

COURSE CATALOGUE

CROSS DEPARTMENTAL COURSE MODULES

Course summary			
VOE Code:		ECTS credits: 5	Level: Bachelor's degree (full-time)
Course Title	Economic Mindsets		
Type	Elective		
Learning competences	Critical Thinking Innovation and Creativity International Business Awareness Ethical & Social Responsibility		
Learning outcomes	<p>Student analyses and evaluates the global economic factors which influence International trade and business development.</p> <p>Student uses the process of thoughtful evaluation in given business context to deliberately formulate conclusions.</p> <p>Student creates feasible innovative solutions based thoughtful evaluation, suitable tools and process of creative problem solving in a given International trade context.</p> <p>Student critically reflects on personal growth and effectiveness in 21st century skill and during international business education and formulates realistic road map for life long learning and positive impact (sustainable development) in new unfamiliar, and unexpectedly changing, business environments.</p>		
Course content	<p>First of all, economic growth and various growth factors from the past, present and future are discussed. Next, the Donut Model and Kate Raworth's thoughts are introduced, after which students receive more information and guidance about designing their presentation. After this, we talk about value creation and value extraction in economies and the vision of Mariana Mazzucato is further elucidated. Next, we will discuss various forms of collaboration between the private and public sectors, also known as public-private partnerships. Finally, the students are invited to reflect on what has been learned. With the help of that they describe their own professional role in future professional context.</p>		
Planned learning activities and teaching methods	<p>This course uses short instructions by the teacher (lectures), followed by discussions and/or questions by the teacher, whether or not prepared by the students. Digital tools are used to promote participation.</p>		
Recommended or required reading and other learning resources / tools	BS Ted Talks (Online) newspaper articles Documentaries		
Prerequisites and co-requisites	none		
Level	Bachelor		
Grading scale	1-10		
	Type of assessment	Grade weighting	Criteria

Assessment methods and criteria	Portfolio (Presentation)	1	Higher or equal to 5.5
Language of Instruction	English		
Name of lecturer	For information about the lecturers you can contact: internationalbusinessschool@windesheim.nl		
Mode of delivery	Face to face		

Course summary			
VOE Code: ECTS credits: 5 Level: Bachelor's degree (full-time)			
Course Title	Behavior Change in Organizations		
Type	Elective		
Learning competences	Analysing behavior Designing interventions Professionally developing by reflecting on own preferences, behavior and role		
Learning outcomes	The student analyzes which interventions are needed to involve people in the change process. The student substantiates these choices methodically. The student elaborates the interventions in a concrete approach and relates this to his own role as Change Agent.		
Course content	In the course Behavior Change in Organizations we focus on which interventions are needed to involve people in the change process. The student learns to analyze the change process, especially the desired behavior and designs interventions to make the change happen. Next to designing interventions we also take a closer look at our own behavior and the role of being a Change Agent in continuously changing organizations.		
Planned learning activities and teaching methods	Interactive teaching, coaching on the job, peer feedback and interaction.		
Recommended or required reading and other learning resources / tools	Tiggelaar, B. 2019. The ladder. Tyler Roland Press BV (available on online learning platform of Windesheim: Bright Space)		
Prerequisites and co-requisites	none		
Level	Bachelor		
Grading scale	1-10		
Assessment methods and criteria	Type of assessment	Grade weighting	Criteria
	Portfolio and assessment	1	Higher or equal to 5.5
Language of Instruction	English		
Name of lecturer	For information about the lecturers you can contact: Sophie Schuurman (s.s.schuurman@windesheim.nl)		
Mode of delivery	Face to face		

Course summary

VOE Code: EDIOEPL.01 ECTS credits: 5 Level: Bachelor's degree (full-time)

