

How-To do the Reflective Learning Journey with LoopMe

This is a short manual instruction/ how-to do the Reflective Learning Journey with LoopMe. This is aimed at being a short help for you to complete LoopMe-Tasks as effective as possible. We know, this kind of learning is likewise new for you – it still is in academia. But innovative universities need to innovate in their own approaches as much as possible – so see this social media and experiential/action based learning scenario with LoopMe as a new learning experience for you.

Good reflections!

1 How to get access to LoopMe?

LoopMe is a **software tool** to support reflective learning in dialogue between teacher and learner. You can use LoopMe in a desktop version or download as App on Appstore/ Google Play. <https://loopme.se/>

To find your course, you need to insert the **code** to your respective course. This code is available on moodle.

2 What do I have to do on LoopMe?

Generally, LoopMe supports reflective learning. This is done by **tasks & tags**.



The course designer specifies tasks at the beginning. There is a little bit of research on the back-end about the tasks, which you do not have to take care about. Just trust us: We really really think about these tasks. **Tasks are those activities, you as learners need to do in order to reach learning outcome.** Your job is to do these tasks – these tasks can be a reflective exercise in several dimensions: It can be a small carefully planned activity, a very simple emotional activity, a lived emotional event in relation to study program, or a specific topic. Your job in addition is not only to do the task, but to **reflect upon each task**. Key questions here are: How can you relate your Doing-Experience with theory/literature in class? How can you articulate a new understanding that emerged? How can you describe your inner dialog on a specific event/action/emotion regarding alternative ways to think/act/feel/perceive the situation? How your Doing-Experience changed a deep / tacit belief or value? This can be done by inserting a **short text** in the text field or/ and by uploading a **file**.

In addition, course designers set some **tags** in order to advance your competencies. **Tags are related to the learning outcomes** – so they are kind of **short versions of competencies** that shall be developed during your studies. Your job is, after your completion of the task

- To give an **emotion** (Smiley) related to the task (positive and negative emotions are welcome both, because they facilitate your learning process),
- To relate the task to **tags** (Text buttons), that means to relate to domains where you think, that your competency development went further by completion of this task.

Overall, a LoopMe task shall take **1h of your time per week**, not more.

3 Digging into deep: LoopMe-tags

To understand the LoopMe tags, we have to go a little bit deeper. In the introduction session on reflective learning, you have learned that the learning outcome (the goal, we are approaching in your learning journey) shall be connected to specific competencies. This learning outcome becomes visible by your relation of learning experiences with tags, that represent the learning outcomes.

SESin study program refers to competency development in sustainability and entrepreneurship. Our tags (and thus learning outcomes) are related to two well known and internationally respected research based competency frameworks:

- Brundiers, K., Barth, M., Cebrián, G., Cohen, M., Diaz, L., Doucette-Remington, S., ... & Zint, M. (2021). Key competencies in sustainability in higher education—toward an agreed-upon reference framework. *Sustainability Science*, 16(1), 13-29.
- Bacigalupo, M., Kampylis, P., Punie, Y., & van den Brande, G. (2016). *EntreComp: The Entrepreneurship Competence Framework*. Luxembourg: Publication Office of the European Union; doi: 10.2791/593884

Since those two papers might be too complex to recognize during LoopMe tasks, the following summary shall support your tagging-activity on LoopMe:

Tags	Competencies Background Please select this tag if the LoopMe-task was for you connected with your competency, ...
Sustainability Competency	
Sus – Systems thinking	<ul style="list-style-type: none"> • to analyze complex problems • to integrate perspectives from different domains or disciplines (e.g. sociology, economy, psychology...) • to account for individual and cumulative social, environmental, and economic implications of a decision/ process • to see both, the whole system and its parts
Sus – Future thinking	<ul style="list-style-type: none"> • to deal with uncertainty and future predictions • to predict and consider possible repercussions of our actions and decisions prior to their implementation • to understand the future as open and shapeable
Sus – Values thinking	<ul style="list-style-type: none"> • to articulate a vision of a just and sustainable society • to understand my own strengths and weaknesses as a sustainability leader • to collectively assess the current and future states of socio-ecological systems
Sus – Strategic thinking	<ul style="list-style-type: none"> • to assess the resources available and necessary for action (e.g. for you as future entrepreneur) • to design integrated actions that draw on resources from across disciplines • to develop practical tools (e.g. for sustainable/social business idea) to advance a sustainability agenda

