

R-FLECT

(How) can Technology Support Inner-Curricular Integration of the Inner Development Goals?

Transformation of Teaching in Economic Sciences Conference
September 2024 | niels.rot@rflect.ch



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Core Coaching
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 Schweizerische Eidgenossenschaft
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Confederaziun Svizra
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Innosuisse – Swiss Innovation Agency



Check-in

What is one positive experience you have made with Inner Development (Goals), ideally in higher education?

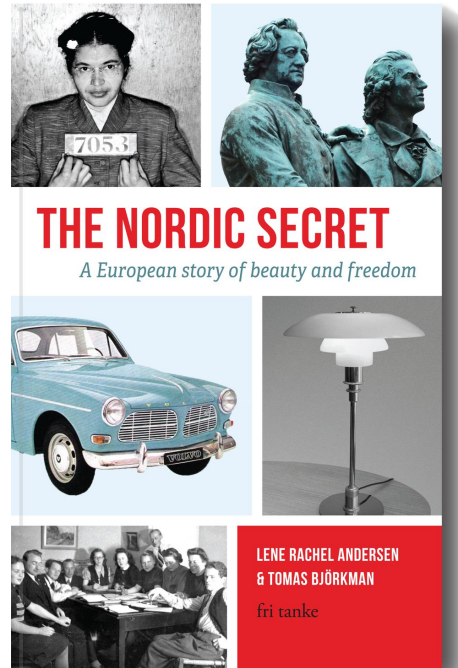


Agenda today

- The Nordic Secret, origins of the IDGs & Integration Ideas (Niels)
- *Discussion #1: Barriers*
- Case study THWS (Bernd)
- *Discussion #2: Opportunities*
- Check-out



Case study: The transition into modernity in the Nordic countries



1860 – 1930

70 years of rapid change. Why?

- 1860:

- Dirt poor

- Authoritarian

- Agrarian

- 1930:

