette Seck

Jan Hammeneckerstraat 82, 2880 Bornem

Seck.binette@gmail.com

+32 471 19 72 14

Coordinator IC-project (name, address, email):

Matthijs van der Want

Matthijs.van.der.want@ehb.be

M: 00-32-478 543 284

Part II Concrete description of

Problem definition (Why does the client have these specific needs? What is the underlying issue?)

International and Dutch students have expressed the need for a stronger student community. The Academy for Digital Entertainment currently has on average 30 percent international student. BUas is interested in innovative ways to bring Dutch and international students together. Not based upon their nationality but interests and passions.

The assignment (Which question needs to be answered by the IC-team, what is expected?) :

How to create a stronger student community of the Dutch and international students at Breda University of Applied Sciences. Investigate how innovation and technology can be used to facilitate a stronger student community. Develop the concept that is validated by the Dutch and International students. And make recommendations to BUas of the implementation steps that have to be taken.

The end result (What does the assignment yield in concrete terms in order to answer the client's question):

A final report which will include; deep research about the current situation, how students experience interaction between each other, a competitive analysis and an innovative and validated concept.

Timings/deadlines:

- Monthly 2 meetings moments with Anna Voinova
- Uploading final rapport: 6 March 2020
- Final presentation: May/June 2020

Part III: Practical agreements

What are the available resources, material, information... (For instance: Can the IC-team members work at the client's premises? Is there a laptop and/or a phone available for them?):

The team members can work at school. This is also the place where they can get in contact with the target audience for more insights and information. They are suggested to use their own computers and phones or they can use the available computers at BUAs. There is a helpdesk and library providing additional information about BUAs.

Expenses (for transportation, for calling,...):

Does not apply.




Part IV: General principles

- The IC-team has from the **end of September 2019 till March 6 or April 3, 2020** the time to work on the assignment. To clarify the workload each student should spend at least **200 hours** on the project.
- The client is the owner of all **intellectual property** which relates to the results of the IC-team produced in the assignment. Intellectual property which, as of signing this protocol, were already owned by IC-team members, the school or the client stay with the concerning party. In the case a protected IP gets modified during the project the intellectual rights stay with the owner of the original IP. The school nor the IC-team members expect a compensation for the work delivered on condition that no extra costs are connected to the project. The school nor the IC-team members will invest money into the IC-project, unless the school is the client.
- Before the project can start every IC-project needs to be **approved** by the **IC-Coordinator** before **18 October 2019**.
- **Support from client:** Minimum one mandated representative of the client who commits himself as **contact/mentor/support** for the IC-team. This contact person is continuously involved and has relevant expertise. Of him/her is expected to pass on useful information, to support the different stages of the assignment, to provide critical feedback and to evaluate the process and the end result and he or she is **present at the end presentation** by the IC-team.

Support from the school: The IC-team can rely on helpdesks (teachers who will advise the IC-team using their expertise in innovation)

- The IC-team delivers a written report of the IC-project to the school at the latest by **March 6, or April 3, 2020 before 16.00**. This report needs to meet certain requirements (see Student Manual Innovation Case). In the course of May a date will be agreed upon on which the **end presentation** will take place (June 2020).
- The execution of the assignment needs to be seen as a 'commitment of means'; the IC-teammembers commit themselves to deliver the expected result. The school will support every student to the best of its efforts but cannot guarantee the successful realization of every IC-project. The IC-project is a part of the learning process of the Idea & Innovation Management bachelor program.
- Students who work on the IC Project are by the insurance policy nr 45.061.301 (policy made by Erasmushogeschool Brussel with Ethias), insured against possible accidents. For instance accidents, which are caused by the IC-team members or caused by others on them. Accidents during travel for the IC Project by the IC-team members are also part of this policy.

Sign here in order to agree,

Client:	IC-teammembers:	L. DeBoever
Anna Vincova 	Lotte Reyskens (7-10-19) 	Directeur
7.10.19	Binette Seck (7-10-19) 	Campus Management ERASMUS SCHOOL BRUSSELS Luc DE BOEVER Directeur Department Media & Maatschappij

Addendum to the IC-protocol contract concluded on October 7, 2019

Between
Anna Voinova (Breda University of Applied Sciences)
hereinafter referred to as the mandated contact person,
and
Binette Seck and Lotte Reyskens
hereinafter referred to as the team members,

the following is agreed:

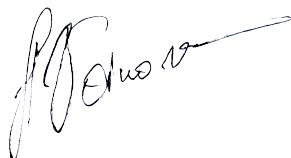
Addendum Change deadline IC project:

In order to ensure the highest possible quality of the end product, it has been decided to replace the (deadline) return date of March 6, 2020 provided for in the protocol by April 3, 2020. This is due to the fact that both of the team members have an international internship, which requires extra time.

