

DESIGNING EDUCATION

Introduction

This section elaborates on my educational design process within the BDSQ framework and demonstrates how I integrate the **SAFE – SOURCE – SOUNDS** teaching model into the structure of the Mindfulness minor. This pedagogical approach allows learning to become not merely cognitive, but deeply experiential and transformative.

The core Learning Outcome addressed here states:

“You (re)design an educational learning environment for your programme according to DBE principles and justify your design choices using relevant sources.”

To meet this outcome, I conducted a comprehensive analysis of the existing learning environment, created a redesign that could be implemented by colleagues, and grounded each design decision in theory, research, and pedagogical reasoning.

Teaching Model: SAFE – SOURCE – SOUNDS

This model enriches the DBE approach by positioning the learner’s inner world as central to the learning process.

1. SAFE — Establishing a Secure Learning Space for Individuation and Self-Discovery

The foundation of all Mindfulness-based teaching is the establishment of psychological safety. A *safe learning space* enables students to set aside their constructed personas and access their authentic selves.

This approach aligns with **Carl Jung’s concept of individuation**, the developmental process through which an individual integrates unconscious and conscious aspects of the self. A safe space allows students to:

- be honest with themselves,
- face their inner shadow without fear,
- deconstruct inherited identities from family or society,
- engage in vulnerable yet meaningful reflection.

In the *Stress & Resilience* workshop, this space is essential for enabling students to articulate their personal definitions of stress and recognize their embodied and emotional experiences.

2. SOURCE — Accessing Inner Sources of Insight for Self-Development

The SOURCE phase guides students toward direct engagement with their inner landscape: bodily sensations, emotions, feelings, beliefs, internal narratives, and stress responses.

Drawing on theories of **interoception**, **emotion regulation (Gross, 1998)**, and **embodied cognition**, this phase invites students to observe:

- bodily signals under stress,
- emotional activation,
- feelings shaped by belief systems,
- negative and positive self-talk,
- internal and external triggers,
- behavioural tendencies during stress,
- their personal stress tolerance window.

In the *Stress & Resilience* workshop, students learn to:

- catch negative self-talk in real time,
- understand its origin,
- reconstruct internal narratives from a self-compassionate lens,
- practice new responses that strengthen resilience.

Thus, SOURCE operationalizes **Unit 1: Self-Discovery** and **Unit 2: Self-Development** of the Mindfulness minor.

3. SOUNDS — Enacting Authentic Behaviour for Self-Mastery

The SOUNDS phase represents integration. Students begin to act from a place of coherence, having embraced both their inner power and inner shadow.

In this phase, they demonstrate:

- mindful behavioural regulation,
- resilience under pressure,
- clarity in action and decision-making,
- stability in the face of external distractions,
- professionalism rooted in inner balance.

This is the essence of **Self-Mastery**, the culmination of Unit 3 in the Mindfulness minor.

Integrating the SAFE–SOURCE–SOUNDS Model into Educational Design

My approach to educational design extends beyond structural or technical considerations. It is grounded in a humanistic, psychological, and transformative pedagogy. The SAFE–SOURCE–SOUNDS model serves as a pedagogical framework that enables learning to become deeply experiential, reflective, and centered on the learner’s inner development. Its integration complements and strengthens the principles of Design-Based Education (DBE).

1. Integration in the Design Phase

Educational planning begins with understanding learners as whole human beings. The SAFE phase ensures that the learning environment prioritizes psychological safety, authenticity, and vulnerability—conditions necessary for reflective learning.

SAFE applied in educational design:

Creating physical and emotional conditions for open dialogue.

Reducing hierarchical dynamics between lecturer and students.

Establishing norms of confidentiality, respect, and authenticity.

Allowing students to remove social masks and show their true selves.

This aligns with Jung's concept of individuation, which frames identity development as the integration of authentic and shadow aspects of the self.

2. Integration in the Development Phase

The SOURCE phase positions the internal experience of students as the core of the learning process. The design of learning activities prioritizes introspection, embodied awareness, and meaning-making.

SOURCE applied in educational design:

Embodied practices such as body scans and mindful breathing.

Reflective questioning to activate inner inquiry.

Journaling to integrate cognitive, emotional, and somatic awareness.

Sequencing learning so that experience precedes theory.

This embodies constructivist learning theory, where knowledge emerges from lived experience.

3. Integration in the Implementation Phase

The SOUNDS phase focuses on behavioural integration. Students begin demonstrating self-regulation, resilience, and mindful professionalism.

SOUNDS applied in educational design:

Practices of emotional regulation and mindfulness.

