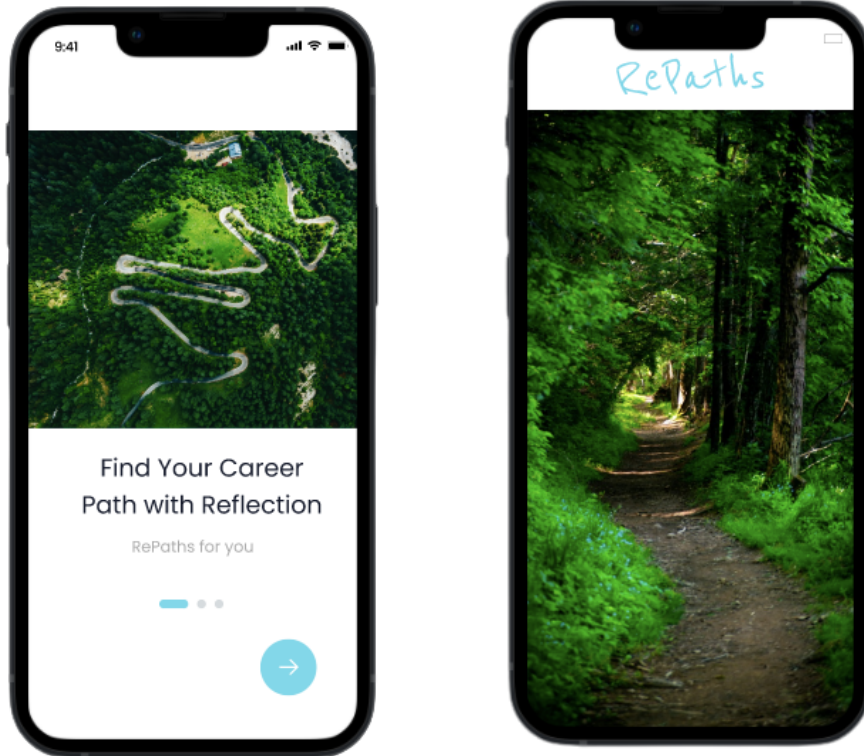


# RePaths: How to Support Reflection to Lead Your Career Path?



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## **Abstract**

The recently released '2022 Rural Migrant Workers Monitoring and Survey Report' by the National Bureau of Statistics, shows an increase of 1.1 percentage points, compared to the previous year, in the proportion of migrant workers with a diploma or higher education. This indicates that approximately 1 out of every 7 migrant workers has received tertiary education, highlighting the significant progress in educational opportunities and aspirations within the rural workforce.

However, despite these positive developments, rural graduates face challenges during their early career exploration, as evidenced by the use of self-mockery names like “small-town question-answers,” or being criticized as “985 rubbish”. This paper explores the living conditions of rural graduates, especially those aged 20 to 30, with a population over 7.5million, and delves into the theoretical foundations of rumination, reflection, and their impact on career development. Building upon these concepts, the design of RePaths is presented, featuring a structured reflection diary, AI-powered rumination recognition, access to peer support and social networks, and community engagement. The findings of this paper contribute to our understanding of how technology-backed reflection can support career development among rural graduates. The integration of these features not only addresses the specific challenges faced by rural graduates but also offers a promising approach to bridging the gap between education and employment, RePaths paves the way for empowering individuals and fostering personal growth and success.

**Keywords:** rural graduates; reflection; rumination; AI chatbot; career path

## 摘要

国家统计局近期公布的《2022年农民工监测调查报告》显示，与上年相比，具有大专及以上学历的农民工比例增加了1.1个百分点。这意味着约每7个农民工中就有1个接受了高等教育，突显了农村劳动力教育机会和愿景方面取得的重要进展。

然而，尽管取得了这些积极进展，农村毕业生在早期职业探索过程中面临着挑战，如以自嘲的名字“小城问题解答”或被批评为“985垃圾”。本文首先介绍了农村毕业生（特别是年龄在20-30岁的人，这部分人有750万之多）的生活状况，然后探讨了反刍、反思及其对职业发展的影响的理论基础。在此基础上，介绍了RePaths的设计，包括结构化的反思日记、基于人工智能的反刍识别、获取同侪支持和社交网络，以及社区参与。本文的研究结果有助于我们理解如何通过技术支持的反思来促进农村毕业生的职业发展。这些功能的整合不仅解决了农村毕业生面临的具体挑战，还为缩小教育与就业之间的差距提供了有前景的途径，RePaths为个人赋权，促进了个人成长和成功。

**关键词：** 农村大学生；反思；反刍；聊天机器人；职业道路

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# 1. Introduction

## 1.1 Problem Statement

In today's dynamic job market, career development has become increasingly complex and challenging, especially for graduates hailing from rural areas in China. According to the recently released '2022 Rural Migrant Workers Monitoring and Survey Report' by the National Bureau of Statistics, rural migrant workers in their twenties (age from 20 to 30) occupy 18.5 percent among the whole population of over 290 million. It's also notable that the proportion of migrant workers with a diploma or higher education in 2022 is 13.7%, indicating that approximately 1 out of every 7 migrant workers has received tertiary education, highlighting the significant progress in educational opportunities and aspirations within the rural workforce. If assumed as a normal distribution among all ages in having education to make this group of people to be counted, the population in twenties for rural migrant workers with a diploma or higher education is over 7.5 million. In this study, the target audience is these 7.5 million "rural graduates" who have a higher education and are under thirties.