Drawn up in Brussels, on February 5, 2020 in two copies of which each of the parties acknowledges having received one.

Mandated contact person, Anna Voinova Team Members,

05/02/2020





Innovatie Case uit persoonlijk engagement (IC) Teamverbintenis

**Campus Management, Media en Maatschappij
Departement Management, Media en Maatschappij**

**3e jaar Professionele Bachelor
Idea & Innovation Management**

Academiejaar 2019 – 2020
IC-coördinator: Matthijs van der Want

Luik I: Identificatie- en contactgegevens

Teamleden :

Naam en voornaam: Lotte Reyskens
e-mail: lotte.reyskens@student.ehb.be
Gsm: + 32 488 20 03 03

Naam en voornaam: Binette Seck
e-mail: seck.binette@gmail.com
Gsm: +32 471 19 72 14

Luik II: Overeenkomst samenwerking team

Ondergetekenden maken als lid van een team voor het IC-project volgende afspraken:

Taakverdeling

- De teamleden stellen in onderlinge overeenstemming een billijke taakverdeling op voor alle activiteiten verbonden aan het IC-project in die zin dat, rekening houdende met de competenties van elk van de teamleden en de individuele studiebelasting (bv. PDT-studenten, studenten die in het buitenland studeren of stage lopen) elk teamlid een evenredig deel van het nodige werk op zich neemt.
- Aan die taakverdeling is een planning gekoppeld waarbij de teamleden zich engageren om zich ook aan die planning te houden.
- Elk teamlid engageert zich ook om omstandigheden die buiten zijn/haar wil om ('overmacht') de afgesproken taakverdeling en/of planning in gedrang zouden kunnen brengen zo spoedig mogelijk te melden zodat een herverdeling kan besproken worden.

Samenwerking:

- De teamleden beslissen in onderling overleg over de frequentie waarmee ze willen vergaderen en op welke locatie(s) die vergaderingen doorgaan.
- De teamleden engageren zich om tijdig aanwezig te zijn op de geplande vergaderingen en z.s.m. te verwittigen in geval van vertraging of afwezigheid.
- Van die vergaderingen worden verslagen gemaakt met een duidelijk overzicht van de besproken taken: wie zal wat doen tegen wanneer.
- De teamleden engageren zich om er voor te zorgen dat alle informatie gerelateerd aan het IC-project steeds beschikbaar is voor alle teamleden zodat iedereen steeds evenveel weet en de laatste stand van zaken kent of kan opzoeken.
- De teamleden engageren zich om groepsdynamische problemen zo spoedig mogelijk op een respectvolle en open manier te bespreken met hun teamleden om gezamenlijk tot een oplossing te komen vooraleer kleine ergernissen zich opgestapeld hebben tot een onoplosbare situatie.
- De teamleden engageren zich om het volledige IC-traject tot en met de eindpresentatie als team af te leggen en tot op dat moment op een professionele manier te blijven samenwerken intern in het team, met de opdrachtgever en met de relevante lectoren van de Erasmushogeschool Brussel zodat de opdrachtgever van hun IC in geen geval slachtoffer kan worden van eventuele conflicten in het team.

Naam, datum en handtekening teamleden

Lotte Reyskens (07-10-2019),



Binette Seck (07-10-2019),



Market Research Survey BUAs

66 responses

Why do you go to school every day?

66 out of 66 answered



To learn something

56% / 37 resp.



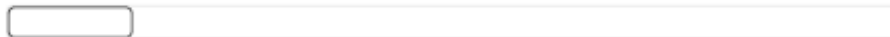
Because I have to

16% / 11 resp.



I don't

13% / 9 resp.



To make friends

13% / 9 resp.