Course Title	Personal Leadership (7 habits)		
Type	Elective		
Learning competences	Overall self-management Developing proactiveness Developing a personal mission statement Goal-setting and time management Creating synergy based on a win-win attitude and mutual understanding Balanced self-improvement		
Learning outcomes	<ol style="list-style-type: none"> 1. The student can consciously choose a proactive response in challenging circumstances. 2. The student has developed a personal mission statement. 3. The student can set personal goals and focus on what is important to accomplish them. 4. The student can positively influence relationships from a win-win attitude. 5. The student can listen empathically and respectfully express their own ideas and needs. 6. The student can create synergy in teamwork. 7. The student can take steps for balanced self-improvement on a regular basis. 		
Course content	The course deals with the 7 habits of highly effective people by Stephen Covey: <ol style="list-style-type: none"> 1. Be proactive 2. Begin with the end in mind 3. Put first things first 4. Think win-win 5. Seek first to understand, then to be understood 6. Create synergy 7. Sharpen the saw 		
Planned learning activities and teaching methods	Interactive classes in which the concepts of the 7 habits are explored through discussions, videos, individual and team exercises. Practical application of the habits is facilitated by challenges to put the concepts into practice. During the course students develop their personal mission statement.		
Recommended or required reading and other learning resources / tools	For this course an online learning environment (FranklinCovey All Access Pass) will be used. Recommended optional reading: Stephen Covey, <i>The 7 Habits Of Highly Effective People Revised and Updated 30th Anniversary Edition</i> , ISBN 9781471195204.		
Prerequisites and co-requisites	Access to the All Access Pass learning environment will be provided by Windesheim. Since this is a certified 7 habits training recognized by the worldwide FranklinCovey organisation, students can obtain a certificate for a fee of €42.35.		
Level	Bachelor		
Grading scale	1-10		
Assessment methods and criteria	Type of assessment	Grade weighting	Criteria
	portfolio	1	rubric
	attendance	0	80%
	assessment	1	rubric
Language of Instruction	English		
Name of lecturer	For information about the lecturers you can contact: Rob Hermans rtm.hermans@windesheim.nl		
Mode of delivery	Face-to-face		

Course summary

VOE Code: BMR.CEC1.01

ECTS credits: 5

Level: Bachelor's degree (full-time)

Course Title	Cambridge English C1		
Type	Elective		
Learning competences	English language		
Learning outcomes	<p>1. Enlarging the English proficiency and bringing it to C1 level of the CEFR, in all 4 skills, both productively and receptively (Speaking, Writing, Listening en Reading/Use of English).</p> <p>2. Exam training for the Cambridge English exam C1 Advanced (C1 level of the CEFR).</p>		
Course content	Training of the various language skills for general Engels; a mix of speaking, reading, writing and listening exercises, as well as explanation and practice of vocabulary and grammar.		
Planned learning activities and teaching methods	Tutorial lessons, out of class work, blended learning. In the lessons various forms are used, such as presentations, group work, individual work, etc.		
Recommended or required reading and other learning resources / tools	Course manual		
Prerequisites and co-requisites	Ideally the student has already shown B2 level or a level in between B2 and C1.		
Level	Bachelor		
Grading scale	1 up to 10, 1 dec.		
Assessment methods and criteria	Type of assessment	Grade weighting	Criteria
	Reading and use of English	1	Higher or equal to 5.5
	Writing	1	Higher or equal to 5.5
	Portfolio	1	Higher or equal to 5.5
	Listening	1	Higher or equal to 5.5
	Speaking	1	Higher or equal to 5.5
Language of Instruction	English		
Name of lecturer	For information about the lecturers you can contact internationalbusinessschool@windesheim.nl		
Mode of delivery	Face to face		

Course summary

VOE Code: BMR.CEB2.01

ECTS credits: 5

Level: Bachelor's degree (full-time)

Course Title	Cambridge English B2		
Type	Elective		
Learning competences	English language		
Learning outcomes	<p>1. Enlarging the English proficiency and bringing it to B2 level of the CEFR, in all 4 skills, both productively and receptively (Speaking, Writing, Listening en Reading/Use of English).</p> <p>2. Exam training for the Cambridge English exam B2 First (B2 level of the CEFR).</p>		

Course content	Training of the various language skills for general Engels; a mix of speaking, reading, writing and listening exercises, as well as explanation and practice of vocabulary and grammar.		
Planned learning activities and teaching methods	Tutorial lessons, out of class work, blended learning. In the lessons various forms are used, such as presentations, group work, individual work, etc.		
Recommended or required reading and other learning resources / tools	Course manual		
Prerequisites and co-requisites	Ideally the student has already shown B1 level or a level in between B1 and B2.		
Level	Bachelor		
Grading scale	1 up to 10, 1 dec.		
Assessment methods and criteria	Type of assessment	Grade weighting	Criteria
	Reading and use of English	1	Higher or equal to 5.5
	Writing	1	Higher or equal to 5.5
	Portfolio	1	Higher or equal to 5.5
	Listening	1	Higher or equal to 5.5
	Speaking	1	Higher or equal to 5.5
Language of Instruction	English		
Name of lecturer	For information about the lecturers you can contact internationalbusinessschool@windesheim.nl		
Mode of delivery	Face to face		

