

**R E S E A R C H  
H O N O U R S  
P R O G R A M M E  
2 0 1 5 - 2 0 1 6**

**UNIVERSITY OF TWENTE.**

## CONTENT

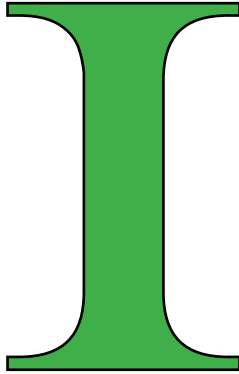
Introduction	2
Chapter 1 Participants	3
Chapter 2 Workshops&Courses	
Time-line	20
Kick-off & Introductory sessions	21
Advanced Science Communication	22
Creative Thinking	23
Research Management	24
Science Research Writing	25
Presentation skills & Science Slam	26
Scientific Integrity	26
Publishing Innovations, Peer Review and How to get published in a Good Scientific Journal	26
Apotheosis	27
Final Assignment & Coaching	27
Electives	28

## INTRODUCTION

This booklet introduces the Twente Graduate School (TGS) - Research Honours programme and its participants from the academic year 2015/2016. The diverse group is composed of talented and motivated students coming from different disciplines and countries.

The Research Honours programme is a challenging extracurricular track designed for excellent master students who wish to further develop their academic career. This individually-tailored programme aims to develop the research knowledge and personal skills of participants. Different courses and workshops are given regarding the advanced science communication, academic writing and research management. The major deliverable to finalize the programme is either an academic research article or a Research Doctorate(PhD) proposal.

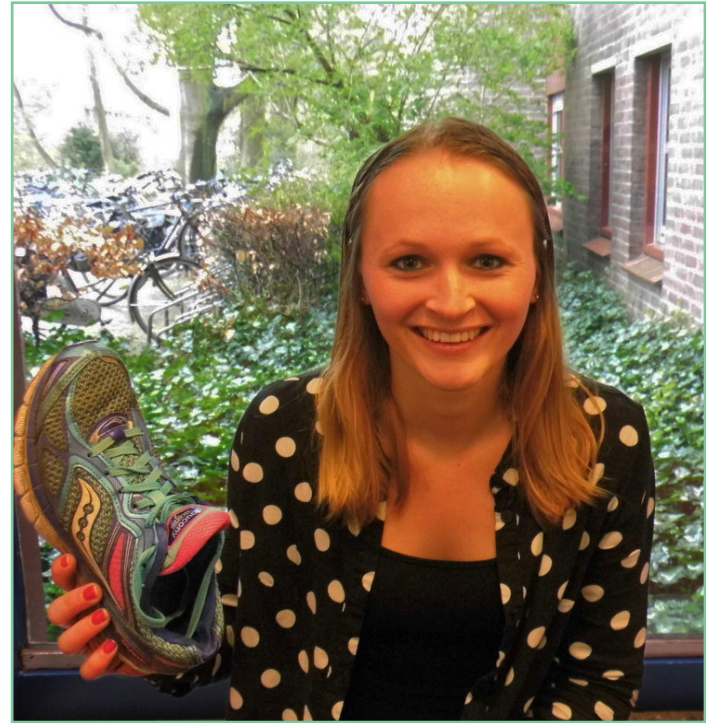
Are you a Master student with a high research affinity? Are you in your graduation phase and want to know what it means to be a researcher? Are you aiming to do a PhD after your master? Then the Master Research Honours programme is an excellent opportunity to introduce you the relevant topics regarding a career as a researcher. Reading through this booklet, we hope to sufficiently inform and motivate you to join this programme at the Twente Graduate School.



PARTICIPANTS

# ANOUK BOMERS

I studied Civil Engineering at the University of Twente (2010-2015). During the bachelor education, I spent six months at Lund University, Sweden as part of my minor study. I followed courses in Physical Geography and learned to work with the modelling environment of ArcGIS. To finalize my bachelor, I worked for the Delta Programmeme Rivers at Rijkswaterstaat for 12 weeks and I conducted my graduation project at the University of Twente in which I studied the effect of an asphalt road located at the crest of a dike on erosion development during wave overtopping. Currently, I am a PhD-student at the University of Twente where I'm doing research at the Water Engineering and Management Department in which I will validate a newly developed method of Rijkswaterstaat to determine design discharges. This will be done with the use of reconstructed historic discharges. The research works in collaboration with a PhD project performed at Utrecht University. I am participating at Twente Graduate School Honours programme since I have received a six-month bridging fund, which can be spent to bridge the period between the moment of graduation and the time that funding of the PhD-project is honoured. By receiving this grant, I have been nominated for the Twente Graduate School Award. With this programme I would like to broaden my skills in order to accomplish my PhD successfully. Besides, I would like to learn how to write a scientific research proposal or paper and to present my research findings in an interesting manner. During Research Honours programme I have learned to work together with people with very different perceptions and backgrounds and to combine each individual's knowledge in order to get the most out of an exercise or course.



