



JOURNAL OF THE

EUROPEAN HONORS COUNCIL

Paper

Mapping Impact: Student Perceptions of Learning in the honours Year 3 Track

Authors: Isabel Solé Subirats and Vera Adriaanse

Hogeschool Rotterdam (University of Applied Science Rotterdam)

Correspondence: i.sole.subirats@hr.nl

Received: September 29, 2025; Accepted: September 29, 2025; Published: October 6, 2025

Abstract

This paper examines how third-year Honours Programme students at Rotterdam University of Applied Sciences perceive their development across five learning goals derived from HP Profile used at the Rotterdam University of Applied Sciences (RUAS). A six-session track was designed to foster growth in self-awareness, systems thinking, self-directed learning, relational skills, and knowledge application. The study found that students reported the strongest development in systemic awareness and knowledge sharing and creation. “Making Intentional Choices” was rated lowest, indicating a need for clearer scaffolding to support self-directed learning. Despite technical challenges in one session, students experienced the goals as interconnected, with critical thinking emerging as a central theme. Findings highlight the value of holistic, student-centered design in honours education and offer practical insights for refining future iterations of the programme.

Keywords: Honours, Learning goals, Critical thinking, Systems thinking, Experiential education, Self-awareness, Interdisciplinary.

1. Introduction

In 2023, a new Honours Programme (HP) profile was introduced at RUAS (Rotterdam University of Applied Sciences, 2023) based on the Inner Development Goals (IDGs) (Inner Development Goals, 2022). This profile was translated into five learning goals (LGs) by the HP team of the Rotterdam Business School (RBS):

- LG1 – *Understand Yourself*: Explore your values, motivations, strengths, and biases to become more self-aware in both personal and professional contexts.
- LG2 – *See the Bigger Picture*: Recognize how everything is connected, understand different worldviews, and reflect on how your choices impact the surrounding system.

- LG3 – *Make Intentional Choices*: Take ownership of your learning and growth by making thoughtful decisions about your knowledge, skills, and career path.
- LG4 – *Connect and Reflect*: Build meaningful relationships, embrace feedback, and express yourself authentically as both a person and a professional.
- LG5 – *Use and Share Knowledge*: Apply, adapt, and integrate knowledge from diverse sources to contribute meaningfully to your field.

Each goal is described across three developmental levels: Awareness, Understanding, and Action. HP students are assessed on these dimensions before receiving their HP diploma at the end of their bachelor programme.

To support third-year HP students in achieving these goals, a specific HP track was designed by Isabel Solé Subirats, HP coordinator at RBS. Later, Vera Adriaanse, an art education intern from Willem de Kooning Academie, joined the initiative and contributed a project focused on developing observational skills.

Grounded in evidence that certain pedagogical approaches are particularly effective in fostering key developmental outcomes, the six-session track was designed to integrate experiential learning (Kolb, 2015), reflective dialogue (Clark, 2023), practical observation-based exercises (Jasani & Saks, 2013), and a systems simulation (Tan & Biswas, 2007). These methods aimed to promote growth in self-awareness, systems thinking, self-directed learning, relational skills, and knowledge application.

The track consisted of six sessions:

1. Introduction

Students were introduced to the IDGs, the goals of the track, and Vera's observational project (See Appendix D – online). They were also informed about the research component and asked for consent to use their input.

2. Your Roadmap: Navigating Your Personal and Professional Journey

This session focused on identity development, both personal and professional, as a non-linear process. Students reflected on their values and how these align with their choices. The assignment (Appendix E - online) was inspired by the CoTalent Roadmap Tool (CoTalent, n.d.).

Contributed to: LG1, LG3, LG4

3. Like a Tree: Exploring Growth and Connection

Led by Magali de Rooy and Joosje Heijmeijer from MagaLiEF, this workshop used the metaphor of trees to explore balance, resilience, and active citizenship. Students reflected on personal and societal values and how they interconnect.

Contributed to: LG1, LG2, LG4

4. Fishbanks Game

Students participated in the Fishbanks simulation, developed by Meadows, Sterman, and King at MIT Sloan, to explore systems thinking and resource management (MIT Sloan, n.d.). The game illustrated the complexity of sustainable decision-making in interconnected systems.

Contributed to: LG2, LG3

5. Socratic Dialogue: Deep Conversations, New Perspectives

Students read *The Egg* by Andy Weir (Weir, 2009) and prepared for a Socratic dialogue using guiding questions (Appendix F - online). The session began with insights from Donald J. Robertson's book *How to Think Like Socrates* (Robertson, 2024).

Contributed to: LG1, LG3, LG4, LG5

6. Project Presentations & Key Takeaways

Students presented their findings and reflections from their projects. This session aimed to integrate all five learning goals.