Sus – Interpersonal competency	<ul style="list-style-type: none"> • to motivate positive change in others • to pursue collaborative approaches to problem-solving • to work together across differences (e.g. discipline, sector, nations, perspectives, professional/ nonprofessional)
Sus – Problem solving	<ul style="list-style-type: none"> • to apply different problem-solving frameworks to complex sustainability problems • to describe and analyse prominent cases/ case studies • to develop viable solution options based on these problem-solving frameworks
Sus – Implementation competency	<ul style="list-style-type: none"> • to come into action and to realize a planned solution • to come into action and to monitor and evaluate the realization process • to come into action and to address emerging challenges in this action process and to execute adjustments
Sus – Intra-personal competency	<ul style="list-style-type: none"> • to be aware of own emotions, desires, thoughts, behaviors and personality • to be able to regulate and motivate myself • to be able to improve myself continually
Entrepreneurial Competency	
I – Better in spotting opportunities	<ul style="list-style-type: none"> • to use imagination and abilities to identify opportunities for creating value • to identify and seize opportunities to create value by exploring social/ cultural/ economic landscape • to identify needs and challenges that need to be met • to establish new connections and bring together scattered elements of the landscape to create opportunities to create value
I – Better in valuing ideas	<ul style="list-style-type: none"> • to make the most of ideas and opportunities • to judge what value is in social, cultural and economic terms • to recognize the potential an idea has for creating value and identify suitable ways of making the most out of it
I – Improved creativity	<ul style="list-style-type: none"> • to develop creative and purposeful ideas • to develop several ideas and opportunities to create value, including better solutions to existing and new challenges • to explore and experiment with innovative approaches • to combine knowledge and resources to achieve valuable effects
I – Improved sustainability	<ul style="list-style-type: none"> • to assess the consequences and impact of ideas, opportunities and actions

	<ul style="list-style-type: none"> • to assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment • to reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen • to act responsibly
I – Improved vision ability	<ul style="list-style-type: none"> • to work towards your vision of the future • to imagine the future • to develop a vision to turn ideas into action • to visualise future scenarios to help guide effort and action
R – Increased self-awareness R – Increased self-efficacy	<ul style="list-style-type: none"> • to believe in yourself and keep developing • to reflect on your needs, aspirations and wants in short, medium and long term • to identify and assess your individual and group strengths and weaknesses
R – More motivated R – Better perseverance	<ul style="list-style-type: none"> • to stay focused and don't give up • to be determined to turn ideas into action and satisfy your need to achieve • to be prepared to be patient and keep trying to achieve your long-term individual or group aims • to be resilient under pressure, adversity, and temporary failure
R – Better in mobilizing resources	<ul style="list-style-type: none"> • to gather and manage the resources you need • to get and manage the material, non-material and digital resources needed to turn ideas into action • to make the most of limited resources • to get and manage the competences needed at any stage, including technical, legal, tax and digital competences
R – Better in mobilizing others	<ul style="list-style-type: none"> • to inspire, enthuse and get others on board • to inspire and enthuse relevant stakeholders • to get the support needed to achieve valuable outcomes • to demonstrate effective communication, persuasion, negotiation and leadership
R – Better financial literacy	<ul style="list-style-type: none"> • to develop financial and economic know how • to estimate the cost of turning an idea into a value-creating activity • to plan, put in place and evaluate financial decisions over time • to manage financing to make sure your value-creating activity can last over the long term
A – Better in initiative taking	<ul style="list-style-type: none"> • to go for it • to initiate processes that create value • to take up challenges • to act and work independently to achieve goals, stick to intentions and carry out planned tasks

A – Improved planning skills	<ul style="list-style-type: none"> • to prioritize, organize and follow-up • to set long-, medium and short-term goals • to define priorities and action plans • to adapt to unforeseen changes
A – Better in coping with uncertainty	<ul style="list-style-type: none"> • to make decisions dealing with uncertainty, ambiguity and risk • to make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes • within the value-creating process, to include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing • to handle fast-moving situations promptly and flexibly
A – Better in teamwork	<ul style="list-style-type: none"> • to team up, to collaborate and network • to work together and co-operate with others to develop ideas and turn them into action • to network • to solve conflicts and face up to competition positively when necessary
A – Learned to learn more	<ul style="list-style-type: none"> • to learn by doing • to use any initiative for value creation as a learning opportunity • to learn with others, including peers and mentors • to reflect and learn from both success and failure (your own and other people's)
Additional tags	
Disappointed in myself Disappointed in others Expected a different Happy & thrilled Team conflict Out of comfort zone other	These are additional tags you might prefer to relate your LoopMe-task experience with.