*“Running after a long day of working*

*clears my mind.”*

# DOMINIKUS A. C. DERMANN

I hold bachelor degree in International Business Management in the Netherlands and also bachelors in Finance at Universidad Mayor in Santiago de Chile. I am a master student in International Business Administration and I plan to start my PhD research in fall with Prof. Dr. Schiele at the UTIPS. What I liked the most about Research Honours programme is that opportunities are given in every direction. The programme is very open to express yourself and picking the activities you think will benefit you the most. This programme taught me that science is not a discipline for the ivory tower, science is tangible and we can all contribute.



***“The universe in a Nutshell is a book about physics which is so well written that even without a background in physics or mathematics, one can understand the concepts behind it; this is what science should be about, explaining your work, so that it can be understood and used!”***



# FRANZISKA ECKARDT

*“I do associate time with research, since it always reminds me that research needs to be adequately managed to be successful.”*

I did my bachelor studies in European Public Administration and I continued my education with a Pre-master degree in International Business Administration. Currently, I am a master student in Business Administration at the University of Twente. Research is a group effort! Consequently, it is important to exchange opinions with people from other research fields in order to get ideas about one’s own research. During the Research Honours programme, I met a number of nice and interesting people from different educational backgrounds. It is nice to be part of a multidisciplinary group, since it broadens my perspective in discussions about research. What I like the most about this programme is also the diversity of its group. I hope that the Research Honours programme gives me the possibility to be successful in my future career as a researcher!



*“The hammer is an object which represents my relation with science. It indicates that the most important aspect of science is that the new technologies can be made with their knowledge.”*

**KOEN**

**DWARSHUIS**

Currently, I am a first year master student in Mechanical engineering at University of Twente. I finished my bachelor studies in Mechanical engineering. I want to continue my education as a PhD student after graduation. In general all the courses and workshops of Research Honours programme were very applicable and it was nice to collaborate with people from other disciplines.

I finished my high school in Lyon, France, at an international school. After my graduation I found that the University of Twente has a really nice atmosphere and curriculum, thus I started my Chemical Engineering study here. I continued my master with specializing in process engineering. At the moment, I am working on getting my own PhD process regard plasma catalysis funded. This is why I got involved in the Research Honours programme through the Twente Graduate School award bridging grant. As a beta scientist I started off skeptical towards the courses given within the research honours, but quickly realized that they are actually very useful and interesting and do greatly increase your 'soft-skills'. Furthermore the group in the programme is very nice. It is a highly diverse group of students, from all different studies, nationalities and backgrounds, making it very interesting and insightful to see their viewpoint. During the programme I learned to view science through a more 'soft' lens and see how people, who are not in your field of research, view your work. In addition throughout the courses and workshops, the impact of choice of languages and presenting your work in an attractive fashion were highlighted, to name a few. I hope these skills will help me to better position and market the research that I will be doing for my PhD and in such a fashion make it have a bigger impact both on industry and on society.

## ROLF POSTMA

*"No matter how good your idea , model or theory is, the only way to be sure is getting into the lab and perform the experiments."*





# MARIJE KAMPHUIS

I finished my Master degree in Technical Medicine and I am also finalizing a Master in Health Sciences. I really enjoyed participating in the Honours Programme. Personally, I was most intrigued by the course Science Communication, as it gave me a new perspective on communicating science to a broader audience (or different stakeholders). Furthermore, I met a lot of friendly fellow students which made the classes more fun.



