

Exploring co-teaching settings for sustainability

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StudentImpact
Consulting for sustainable business 

 University of St.Gallen

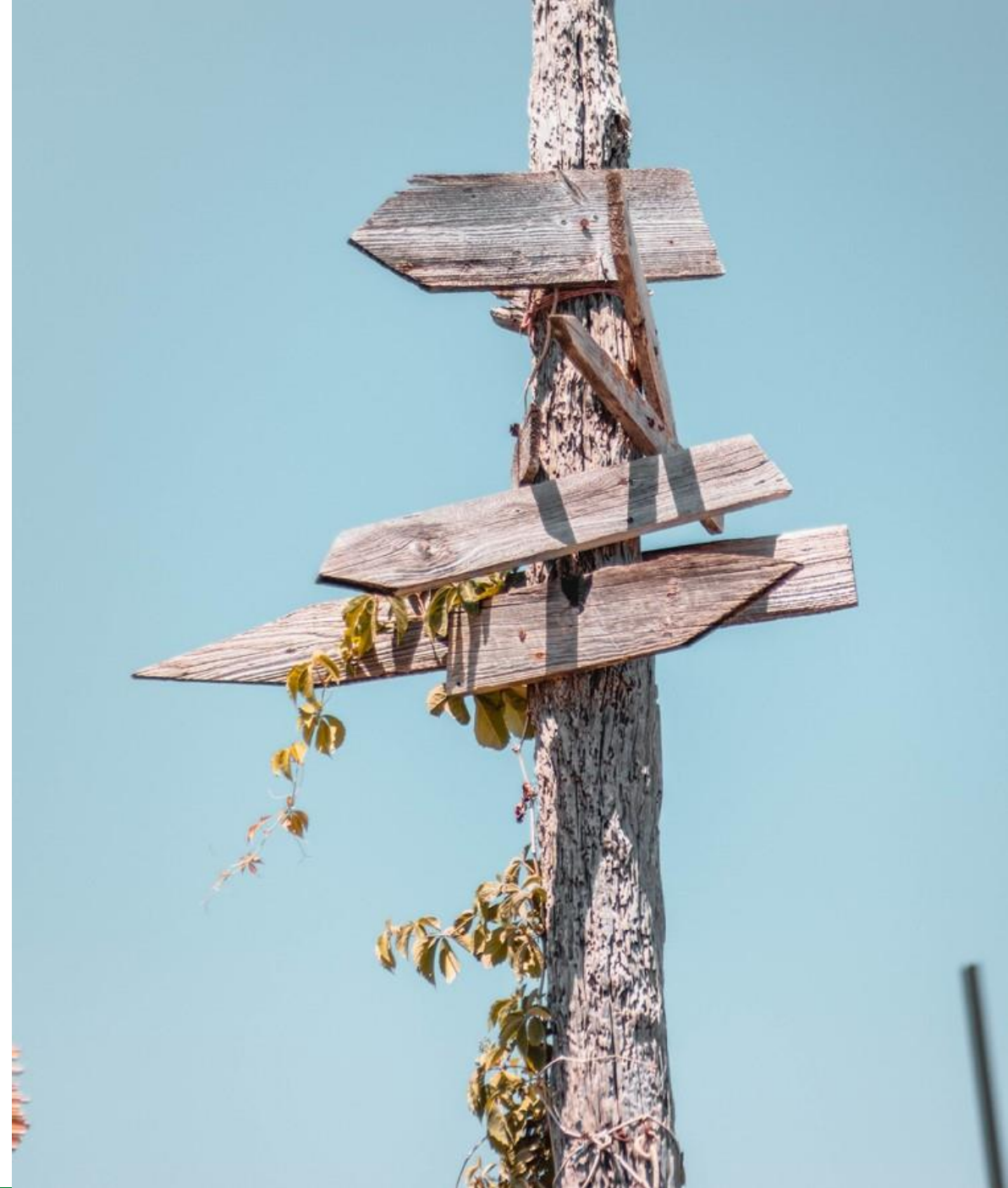
Welcome!

Who's in the room?



Expectations?