From the design of this track, we wanted to check the learning effectiveness and the impact these sessions had on the students to ensure we designed a course that added value to their learning journey. Our research question was: *How do students perceive the contribution of the HP Year 3 track to their development across the five Honours Programme goals?*

2. Methods

To evaluate the learning effectiveness and impact of the track we used a mixed-methods approach (Creswell & Plano Clark, 2017), combining Likert-scale responses (Boone & Boone, 2012), qualitative reflections (Van Lier, 1997), and facilitator observations (Merriam & Tisdell, 2015). This triangulated design allowed for a more comprehensive understanding of student development across the five Honours Programme learning goals.

For the Likert-scale responses we created intro and exit tickets that were used for each session. These included the following questions:

Intro Ticket Questions:

1. What do you already know or think about today's topic?
2. What does the word 'observational skills' mean for you? (This is only used for session 1)
3. What do you expect to gain from today's session?
4. Do you use these skills? (This is only used for session 1)
5. If you use these skills, when & where & how? (This is only used for session 1)
6. Which of the following learning goals do you think this session will help with the most? (Select one or more)
 - Understanding myself (self-awareness, values, biases)
 - Seeing the bigger picture (systems thinking, interconnections)
 - Connecting & reflecting (meaningful conversations, feedback)
 - Making intentional choices (self-directed learning, purpose)
 - Applying & sharing knowledge (transferring insights to new situations)

Exit Ticket Questions:

1. This session helped me explore my values, motivations, strengths, and biases, increasing my self-awareness (LG1).

2. This session helped me see the bigger picture and understand how everything is connected (LG2).
3. This session helped me make intentional choices about my learning and career path (LG3).
4. This session helped me connect with others and express myself authentically (LG4).
5. I can apply and integrate the session's content with prior knowledge to contribute meaningfully (LG5).
6. Why these ratings? (Short explanation)
7. What is one action step you will take based on today's learning? Additional comments?

Responses to questions 1–5 were rated on a 6-point Likert scale.

Sample

The track was followed by around 25 HP students. Attendance was flexible, and students were allowed to skip one session if needed. As a result, not all students participated in every lesson and not all students responded the questions in the intro and the exit tickets. It is important to note that this track was offered exclusively to Year 3 HP students at RBS, representing a total population of 40 students.

3. Data Analysis

Quantitative Analysis

Quantitative data were collected through structured exit tickets administered after each session. Students rated their perceived development across five learning goals using a six-point Likert scale (Likert, 1932; Boone & Boone, 2012). Descriptive statistics were calculated for each goal, including mean, standard deviation, minimum, and maximum scores (see Appendix A).

To further explore the distribution of responses, scores were categorised into three ranges: high (5–6), mid (3–4), and low (1–2). This allowed for a nuanced understanding of how students perceived their development across different goals. The distribution data (see Appendix A) revealed that most students rated their development in the high range for Goal 2 (See the Bigger Picture) and Goal 5 (Use and Share Knowledge), while Goal 3 (Make Intentional Choices) had a relatively higher proportion of mid-range scores.