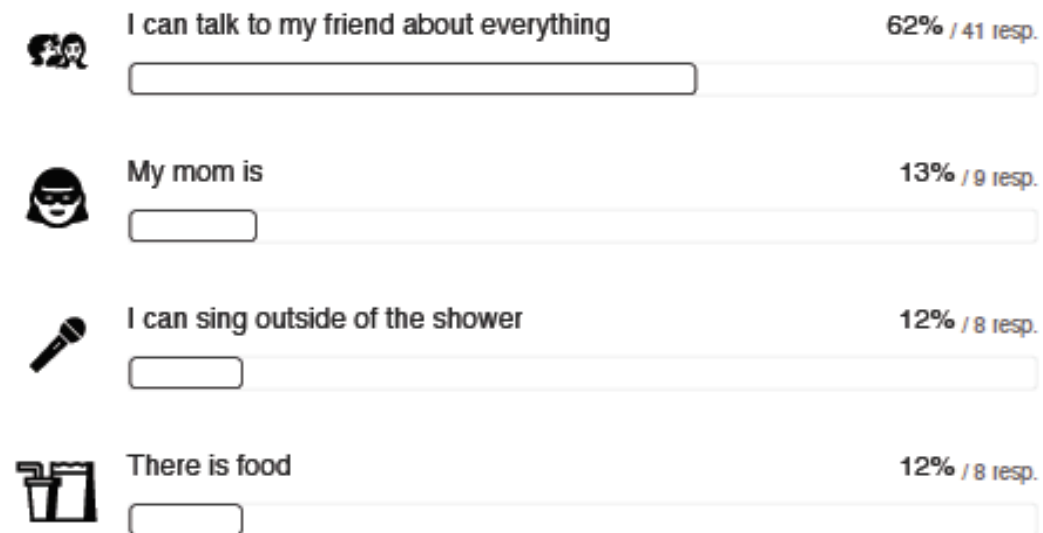
Did you make friends at your university?

66 out of 66 answered



I feel at home where

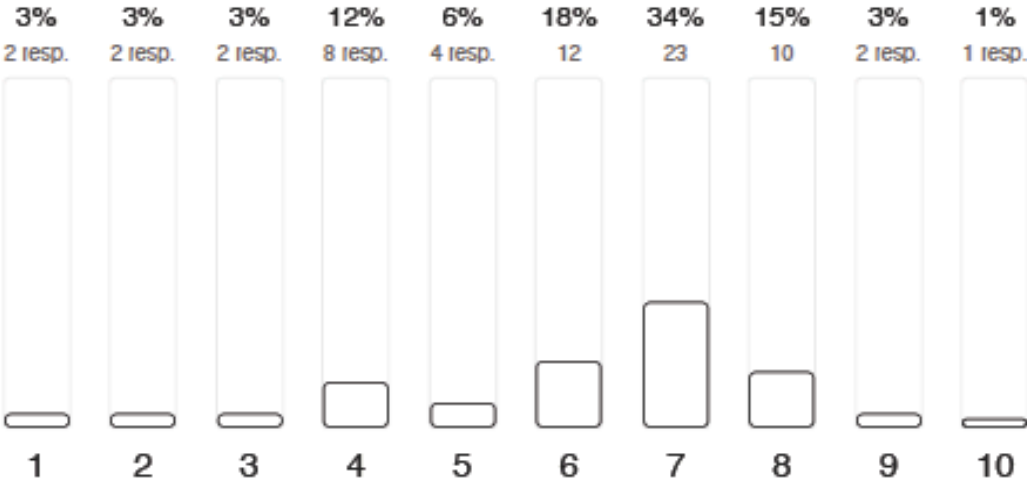
66 out of 66 answered



To what extend do you feel part of a school community?

66 out of 66 answered

6.1 Average rating



Which concept would you like your school to implement?

65 out of 66 answered



FreeFest: Compete with fellow student groups to organise your own university festival

40% / 26 resp.



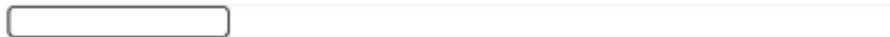
O'cook: Share food and cook together on campus

29% / 19 resp.



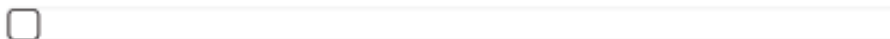
Buzz app: swipe to find a buddy, a room, events,... for only students of your university

24% / 16 resp.



Ukea: Trade furniture with peers

3% / 2 resp.



WashBar: Do your laundry and enjoy drinks at your campus

3% / 2 resp.

