

HES2026
Teaching and Learning Lab

Aligning IDGs Constructively for Transformative Service Learning

as of 20/08/2026

welcome

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agenda

1. welcome
2. framing
3. alignment
4. give-and-take I
5. give-and-take II
6. take home

framing

Aligning IDGs Constructively for Transformative Service Learning

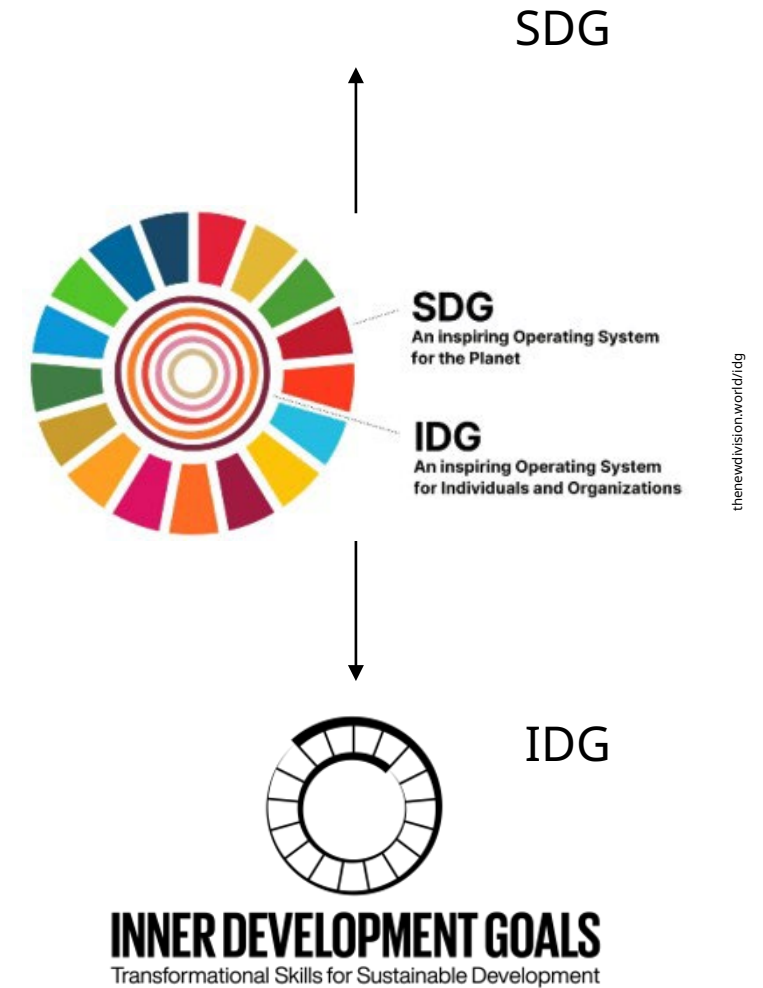