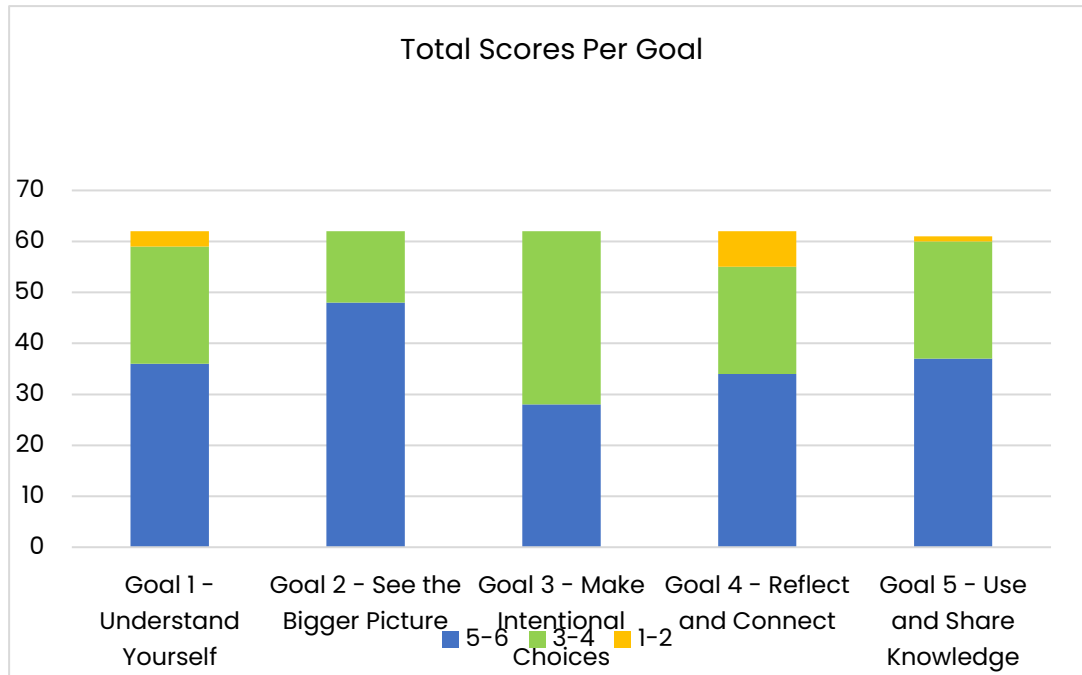


Figure 1: total scores per goal across five developmental areas: Understand Yourself, See the Bigger Picture, Make Intentional Choices, Reflect and Connect, and Use and Share Knowledge. Each bar is segmented by score ranges—blue (5–6), green (3–4), and yellow (1–2)—with a total score scale from 0 to 70.

Qualitative Analysis

Open-ended responses to question 7 of the exit tickets were analysed using a hybrid coding strategy. Deductive codes were derived from the five learning goals, while inductive codes emerged from the students' own language and reflections. These codes were visualised in a concept map, where the size of each oval box reflects its frequency and the colour yellow highlights its association with specific goals (see Appendix B). This approach allowed us to identify recurring themes such as critical thinking, self-reflection, and mindful observation, which were central to students' perceived learning.

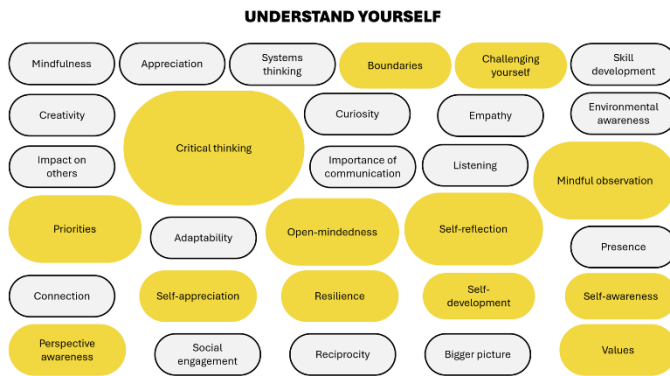


Figure 2

Visual map of student responses to open question 7 from the exit ticket, categorized under the goal *Understand Yourself*. Yellow ovals represent inductive codes directly linked to this goal, with oval box size indicating frequency of mention. White ovals include related concepts not directly coded under the goal. Coding details are provided in Appendix E.

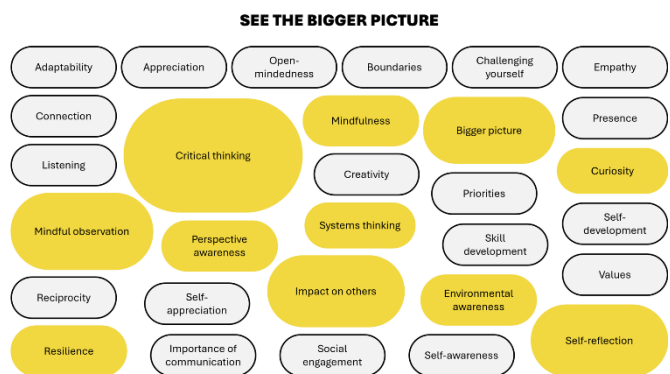


Figure 3

Visual map of student responses to open question 7 from the exit ticket, categorized under the goal *See the Bigger Picture*. Yellow ovals represent inductive codes directly linked to this goal, with oval box size indicating frequency of mention. White ovals include related concepts not directly coded under the goal. Coding details are provided in Appendix E.

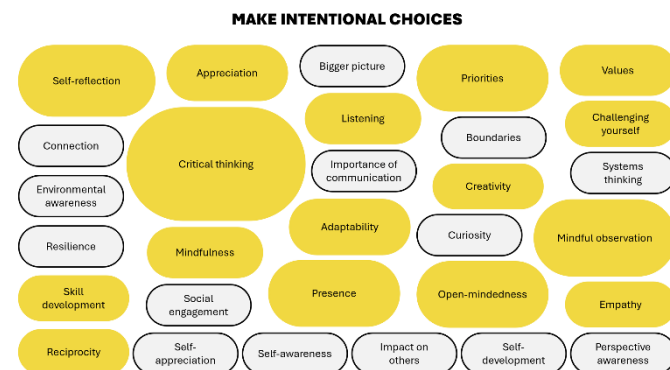


Figure 4

Visual map of student responses to open question 7 from the exit ticket, categorized under the goal *Make Intentional Choices*. Yellow ovals represent inductive codes directly linked to this goal, with oval box size indicating frequency of mention. White ovals include related concepts not directly coded under the goal. Coding details are provided in Appendix E.