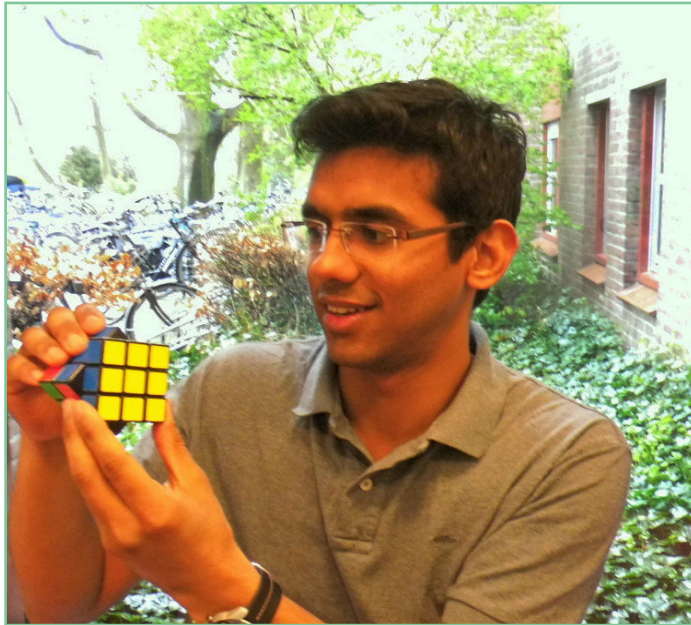
*“A few months ago I read a column by a well-known Dutch scientist in which he gave advice to students starting a carrier in science. He described several objects that could be useful during this journey, such as a compass, a tuning fork, and a lens. These objects were actually meant as metaphors. Especially the tuning-fork inspired me. “Interest is a finely tuned instrument”. You resonate with a topic or not, and you are the only one who can hear this inner tuning fork. In my case, I have this broad interest and always tend to do all sorts of things at once, without clear focus. Via this column I realized that it is important to me, as a young scientist, to really feel whether my personal tuning fork is resonating (or has been muted). In this way I can thereafter use a lens to deep digger into a certain topic; as there your specific field of science really comes to life.”*



I finished my bachelor in International Business Administration and received my master's degree in Business Administration, both at the University of Twente. I love half & full marathon running! "Impossible is Nothing" and "Never Stop Exploring" describe who I am. My main goal from participating in the Research Honours programme is to bridge the gap between the Master and a potential PhD degree. In this programme, I got insights into what it comprises to do research. Mainly, I improved my academic writing skills, analytical skills and personal effectiveness skills. Furthermore, for me it was very interesting and useful to collaborate with people from different backgrounds and to have lectures and workshops from real experts. What I liked the most is the idea that every course and workshop is structured in such a way to develop every person to the fullest.

## YASIN SAHHAR

*"Lightbulb: in my opinion, research leads to creating new insights and useful ideas that contribute to society."*



***“Rubik’s cube. This puzzle taught me that puzzles and metaphorically, challenges in life, can be solved by training. It showed me that intelligence can be developed and is not only inherent.”***

## MOHAMED

## IRFAN

I completed my Bachelor in Biomedical Engineering in India. After a few months working in a few hospitals, I felt that it was necessary to complete a Master degree to challenge myself, so I came to University of Twente to be prepared to pursue my career in Rehabilitation Engineering. I am thus, a student majoring the Electrical Engineering. I was attracted by the interesting research project in the field. I love the different mix of interests here and I feel that it helps to boost the quality of research being done. I hope to use the skills learnt in Research Honours programme by applying them in my PhD work later in the coming years. The programme helped me understand Science and research better and it helped us deal with the necessary aspects that make a good scientist. I believe that the courses offered in this programme will go a long way in helping us achieve better potentials.

# YMKE KLEISSEN

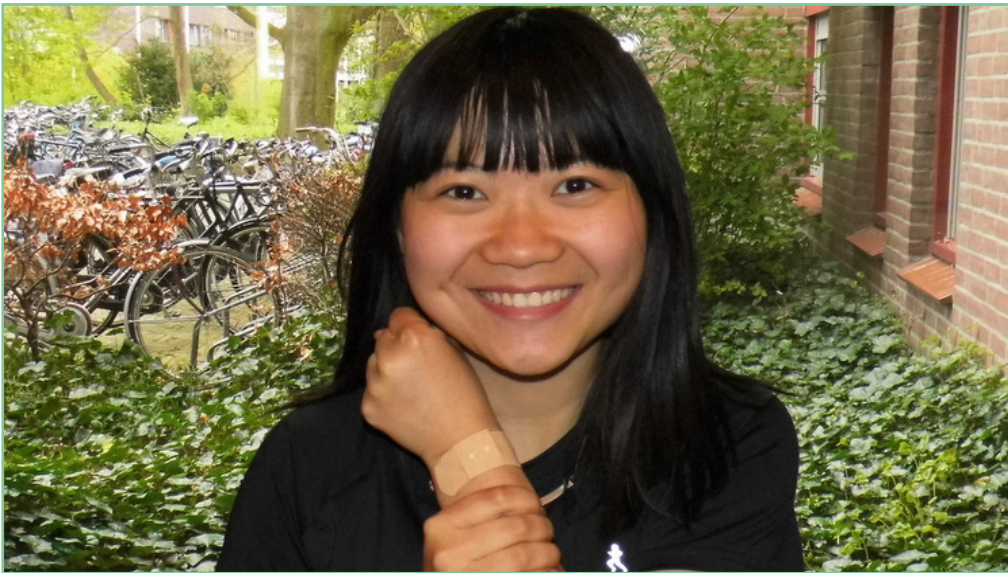
I am 26 years old, and I was born in Enschede. I finished my bachelor education in Psychology and my minor subject was social studies and law. I continued my master studies in Positive Psychology and Technology. I enjoyed the courses in Research Honours programmeme. I find it inspiring to work together with other young researchers and the contents of the courses fit my needs. They address relevant topics like writing, presenting, and managing research. At the start of this programmeme, I was not sure whether I wanted to pursue a career in science; but now I am determined that I want to do a PhD- project after my graduation.