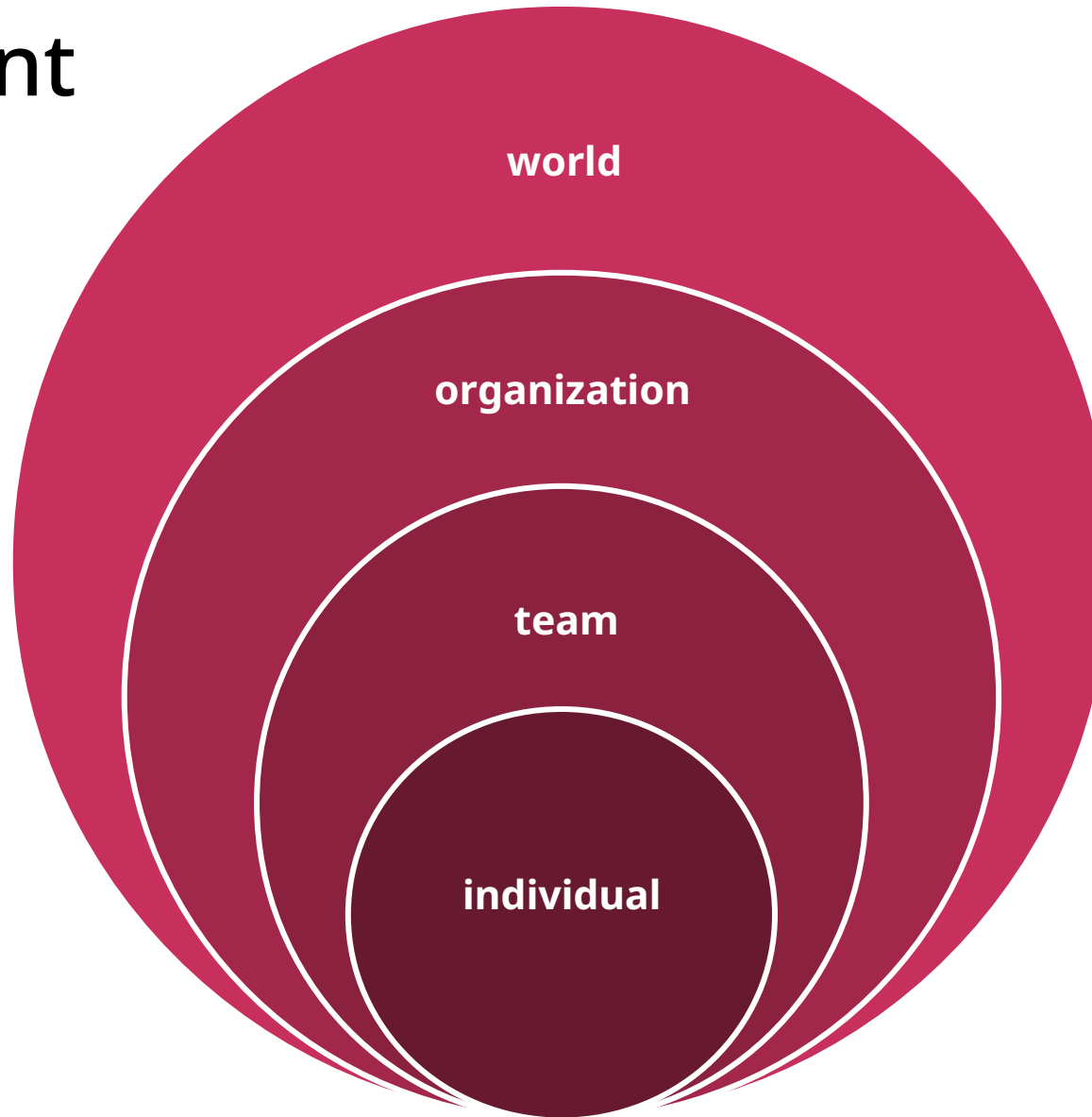
Inner Development Goals (IDGs) are intended to complement *Sustainable Development Goals* (SDGs) through providing an inner dimension. IDGs are to reduce or bridge the knowledge-action-gap between knowledge, traits and behaviour by sparking off inner abilities of people and organizations in order to implement SDGs effectively.