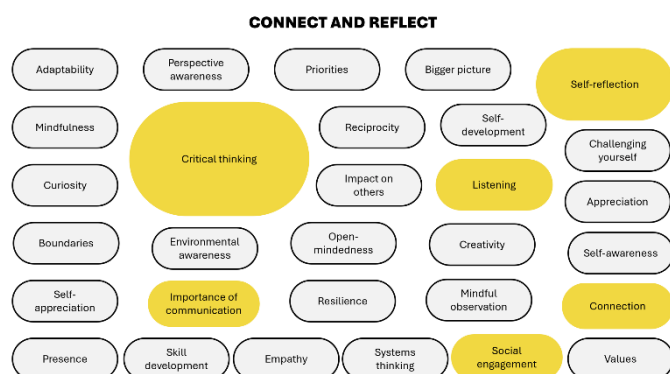
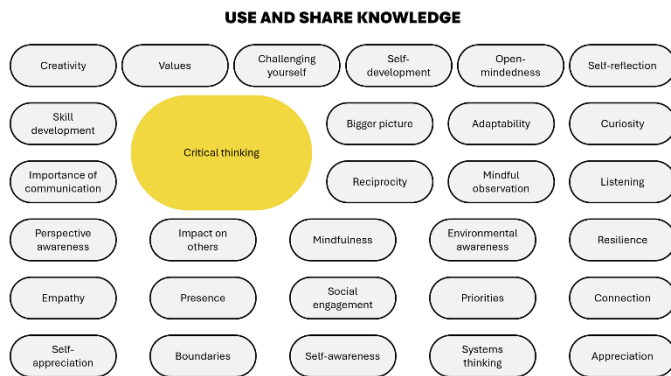


Figure 5

Visual map of student responses to open question 7 from the exit ticket, categorized under the goal *Connect and Reflect*. Yellow ovals represent inductive codes directly linked to this goal, with oval box size indicating frequency of mention. White ovals include related concepts not directly coded under the goal. Coding details are provided in Appendix E.

**Figure 6**

Visual map of student responses to open question 7 from the exit ticket, categorized under the goal *Use and Create Knowledge*. Yellow ovals represent inductive codes directly linked to this goal, with oval box size indicating frequency of mention. White ovals include related concepts not directly coded under the goal. Coding details are provided in Appendix E.

Free observation notes

In addition to student-generated data, observational notes were recorded by Vera, who participated in the sessions as an intern and external observer. Her role enabled her to document spontaneous behaviours, group dynamics, and emotional engagement from a non-intrusive perspective. These observations added a valuable contextual layer to the quantitative and qualitative findings, offering insights into how students interacted with the learning environment and with each other.

Observation, as a qualitative research method, is particularly effective in capturing the complexity of human behaviour in educational settings (Merriam & Tisdell, 2015). It allows researchers to identify patterns, relational dynamics, and subtle shifts in engagement that may not be accessible through self-report data alone. Vera's notes were analysed thematically and are presented in Appendix C.

Data Integration

The integration of Likert-scale responses, coded reflections, and facilitator observations aligns with best practices in mixed-methods research (Creswell & Plano Clark, 2017). This design enabled us to cross-validate findings and explore the interconnectedness of the learning goals. For example, students who rated high on "Seeing the Bigger Picture" often described actions related to systems thinking and environmental awareness in their reflections, and these themes were also noted in facilitator observations.

Limitations

While the mixed-methods approach provided rich insights, the sample size was limited to approximately 25 students out of a total population of 40. Attendance was flexible, and not all students participated in every session or completed both intro and exit tickets, which may affect the generalisability of the findings. Additionally, all participants shared a similar academic background, either International Business or its Dutch equivalent, *Bedrijfskunde*, which may have influenced how they interpreted and responded to the learning activities. This disciplinary homogeneity could limit the transferability of the findings to students from other fields. Furthermore, most students had an existing relationship with the main facilitator, which may have shaped their perceptions and responses, potentially introducing a degree of social desirability bias. Nonetheless, the combination of quantitative, qualitative, and observational data offers a robust foundation for understanding student development in honours education.