***“The object I brought symbolizing research was a book by a Dutch historian, E.J. Dijksterhuis. It is called De mechanisering van het wereldbeeld (Mechanization of the world view).”***

## *“Research comes from life and goes beyond it.”*

I have worked as an engineer in China before my master study. I realized how little I have in light of the knowledge I need. Therefore, I came here to explore more. Two years of study on Industrial Design Engineering at this university has never failed to motivate me and to encourage me to go further. Especially, when I was doing my master thesis, I came up with the research topic by myself, and realized that 9-month is not enough at all. That is why I decided to continue my research career. People in this programme are really nice, although we all have a different background. It is fun to know how people think in other fields.



# QILAN LI

My name is Qilan Li. I am from China. I am doing my master study at the University of Twente, majoring in Industrial design Engineering, also a part-time Dance/Fitness/Zumba instructor in the sportscenter. Before I arrived in Netherlands, I got my Bachelor degree at the Nanjing University of Astronautics and Aeronautics in China, majoring in Industrial Design, and minoring Business Administration.

# HENGAMEH NOSHAHRI

I studied electrical engineering with speciality in control for my bachelor education in Iran. I travelled abroad to the Netherlands to continue my masters degree in Systems and Control at the University of Twente. In this study programme I have learned how to model, simulate and control systems for diverse applications in robotics and mechatronics. I was involved in a few projects about Unmanned Aerial robots but for my internship and my master assignment I chose doing research about optimizing dredging ships. I enrolled in the Research Honours programme because I have always been interested in conducting research and my first goal was to continue my PhD studies. I believe this programme has strengthened my academic skills in many ways. What I liked the most about the programme was the diverse backgrounds of the participants and the various activities which were planned. Personally I was fascinated by the personal effectiveness workshop which was held by Kees Harmsen. I am planning to start a research-based job after graduation and I am sure I will employ the skills that I have developed throughout Research Honours programme to the fullest.



***“Research is about asking the correct questions, which can be defined by thinking out of the box; and this is where the innovation starts.”***

***“I highly associate the Book of the European Marketing Academy 2014 with research because my Bachelor Thesis was accepted for publication at this conference.”***

My name is Vivian Alexandra Roth, I am 24 years old and originally come from Essen Kettwig in Germany. I have successfully finished my Bachelor studies in International Business administration with specializations in Marketing and Supply Chain Management. Additionally, I completed a minor in Psychology as it helped me to better understand how people think and act. For my Bachelor Thesis in the topic of neuromarketing, I have been awarded with the Best Paper Award while it was published at the European Marketing Academy. This award confirmed my desire to stay in the field of marketing. Upon that, I completed a pre-master in Communication Science to continue my Master in Marketing Communication. The master perfectly aligns with my personal interest and I really enjoy it.

In the research honours Programme, I was fascinated by the cultural diversity. Making friends coming from China and Iran was an amazing experience. It was amazing to work with different people and get in-depth insights about their personal and educational experiences. What I liked the most about the programme was its different activities that helped me to develop my personal strengths in various situations. Especially the Personal effectiveness workshop showed me what my talents are and how to use them efficiently. Besides learning how to write an excellent article, I also had collaborative learning effects regarding cultural variety and working in diversified groups successfully. The fact that everyone came from a different educational background broadened my perspective enormously. By participating in the Master Research Honours Programme, I want to prepare myself for a future as a PhD candidate in the area of Marketing and Consumer Behavior.