Being passionate about **service learning** we would like to share some experiences recently made of applying IDGs to our **learning assignments**. In the course of this truly collaborative, inventive and committed endeavour we are eager to learn and explore how they potentially impact **guided reflections** of documented accounts of learning through service. Thus, IDGs, may become part of the **DNA** in our **constructive alignments**, turning into **drivers** of transformational format design, at best.

IDGs; SDGs; service learning; constructive alignment; format design

alignment

innerdevelopmentgoals-hamburg.de





Being

Cultivating Our
Inner Life

Inner Compass

Integrity & Authenticity

Openness &
Learning Mindset

Self-Awareness

Presence



Thinking

Understanding
Our Complex World

Critical Thinking

Perspective Skills

Systems Thinking

Long-term Orientation
& Visioning

Creativity



Relating

Caring for Others
and the World

Appreciation

Connectedness

Humility

Empathy & Compassion

Forgiveness



Collaborating

Building Trust and
Working Together

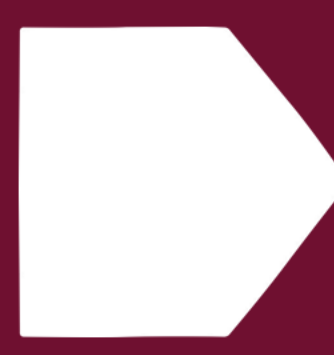
Relationship-Building
Skills

Inclusive Mindset &
Intercultural Competence

Co-creation Skills

Communication Skills

Mobilization Skills



Acting

Leading and
Enabling Change

Courage

Hope & Optimism

Conscious Use
of Resources

Proactivity

Resilience

give-and-take I

- Please pitch and highlight your needs, insights and suggestions!
- How do IDGs resonate with you?
- How do you connect with IDGs in your professional/HEI life?
- How do you apply/implement/incorporate IDGs in your learning assignments/formats?
Which didactic purpose do they fulfill?
- Would you consider IDG integration rather as a) tool for enabling learning experiences, or b) promoter for reflecting learning experiences, or c) miscellaneous?
- In which way do you apply IDGs, according to prioritized needs (e.g., module requirements, didactic requirements of the learning assignment/format) or in a more holistic way, why?

Being

Cultivating Our Inner Life



Deepening our awareness of inner experiences and their dynamic relationship with the world around us nurtures embodied presence, clarity of purpose, and thoughtful responses when we face complexity.



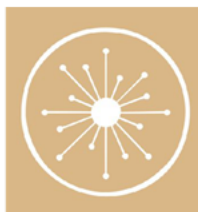
Inner Compass

A deeply felt commitment to live and act in accordance with values and purposes that serve the good of the whole.



Integrity and Authenticity

A sincere commitment to honesty and firmly grounded values, expressed and embodied in action.



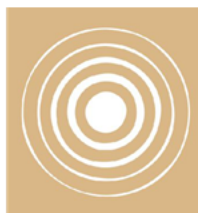
Openness and Learning Mindset

A curious, adaptive attitude expressed through willingness to exchange perspectives, be vulnerable, welcome change, and grow.



Self-Awareness

Ability to be in reflective contact with thoughts, emotions, desires, and actions; to maintain a realistic self-image and to regulate oneself.

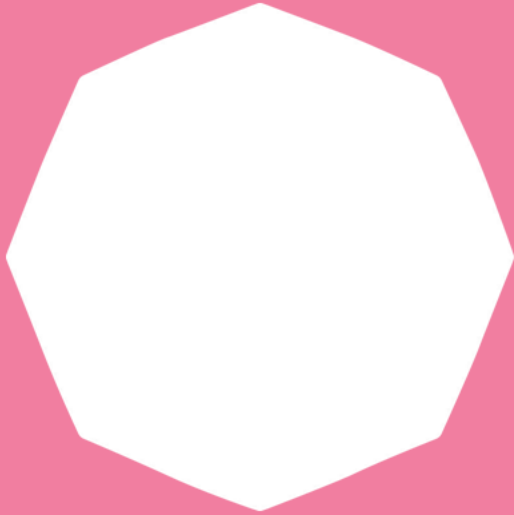


Presence

Capacity to be fully present in the here and now, to accept reality as it unfolds, and to respond in meaningful ways.

Thinking

Understanding Our Complex World



Expanding clarity, considering diverse perspectives, and imagining long-term consequences help us navigate complexity and make wiser decisions in our interconnected world.



Critical Thinking

evidence, assumptions and plans.



Perspective Skills

Ability to learn from diverse perspectives and integrate insights into reflective sense-making and action.



Systems Thinking

Ability to understand complexity and work with the interconnections and properties of systems.



Long-Term Orientation and Visioning

Imagining long-term goals and staying committed to them in ways that support broader societal and ecological well-being.



Creativity

Ability to think outside conventional patterns, imagine new possibilities, and shape them into transformative ideas.

Relating

Caring for Others and the World



Connecting with kindness, compassion, and a sense of shared belonging to communities, the living planet, and future generations helps us to create a more just, inclusive, and flourishing world.



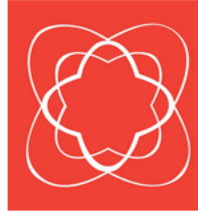
Appreciation

sense of gratitude, positive regard, and joy.