4. Discussion

Although the research was conducted with a relatively small group of students, the combination of quantitative, qualitative, and observational data provides valuable insights into how students engaged with the five Honours Programme learning goals throughout the HP Year 3 track.

The quantitative analysis shows that students consistently rated their experiences positively across all five goals. Notably, Goal 2 (See the Bigger Picture) and Goal 5 (Use and Share Knowledge) received the highest average scores, suggesting that students felt particularly supported in developing systemic awareness and applying knowledge in meaningful ways. In contrast, Goal 3 (Make Intentional Choices) received the lowest average score. While still generally positive, this suggests that some students may have found it more challenging to connect the sessions directly to their personal decision-making or self-directed learning. This is further reflected in the distribution data, where a relatively high number of students (34) rated this goal in the mid-range (3–4), indicating room for improvement in helping students translate insights into intentional action.

Session 4 (Fishbanks Game) received the lowest scores across all goals. This can be attributed to several factors: the steep learning curve of the simulation, technical difficulties with the platform, and the time required to understand the game mechanics. These challenges may have limited students' ability to fully engage with the intended learning goals during that session.

Interestingly, while each session was designed with specific goals in mind, both the quantitative and the qualitative data reveals that students often reported development across multiple goals in a single session. This suggests that the goals are interconnected and one cannot be developed in isolation. For example, developing self-awareness (LG1) often coincided with seeing the bigger picture (LG2) or making intentional choices (LG3). This interrelation reinforces the holistic nature of the HP profile and, consequently, the design of this programme.

The visual representations of student responses further support this. Across all sessions, Critical Thinking emerged as the most frequently mentioned concept. This is likely due to the intentional design of activities that challenged students to question assumptions, reflect deeply, and engage in philosophical or systems-level thinking.

Observational data collected by Vera adds another layer of insight. Her notes highlight the students' spontaneity, openness, and respectful engagement. The sessions fostered a safe and dynamic learning environment where students felt comfortable expressing disagreement, asking questions, and supporting one another. This less formal learning environment contributed to a sense of community and motivation. Notably, the Fishbanks session, despite its lower scores, revealed a shift from competition to collaboration - an important learning moment that may not be fully captured in numerical ratings.

5. Conclusion

This study explored how students perceive the contribution of the HP Year 3 track to their development across the five Honours Programme learning goals. Despite the small sample size, the combination of quantitative ratings, qualitative reflections, and observational data offers a rich and triangulated understanding of the programme's impact.

Overall, students reported a positive learning experience, with the majority rating the sessions highly across all five goals. The strongest perceived contributions were to Goal 2 (See the Bigger Picture) and Goal 5 (Use and Share Knowledge). These results suggest that students felt supported in developing a systemic perspective and in applying knowledge meaningfully within and beyond the classroom, particularly with the project. The activities designed to foster critical thinking, systems awareness, and knowledge integration appear to have been particularly effective.

In contrast, Goal 3 (Make Intentional Choices) received the lowest average score, with a significant number of students (34) rating it in the mid-range (3–4). This indicates that while students may have engaged with the content, they did not always perceive a direct link to their personal or professional decision-making. This gap suggests a need for more explicit scaffolding or reflection prompts to help students connect their learning to intentional action and long-term planning.

Session 4 (Fishbanks Game) also stood out as the lowest-rated session across all goals. While the simulation was designed to support Systems Thinking (LG2) and Making Intentional Choices (LG3), technical challenges and the steep learning curve may have hindered students' ability to fully engage with the intended outcomes. This highlights the importance of facilitator preparedness and user-friendly tools when implementing complex experiential learning activities.

Interestingly, the data also reveals that students did not experience the learning goals in isolation. Although each session was designed with specific goals in mind, students frequently reported development across multiple goals in a single session. This suggests that the goals are interconnected and that meaningful learning often occurs at the intersection of self-awareness, reflection, collaboration, and knowledge application. For example, Developing Self-Awareness (LG1) often coincided with Reflecting on Societal Impact (LG2) or Making Intentional Choices (LG3).

The qualitative data further supports this holistic view. Across all sessions, critical thinking emerged as the most frequently mentioned concept. This is likely a result of the programme's intentional design, which encouraged students to question assumptions, explore multiple perspectives, and engage in reflective dialogue.

Finally, the observational data collected by Vera adds a valuable human dimension to the findings. Her notes describe a learning environment characterised by openness, spontaneity, and respectful engagement. Students felt safe to express disagreement, ask questions, and support one another. The less formal environment contributed to a sense of safety and community, and allowed students to express their intrinsic motivation and opinions freely.

Even in the lower-rated Fishbanks session, students experienced a meaningful shift from competition to collaboration, an outcome that may not be fully captured in quantitative scores but is nonetheless pedagogically significant.

