
STIMULATING STUDENTS TO DEVELOP AN INQUISITIVE ATTITUDE IN A WORK-BASED LEARNING PROGRAM

CHAIN5, OSLO

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Who are we?

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PROGRAM WORKSHOP

- Why do we stimulate the inquisitive attitude of students?
- The cycle of inquisitive attitude
- How can we use professional products in the stimulation of the inquisitive attitude of students?
- How can a lecturer or coach at the workplace stimulate the inquisitive attitude of students?

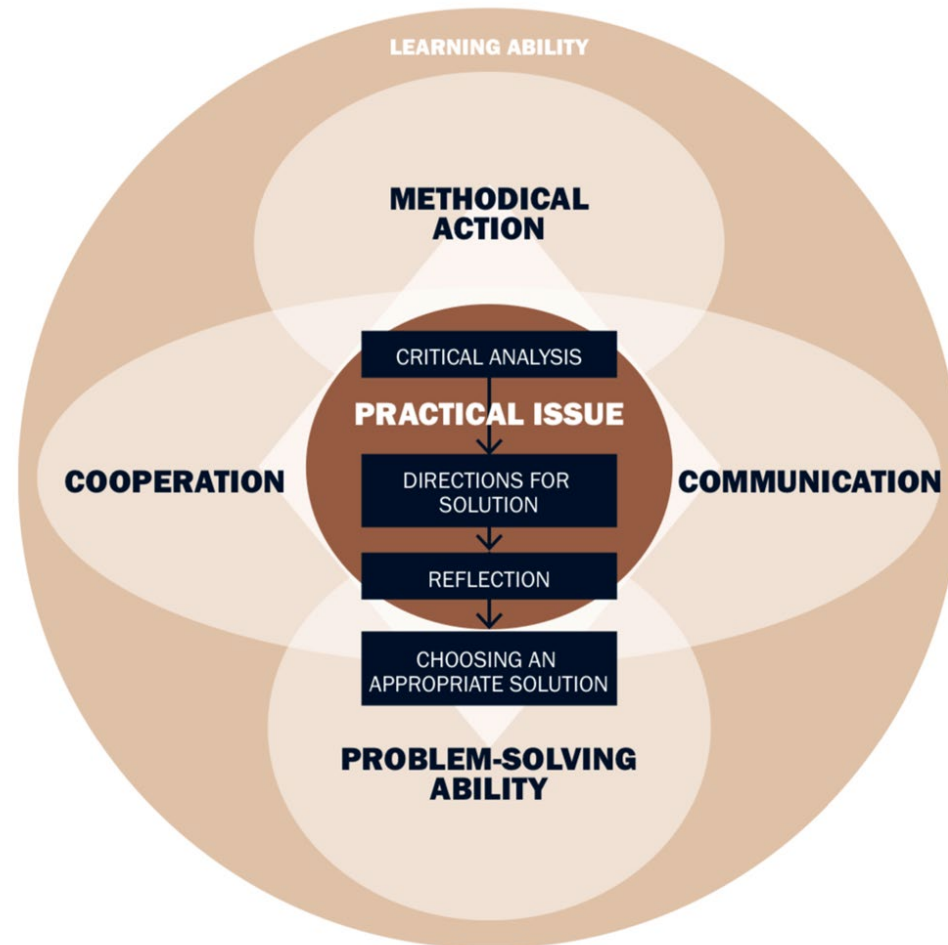
What can we expect of level 5 professionals?

The level 5 professional can:

- formulate a question or problem.
- select theories and methods from the professional field and apply them to a practical problem from the current professional context that has no standard solution.
- analyse practical problems, indicate directions for solutions and implement solutions.
- cooperate in a team, lead an operational team and achieve a joint result.
- communicate effectively about his own role, tasks and results in the team and to those directly involved.
- can permanently adapt to the changing role in the environment by sharing learning questions.

(The Consultation Platform Associate degrees, 2018)