Directing our shared experience



Team-teaching and team-learning

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University of St. Gallen



INNER DEVELOPMENT GOALS
Transformational Skills for Sustainable Development



Harvard
Business
School



W.A. DE VIGIER
STIFTUNG

ETH zürich



The Climate
Reality Project

StudentImpact
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SUPPORT FOR START-UPS

U N I K A S S E L
V E R S I T Ä T

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Why are we here?

Let's create a shared understanding



Be the Change?

Prototyping a systemic learning experience

CHANGE

CHANGE

Student Impact – Consulting for sustainable business

We pursue the goal of creating positive impact and making sustainability integral to the economy.

Consulting is our means to success by bringing together motivated students to work with purpose-driven organizations seeking to create social and ecological value on business-related mandates.



Experiential learning holds transformational potential



Leveraging student engagement for the curriculum

Motivation

Bringing the **experience, know-how and motivation of the University of St. Gallen's vibrant co-curricular sphere** into the curriculum in order to enable transformative learning experiences according to the mantra **students learning from and with students (peer learning)**

Be the Change: Discovering Consulting and Sustainability

Seminar hard facts

- **Co-developed and facilitated** by Dr. Jost Hamschmidt and a team of 3 Student Impact members
- Bachelor-level course as part of the University of St. Gallen's contextual studies
- **20 participants** who were selected based on CV and motivational letter
- Weekly 4-hour sessions

The Role of Student Impact

Tangible contributions

- Translation of the well-tried SI student consulting approach into a course
- Leveraging of extensive experience from working with impact-oriented startups and on projects in general through dedicated inputs and mentoring
- Activation of network for acquisition of guest speakers and partner companies
- Leveraging facilitation experience to create open, engaging and safe atmosphere

Intangible contributions

- Infusion of intrinsic motivation characterizing co-curricular engagement towards sustainability -> activation of participants' intrinsic drive
- Authenticity and ability to cooperate eye-to-eye with students

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Three Pillars of Learning, a foundation of intent...

Learning by Doing

Consulting projects

- Acquiring **vital skills** (project management, stakeholder management, teamwork)
- Experiencing the transformative power of **purpose-driven ventures**
- **Making a real difference** and generating impact through project work

Learning from Experts

Guest lectures and discussions

- Hearing about **career choices** in sustainability
- Discussing how to make a difference in career and life
- **Being inspired** to follow our principles
- Learning about the increasing importance of **sustainability in business**