In conclusion, the HP Year 3 track appears to have made a substantial and multifaceted contribution to students' development across the five Honours Programme goals. The findings suggest that future iterations of the programme could be further strengthened by:

- Providing clearer links between activities and Making Intentional Choices (LG3),
- Ensuring smoother facilitation of complex simulations, or alternatively, replacing the online game with an activity that does not require digital devices.
- Continuing to foster a safe, reflective, and dialogic learning environment, and
- Embracing the interconnectedness of the learning goals as a design principle rather than a byproduct.

These insights not only validate the current approach but also offer concrete directions for enhancing the programme's impact in future cohorts.

References

Boone, H. N., & Boone, D. A. (2012). Analyzing Likert data. *Journal of Extension*, 50(2), Article 2TOT2. <https://www.joe.org/joe/2012april/tt2.php> (Accessed: 2024-10-23)

Clark, L. (2023). *Using reflective dialogues to explore pedagogies in higher education*. In: Theory and method in higher education research (pp. 121–135). Emerald Publishing. <https://doi.org/10.1108/S2056-375220230000009007> (Accessed: 2024-10-22)

CoTalent. (n.d.). Roadmap Tool. <https://www.cotalent.eu/tools/roadmap-tool>

Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.

Inner Development Goals. (2022). IDG Framework: Transformational skills for sustainable development. IDG Alliance. <https://www.innerdevelopmentgoals.org> (Accessed: 2022-09-10)

Jasani, S. K., & Saks, N. S. (2013). Utilizing visual art to enhance the clinical observation skills of medical students. *Medical Teacher*, 35(7), e1327–e1331. <https://doi.org/10.3109/0142159X.2013.770131> (Accessed: 2024-12-02)

Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson Education.

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.

MIT Sloan. (n.d.). Fishbanks: A renewable resource management simulation. <https://mitsloan.mit.edu/teaching-resources-library/fishbanks-a-renewable-resource-management-simulation> (Accessed: 2024-10-11)

Robertson, D. J. (2024). *How to think like Socrates: Ancient philosophy as a way of life in the modern world*. St. Martin's Press.

Rotterdam University of Applied Sciences. (2023). Honours Programme profile [Internal document]. Rotterdam Business School.

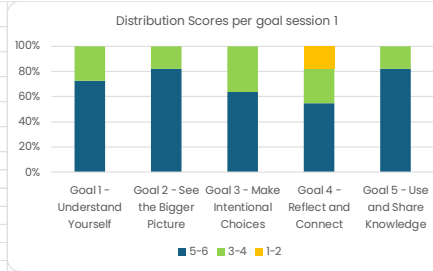
Tan, J., & Biswas, G. (2007). Simulation-based game learning environments: Building and sustaining a fish tank. In: Proceedings of the First IEEE International Workshop on Digital Game and Intelligent Toy Enhanced Learning (DIGITEL'07) (pp. 73–80). IEEE.
<https://doi.org/10.1109/DIGITEL.2007.44> (Accessed: 2024-10-11)

Van Lier, L. (1997). Observation from an ecological perspective. *TESOL Quarterly*, 31(4), 783–787. <https://doi.org/10.2307/3587754> (Accessed: 2024-10-22)

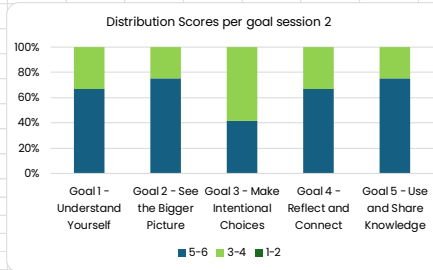
Weir, A. (2009). The Egg. https://www.galactanet.com/oneoff/theegg_mod.html (Accessed: 2025-03-20)

Appendix A – Quantitative Data

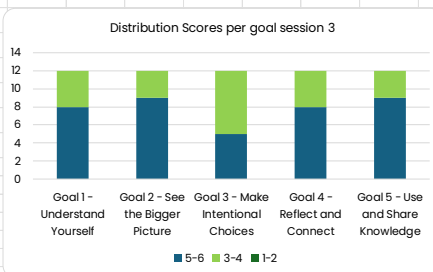
		5-6	3-4	1-2
Session 1	Goal 1 - Understand Yourself	8	3	0
	Goal 2 - See the Bigger Picture	9	2	0
	Goal 3 - Make Intentional Choices	7	4	0
	Goal 4 - Reflect and Connect	6	3	2
	Goal 5 - Use and Share Knowledge	9	2	0



