



INQUISITIVE ATTITUDE AND WORKBASED LEARNING AT ROTTERDAM ACADEMY

Level 5-education at Rotterdam Academy

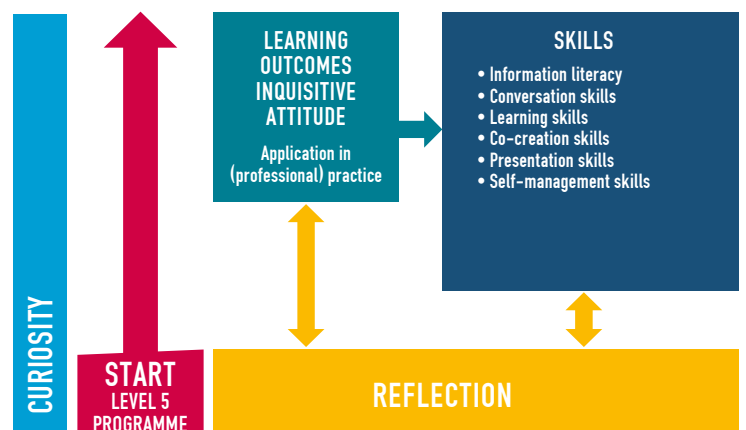
Rotterdam Academy offers study programmes at level 5 in the economic domain, the social domain, the management domain and the IT and technology domain. The aim of Rotterdam Academy is to increase the participation of students who are educated at level 4 at colleges for vocational training in higher education, in order to obtain a diploma at level 5 within two years. In this way, Rotterdam Academy wants to contribute to raising the education level of the Rotterdam working population and retaining higher educated graduates for the region.

Rotterdam Academy is unique in its collaboration with colleges for secondary vocational education. Rotterdam Academy was founded in 2011 by Rotterdam University of Applied Sciences and the vocational colleges Albeda College and Zadkine. Another important characteristic of the level 5-programmes of Rotterdam Academy is the collaboration with the professional field in order to meet their demands for educated people at level 5.

EDUCATIONAL VISION

According to the educational vision of Rotterdam Academy, students actively and methodically work on practical issues in learning environments. They reflect on their professional behaviour and the impact this has on their development as professionals at level 5. Students are encouraged to combine thinking and doing and to experiment. They broaden and deepen their working methods and can substantiate their

choices from experience and theory. They learn to develop their vision and to communicate about this with colleagues in their team, managers and clients in the professional field. In this way students develop self-confidence and belief in their own abilities.



Model Inquisitive attitude Rotterdam Academy



Cycle of inquisitive attitude Rotterdam Academy

INQUISITIVE ATTITUDE

During their studies, level 5-students learn how to use their curiosity in a methodical way to achieve goals at the work place. When students have reached the status of level 5 professional, they will be able to show an inquisitive attitude. The professional inquisitive attitude is represented in a cycle of six steps.



**ROTTERDAM ACADEMY
ASSOCIATE DEGREES**

Burgemeester S'Jacobplein 1
3015 CA Rotterdam
+31 10 794 1500

rotterdamacademy.nl

INQUISITIVE ATTITUDE	LEARNING OUTCOMES LEVEL 5	SKILLS
Identify opportunities	The student identifies opportunities for improvement / innovation within the context of professional practice.	<ul style="list-style-type: none"> • Observing • Listening • Asking questions
Become an expert	The student is an expert in the field of opportunities for improvement and consequences for the professional context. To this end, the student consults various perspectives in (international) literature, with experts and in professional practice.	<ul style="list-style-type: none"> • Formulating learning questions • Searching, assessing and interpreting information • Conducting and interpreting interviews
Form and communicate your perspective	Based on his expertise, the student has his own point of view of professional practice and the way in which the professional functions within it. The student communicates his own perspective of professional practice.	<ul style="list-style-type: none"> • Reflecting • Presenting (orally and in writing) • Convincing • Giving and receiving feedback • Communicating effectively
Come up with solutions in co-creation	Together with others, the student draws up scenarios to take advantage of opportunities and chooses the most suitable scenario for professional practice.	<ul style="list-style-type: none"> • Creative thinking • Co-creating (collaborating and motivating others) • Goal-oriented thinking • Negotiating • Making decisions (prioritize, substantiate, look for a win-win, make decisions)
Take action (implementation)	Together with others, the student, takes actions to move from the existing situation to the desired situation.	<ul style="list-style-type: none"> • Acting purposefully • Planning and organizing • Communicating effectively • Making decisions • Collaborating • Motivating others • Giving and receiving feedback.
Measure the effect	The student has insight into the effect of his own actions and those of others on the quality of professional practice and acts accordingly (securing or improving).	<ul style="list-style-type: none"> • Reflecting • Communicating effectively • Giving and receiving feedback • Motivating others • Making decisions