Learning from one another

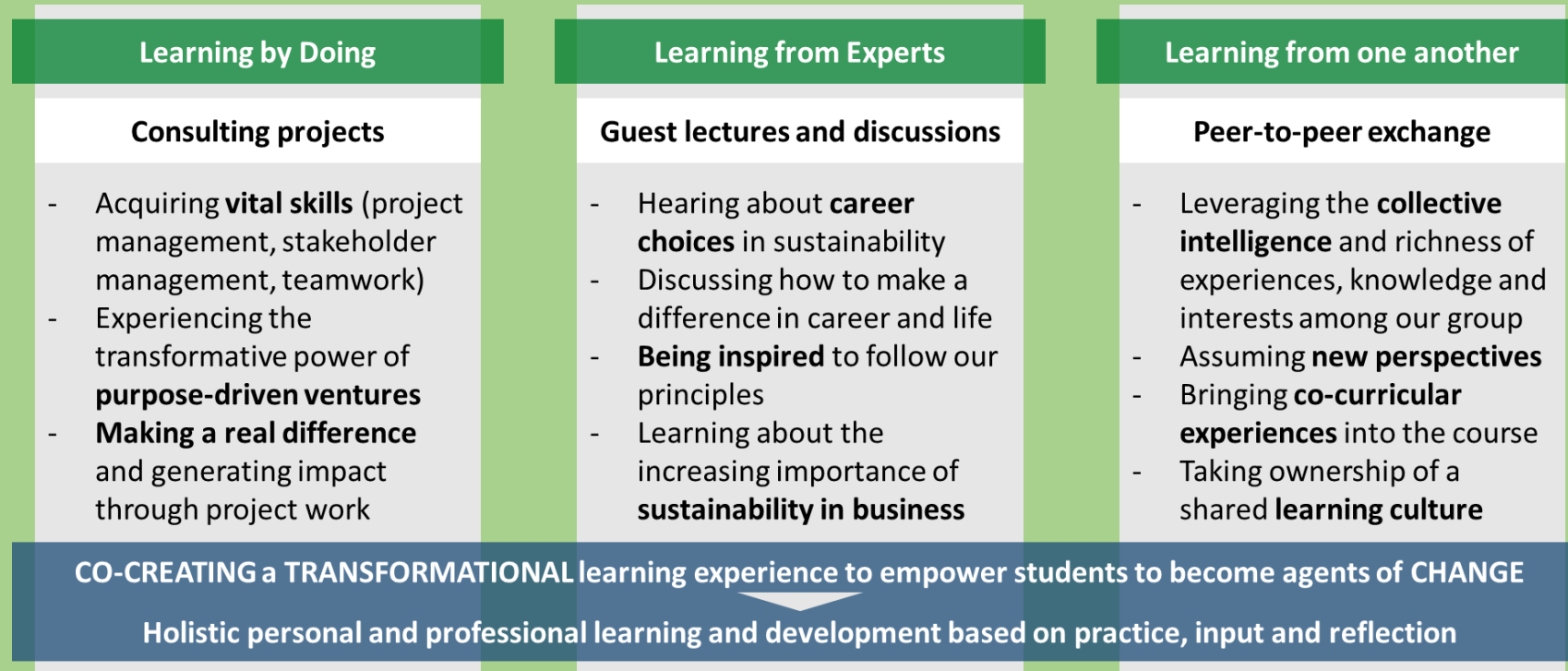
Peer-to-peer exchange

- Leveraging the **collective intelligence** and richness of experiences, knowledge and interests among our group
- Assuming **new perspectives**
- Bringing **co-curricular experiences** into the course
- Taking ownership of a shared **learning culture**

CO-CREATING a TRANSFORMATIONAL learning experience to empower students to become agents of CHANGE

Holistic personal and professional learning and development based on practice, input and reflection

... embedded in a safe space ...



... and designed to facilitate inner development



- 1 **Being** — Relationship to Self
- 2 **Thinking** — Cognitive Skills
- 3 **Relating** — Caring for Others and the World
- 4 **Collaborating** — Social Skills
- 5 **Acting** — Driving Change

INNER DEVELOPMENT GOALS
Transformational Skills for Sustainable Development

Source: <https://InnerDevelopmentGoals.org>

A co-creative multi-stakeholder learning experience

Learning by Doing

Consulting projects with impact-oriented startups

- Practically-relevant inputs and hands-on support through Student Impact members



Learning from Experts

Expert inputs and discussions

- Expert inputs providing various perspectives on sustainability (e.g.: strategy, politics, entrepreneurship)
- Reflections on personal career paths and choices as inspiration for students



Learning from one another

Peer-to-peer exchange

- Coaching support on consulting projects through Student Impact members
- Peer-feedback sessions
- Weekly check-in sessions and ongoing exchange through informal channels



Holistic personal and professional learning and development

A typical Be the Change session

Check-in & energizer

Facilitating arrival of seminar community through playful activities or check-in questions

1

Open discussion

- 30 to 45min open space at the beginning of each lecture for students to bring up any topic related to sustainability (recent or not) that they would like to discuss with their peers
- Harvesting of collective intelligence and interest in sustainability for collective learning

2

Consulting input & application

- Short and concise input from the Student Impact team on practical aspects of the consulting work that are relevant to the project tasks at hand
- Dedicated time to discuss, reflect on and apply inputs on consulting challenges

3

Guest speaker session

- 90min sessions by guest speakers to share personal and professional insights
- Guest speakers are explicitly invited to go beyond lecture-style presentations and work with workshop style activities and / or give plenty of time for Q&A

Clap-out

Simple & participative “ritual” to close off every session

Be the Change Learning Principles (work in progress)

Systemic learning

Based on the experiences, feedback and insights gathered from two iterations of the seminar we identified a first set of principles that we deem critical to the Be the Change learning space.

1

Co-learning with head, heart and hand

We integrate purpose-driven action with deep reflection to create transformational learning spaces.