Simulations and stress-based scenarios.

Case studies requiring self-mastery and mindful decision-making.

Formative assessments that measure behavioural transformation.

This ensures that learning outcomes extend beyond cognition into embodied professional competence.

4. Integration with Design-Based Education (DBE)

The model aligns organically with DBE:

SAFE → Empathise: understanding learners' inner worlds.

SOURCE → Define & Ideate: allowing learners to generate meaning and ideas from internal insights.

SOUNDS → Prototype & Test: applying self-mastery to experimentation and feedback.

Thus, the model deepens DBE by embedding reflective, emotional, and psychological dimensions of learning.

5. Integration with Constructive Alignment

Learning Outcomes: emphasize self-awareness, self-regulation, and professional behavior.

Learning Activities: structured to facilitate introspection and experiential learning.

Assessment: evaluates reflective depth, behavioural change, and mindful action.

Alignment ensures coherence and maximizes the impact of the educational redesign.

6. Impact on Learners

The integration of SAFE–SOURCE–SOUNDS results in:

Higher levels of self-honesty and reflective capacity.

Increased awareness of stress patterns and emotional triggers.

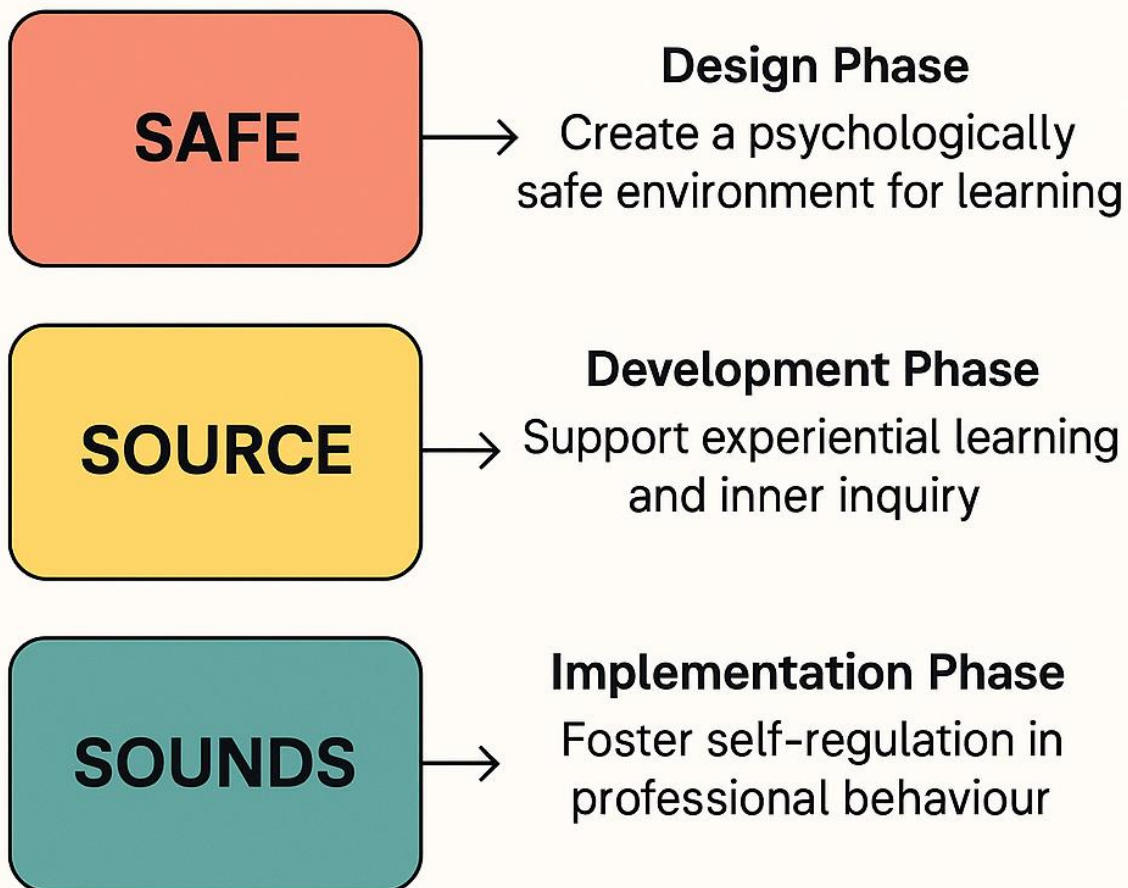
Growth in resilience and behavioural regulation.

Ability to apply mindfulness skills in professional contexts.