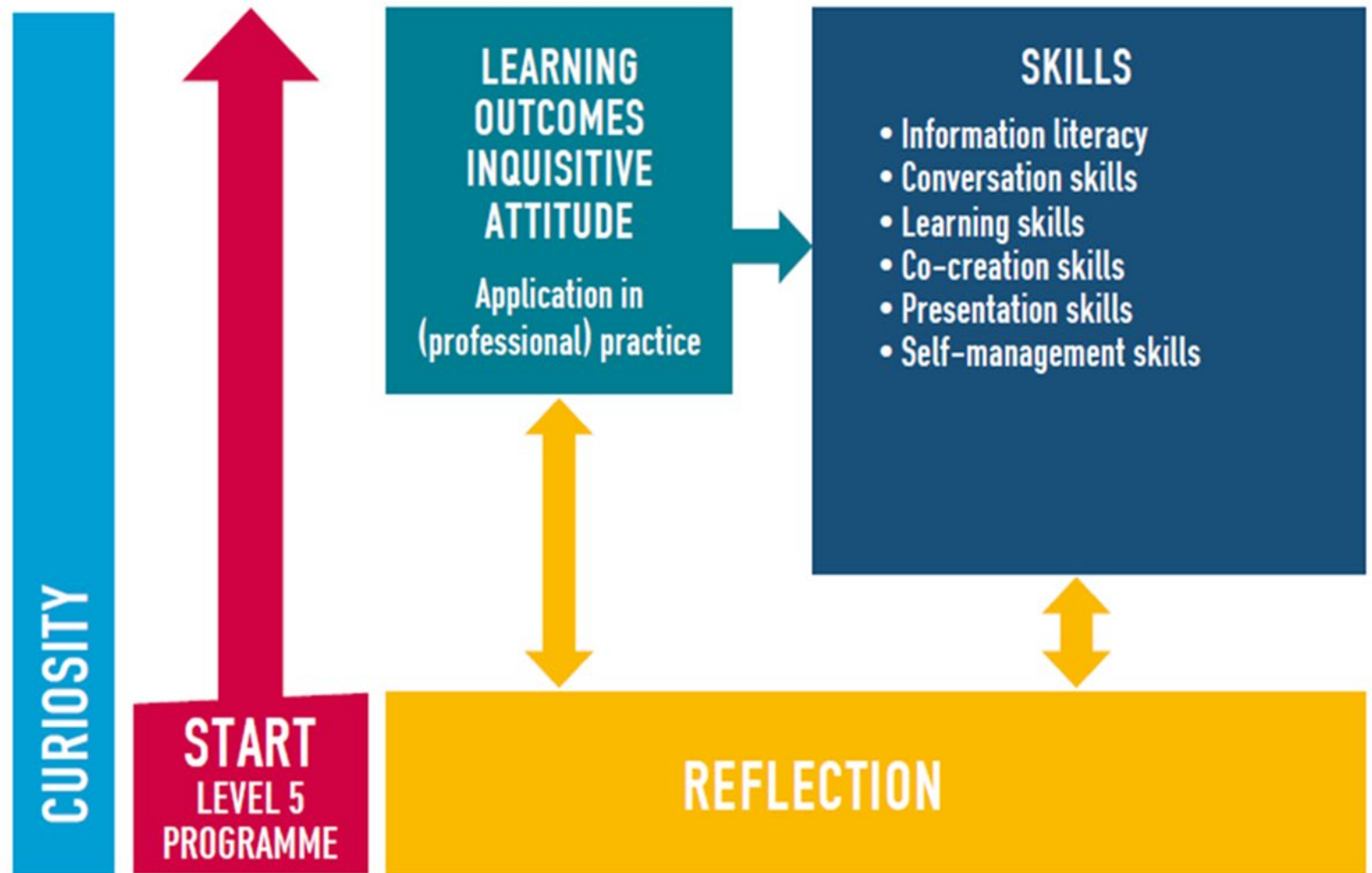
Learning Outcomes level 5 in The Netherlands and Flanders



Learning outcomes of the Ad-professional (Blom & Struik, 2020)

Developing the inquisitive attitude of level 5 students

(van de Graaf & Padmos, 2020)



Model Inquisitive attitude Rotterdam Academy

Cycle of inquisitive attitude

(Van de Graaf & Padmos, 2020)



Cycle of inquisitive attitude Rotterdam Academy

Identify opportunities

Learning outcome

The student identifies opportunities for improvement/ innovation within the content of the professional practice.

Skills

- Observing
- Listening
- Asking questions

Become an expert

Learning outcome	Skills
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 the 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

Learning outcome

Based on his expertise, the student has his own point of view of the professional practice and the way in which the professional functions within it. The student communicates his own perspective of the professional practice.

Skills

- Reflecting
- Presenting (orally or in writing)
- Convincing
- Giving and receiving feedback
- Communicating effectively

Come up with solutions in co-creation

Learning outcome

Together with others, the student draws up scenarios to take advantage of opportunities and chooses the most suitable scenario for the professional practice.

Skills

- Creative thinking
- Co- creating (collaborating with and motivating others)
- Goal- oriented thinking
- Negotiating
- Making decisions (prioritize, substantiate, look for a win- win, make decisions)

Take action (implementation)

Learning result

Together with others, the student takes actions to move from the existing situation to the desired situation.