- Prosperous

- Democratic

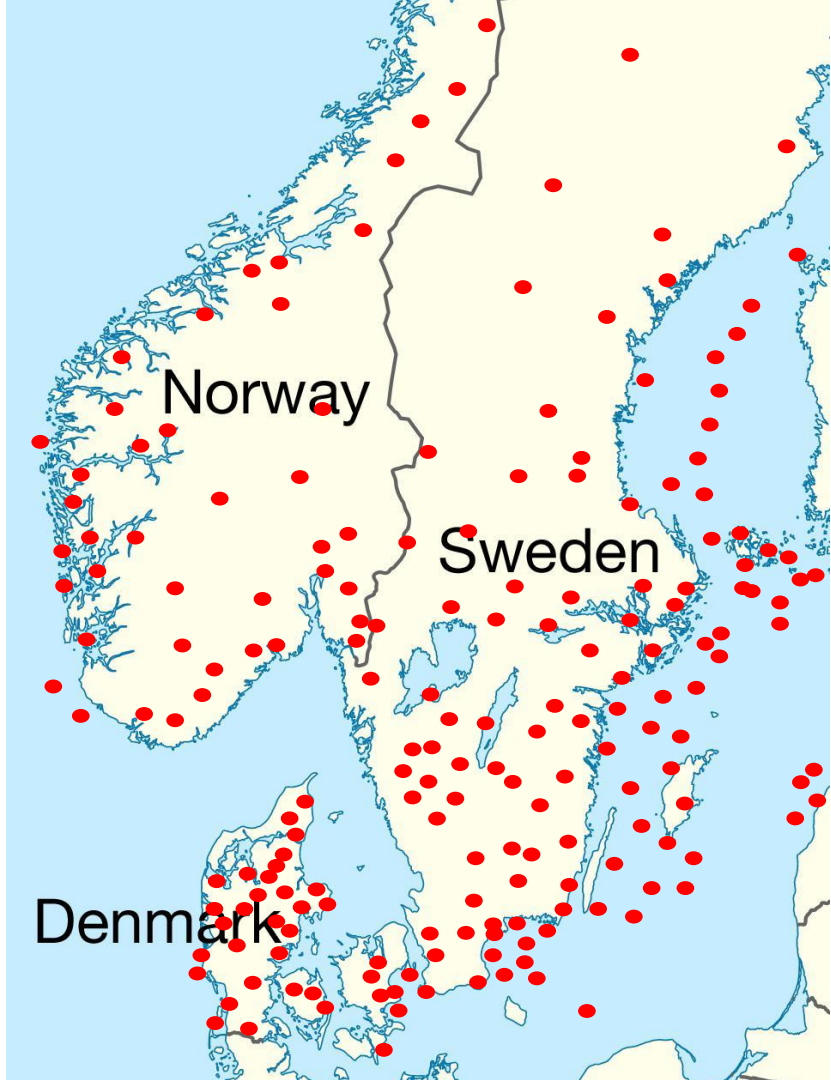
- Industrial



Visionary political leadership

- They realised that in times of challenging changes we all tend to look for authoritarian leadership.
- They didn't want that. They were trying to develop democracy.
- They wanted a bottom up approach where “everyone would be a change-maker”.
- In order for that to be possible, everyone had to be able to develop an ability to rely on their own “inner compass” rather than relying on external authority.





1860
1900



What is the state of the world
in 2024?!



SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION


14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS





“I used to think the top environmental problems were biodiversity loss, ecosystem collapse, and climate change. But I was wrong. The top environmental problems are selfishness, greed, and apathy”

- Gus Speth, former dean Yale



IDGs offer a 'shared narrative' on what society needs to learn

Meet the Inner Development Goals



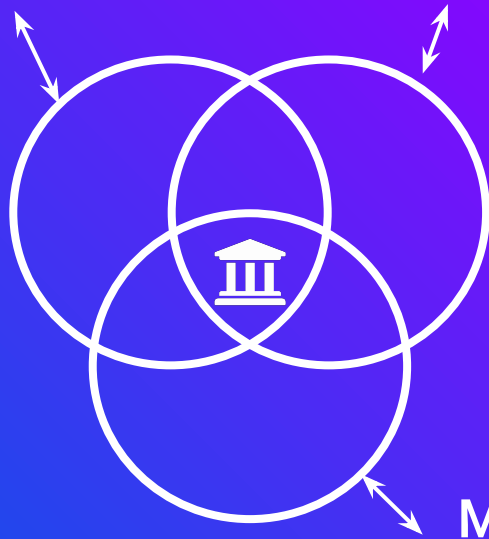
Why is Personal Development becoming more important?

Megatrend #1

The Age of AI

Megatrend #2

Sustainability



Megatrend #3

Mental Health &
Wellbeing Crisis

A **lifelong habit of inner development** will help you thrive in the future.

Main barriers to adoption

Universities often want to do more, but existing solutions don't work for them.



Expensive

Existing solutions such as coaching and seminars are expensive, and only accessible to premium programs.



Not scalable

Existing solutions are labor-intensive and designed for small groups, not entire programs with 1000s of students.



Know-how lacking

Effective personal development requires premium capabilities which most universities do not have in-house.

Making inner development a red thread of the learning journey

How can technology help?

Core Curriculum	1st semester	2nd semester	3rd semester	ECTS
	Core Courses			36
	Multidisciplinary Courses			6
	Group Work			2
	Industrial Internship			8
Semester Project			8	
Master's Thesis			18	

R◀ FLECT



Personal Development Track

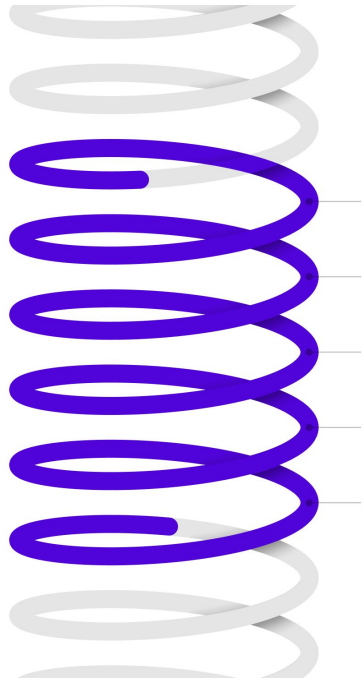
1-3

Concretely,

- Rflect is a mandatory, for-credit module integrated into the curriculum.
- Provides support for personalized, student-led competence development using existing study experiences.
- Reflection guided by Rflect, with most practice taking place offline.
- Module lead oversees and grades the use of Rflect.
- Rather than relying on individual courses, this approach offers holistic competence development that can be standardized.