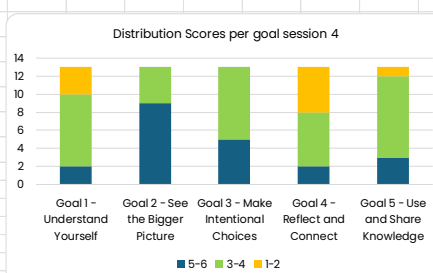
		5-6	3-4	1-2
Session 2	Goal 1 - Understand Yourself	8	4	0
	Goal 2 - See the Bigger Picture	9	3	0
	Goal 3 - Make Intentional Choices	5	7	0
	Goal 4 - Reflect and Connect	8	4	0
	Goal 5 - Use and Share Knowledge	9	3	0



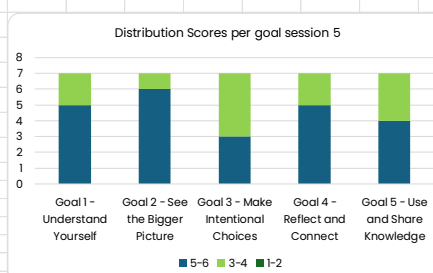
		5-6	3-4	1-2
Session 3	Goal 1 - Understand Yourself	8	4	0
	Goal 2 - See the Bigger Picture	9	3	0
	Goal 3 - Make Intentional Choices	5	7	0
	Goal 4 - Reflect and Connect	8	4	0
	Goal 5 - Use and Share Knowledge	9	3	0



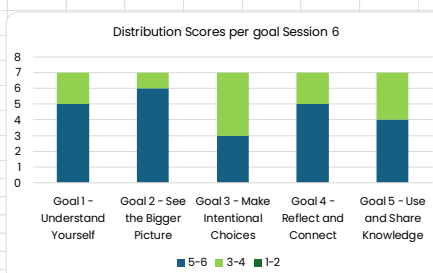
		5-6	3-4	1-2
Session 4	Goal 1 - Understand Yourself	2	8	3
	Goal 2 - See the Bigger Picture	9	4	0
	Goal 3 - Make Intentional Choices	5	8	0
	Goal 4 - Reflect and Connect	2	6	5
	Goal 5 - Use and Share Knowledge	3	9	1



		5-6	3-4	1-2
Session 5	Goal 1 - Understand Yourself	5	2	0
	Goal 2 - See the Bigger Picture	6	1	0
	Goal 3 - Make Intentional Choices	3	4	0
	Goal 4 - Reflect and Connect	5	2	0
	Goal 5 - Use and Share Knowledge	4	3	0



		5-6	3-4	1-2
Session 6	Goal 1 - Understand Yourself	5	2	0
	Goal 2 - See the Bigger Picture	6	1	0
	Goal 3 - Make Intentional Choices	3	4	0
	Goal 4 - Reflect and Connect	5	2	0
	Goal 5 - Use and Share Knowledge	4	3	0



Appendix B – Coding

Question: What is one action step you will take based on today's learning?