Skills

- Acting purposefully
- Planning and organizing
- Communicating effectively
- Making decisions
- Collaborating
- Motivating others
- Giving and receiving feedback

Measure the effects

Learning outcome	Skills
The student shows insight into the effect of his own actions and those of others on the quality of the 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

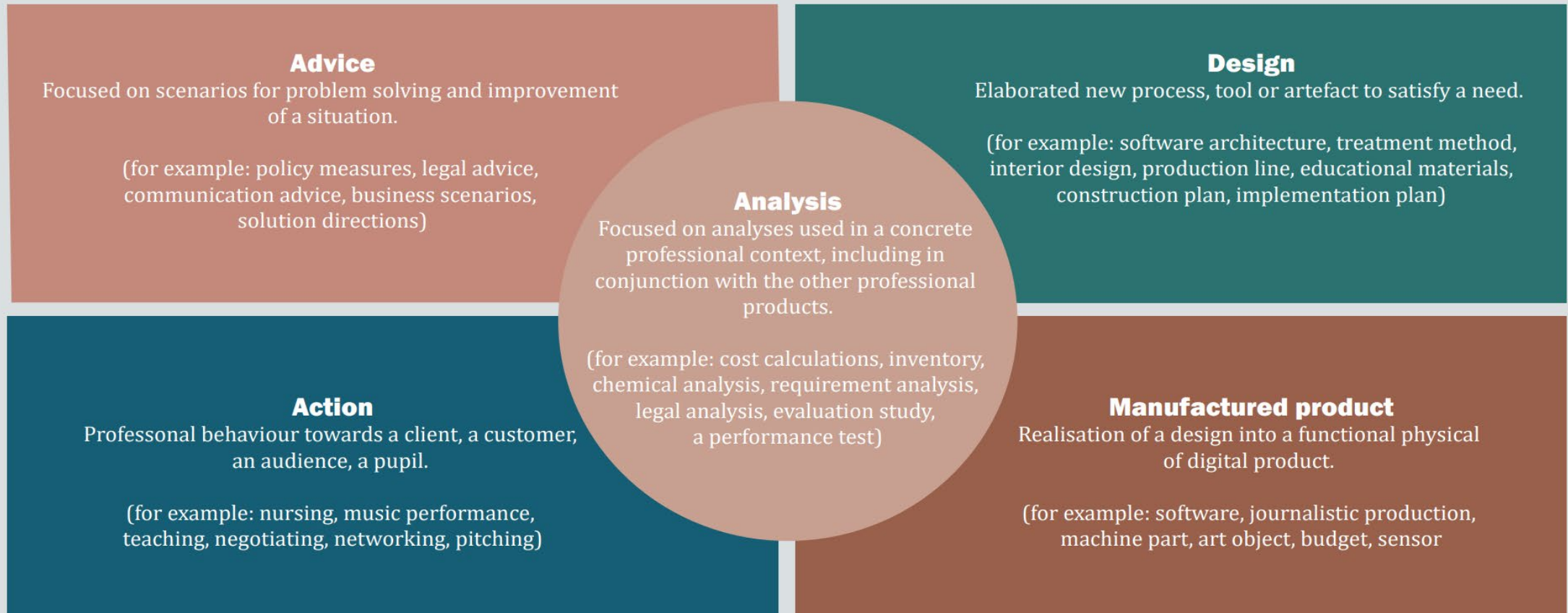
Professional products

Professional or appeal product:

- The services or products provided by professionals in the exercise of their profession
- These can be either final or partial product

A professional product is not:

- an assessment
- a research report
- an internship report



TYPES OF PROFESSIONAL PRODUCTS

(LOSSE, 2018)

Identify opportunities

Type of professional product:

Analysis

(Photo: Pixabay, 2022)

Focused on analyses used in a concrete professional context, including in conjunction with the other professional products



Become an expert

Type of professional product:

Advice

(Photo: Pixabay, 2022)

Focused on scenarios for problem solving and improvement of a situation.



Form and
communicate
your
perspective

Type of
professional
product:

Design

(Photo: Pixabay, 2022)

Elaborated new process, tool or artefact to satisfy a need.



Come up with solutions in co- creation

Type of professional product:

Design

(Photo: Pixabay, 2022)

Elaborated new process, tool or artefact to satisfy a need.



Take action

Type of professional product:

Action

(Photo: Pixabay, 2022)