2

Everybody is a changemaker, always

We treat people that way and connect them through co-creativity and satisfying basic social needs.

3

From IQ to WeQ

We prototype safe learning spaces, where individuals experience relative and relational truths and discover connectedness and interdependence.

4

Towards holism

We build bridges towards stakeholders outside of the classroom to take them on joint learning journeys with us.

5

Towards transformation

We play with social innovation to transform a growth addicted ego-system towards a balanced and thriving eco-system

Initial analysis of the learning processes

Didactic analysis

Dr. Hanne Birk and Dr. Sebastian Meisel from the Center for Curriculum and Teaching Development (CAT) conducted an analysis of the didactic approach to support us in making sense of the drivers of a successful course experience and learning outcome.

Methodology

- Analysis and comparison of **motivation statements** and **reflection papers** from the second BTC cohort (Fall 2022)
- Close reading (Geertz)
- Application of narratology categories
- Correlation of results with e.g. Experiential Learning Cycle (Kolb)

Main results

- Students take note how the social and collaborative aspects of the learning environment (teambuilding and discussions) shape their learning experience
- Most participants showcase a positive transformation with regards to their engagement with and interest in sustainability
- Dividing lines in reflections according to gender, openness to ecological-economic change
- Guest speakers can have an outsized role in the learning process as some inputs were referenced frequently and as drivers of profound intentions for personal transformation

Feedback and (some of the) Lessons Learned

Feedback & lessons learned

The overwhelmingly positive feedback from all participants (student participants, partner companies, guest speakers and SI members) yielded valuable lessons to carry forward

Hands-on project work motivates

*The sensation of working towards satisfying the need of sustainability within society and not just working towards a grade, as other courses are thought of, really gave us a **sense of responsibility** and value.*

The classroom setting matters

*It was impressive how the arrangement of the classroom created a different learning environment: a **safe space** where course participants were encouraged to **learn from each other rather than absorbing** content in a front-of-class teaching style.*

Holistic educational experiences are valued

*It's not just running in and out after two hours, but a whole morning together – in person. This creates both a class feeling and a **safe space** – which is in my perception a prerequisite for effective learning.*

*In my usual courses I learned traditional concepts, which often need to be reformed and are thus, not really useful in practice. This seminar however, exposed me to **extraordinary ideas**, I was able to collaborate with groundbreaking businesses and got a lot of inspiration.*

*For me, our **classroom has been a key factor** in pushing my personal attitude and motivation towards this course. Every Tuesday morning, I felt a certain happiness and joy to start the day in a beautiful, mind-opening environment. Moreover, also the adjustable setup of the Hilti Innovation Room supported my learning process.*

*What I realize is, everyday, every class, perhaps every person and interaction still, teaches us something. Unfortunately, in our fast-paced lives, we barely stop to reflect on them. This was the **first course that asked us to reflect** on the learnings and expectations.*

*Be the Change gave me the chance to learn a lot about myself and possible meaningful career paths to take. (...) This **holistic approach** of the Be the Change course is what makes it a unique learning experience.*

Let's exchange!

Time to hear from you



Sharing experiences

1. How does the Be the Change story resonate with you?
2. Are there any aspects that you already make use of and/or would like to try out going forward?
3. What are your best practices when it comes to creating transformative learning environments?



Tapping into our collective intelligence

1. How can we collaborate and continue to learn from each other going forward?
2. How can we institutionalize the infusion of various aspects and degrees of co-teaching into all sorts of courses?



Going forward

Outlook

The positive feedback on the prototype also prompted considerations on how to leverage our learnings for other stakeholders at HSG and pollinate activities beyond our university

Additional prototypes

- **Collaboration with other student initiatives and faculty** to bring additional courses applying the Be the Change blueprint to other topics into the curriculum
→ Open for further opportunities, ideas and collaborators

Supporting structures

- Co-create and offer dedicated **support programs for students and lecturers** for facilitation of co-teaching formats
- Develop **institutional backbone** to co-teaching activities

Stakeholder outreach

- Presentation of the prototype e.g. at the World Systemic Forum, B Academics Global Engagement Event, Sustainability Day by InTent and Tag der Lehre @ HSG



Be the change

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