

BECOMING FIT FOR THE FUTURE

BY WORKING ON AND LEARNING IN INTERDISCIPLINARY PROJECTS

Formerly known as Research & Innovation

Minor, 30 ECTS

Spring semester (February – June)

&

Autumn semester (September – January)



UNIVERSITY
OF APPLIED SCIENCES

CONTENTS

WHY DON'T YOU WANT TO MISS THIS OPPORTUNITY?!	3
What will you do?	3
Your role and benefits	4
Learning goals	4
Why learning and working in interdisciplinary projects?	4
Principles of working on interdisciplinary projects	5
ASSESSMENT	6
What will be assessed?	6
Grades and weighing	6
How do I prepare for the assessment?	6
WHAT does the assessment process look like?	7
START, SIGN UP, DETAILS & CONTACT	8
Start	8
Details	8
Sign up	8
Contact	8

WHY DON'T YOU WANT TO MISS THIS OPPORTUNITY?!

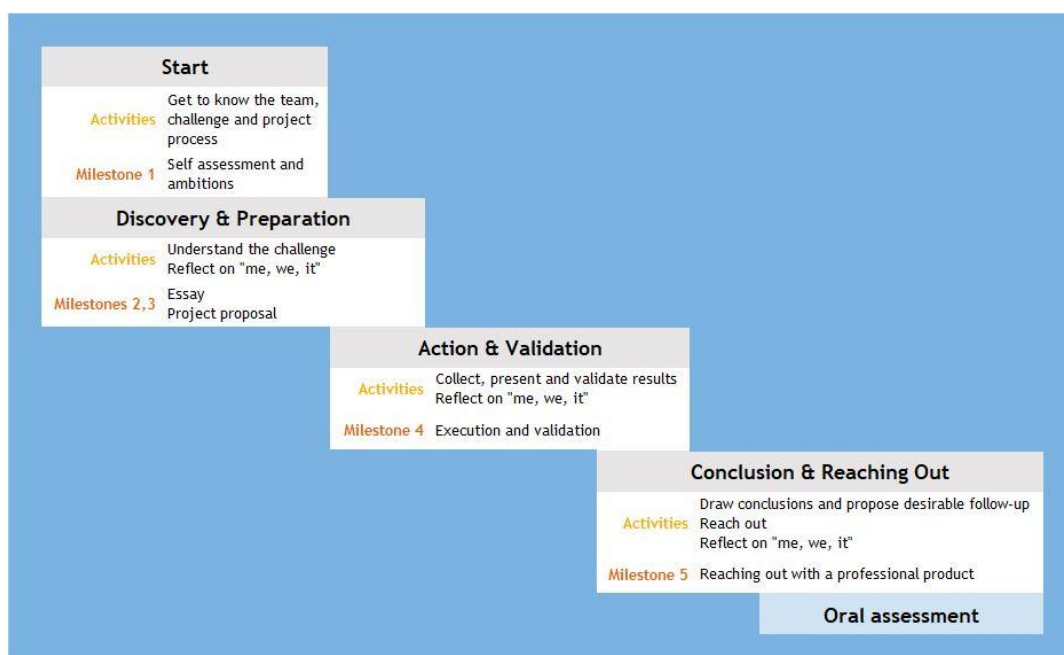
WHAT WILL YOU DO?

You will work on and gain experience in a real project. These projects are clustered in themes. Open the hyperlink of the themes below to discover the projects you can work on:

- [Aquaculture in Delta Areas](#)
- [Biobased Building](#)
- [Building with Nature](#)
- [Circular Economy](#)
- [Data Science](#)
- [Energy Transition](#)
- [Marine Biobased Specialties](#)
- [Supply Chain Innovation](#)
- [Water and Energy](#)
- [Water Safety and Spatial Planning](#)
- [Water Technology](#)

Stakeholders and experts from the work field are looking forward to collaborate with you and to find solutions to the challenges they currently encounter. Your contribution will be of direct use to them, and future minor participants will build on your results. At the [Project Portfolio](#) you will find more details about these topics and projects you can work on, including requirements and start dates.

By working on these projects you will learn to develop a project plan and experience how to execute this with your team. You will also learn from other teams by assessing their plans and results. In other words, you will further develop your professional skills and research capacity. Coaches and researchers will train and support you to achieving these. Below you find a generic overview of the project phases and activities you will carry out for the project.



YOUR ROLE AND BENEFITS

- You will further develop your professional skills like executing a project, collaborating with experts and professionals from your and other fields, taking responsibility and developing your research capacity.
- You will contribute to the project with your expertise and knowledge with a curious, constructive and respectful attitude. Meanwhile you will learn from and to collaborate with (young) professionals from various fields of expertise and with different responsibilities. This enables you to gain experience in your "real future work field", as the job market requires not only specialists but also generalists with a critical eye and a proactive attitude.
- A coach will support you to develop your project and to reflect at your own and your teams' performance. This gives you insight in your professional skills, how to further develop these and how to benefit from them in future projects and your career or a master program in general.