An intentional approach to future and human competence development

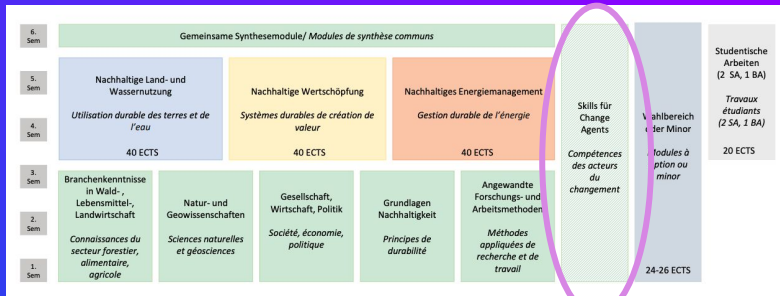
Rflect's Development Cycle



1. (Self-)assessment
 - a. Understanding and mapping yourself (competences, beliefs, values).
2. Personal goals
 - a. Have a vision and plan for your life. Setting learning goals.
3. Guided reflection
 - a. Intentional self-reflection to learn from your experiences.
4. External input
 - a. Getting external input and feedback via peer coaching and lecturer feedback.
5. Know-how
 - a. Accessing knowledge on how to improve metacognition and key competencies.
6. Practice
 - a. Intentional practice and experimentation to grow repertoire.
7. Next Iteration
 - a. Understand progress and start again.

Case Studies

(1) Systemic Integration



Bachelor Umwelt & Resourcemanagement Berner Fachhochschule (CH)

- Bachelor, 6 semesters
- 1-3 ECTS per semester
- Mandatory, graded
- Staffing
 - Y1, co-teaching by Rflect
 - Y2 onwards, program directors lead module

(2) Individual courses & programs

Spring Break 2024 Elliott School Short-term Abroad Program

Applications open: Aug. 24th, 2023 Applications close: Oct. 1st, 2023 Deposit deadline: Oct. 27th, 2023

IAFF 6138: Solutions in Sustainable Development: Agriculture and Climate Change in Malawi

Location: Malawi

Dates abroad: March 11th-17th, 2023

Faculty lead: Samuel Ledermann

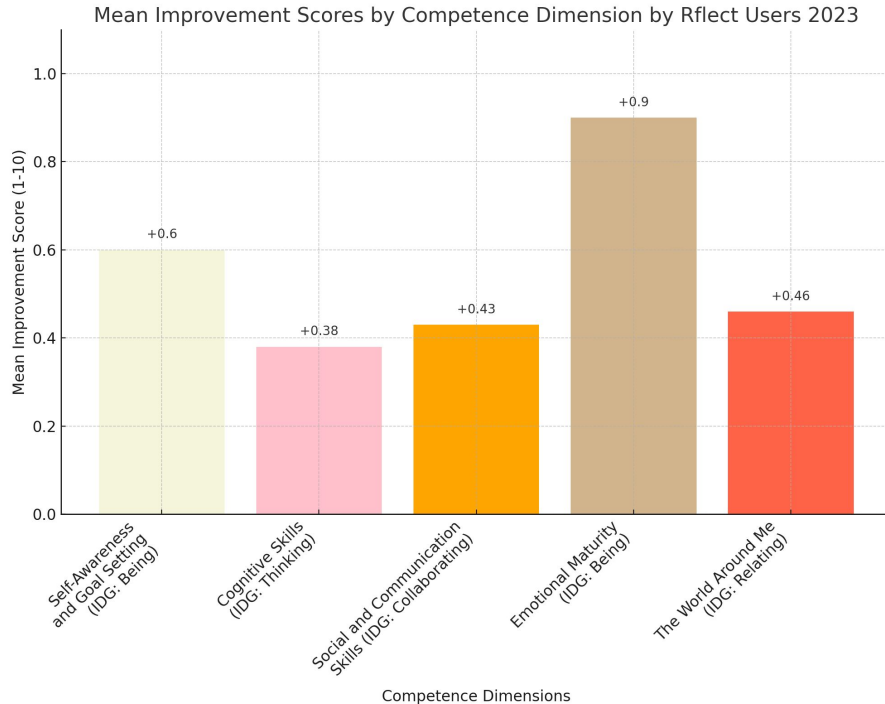
Pre-departure class dates: Jan 19th, Feb 9th, March 1st @ 5:30pm