**VIVIAN  
ALEXANDRA ROTH**

*“For me, bottled water symbolizes an efficient water management and serves as a constant reminder to do research which is vital to address the increasing global challenges of water resources management.”*

# HENOCK TILAHUN ALI

I did my Bachelor in Irrigation and Water Resources Engineering in Ethiopia and worked as a University lecturer for few years. I recently completed my MSc study in Water Resources and Environmental Management at the Faculty of Geo-Information Science and Earth Observation (ITC), the University of Twente. I plan to do a PhD and hence the University of Twente-Research Honours programme is instrumental in bridging a successful transition. It also introduced me to the basics of becoming a good researcher/PhD. Currently I am writing a PhD proposal as a deliverable to the programme. The Honours programme was tailored to fit everyone and the involvement of different experiences makes it uniquely attractive. It was a fascinating experience to take part in such a multi-disciplinary and diverse group.





# ERWIN VAN HARMELEN



*“Imagination and an urge to discover are two important things that I think a researcher should have. When I was a child I have been fascinated by science and discovery and this book about dinosaurs represents that fascination.”*

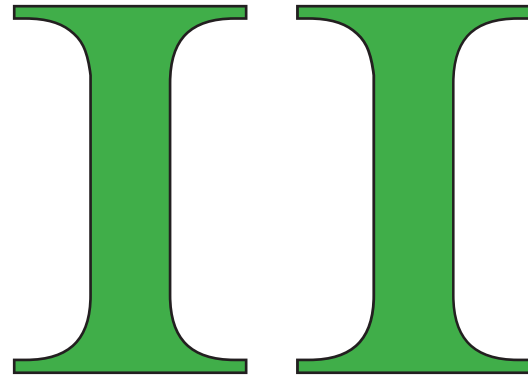
My name is Erwin van Harmelen, I am 31 years old and I live in Lösser together with my wife Amy and son. After finishing the VWO I started at the teacher training college in Hengelo. During this teacher training I took a break to pursue my dream, being a commercial airline pilot. I have been working as an elementary school teacher for the past 6 years, primarily teaching the upper grades of elementary school. In 2015 I started part-time with the Master Educational Science and Technology which I am aiming to complete in February 2017. I think this programme gives participants insights into what skills are needed to successfully finish a PhD. In addition it provides participants with info on what it actually means to be a scientist. What is your role in society as a scientist and what will you be facing when working as a scientist? I really enjoyed the advanced science communication course as it made me aware of issues concerning where science and “scientific facts” stand these days in society. After this programme I hope to be better prepared to decide whether I want to pursue a PhD or not.



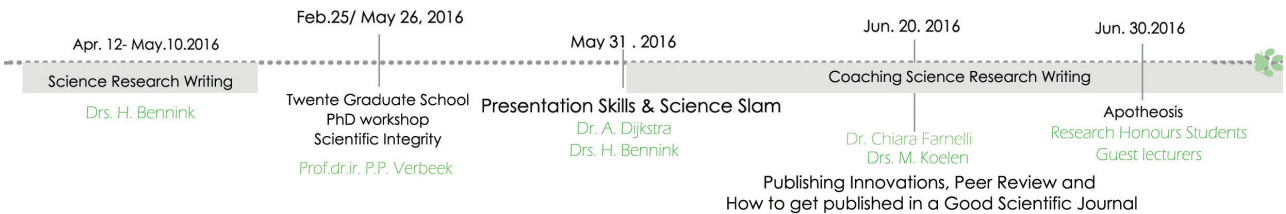
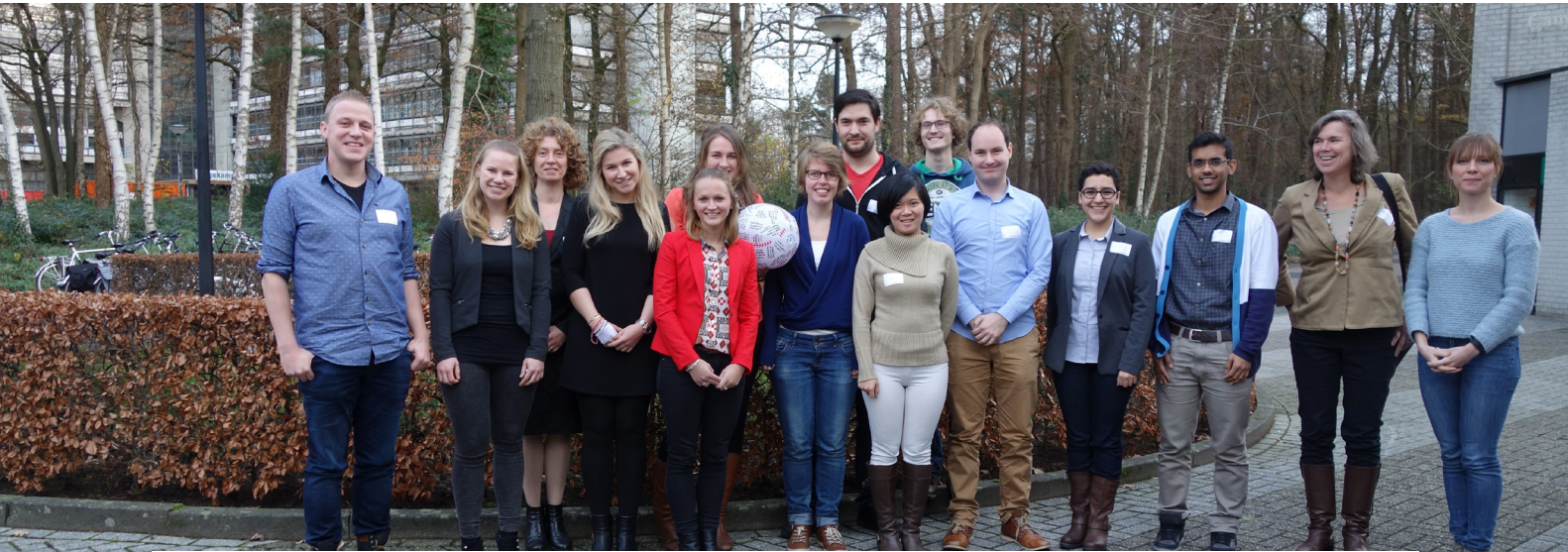
*“Research, just as a match, illuminates the unknown.”*