LEARNING GOALS

1. You improve the challenge based on a professional and proactive attitude.
2. You view and understand the challenge from different perspectives.
3. You design, execute, monitor, interpret and/or validate the professional product systematically.
4. You propose a desirable follow-up and critically evaluate the professional product (result) and the associated development process.
5. You share and record the results in a structured manner and, based on your results, you potentially contribute to enriching existing knowledge.
6. Project related goal (specified by or with help of work field).

WHY LEARNING AND WORKING IN INTERDISCIPLINARY PROJECTS?

Current social developments and changes raise new questions and challenges. These challenges are often very complex. By collaborating with stakeholders you will develop widely accepted improvements. This means that you have to be able to address these challenges with an integral (systems thinking) approach and in an interdisciplinary team. By definition, in interdisciplinary collaboration¹ the disciplines need each other to find solutions. You will have to cross the boundaries of your own discipline and act in disciplines where others are specialized in. Mutual influence determines the content and details of meaningful and desired solutions. Examples of interdisciplinary projects can be found at the [Project Portfolio](#).

¹ In multidisciplinary collaboration everyone keeps thinking and working from his own field and expertise. There is a shared problem that is looked at and translated from the various disciplines. In transdisciplinary collaboration the participants try to work from thinking and working methods of different disciplines than their own. They use each other's medium, technology and expertise. By optimally mixing these, new 'interdisciplines' or working fields can arise.

PRINCIPLES OF WORKING ON INTERDISCIPLINARY PROJECTS

Solutions to societal relevant challenges can be developed by interdisciplinary teams. The different stakeholders involved form a Coalition of the Willing. They aim to jointly understand and validate the challenge, determine the scope and boundaries of the project and search for widely accepted improvements. They collaborate and feel responsible for achieving a shared goal, yet everyone has his or her own responsibilities, interest and role to play (figure 1).

In this situation client - contractor relationships, where usually students are asked to develop solutions for the work field, are no longer effective. After all, students are our future colleagues. This calls for an ongoing process of lifelong learning and knowing how to implement jointly developed improvements. The relationship master - apprentice seems more appropriate here. Experts collaborate within programs on Water, Energy and Vitality to identify best practices which can be transferred to other societal relevant challenges as well.

It is very helpful when good practices and lessons learned are shared at a Body of Knowledge and Skills. At an individual portfolio a professional can demonstrate he acquired relevant skills and experience - and possibly earn a certificate - by contributing to interdisciplinary challenges.