Course: Field Visit to Malawi George Washington University (USA)

- 3-month course
- 3 credits
- Mandatory, part of exam criteria (pass/no-pass)
- Staffing
 - Run by course lecturer (Rflect support)

Preliminary Results Self-Study Autumn 2023

Rflect is having an impact on student inner development



Thematic Insights

- Reported increase in self-awareness & self-confidence;
- & sense of emotional maturity;*
- Increased awareness of role of values and sustainability in decision making;
- Increased sense of resilience;*
- More holistic understanding of learning;
- Reported motivation for future learning;
- Students need more help with transforming knowledge into behavioral change (insight-into-action);
- And building metacognition as a skill.

Though more support needed.*

Discussion #1

1. For yourself, collect main barriers to integrate the IDGs in education on post-its ('2)
2. Group sharing of insights ('10)



Discussion #2

1. For yourself, collect answers to two questions ('3):
 - a. Which potential solutions do I see?
 - b. What kind of support would I/we need?
2. Discussion over approaches and how we can help one another ('15).



(How) can Technology Support Inner-Curricular Integration of the Inner Development Goals?

“Transformation of Teaching in Economic Science” Conference

Kulturpark, Zürich September 13th 2024

Bernd Ankenbrand & Niels Rot

Case Study in Bachelor Program „Business & Engineering“

Reflection Internship

Module overview Bachelor of Business and Engineering

(Enrollment 1 October 2017 and later)

1. Semester	2. Semester	3. Semester	4. Semester	5. Semester	6. Semester	7. Semester
Basics			Focus			
Statistics 5	Mathematics - Advanced 5	Human Resources Management 5	Core Electives in Business (B) 1** 5	Core Electives in Business (B) 2** 5	Internship Module 30	Core Comp. 1 3
Physics 5	Economic Sciences 2 5	Accounting 5	Core Electives in Engineering (E) 1* 5	Core Electives in Business (B) 3** 5		Core Comp. 2 2
Mathematics - Basics 5	Business Processes 5	Introduction to Technical Systems 5	Core Electives in Engineering (E) 2* 5	Core Electives in Business (B) 4** 5		General Elective 5
Economic Sciences - Basics 6	International Trade Law 5	Computer Sciences for Engineers 5	Product Development 5	Core Electives in Engineering (E) 3* 5		Laboratory Tests 5
English for Business and Engineering 5	Fundamentals of Electrical Engineering 5	Electronic Measurements & System Engineering 5	Analytical Methods 5	Core Electives in Engineering (E) 4* 5		Business Plan 5
Material Sciences & Design 5	Technical Mechanics 5	Project Management & Scientific Working 5	Process and Quality Assurance 5	Applied Project Management 5		Bachelorthesis 10
Practical Modules	Natural Sciences Modules	Business Modules	General Skills Modules	Engineering Modules	Integration Business & Engineering	Number of Credit Points 5

6th Semester – 2 Day Block Seminar

Internship Seminar



Case Study – Utilizing Rflect in the Internship Seminar



R-FLECT My Programs

CONTACT RFLECT TEAM

Hello, Bernd

Other: 29.07.2024 - 30.07.2024
Reflection of Internship

REFLECTION PLAN STUDENTS

Past Topics 6 LATEST

Check-in
Ended on July 29, 2024, 14:30

Inner Compass
Ended on July 29, 2024, 16:15

Long-term Orientation & Visioning
Ended on July 30, 2024, 10:00

Connectedness
Ended on July 30, 2024, 11:30

Co-creation
Ended on July 30, 2024, 14:00

Optimism
Ended on July 30, 2024, 16:00

Answers

BY QUESTION

BY STUDENT

PDF

Do you have a set of values, written down or not, that guide you through life? Why yes / no?
To what extent might that be helpful to you?