## RONALD JONG

I finished my bachelor education in Chemical Engineering. Currently, I am studying my masters in Chemical Engineering, specializing in Material science and participating in the Solar Fuel Catalysis Graduate Programme. My aim by participating in the Research Honours programme is to be well prepared for my PhD research and to write a nice proposal. Throughout the courses and workshops I learned quite a lot about communication, both within and outside my direct field of study.



WORKSHOPS & COURSES



## KICK-OFF&INTRODUCTORY SESSIONS

The Research Honours programme was started with a two day Kick-off session. Participants and the programme contents including the Research Honours profile and Individual Learning Contract were introduced. Afterwards, speed-dates with professors provided the participants a chance to communicate with each other. Spotlight on academic English and an overview of science research writing were also addressed by making use of selected scientific publications, signifying the importance of reading to improve writing. The workshops were accompanied with several activities and games; thereby creating a socializing atmosphere.

**Franziska:** *I really liked the kick-off day and the dinner with the supervisors. It was interesting to talk to different supervisors from other students about their research.*

**Anouk:** *In the first day of the programme we all got to know each other in a relaxed atmosphere. It was interesting to hear each other's plans and dreams after graduation and to interview supervisors of other students about their career.*

**Dominikus:** *Communal dinners, group work and team building activities really created the feeling of being in a committed association.*



## ADVANCED SCIENCE COMMUNICATION

This 5EC course in eight sessions incorporated lectures, group work and discussion. The course focused on public communication in science and technology, which emphasised the science-society relationship and the expert-public interaction. In addition, issues of trust and trustworthiness, the role of knowledge, emotion and contested expert and expertise were addressed.

**Qilan:** *In this course, I started to think about my research topic in a different perspective, and considered how to communicate my innovation with the general society.*

**Vivian:** *I realized how important it is to have constant communication between scientists and non-scientists in a collaborative way.*

**Henock:** *This course introduced me to the complex and challenging interaction between experts and non-experts. I learned the importance for researchers to view science from the perspective of society.*

**Marije:** *Personally, I was most intrigued by this course, as it gave me a new perspective on communicating science to a broader audience or different stakeholders.*

**Irfan:** *This course brought to light delicate issues surrounding Science and its public perception.*



## CREATIVE THINKING

The Creative Thinking workshop is about creative and original problem-thinking and problem-solving methods and how to break a certain thinking pattern ('break the thinking box'). Participants practiced different techniques in an informal and open classroom. The course was concluded by a group assignment where creative challenges outside the participants' scope were solved by developing divergent and convergent outcomes.