Connectedness

Feeling a sense of belonging to a larger whole, such as humanity, the planet's web of life, and the spiritual dimensions of existence.



Humility

Being able to respond to the needs of the situation without concern for one's own importance.



Empathy and Compassion

Connecting to others, oneself, and nature with kindness, care, and love, guided by the intention to reduce suffering.



Forgiveness

Willingness to transcend hostility, work through trauma, and create space for healing.

Collaborating

Building Trust and Working Together



Developing relationships of trust, acknowledging diverse values, skills, and perspectives, and creating safe spaces enables everyone to contribute to shared purposes and collective impact.



Relationship-Building Skills

grounded in trust, respect, mutual understanding, and a spirit of collaboration.



Inclusive Mindset and Intercultural Competence

Willingness and competence to embrace diversity and include people and communities with different perspectives and backgrounds.



Co-Creation Skills

Facilitating collaborative processes with diverse stakeholders, fostering teamwork and psychological safety, and being aware of power dynamics.



Communication Skills

Ability to listen deeply, foster genuine dialogue, advocate one's views skillfully, manage conflicts constructively and adapt communication to diverse groups.

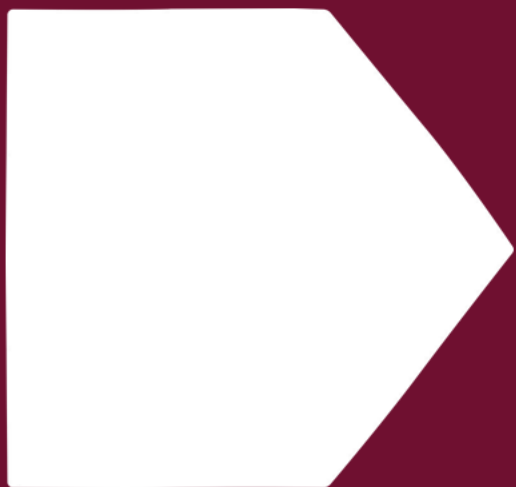


Mobilization Skills

Inspiring and enabling others to engage in shared purposes and collective action.

Acting

Leading and Enabling Change

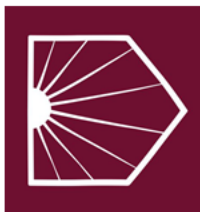


Moving forward with courage and optimism, building collective agency, and acting with purpose and persistence turns visions into meaningful change in uncertain times.



Courage

taking action, and, when needed, questioning and disrupting established structures and views.



Hope and Optimism

Building and sustaining a shared belief in our capacity to create a more just, inclusive, and sustainable future.



Conscious Use of Resources

Acting with awareness of the planet's limited natural resources, prioritizing conservation, regeneration, and frugality to avoid harmful consumption.



Proactivity

Practicing future-oriented, accountable stewardship in the face of urgent challenges, grounded in solidarity and care for human dignity and the living Earth.