Tr Required Private

What core values or principles do you believe are most important in guiding your actions
and decision-making during your educational-/professional journey?

Tr Required Shared with class anonymously

REPLY TO ALL

Name	SHOW ALL
Anonymous late by less than one day	SHOW
Anonymous	SHOW

One for each Dimension plus Check-in

6 Reflection Sessions



Target

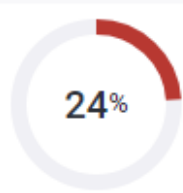
50%

Exclude optional questions

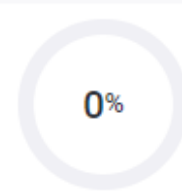
Exclude shared questions














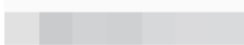





50% - 100%
On target
students: 26



1% - 49%
Below target
students: 8



0% done
No entry
students: 0

Name	Progress	Reflection time  ↓	Total chars.	Avg. chars.	Contact
	100%	3m 1s	3737	207	
	16%	2m 46s	446	148	
	33%	2m 21s	1687	281	
	100%	2m 15s	3110	172	
	83%	2m 11s	2858	190	
	61%	2m 3s	1805	164	
	83%	2m 1s	2956	197	
	83%	1m 52s	2303	153	

📅 Past Topics 6

LATEST

Check-in

Ended on July 31, 2024, 11:41



Innerer Kompass

Ended on July 31, 2024, 14:00



Langfristige Orientierung & Visionen

Ended on July 31, 2024, 15:30



Verbundenheit

Ended on August 1, 2024, 11:30



Mitgestaltungsfähigkeiten

Ended on August 1, 2024, 14:00



Optimismus

Ended on August 1, 2024, 15:30



Denk an eine Person in deinem Studienprogramm bzw. in deinem (beruflichen) Umfeld, die du als optimistisch einschätzt. Hat diese Person eine eher positive oder negative allgemeine Sichtweise? Was empfindest du, wenn du mit dieser Person interagierst? Wenn du diese Person fragen würdest, was würde sie als Grund für ihren Optimismus angeben?



Required



Shared with class anonymously

REPLY TO ALL

Name

HIDE ALL



Anonymous

HIDE

Sie hat eine positive Sichtweise und motiviert wenn man mit ihr interagiert. Sie würde wahrscheinlich antworten dass man vergangenes hinter sich lassen soll.

REPLY



Anonymous

HIDE

Jemand von der Arbeit. Obwohl seine Vorschläge teilweise abgeschmettert wurden, hat er daran festgehalten und auf seinen Kopf vertraut

REPLY



Anonymous

HIDE

Die Person ist immer sehr optimistisch auf die Prüfungen gestimmt. Dadurch kriege ich auch ein gutes Gefühl

Student view of Classmates

Reflect

Actions

✕ In an extensive study, Google identified the concept of "psychological safety" as the number one contributor for effective collaboration. Psychological safety is the feeling that you can share your thoughts and feelings, ask stupid questions, admit mistakes, easily ask for help, and share your opinion (even if the majority has another opinion) and ideas freely without fear of being degraded or shamed.

What do you need from your peers to openly ask questions and share your thoughts? How / when can you tell them what you need? What are you doing to help others feel safe, speak up and share? What might get in the way of you providing a safe container for others?

You did not provide a reflection. Your class is missing out on your insights!

What your classmates said about this. What do you take away from their reflections?