**Yasin:** *It gave me insights into different methods and perspectives because it taught me that there are no boundaries and "Impossible is Nothing".*

**Qilan:** *We worked on the problem "how to seduce a guy who is not interested to me?" in an unusual and creative way, which was pretty interesting. For me as an industrial designer, it was the most useful course of the programme.*

**Vivian:** *Creative thinking has been set up REALLY creative. The fact that no standard learning procedures were used, but instead several interactive exercises, really taught me how to think around the corner.*

**Irfan:** *This course offered me an interesting perspective at solving problems in a different way. I loved the teamwork that was being developed and felt that this course should be taught for all students at the University.*





## RESEARCH MANAGEMENT

Within the course Research Management, students spent two days focusing on what science is about, how it works, how it is organized and what this means for personal research. Moreover, a brief history of science and publication, competition in science, finding grants and data management were discussed. The course was wrapped-up by the presentations of how every participant manages his or her own individual research.



*Qilan:*

*This intense lecture provided us with plenty of information about publications, data management and the like.*

*Franziska:*

*It highlighted the importance of management with regard to research. We learned where to search for funding and journals, which is very important for publication.*

*Irfan:*

*Research Management helped me understand the formalities that make up research. It was a crisp course on understanding what makes a better scientist.*





## SCIENCE RESEARCH WRITING

The Science Research Writing course was offered in four evening sessions. Different components of an academic article, such as titles & abstracts, introduction & literature review and data commentary were analysed and discussed in detail. Rules in academic writing regarding style, form and meaning as well as do's & don'ts in composing article sections were discussed. Multiple exercises engaged participants in interactive learning throughout the course and an attempt was made to address the different approaches of writing in the different disciplines of participants.

**Vivian:**

*Learning how to write a persuasive and coherent abstract was really valuable for my studies.*

**Henock:**

*The interactive approach created an atmosphere to learn from each other, which has been very informative. For me it was the best course in the Honours programme.*

**Yasin:**

*Scientific Writing significantly improved my academic writing and I am very thankful for the advice given by Ms. Bennink.*

**Anouk:**

*Because I am a PhD student, writing papers and scientific articles is essential for my career. Within the course, I learned relevant aspects regarding writing styles and variations in articles from different fields.*

**Qilan:**

*The course was very helpful for me, especially when I was struggling about writing my scientific article.*

## PRESENTATION SKILLS & SCIENCE SLAM

The Presentation Skills needed for scientists to act as public communicators was discussed and practiced in pairs during class followed by a science slam where every participant gave a short presentation to a diverse non-expert audience in an interesting way.

**Hengameh:** *It was a good opportunity to practice our presentation skills in order to explain our research in layman's terms.*

.....

**Vivian:** *Learning how to hold a presentation for people who absolutely have no background knowledge about the topic was a nice and helpful experience and improved my presentation skills enormously.*

.....

**Franziska:** *It was a nice experience, since I have not realized before how difficult it can be to present my topic to a non-scientific audience.*

.....

**Anouk:** *The science slam in the evening was very nice. It was interesting to hear the researches of the other participants.*

.....

**Erwin:** *Interesting to make an out-of-the-box presentation. It was hard to let go of familiar structures in presenting.*

## SCIENTIFIC INTEGRITY

In this half-day workshop Scientific Integrity in the prospect of a PhD research was addressed including diverse issues such as authorship, plagiarism, peer-review. Experiences were shared among participants on how to deal with difficult circumstances while doing a research, the life of being a PhD and what after? A Twente Graduate School PhD profile was discussed as well.

**Ronald:** *It was very interesting and something that is not really discussed very often.*

## PUBLISHING INNOVATIONS, PEER REVIEW AND HOW TO GET PUBLISHED IN A GOOD SCIENTIFIC JOURNAL

In the public lecture organized for both Research Honours and PhD students, the process of writing a successful academic article was reviewed: ranging from composing individual sections of the manuscript to addressing [specific] expectations of editors/reviewers. Moreover, issues of technology and content innovations in publishing, peer review processing and publishing ethics were discussed.

## APOTHEOSIS

For the Apotheosis, participants take on initiatives in four groups to organize different activities that will reflect on the experiences and competences developed in the Research Honours programme. These activities will be presented on the official closing ceremony of the programme on June 30, 2016.