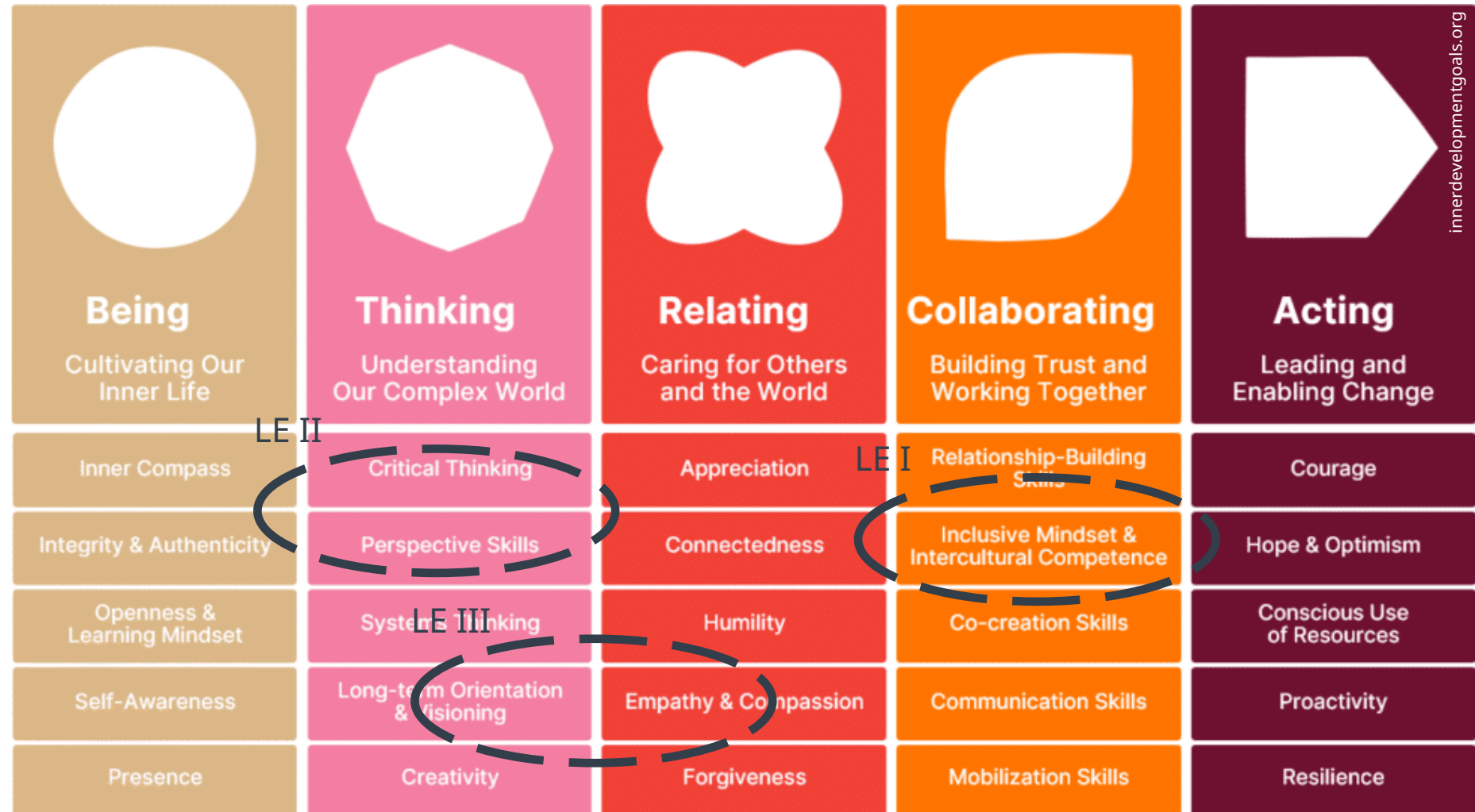
Resilience

Navigating adversity with agility, staying engaged, and persevering even when progress is slow or uncertain.

alignment

ASSESSMENT

INTERSUBJECTIVE
RELIABILITY



LEARNING

WIKI | WORK JOURNAL | LEARNING LOG + PRESENTATIONS → PATTERNS OF SKILLS | CAPABILITIES →
LEARNING EXPERIENCES + PIECES OF EVIDENCE = E-PORTFOLIO

give-and-take II

- Please pitch and highlight your needs, insights and suggestions!
- How do you manage to unfold the entire spectrum of learning approaches (e.g., cognitive, behavioural/action, emotional etc.)? To what extent may IDGs contribute to this aspiration (e.g., signposting function)?
- In terms of assessing reflective accounts (e.g., displayed through portfolios, learning logs etc.), which logic/criteria do you follow (e.g., intersubjective reliability), why? What are your corresponding experiences?
- How do you work and operationalize the IDG framework to cater your didactic purposes, e.g., do different editions/versions matter?

give-and-take II

- Please pitch and highlight your needs, insights and suggestions!
- How do you succeed in decoupling tangible project-related effects from reflected experiences that may be conducive to personality development?
- What is your take on: *experience = reflected immersion*?
- How would you frame this concept in view of making individual versus collective experiences?

take home