Anonymous

I need to feel comfortable sharing my thoughts and ideas without fear of judgment. This includes asking questions, admitting mistakes, and offering different perspectives. To build this trust, I need open-mindedness, respect, and support from my peers.

I can contribute to this environment by actively listening, encouraging participation, and offering constructive feedback. Ultimately, a safe space allows for innovation and growth for everyone involved.

Anonymous

To openly ask questions and share thoughts, I need from my peers to respect, active listening and give good feedback. To help others feel safe I ask open ended questions and positive Reinforcement. Potential barriers to providing a safe environment include not being bias and avoiding miscommunication

Anonymous

To openly ask questions and share feelings and my thoughts, I need trust and respect from my peers, along with assurance that my contributions are valued.

I can communicate this need by expressing appreciation for their openness and by modeling vulnerability myself.

Anonymous

To feel comfortable sharing thoughts, I need active listening, non-judgmental attitudes, and constructive feedback from peers. I communicate this by modeling behavior and encouraging open dialogue. Challenges include implicit biases, time pressure, and personal stress.

Case Study – IDG Seminar in the Master Transformation (MBA)

1. Semester

Understanding Purpose and Value

(H2H Management, Purpose Economy, Circular Economy, Business Ethics, IDGs, Value Proposition Design)



Understanding Complex Ecosystems

(Understand Mega-Trends, Stakeholder Approach, Systems Thinking & System Dynamics, Understand the Role of Tech)



Understanding Humans & Intelligent Machines

(Neuroscience, Behavioural Economics, Psychology, Sociology, Ethnography, Innerpreneurship)

2. Semester

Business Modelling and Simulation

(Business Model Generation, Entrepreneurship, Business Simulations, Onsite-Projects)



Managing Organizational Dynamics

(Virtual Collaboration, Strategic Management in a World of VUCA, Intrapreneurship, Agile Project Management, Roadmapping)

Managing and Leading Humans

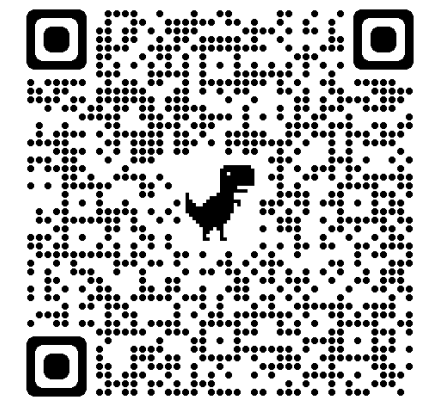
(Creativity Trainings, Intercultural Communication incl. Academic Writing, Transformation Management, Leadership 4.0)