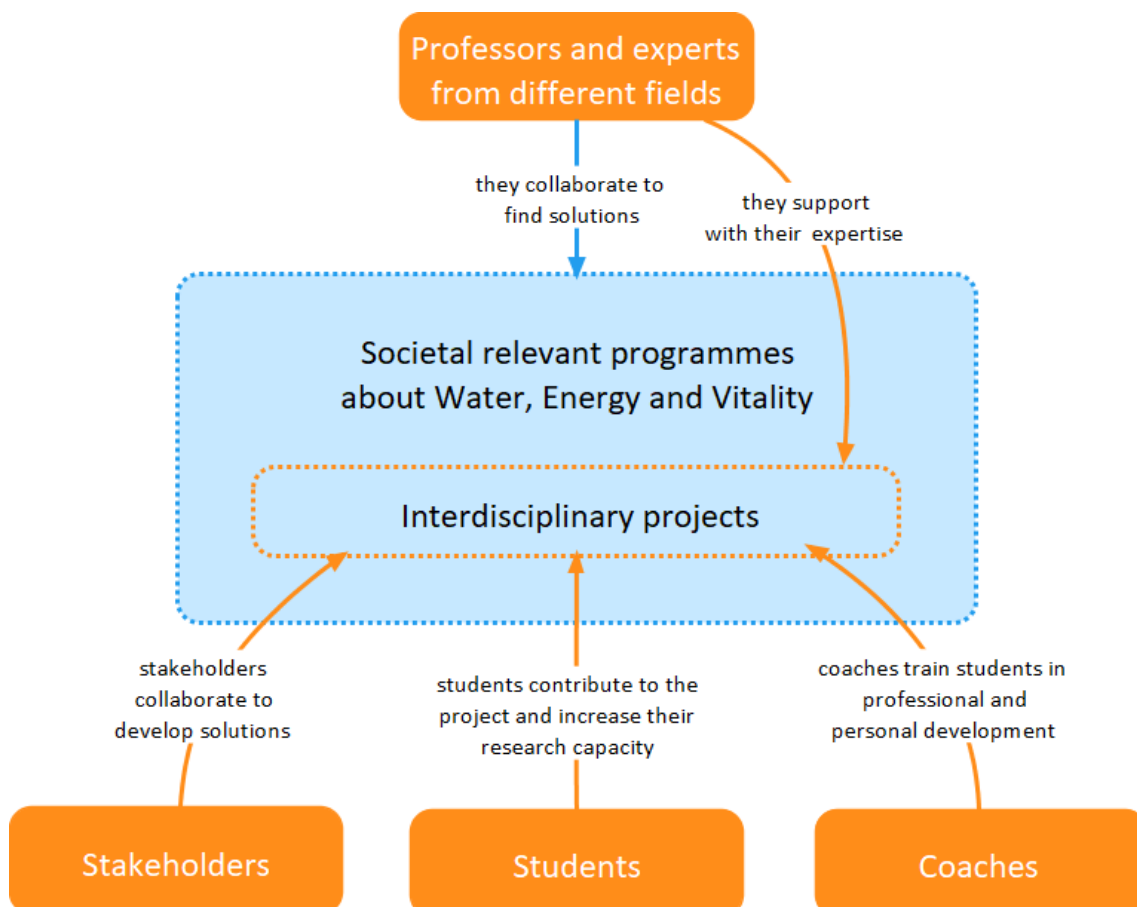


Figure 1: Jointly developing desired solutions to societal relevant challenges.

ASSESSMENT

WHAT WILL BE ASSESSED?

Your professional skills and research capacity will be assessed. You have developed these skills by working on the project and achieving Milestones and related learning goals. You have collected evidence for this at your personal page (a 'portfolio') at our educational platform Learn.HZ.

Milestone 1: (Y)our ambitions

Start phase (see page 3 for an overview of the phases)

Learning goals: 1, 2 (see page 4 for an overview of the learning goals)

Milestone 2: Essay

Discovery & Preparation phase

Learning goals: 1, 2

Milestone 3: Project proposal

Discovery & Preparation phase

Learning goals: 1, 2, 3, (6)

Milestone 4: Execution and validation

Action & Validation phase

Learning goals: 1, 3, (6)

Milestone 5: Reaching out with professional products

Conclusion & Reaching Out phase

Learning goals: 1, 4, 5, (6)

Progress, reflections and evaluations about "me, we, it"

All four project phases

Learning goals: 1, 2, 3, 4, 5, 6

GRADES AND WEIGHING

Professional skills and client requirements (evidence for learning goals 1 and 6)

- Minimum grade 5,5
- Weighing: 25% (7,5 EC)

Portfolio (evidence for learning goals 2 - 5)

- Minimum grade 5,5
- Weighing: 75% (22,5 EC)

HOW DO I PREPARE FOR THE ASSESSMENT?

Between one or two months before the assessment you will discuss your developments recorded in your portfolio with your coach. You will evaluate whether you are getting ready, or discuss improvements to be made, for the final assessment.

You will prepare the interview for the assessment by looking at the criteria (see assessment form below) and the sections of your individual portfolio that provide evidence to meeting the criteria. The interview will be prepared by the assessors based on your portfolio and the assessment criteria.

WHAT DOES THE ASSESSMENT PROCESS LOOK LIKE?

Duration of the assessment is 45 minutes in total, of which 30 minutes for the interview by assessors (your own coach and a coach from another project team) with you, and 15 minutes for the assessors to discussing their feedback to the development of your research capacity. After this discussion you will receive the assessment result orally. The filled out assessment form will be signed and added to your portfolio shortly after the assessment. In case you do not pass the assessment you do a re-sit, with a deadline of two weeks after the first assessment.

START, SIGN UP, DETAILS & CONTACT

START

- Spring semester: February – June
- Autumn semester: September – January

Have a look at the relevant project page at the [Project Portfolio](#) for further details on starting dates and duration of the projects.

DETAILS

- Course type: minor
- Title: Becoming Fit for the Future
- Credits: 30 ECTS
- Grades:
 - Portfolio with project results. Test: criterion focused oral assessment about learning goals 2-5. Worth: 22.5 ECTS. Minimum grade: 5.5 (out of 10)
 - Development of professional skills. Test: criterion focused oral assessment about learning goals 1 and 6. Worth: 7.5 ECTS. Minimum grade: 5.5 (out of 10)
- Course code: CU19101
- Level: Bachelor, year 3 or 4
- Participants allowed: There is a wide diversity of projects to participate in, hence there are nearly always projects available that fit with your study program or expertise. Have a look at the [Project Portfolio](#) and related project pages for details regarding suitability.
- Language: English, customization is possible. Have a look at the project pages for details.

SIGN UP

- Students from HZ University Of Applied Sciences: send an E-mail to coordinator Gabriëlle Rossing, gabrielle.rossing@hz.nl.
- Students from another Dutch institute: go to [Kies op Maat](#) > select the minor of your choice.
- Exchange students: sign up through the HZ International Office. Contact: Evelien Clemminck, evelien.clemminck@hz.nl.

CONTACT

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