Course Title	Urban Leisure & Tourism lab Rotterdam
Term	Term 3 and 4
Inholland Faculty	Faculty of Creative Business
Course code	3821ULRE1A ULT Lab Rotterdam portfolio (EN)
	3821ULRE1B ULT Lab Rotterdam project 1 (EN)
	3821ULRE1C ULT Lab Rotterdam project 2 (EN)
Inholland location	Rotterdam
Cycle	First cycle/undergraduate/Bachelor level
Number of ECTS	30
Language of instruction	English
Lab description	*We believe that tourism and recreation should not only serve an economic purpose, but can strengthen many more sectors in a city. By entering into smart collaborations and discovering innovative solutions.*

Rotterdam is a city of possibilities. It is one of the most diverse cities in the Netherlands and combines a raw and rugged appearance with a hospitable population that is very proud of their city. It is not without reason that the city can increasingly be found on lists of the most trendy and cool places in the world. Whilst this is great, the city is aware that as the 'capital of cool' you cannot sit still. The city wants to ensure it does not lose its soul and is therefore looking for leisure, tourism and events in a sustainable way that do not harm the city but instead make it more fun. How do you do that? What are innovative concepts that contribute to this? How do you develop these kinds of things together with

	residents so that concepts fit into their living environment? How do you deal with the diversity in the city? And how do you do all this when your city is recovering from the devastating effects of the COVID 19 pandemic? If you would like to work on these and other questions, we invite you to join one of our projects!
Examples of projects (the Labs have different projects every semester)	**Hart van Zuid** Hart van Zuid will be the new, vibrant city center of Rotterdam South. In 2016 the metamorphosis of the area around shopping center Zuidplein and Rotterdam Ahoy started. In recent years the Heart of South started to 'beat' more and more due to the construction of Zwemcentrum Rotterdam and the new Theater Zuidplein. In addition, the expansion of the shopping center is currently being worked on and the first houses are under construction. In this way, work is being done on good economic, spatial and social cohesion. The lab will most likely take up residence in the area from September onwards and work on various issues related to placemaking and area development. For example: How do the various stakeholders (residents, businesses, working people) in Hart van Zuid view the leisure economy? What innovations in the field of tourism and leisure are currently missed by stakeholders in Hart van Zuid? How can the needs of larger parties in the area be combined with the interests of smaller entrepreneurs in the area and how can these contribute to putting Hart van Zuid further on the map? Interested in contributing to the development of this area? Let us know in your motivation! **Four-season seaside resort Hoek van Holland** Hoek van Holland, is that Rotterdam? Yes, this seaside town is part of the municipality of Rotterdam! And the connection with the city will probably only get closer in the near future, as the metro line will soon end at the beach. Maybe Hoek van Holland will become Rotterdam Beach! This may seem like a great idea to you, but what do the residents and entrepreneurs in the area of Hoek van Holland actually think of this? How do they see the future of their village and beach? And will the environment be taken into account when the number of visitors increases? How can you ensure, for example, that the number of visitors is spread throughout the year? And that there is supply spread across all four seasons? Within this assignment you will be challenged to think about the future of Hook of Holland, and design new leisure, tourism, hospitality and events. Important to know is that there is a possibility that there is a temporary physical lab in Hoek van Holland where you can explore the town from.

Lab lead	Ko Koens, Professor of New Urban Tourism
Learning outcomes	We work with three overarching learning outcomes or competences. These are: •Experimenting: Based on analysis and via a process of successive iterations and development loops, the student designs and realize creative solutions for complex problems from the urban agglomeration. This is done in collaboration with partners from the professional field and other disciplines from the creative sector. •Interdisciplinary collaboration: The student brings in his own (professional) expertise and appreciates and uses the perspective. The active role in teamwork and constructive work ethic has led to a collaborative solution-oriented result. •Professionalization: The student proactively manage their professional development by making content related choices and formulating personal learning issues and (SMART) learning objectives. Feedback received on professional conduct has led to adequate self-reflection. The learning objectives are: •Independently initiating and achieving innovative cooperation with external partners that result in a prototype of an economic and/or societally relevant product or service. •Being able to develop innovative and relevant solutions for your collaborating client's complex, wicked problem, in a multi-disciplinary environment, based on a creative analysis. •Critically reflecting on underlying conceptual points of departure and premises of a professional practice, using relevant scientific theoretical concepts. Formulating possible alternative points of departure and establishing the resultant consequences for society and/or professional practice.
Mode of delivery, planned activities and teaching methods	Creative Future lab and its partnerships provide you the context in which you can learn. Both individually and as a team. The lab educational approach is based on authentic leadership, design-driven research and self-directed learning. If you participate in this lab, you will work in a team together with students from the all programs of the Creative Business domain. You will work together, in a design-oriented way, you will create and present. Together with your team you will work

	on resolving issues that matter while you are working on your personal learning goals at the same time.
Prerequisites and co-requisites (if applicable)	•You are at least a third-year Bachelor student, or an Associate Degree student in the final phase of the study •You are enthusiastic, creative, innovative and can work autonomously •You are passionate to tackle complex challenges together with stakeholders and peers •Your development is self-directed supported by setting your own educational goals •You choose your own educational path supported by a teachers' coaching and within the opportunities of your team •You are open for new and pioneering forms of education and assessments: showcase portfolio and conscious reflection in and on action. In your motivational content, state who you are and why you are motivated/qualified to participate. This could take the form of a video, a letter or any other medium of your choice. If there are questions further to your motivation, you may be invited to attend an explanatory interview. Based on your motivation we can make the best match with a project.
Assessment methods and criteria	•The Process Biography is a reflective document on the team development gives insights in the process, the team effort & the individual activities. •The Design Rationale shows the design decisions in the iterative co-design process and experimenting •The Experimental Outcome is the concept prototype and its value proposition and business model. •The final Presentation for the collaborating partners. The professional products and process products indicated above must all be assessed as 'satisfactory' as a condition for successful completion of the project. In the event of a 'insufficient' result for one of the components, you will be able to retake the component in question up to two weeks after the term has ended The program for the individual portfolio will mainly be based upon individual activities and guided through individual coaching. Based on several feedback moments you will develop your personal learning journey. Final assessment will be based on a portfolio including your reflection on your reached outcomes and growth during this lab program and your final presentation and interview with your learning coach.