Session 2		
Response	Inductive Codes	Deductive Codes
To keep moving forward despite the challenges I may encounter	Resilience	Understand yourself, See the bigger picture
Look a bit deeper into the why and finding the pattern.	Critical thinking	Understand yourself, See the bigger picture
Create yourself continuously and evaluate you self-process	Self-development, Critical thinking	Understand yourself
Think more on how everything I do works for the better long term	Critical thinking	Understand yourself, See the bigger picture
Reflect more on my turning points	Critical thinking	Understand yourself
Understand where I came from and be more proud of myself	Critical thinking, Self-appreciation	Understand yourself
Think more about how everything I decide or do affects the present me	Critical thinking	Understand yourself
Always reflect back on what you have accomplished	Critical thinking	Understand yourself
Appreciation towards myself and my achievements.	Self-appreciation	Understand yourself
Take a day to focus on taking a look at myself and underlying things	Critical thinking	Understand yourself
I will take more action to do things that are not always comfortable, with the reasoning that my past experiences will not limit me. But empower me, as I have learned from past experiences.	Resilience, Critical thinking	Understand yourself, See the bigger picture, Reflect and connect
Session 3		
Response	Inductive Codes	Deductive Codes
I will reflect on myself more, and be more aware of my environment	Self-reflection, Environmental awareness	Understand Yourself, See the bigger picture
Set better boundaries and take a moment to reflect in a day/week	Boundaries, Self-reflection	Understand Yourself, See the bigger picture
Being aware	Self-Awareness	Understand Yourself
Learn how to play piano	Skill development, Creativity	Make intentional choices
Be more in the present	Mindfulness, Presence	Make intentional choices
Continue to keep treating others the way I want to be treated	Reciprocity, Empathy, Priorities	Make intentional choices
Be aware of my surroundings	Environmental awareness, Mindfulness	See the bigger picture
To connect more	Connection, Social engagement	Connect and reflect
Start journaling again	Self-Reflection, Priorities	Understand Yourself
Take a step back and spend my energy correctly	Self-reflection, Bigger picture, Priorities	Understand Yourself, Make intentional choices
Focus more on my values and the things that make me grow	Values, Priorities	Understand Yourself
I will put my values first and not change if it for others	Values, Priorities	Understand Yourself, Make intentional choices
Session 4		
Response	Inductive Codes	Deductive Codes
I will watch the instructional video now		
Think more on the effect I have on others without noticing it	Impact on others	See the bigger picture
Think more of how my future job will be an impact on others	Impact on others	See the bigger picture
To know that I am not alone. My actions and behaviours have consequences on other things.	Impact on others	See the bigger picture
Dive into system thinking to get more insights.	Systems Thinking	See the bigger picture
Reflect more on how my actions influence others	Impact on others	See the bigger picture
Reflect on action	Self-reflection	Understand yourself
Always think of the consequences, the big pictures	Impact on others, bigger picture	See the bigger picture
Think about the bigger picture more	Bigger picture	See the bigger picture
I learned that communication is more important within multiple teams	Importance of Communication	Connect and reflect
Think more global, and the consequences of my actions on the environment and the society around me.	Impact on others, bigger picture	See the bigger picture
Consider the relations between governmental/personal actions and the larger implications that they will have when voting or consuming products.	Self-reflection, bigger picture	See the bigger picture
Session 5		
Response	Inductive Codes	Deductive Codes
Take less pictures but notice more in real life	Mindful observation	Being intentional
Observe more and take life more slowly, enjoying the process along the way	Mindful observation, Presence, Appreciation	Being intentional
While going home or walking around I will pay more attention as it deepens your thought process	Mindful observation, Critical thinking	Being intentional
Look up and observe more	Mindful observation	Being intentional
To be more observant of things I wouldn't usually focus on and try to find more deeper meanings behind them.	Mindful observation, Critical thinking	Being intentional, See the bigger picture
Be more intentional, explore the art in the streets as well- I liked the projects two other people did	Presence, Open-mindedness, Adaptability	Being intentional
Keep looking up, but instead of taking a picture I will take a moment to take it all in. And enjoy the nature.	Mindful observation, Presence, Appreciation	Being intentional, See the bigger picture
Slow down	Presence	Being intentional
I will be more in the moment, take things with the flow. Be more present and learn to appreciate the little things, the beauty.	Open-mindedness, Adaptability, Appreciation	Being intentional
To be open with the possibility, therefore, I can observe and gain more insights	Open-mindedness, Adaptability, Mindful observation, Critical thinking	Being intentional
Session 6		
Response	Inductive Codes	Deductive Codes
To ask more questions and be more open to different perspectives	Curiosity, perspective awareness	See the bigger picture
Listen to people more often	Listening	Reflect and connect
Think about why I do things in a way	Critical thinking	Use and share knowledge
Reflect more on my truth and what perspective it gives	Critical thinking, perspective awareness	Understand yourself, See the bigger picture
To continue to have an open mind and listen to other peoples perspectives always	Listening, Open-mindedness	Being intentional, Reflect and Connect
To be honest I have no clue I think just wait for another moment like this	Open-mindedness	Understand yourself
I like the idea that underline an argument is love and a desire to understand each other. For me I dont usually have an argument with anyone and just accept what it is. So it is a step for me to challenge and question a bit when some opinion is given to me	Challenging yourself	Understand yourself

Appendix C – Vera’s Free Observations

Some observations during the sessions recorded by Vera:

- The students are quick thinkers. Even without a lot of time to think about a topic within 10 seconds, they have one.
- Without a lot of explanation, they start working on the roadmap.
- They are open to each other and open to us.
- They ask each other and also us questions to stimulate themselves and their classmates.
- They show understanding of each other.
- As soon as Isabel gives her opinion and the students don’t agree, they will let you know. But everything is respectful!
- They lost focus, mentioned it, we changed the action, they had newly found motivation.
- The good thing about these sessions is the freedom; they are walking around and talking to each other mostly about the assignment but also about other things. It creates a bond between students and teachers.
- If you say go, the students go.
- There is some friendly competition within the group during the game. In the end there was the realization: ohhh we needed to work together. Everybody laughed about it.
- It is amazing to see some students slowly coming out of their shell during the sessions. They are motivated through talking with others and the safe space that is present during the sessions.
- During some of the one-on-one talks with students they mention growth a lot of times, they feel like these sessions help them map their own knowledge and skills.