### **Science Café for kids:**

*In a Science café with children, Research Honours students are asked to present their research area with the help of (e.g.) experiments, pictures and simulations to elementary school children (11-12 years old). During this workshop students experience the difficulties of effective science communication and its important role, apart from others, in the development of new scientific citizens in the future.*

### **Research is Me-search:**

*Master students often make important decisions regarding their future career, e.g. start research as a PhD or a job in a business? We provide insights in the decision making process of the students and what they think their main motivation is. In our interactive programme we trigger the students to determine which factors are really important for them during decision-making in an open-minded way.*

### **From Idea to Patent and Business:**

*In an informative workshop, students learn about creating public advancement out of research. Dr. Kolkman (director at a High*

*Tech Factory) gives a presentation on patents and business development. After the presentation, students work in small groups on an assignment based on a specific topic from the students of the Research Honours group.*

### **Research Honours 2015/2016 Booklet:**

*A concise booklet is prepared to introduce the participating students of the 2015/2016 Twente Graduate School-Research Honours programme and their reflection on the different courses and workshops conducted along with their brief descriptions. This distinct booklet is designed and organized in a way that addresses the possible questions and raised the motivation for possible new members, but also anyone else interested.*

## FINAL ASSIGNMENT & COACHING

Every participant writes a research article or a PhD proposal as a final deliverable for the Research Honours programme. Participants are expected to apply the lessons learned in writing the article or proposal. Apart from scientific supervision by the respective advisors, the writing process is supervised by Hetty Bennink and Anne Dijkstra in three 30-minute individual coaching sessions where participants receive feedback on aspects such as grammar, vocabulary, structure, and cohesion.

## ELECTIVES

Apart from the scheduled activities of the Research Honours programme, participants were required to follow one of the elective courses offered by the Twente Graduate School-Center for Training and Development. They selected their elective course based on personal preference to suit specific competence gaps as part of the Honours programme.

### **Bessensap and Lecture by Victor Deconinck**

The day long bessensap event was held in Amsterdam, where scientists, journalists and educators convened regarding the recent developments in science and communication. The famous Dutch television anchor Victor De Coninck also gave a guest lecture about how to hold a mind-blowing presentation.

*Victor showed us that impressions are made within the first 30 seconds and how you make sure people are interested in your story. He showed several techniques of interacting with the audience and stressed that it only works if it 'suits' you. You should not do things that makes you uncomfortable.* - Anouk

### **Pronunciation Training for East Asian Speakers**

This five-session long training was aimed at the improvement of English intonation and pronunciation. Multiple exercises were given to improve the sound, stress, intonation and sentence rhythm to overcome communication and presentation difficulties that are specific to English speakers from East Asian.

*As the only student who chose this course, I feel very lucky. I had five appointments with Mr. A. Schenk. He pointed out some very important problems for my English pronunciation which I did not notice before. And I still benefit from the valuable suggestions until now.* -Qilan

## Personal Effectiveness

Regarding having a right mindset, time management, identifying one's strength and talents, several interactive activities were held by Mr Kees Harmsen. In this two-day long workshop, participants were allowed to practice their techniques in individual and small groups related to their real life scenarios.

*A very enlightening session where I learnt many things about myself! I reviewed my goals, talents and strengths which was very motivating.*  
-Hengameh

*The activities in the personal effectiveness workshop really broadened my mind. It was amazing to work with different people the whole me and get in-depth insights about their personal and educational experiences.*  
- Vivian

*'Life is what happens when you are busy making plans'. This course helped me understand this quote. I give this course a thumbs-up.*  
-Irfan

*This was a two day course, but it will be lifelong workshop.*  
- Ronald Jong

*I really learned to think about who I am and who I want to be.*  
-Koen

Research Honours Colofon

### Editors:

Qilan Li  
Vivian Alexandra Roth  
Hengameh Noshahri  
Henock Tilahun Ali

### Commissioned by:

University of Twente, Twente Graduate School  
Building Ravelijn, P.O.Box 217  
7500 AE Enschede, the Netherlands

### Research Honours Team:

- Dr. Paul van Dijk  
Director Twente Graduate School  
- Prof.dr.ir. Petra de Weerd-Nederhof  
Academic advisor Twente Graduate School  
Leader Research Honours Programme  
- Dr. Anne Dijkstra  
Research Honours supervisor & teacher  
- Drs. Hetty Bennink  
Research Honours supervisor & trainer  
- Drs. Nelleke van Adrichem,  
Research Honours coordinator & trainer  
- Prof.dr. Hedwig te Molder  
Research Honours teacher  
- Lisenka van het Reve,  
Research Honours support



Copyright:

June 2016. All rights reserved. No Part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photo copying, recording or otherwise, without the prior written permission of the University of Twente (TGS@utwente.nl).

## Research Honours



# UNIVERSITY OF TWENTE.