Professional behaviour towards a client,
customer, pupil, audience



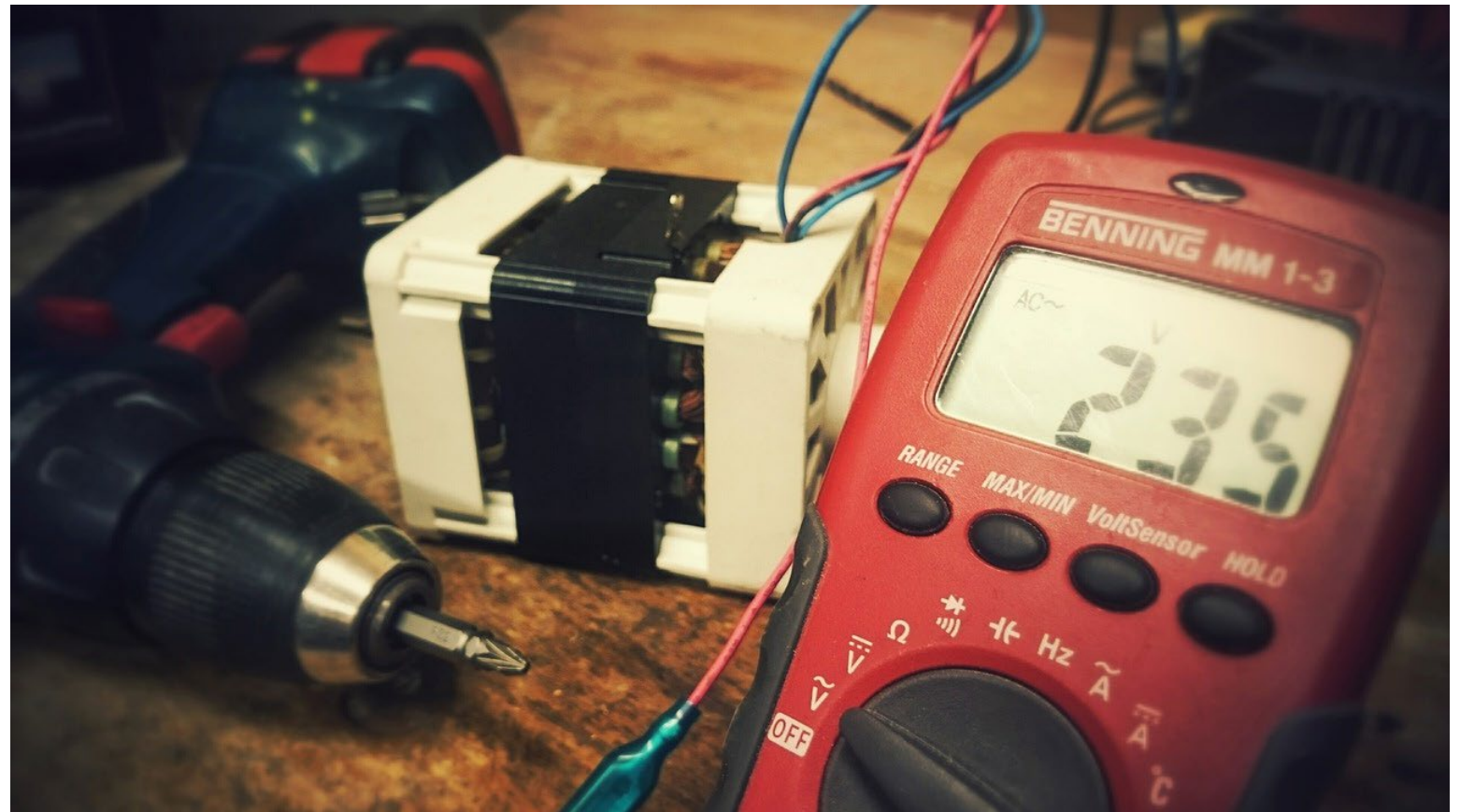
Measure the
effect

Type of
professional
product:

Manufactured
product

(Photo: Pixabay, 2022)

Realization of a design into functional physical
or digital product



How can we
stimulate the
inquisitive
attitude of our
students?

Discussion in small groups

- Fill in the form individually
- Share your ideas in your group and discuss the outcomes
- Share results of the discussion of the group.

Follow-up: thematic team Work-based Learning CHAIN5

Answer the following questions:

- 1 How is Work-based Learning included in the curriculum of your education programme(s) at level 5?
- 2 How is supervision or coaching in Work-based Learning organised at your educational organisation? What examples or good practices are there?
- 3 What do you identify as bottlenecks in your own organisation? Or what do you identify as 'gaps' in your own knowledge / approach to guidance?
- 4 What (knowledge) questions do you have that we could explore further?

You can e-mail your answers to Mariëtte Muris:
m.l.v.muris@hr.nl.

Read our Guide on the CHAIN5 website (Newsletters)

<https://www.chain5.net/wp-content/uploads/2021/09/20210903-InquisitiveAttitude2021-k-1.pdf>

A photograph of two young men in a workshop or laboratory setting. They are looking intently at a robotic arm, which is orange and black. The man on the left is wearing a black baseball cap with a white 'NY' logo. The man on the right is wearing a grey long-sleeved shirt. They are both leaning over a workbench. The background shows a wire mesh fence and some equipment.

THE POSITION OF THE INQUISITIVE ATTITUDE IN THE LEARNING OUTCOMES OF ASSOCIATE DEGREE PROGRAMMES

Guide Inquisitive Attitude at Level 5

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THANK YOU FOR PARTICIPATING