Course summary

VOE Code: BMR.IA.01 ECTS credits: 5 Level: Bachelor's degree (full-time)

Course Title	Intercultural awareness
Type	Elective
Learning competences	Basic qualification management roles Social and communicative competencies
Learning outcomes	<u>Learning outcomes</u> <ul style="list-style-type: none"> Students describe and analyze different and differences plus similarities within and among cultures with theoretical concepts, knowledge and models. They recognize and apply the processed concepts, knowledge and models. Students observe differences in behavior and attitudes originating from differences in cultures and act upon them. Students are willing to explore assumptions about the essence of their culture and the culture of others. Students are curious and actively search for explanations and understanding in theoretical concepts and scientific research. They show inquisitiveness in interacting with students originating from other cultures, also within their country of origin or society. Students will reflect on their own assumptions about cultures. Students take into account that culture is fluid and that an individual or a collective will not always fully 'be or act' according to the culture they are considered part of and show an open mind when working together.

	<ul style="list-style-type: none"> Students develop and progress in intercultural competences such as intercultural sensitivity, intercultural communication, building commitment and manage uncertainty. Students prepare for living in a more or less globalized or glocalized world. <p>In objectives:</p> <ul style="list-style-type: none"> Students are able to explain the importance of culture and to see culture from different viewpoints Students are able to reflect on their own attitude towards cultural differences and they can explain how this influences their way of looking at other cultures Students are able to explain relevant aspects of a culture of another country in the world different from their own culture and country and relate this to at least five different theoretical concepts studied during the lessons. Students gain direct experience of working in an intercultural context in the educational setting, they reflect on this experience and learn how they react on cultural differences. Students learn about different ways of conflict handling in different cultures 		
Course content	<ul style="list-style-type: none"> Culture as a concept Intercultural competences Culture and perception; Observe, Interpret and Evaluate; the art of observation. Measuring cultures: an introduction to theoretical approaches of culture (Hofstede, Hall and Trompenaars) The concept of High context versus Low context cultures communication and its consequences interacting in an international environment (business, education, information technology etc.) including non-verbal communication, time, proxemics and such. Recognizing cultural concepts in professional behavior and life, etiquette, interaction between actor in their field of study Methods for conducting research to understand a culture. Implications of cultural differences when living and working cross-borders 		
Planned learning activities and teaching methods	<ul style="list-style-type: none"> Interactive lectures, Student presentations, Team work Feedback sessions Self study 		
Recommended or required reading and other learning resources / tools	Course manual and Guide to cross cultural communication (provided)		
Prerequisites and co-requisites	IMPORTANT NOTE: FOR REASONS OF OVERLAPPING CONTENT: STUDENTS ENROLLED IN INTERNATIONAL BUSINESS STUDIES ARE EXCLUDED FROM CHOOSING THIS COURSE AS THE MODULE INTERCULTURAL COMPETENCE AND SOCIAL RESPONSIBILITY IS ALREADY IN YOUR LA AS A MANDATORY COURSE.		
Level	Bachelor		
Grading scale	1 up to 10, 1 dec.		
Assessment methods and criteria	Type of assessment	Grade weighting	Criteria
	Progress report and participation	*	Higher or equal to 5.5
	Country analysis	*	Higher or equal to 5.5
	Written exam	*	Higher or equal to 5.5

Language of Instruction	English
Name of lecturer	For information about the lecturers you can contact internationalbusinessschool@windesheim.nl
Mode of delivery	Face to face