3. Semester

Applied Transformation Project

Master's Thesis and Master's Seminar



Case Study

IDG Seminar



Case Study

IDG Seminar



Next Case Study

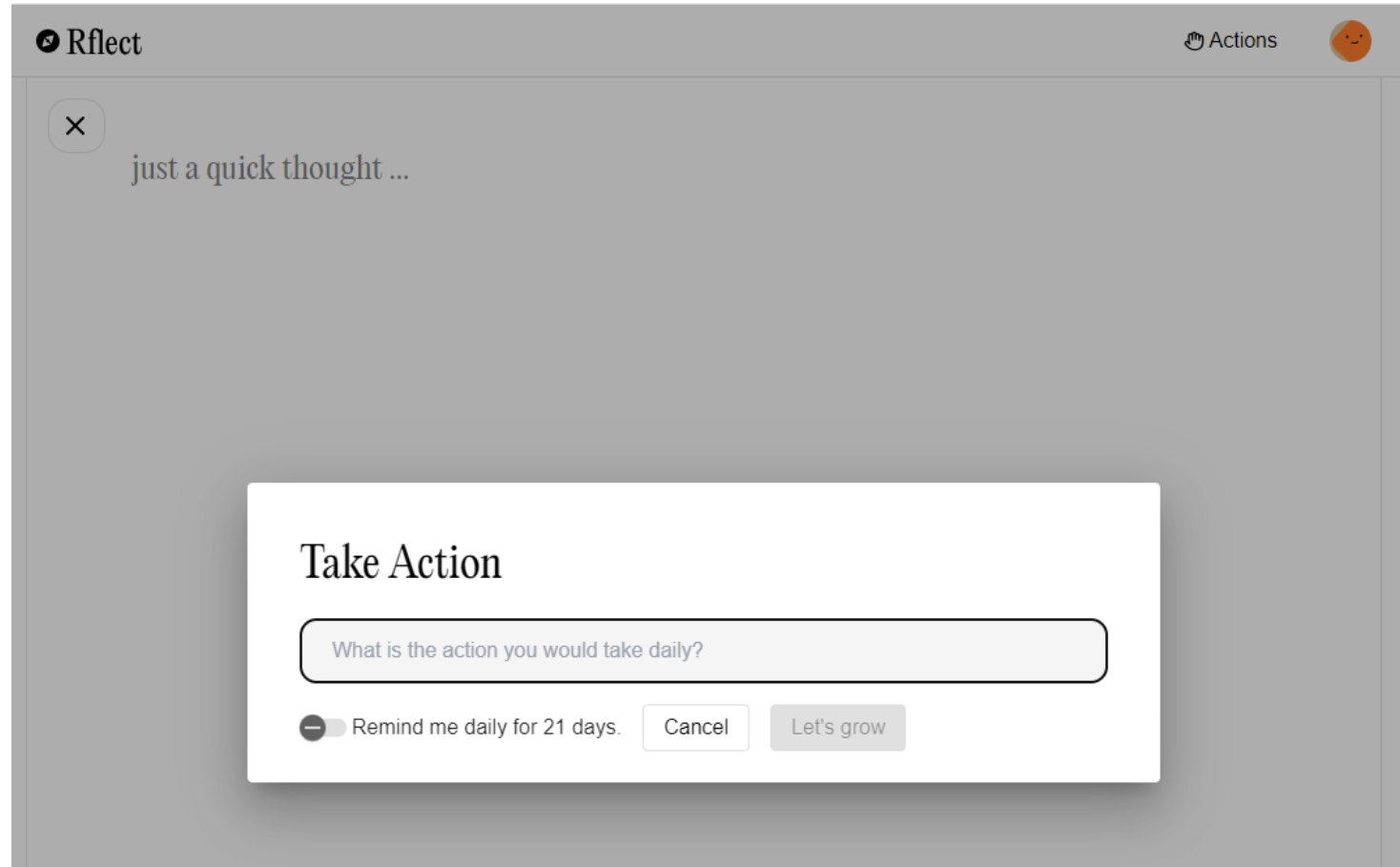
Semester-long IDG Seminar

TSID – Transformational Skills for Inner Development

Module profile			
Module ID	TSID		
Module name	Transformational Skills for Inner Development		
Exam number according to degree programme	IBE 3827300	IBL 3930760	
Duration	1 semester		
Frequency	Winter and summer semester		
Credit hours (SWS)	2		
ECTS-Credits (CP)	2		
Workload Respective hours	Total workload 60	Workload 30	Total workload 30
Teaching format	Seminar		
Language of instruction	English		

Next:

Take Action

A screenshot of a mobile application interface. The background is a greyish-blue window titled "Reflect" with a close button (X) in the top left. In the top right, there is an "Actions" button and a small orange smiley face icon. The main content area contains the text "just a quick thought ...". A white dialog box is centered on the screen with the title "Take Action". Inside the dialog, there is a text input field with the placeholder text "What is the action you would take daily?". Below the input field, there is a toggle switch labeled "Remind me daily for 21 days." which is currently turned off. To the right of the toggle are two buttons: "Cancel" and "Let's grow".

Kontakt



Prof. Dr. Bernd Ankenbrand

Faculty of Business and Engineering

<https://fwi.fhws.de/en/the-faculty/staff/teaching-staff/person/prof-dr-bernd-ankenbrand/>

Program Director "**Master Transformation**" (MBA) www.thws.de/en/master-transformation

Linkedin Page: <https://www.linkedin.com/company/master-transformation-thws/>

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