Development of mindful, resilient, and adaptive professionals.

The model therefore substantially enriches the educational design and supports the overarching goals of DBE and the Mindfulness minor.

SAFE—SOURCE—SOUNDS Model in Educational Design



Integrating the SAFE—SOURCE—SOUNDS Model with Coaching Frameworks and Contemplative Pedagogy

The SAFE—SOURCE—SOUNDS model aligns closely with contemporary coaching frameworks and contemplative pedagogical principles. Together, these frameworks illuminate how the educator's role shifts from being a transmitter of knowledge to becoming a facilitator of inner transformation, self-regulation, and meaning-making. This

alignment further strengthens the model’s theoretical foundation and demonstrates its relevance within both educational and professional development contexts.

1. SAFE and Coaching Foundations: Creating Presence, Trust, and Psychological Safety

The **SAFE** phase—establishing a psychologically secure environment in which students can set aside persona and access their authentic selves—shares strong parallels with essential coaching frameworks.

1.1. The Co-Active Coaching Model

The Co-Active Model emphasizes that “*the relationship is the container*”—a space where trust, vulnerability, and mutual respect must be intentionally cultivated. SAFE mirrors this through:

- creating a holding environment,
- demonstrating deep listening,
- adopting a non-judgmental stance,
- encouraging authenticity and emotional honesty.

This reflects the belief that **people are naturally creative, resourceful, and whole**, an assumption central to both coaching and mindfulness-based pedagogy.

1.2. The GROW Model (Goal–Reality–Options–Will)

The first steps in GROW—*Goal* and *Reality*—require clarity, openness, and honest self-appraisal. SAFE enables this by:

- encouraging students to meet themselves without distortion,
- reducing defensiveness and fear of evaluation,
- facilitating candid exploration of learning needs and emotional realities.

Without safety, the GROW model cannot proceed meaningfully.

1.3. The Inner Game (Timothy Gallwey)

Gallwey’s Inner Game posits that real performance obstacles are internal, not external. SAFE directly engages this by helping students:

- lower their “Self 1” (critical inner voice),

- access “Self 2” (natural learning capacity),
- quiet performance anxiety,
- cultivate awareness rather than self-judgment.

This connection is especially important in stress- and resilience-based learning, where inner narratives strongly influence behaviour.

2. SOURCE and Coaching Frameworks: Deep Inquiry, Inner Sensing, and Constructive Meaning-Making

The **SOURCE** phase encourages students to access inner awareness—bodily sensations, emotions, feelings, belief systems, and subconscious narratives. This aligns strongly with advanced coaching methodologies.

2.1. Presence-Based Coaching (Doug Silsbee)

Silsbee proposes that transformation happens through three essential elements: **somatic awareness, emotional presence, and cognitive reflection.**

SOURCE operationalizes this by guiding learners to:

- identify somatic markers of stress,
- explore emotional landscapes,
- reflect on self-talk and thought patterns,
- understand the deeper structures shaping behaviour.

This creates an integrated awareness essential for sustainable change.

2.2. Ontological Coaching (Echeverria)

Ontological coaching is built on the triad of **Body – Emotion – Language**. SOURCE maps directly onto this model:

- **Body:** recognizing sensations and stress signatures,
- **Emotion:** differentiating between emotions and feelings,
- **Language:** examining internal dialogues and belief systems.

SOURCE, therefore, becomes a pedagogical method for ontological transformation.

3. SOUNDS and Coaching Frameworks: Embodied Action, Behavioural Shifts, and Sustainable Self-Mastery

The final phase, **SOUNDS**, is where insight becomes action. Students begin to demonstrate self-regulation, behavioural maturity, and mindful professionalism. This aligns with coaching frameworks that emphasize implementation and accountability.

3.1. GROW Model – “Will” Stage

The SOUNDS phase embodies the “Will” component, where learners:

- commit to behavioural changes,
- apply new strategies in real contexts,
- develop resilience and self-efficacy.

3.2. Co-Active Leadership

Co-Active Leadership encourages individuals to act from their “Leader Within”—the authentic, values-driven self. SOUNDS reflects this by guiding students to:

- integrate shadow and strength,
- embody their true capacities,
- act with clarity, intentionality, and compassion.

3.3. The Inner Game – Performance Through Awareness

SOUNDS leads students to:

- rely less on self-criticism,
- act from a centred, present state,
- sustain high performance without internal conflict.

Thus, learning becomes an *embodied competence*, not merely conceptual knowledge.

★ Integration with Contemplative Pedagogy

Contemplative pedagogy positions awareness, presence, and introspection as essential tools for deep learning. The SAFE–SOURCE–SOUNDS model aligns naturally with this.