Course summary	
VOE Code: LVONINT.LAN.X.23 ECTS credits: 5 Level: Bachelor's degree (full-time)	
Course Title	Dutch Language
Type	Elective
Learning competences	This course contributes to four of eight Key Competences for Lifelong Learning as set by The Council of the European Union: literacy competence; multilingual competence; personal, social and learning to learn competence; cultural awareness and expression competence.
Learning outcomes	<p>At the end of this course students have reached:</p> <ul style="list-style-type: none"> • A1 level in the productive skills (speaking and writing), interaction and mediation • A2 level in the receptive skills (reading and listening). <p>This means students can:</p> <ul style="list-style-type: none"> ○ understand and use very common everyday expressions and simple phrases for immediate needs ○ introduce themselves and other people and ask and answer questions about personal details or very basic things ○ communicate in a simple way if the other person talks slowly and clearly ○ convey (in Dutch) simple, predictable information offered in English/their native language, and vice versa ○ express an idea and ask what others think, using simple words/signs and phrases ○ facilitate an intercultural exchange by showing a welcoming attitude and interest with simple words/signs and by indicating whether they understand ○ catch the main point in short, clear, simple descriptions, messages, narratives and news items ○ understand simple directions and instructions
Course contents	<p>Themes:</p> <ul style="list-style-type: none"> • Introducing and greeting • Talking about languages • Relating hobbies • Asking questions • Doing groceries • Ordering in a bar/restaurant • Talking about food and cooking • Inviting people, drawing up plans, discussing transportation • Asking and giving directions • Deciding on the best city to live in • Discussing the present and (recent) past • Understanding Dutch humour and proverbs

Planned learning activities and teaching methods	<ul style="list-style-type: none"> Students meet in class weekly. The teacher explains aspects of the Dutch language and uses several methods to teach Dutch, such as direct explicit instruction and drilling, but first and foremost through tasks designed to let students interact in the target language. Outside of class, students use a vocabulary building app to increase their vocabulary, read a Dutch (children's) book, do some assignments and interact with Dutch people. 		
Recommended or required reading and other learning resources / tools	Duolingo Dutch All materials are provided by the teacher.		
Prerequisites and co-requisites	None		
Level	Bachelor		
Grading scale	1-10		
Assessment methods and criteria	Type of assessment	Grade weighting	Criteria
	80% attendance	n.a.	Completed
	Video assignment: book report	n.a.	Completed
	Midterm assessment	n.a.	Completed
	Comparative language journal	25%	Higher or equal to 5.5
Language of Instruction	English		
Name of lecturer	For information about the lecturers you can contact: s.groeneveld@windesheim.nl / s.zwanenburg@windesheim.nl		
Mode of delivery	Face to face		

Course summary			
VOE Code:	HCSW.GP.CDC.DS.V23	ECTS credits: 5	Level: Bachelor's degree (full-time)
Course Title	Dutch Society		
Type	Optional		
Learning competences	<ul style="list-style-type: none"> Reflective thinking, curiosity, planning, presenting, collaboration and teamwork in an international setting 		
Learning outcomes	Student is able to: <ul style="list-style-type: none"> explore and discuss aspects and themes of Dutch Society and compare it to his/hers own cultural background reflect on cross-cultural differences participate in small intercultural groups Student has developed: <ul style="list-style-type: none"> An open mind and curiosity to look at aspects and themes of Dutch Society from multiple perspectives Student has knowledge of: <ul style="list-style-type: none"> Historical and current themes that play an important role in Dutch Society Dutch politics Dutch surroundings and environment 		
Course content	The course aims at introducing the student to historical, geographical and current themes that play a big part in Dutch society in order to gain a greater understanding of Dutch culture and customs. During lectures the student is asked to reflect on the things learned and look at it from multiple perspectives. The student will present his/hers findings in a presentation as well as an essay.		
Planned learning activities and teaching methods	Lectures, group work, presentation, essay		
Recommended or required reading and other learning resources / tools	Discovering the Dutch; On Culture and Society of the Netherlands – E. Besamusca and J. Verheul 2014 Thinking of the Netherlands; Social and Cultural Report – Netherlands Institute for Social Research 2019		

Prerequisites and co-requisites	English B2: Student is able to understand instructions, take part in group discussions, present his/her findings and write an essay.		
Level	Bachelor		
Grading scale	1 up to 10, 1 dec.		
Assessment methods and criteria	Type of assessment	Grade weighting	Criteria
	Essay	70%	Higher or equal to 5.5
	Presentation	30%	„
Language of Instruction	English		
Name of lecturer	For information about the lecturers you can contact Clemens den Boer or Judith van der Beek		
Mode of delivery	Face to face		