1. SAFE and Contemplative Pedagogy: Establishing Grounded Presence

Contemplative teaching begins with psychological spaciousness—a state where learners feel calm, unthreatened, and open. SAFE:

- creates the inner and outer conditions for contemplation,
- allows learners to suspend judgment,
- cultivates receptivity and groundedness.

This mirrors the contemplative emphasis on *pausing, arriving, and creating inner stillness*.

2. SOURCE and Contemplative Pedagogy: Inner Inquiry and Self-Study

SOURCE directly activates contemplative methods:

- mindful awareness of bodily sensations,
- emotional literacy practices,
- inquiry-based reflection,
- journaling as meditative practice,
- revealing unconscious beliefs and narratives.

This phase embodies the central contemplative question:

“What is happening within me right now?”

It also reflects Jung’s process of individuation—integrating shadow and self through awareness.

3. SOUNDS and Contemplative Pedagogy: Mindful Action and Integration

Contemplative pedagogy emphasizes that learning is incomplete without behavioural integration. SOUNDS enacts this through:

- cultivating mindful professionalism,
- sustaining self-regulation amidst stress,
- acting from intention rather than reactivity,
- aligning behaviour with inner wisdom.

This parallels the contemplative principle of **praxis**—awareness-in-action.

★ **SYNTHESIS: A Unified Framework**

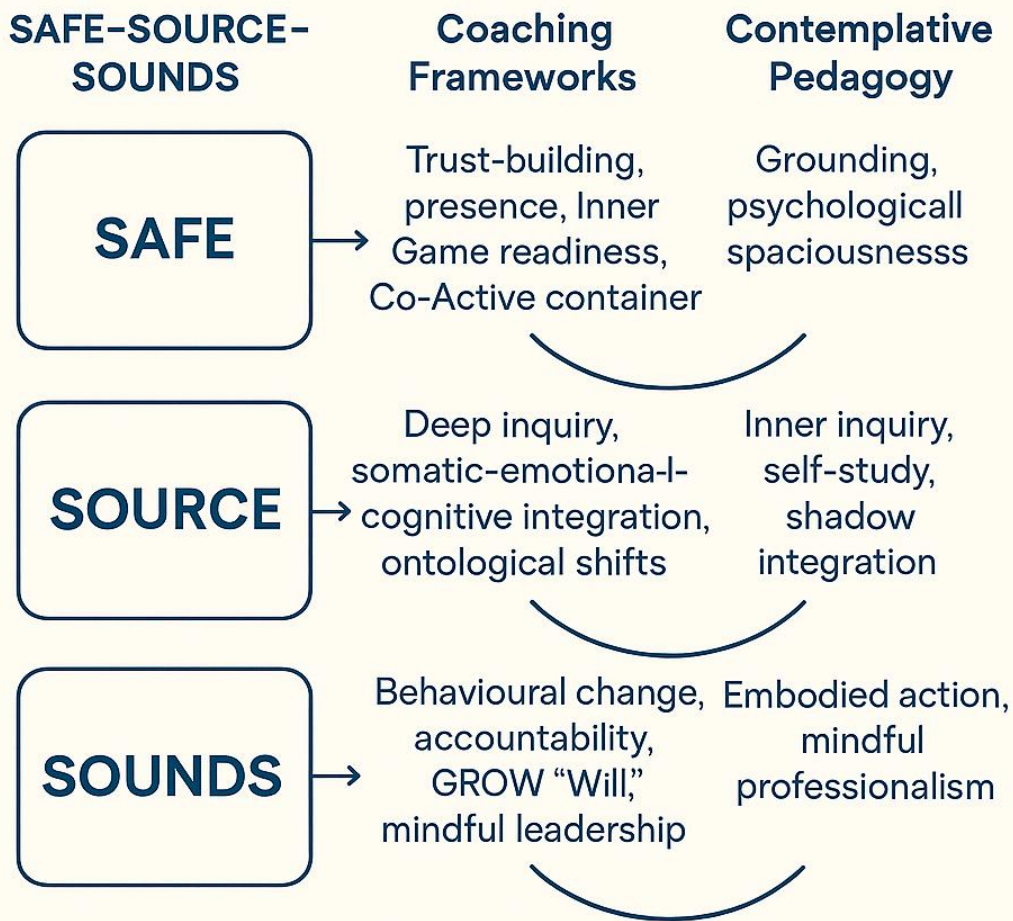
When integrated, the three frameworks form a coherent transformative learning system:

SAFE–SOURCE–SOUNDS	Coaching Frameworks	Contemplative Pedagogy
SAFE	Trust-building, presence, Inner Game readiness, Co-Active container	Grounding, psychological spaciousness
SOURCE	Deep inquiry, somatic-emotional-cognitive integration, ontological shifts	Inner inquiry, self-study, shadow integration
SOUNDS	Behavioural change, accountability, GROW “Will,” mindful leadership	Embodied action, mindful professionalism

Together, they create a powerful educational design that:

- honours the inner life of learners,
- supports emotional and cognitive development,
- fosters resilience and self-mastery,
- prepares students for complex professional realities.

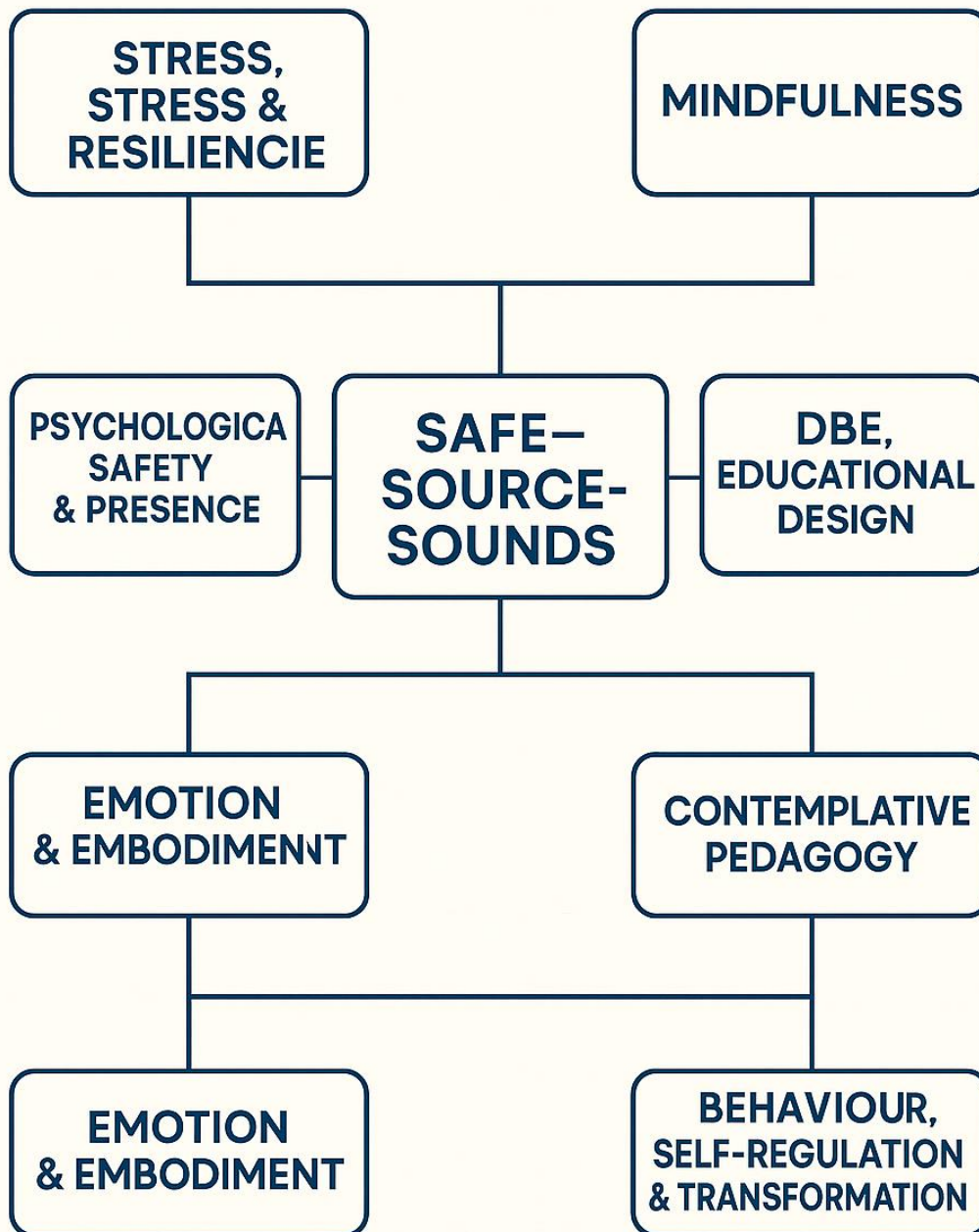
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REFERENCE INTEGRATION MAP



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