Course summary			
VOE Code:	EN-IN-DRIM.XX.01	ECTS credits: 5	Level: Bachelor's degree (full-time)
Course Title	Drama and Improvisation		
Type	Optional		
Course content	This course is an introduction to Drama and Improvisation. In fourteen sessions, we will explore the basic underpinnings of body language, acting, and dramatical design. In its core, this course is practical. The main goal, therefore, lies in connecting drama techniques to practical work situations.		
Learning outcomes	Student is able to: <ul style="list-style-type: none"> gaining self confidence relating to presenting for a group concentration verbal and non-verbal communication improvisation skills and creativity 		
Learning competences	Our work in these sessions centers on the following aims: students learn the basic concepts of dramatical design, body language, emotions, mise-en-scène, Aristotelian construction, writing scripts, get to know and understand the work fields of the film and theatre industry, connection to future work situations.		
Planned learning activities and teaching methods	Interactive group assignments and brief theoretical presentations.		
Literature	All necessary literature will be provided by the lecturers. Hand-outs are on Brightspace, and sessions will briefly touch upon drama theory.		
Prerequisites and co-requisites	English B2: Student is able to understand instructions, take part in group assignments, present his/her findings and write an essay. Approval and inclusion of ENIN-DRIM elective in the Learning Agreement supplied by the home university. There are no subject-related pre-conditions in effect.		
Level	Bachelor. This is an introductory level course. Students are thus not required to possess knowledge of Drama, Theater or Improvisation.		
Grading scale	1 up to 10		
Calculation grading	<ul style="list-style-type: none"> Attendance, participation, and submission must be sufficient. The numerical grade is calculated as follows: scene mark + vision paper marks : 2 = final mark. The minimal passing mark is a 5.5. 		

Assessment methods and criteria	The final grade consists of four parts: <ul style="list-style-type: none"> • Attendance rate of 80% • Active participation • Submission of scene script and mise-en-scene • Scene performance • Vision paper
Language of Instruction	English
Name of lecturer	Sheila Zwanenburg (s.zwanenburg@windesheim.nl) and Rico Coenen (r.coenen@windesheim.nl)
Mode of delivery	Face to face
Class hours	Wednesdays 15.30-17.30
Contact hours	28 hours (14 classes of 2 hours)
Faculty	Education

Course summary

OE Code: ECTS credits: 5 Level: Bachelor's degree (full-time)

Course Title	<i>Innovation research competences for urban development</i> For the people, by the people: engaging citizens in innovative practices for sustainable Urban Innovation.
Type	Elective
Learning competences	<ul style="list-style-type: none"> • Creative problem solving • Conducting an iterative design process • Structuring and organizing a design process within a complex context • Cross-cultural contact within a diverse society • Conducting participative applied research • Presenting results
Learning outcomes	Students will design and deliver a small-scale urban innovation idea/concept that improves the wellbeing and welfare of citizens and visitors of Almere, a new town in the vicinity of Amsterdam. The presented solution is validated by practice-based research and fits the specific context of new town development.
Course content	<p>Practical research techniques</p> <p>In this course we set out to use a technique based on action research. Specifically the component of reflection and action and it's linkage are at the heart of this course. We challenge students to design a valuable solution to a specific problem relating to the design of a public space. Boundary experiences are set at the crossing points of where two or more culturally diverse groups of individuals, different perspectives/approaches and educational backgrounds meet. Navigating these boundary experiences is an essential set of competences to work in a context where multiple disciplines and people from all layers of society live and work together.</p> <p>Urban Innovation</p> <p>Within the context of urban innovation, boundary crossing plays a role in which it not only allows but also urges students from higher education to cooperate. Within the scope of this course, we provide students with such an experience. When value is created as a form of boundary crossing, the outcome is valuable for both students and other stakeholders, such values lead to innovations that are more sustainable.</p> <p>Creative and innovative techniques to reach sustainable innovation</p> <p>In this course we help and support students develop competences for engaging in cooperation with various stakeholders through a well-structured learning path in which creative and innovative techniques for doing practice-based research are learned.</p>

Planned learning activities and teaching methods	Coaching in applying design methods and applied research methods which entail fostering participation of citizens. Fieldlabs as physical location, and learning communities as a basis from which to explore Almere and conduct research. Students are coached to learn how to cooperate and interact in a multidisciplinary context.		
Recommended or required reading and other learning resources / tools	Reader with relevant articles, to be handed out.		
Prerequisites and co-requisites	Bachelor level		
Level	Bachelor		
Grading scale	1-10		
Assessment methods and criteria	Type of assessment	Grade weighting	Criteria
	Portfolio	1	Higher or equal to 5.5
Language of Instruction	English		
Name of lecturer	For information about the lecturers please contact: urbaninnovation@windesheim.nl		
Mode of delivery	Face-to-face		