These individuals often encounter unique barriers that impede their progress, including limited access to industry information, a scarcity of professional networks, and the influence of inherited habitus, as proposed by Bourdieu. Rural graduates face distinctive difficulties on their career journeys due to their geographical and socio-economic backgrounds. Compared to their urban counterparts, they have limited exposure to the latest industry trends and struggle to establish meaningful connections with professionals. The persistence of inherited habitus, a term coined by Bourdieu, further exacerbates their challenges by shaping their dispositions and limiting their ability to adapt to new work environments. Consequently, there is a critical need for a tailored solution that provides rural graduates with opportunities for reflection, career selection, and life transformation, ultimately enabling them to overcome these obstacles and thrive in their professional pursuits. The recognition of these pressing challenges underscores the need to develop a mobile application, known as "RePaths.

By providing them with a mobile application, RePaths, we aim to bridge the gaps in industry knowledge, network connections, and reflective practices. The app will serve as a comprehensive platform that enables rural graduates to reflect on their experiences, seek guidance, and access industry-specific information. By offering a range of features and functionalities tailored to their unique circumstances, RePaths aims to empower rural graduates to navigate their career journeys with confidence and success. By doing so, we hope to empower rural graduates and equip them with the necessary resources to overcome the obstacles that hinder their career development.

## 1.2 Hypothesis

For the design of application we have the following hypothesis:

Hypothesis 1: The integration of a reflective framework within the mobile application will enhance rural graduates' self-awareness and self-reflection regarding their daily work experiences.

Hypothesis 2: The utilization of weak ties and social networks within the mobile application will foster information sharing, knowledge exchange, and peer support among rural graduates.

Hypothesis 3: By fostering a sense of community and enabling knowledge sharing, the mobile application's community of practice feature will contribute to the professional development for rural graduates.

### 1.3 Summary

Recognizing the pressing need to support rural graduates in their early career development, this paper proposes the design of a mobile application called "RePaths" – an innovative platform aimed at empowering rural graduates in their career exploration and reflection. The objective is to explore and analyze the theoretical underpinnings of career development, reflect on existing mobile application solutions, and propose the RePaths mobile application as a transformative tool for rural graduates. By combining reflective models, social capital, weak ties, and the concept of a community of practice, RePaths seeks to address the specific challenges faced by rural graduates and provide them with valuable resources and support for career advancement.

To lay the foundation for our research, we will first delve into Bourdieu's theory of habitus, which underscores the significant impact of inherited dispositions and cultural capital on individuals' career trajectories. Building upon this theoretical framework, we will then explore reflective models that encourage introspection and self-reflection, rumination, the concept of social capital and weak ties that facilitate connections and access to valuable resources, and the notion of communities of practice that foster peer learning and knowledge sharing.

Based on these methodologies, we will elaborate on the user-friendly interface, functionalities for reflection, mechanisms for seeking career advice, and access to industry information, access to social supports, all aimed at providing a comprehensive and tailored platform for rural graduates. Ultimately, RePaths aspires to provide rural graduates with the necessary support to navigate their career journeys with confidence and success.

## 2. Literature Review

## 2.1 Challenges for Rural Graduates in China

### 2.1.1 General Stigmas

When rural graduates enter the labor market, their challenges are transparently witnessed by society. Recognizing and addressing these following challenges is crucial for empowering rural graduates in their early career exploration:

1. **Limited Access to Industry Information:** Rural graduates often face challenges in accessing up-to-date industry information. Compared to their urban counterparts, they have limited exposure to the latest trends, advancements, and job opportunities. This lack of information can hinder their ability to make informed career choices and stay competitive in the job market.
2. **Scarcity of Professional Networks:** Building professional networks is crucial for career growth and advancement. However, rural graduates often struggle to establish meaningful connections with professionals due to their geographical and socio-economic backgrounds. The absence of robust networks limits their access to mentorship, job referrals, and other valuable opportunities.
3. **Limited Exposure to Career Development Resources:** Rural areas in China often lack sufficient career development resources and support systems. This includes career counseling services, professional development programs, and access to industry-specific training. The absence of such resources further hinders rural graduates in their efforts to enhance their skills, explore career options, and prepare for the demands of the job market.
4. **Workplace Adaptation:** Transitioning from a rural environment to an urban workplace can present significant adaptation challenges. The cultural differences, work dynamics, and professional expectations in urban settings may differ greatly from what rural graduates are accustomed to. The need to navigate new social norms, work practices, and organizational structures can be overwhelming and may require support and guidance.

These challenges collectively highlight the need for a targeted and comprehensive solution that addresses the specific needs of rural graduates. The development of the RePaths mobile application aims to bridge these gaps by providing rural graduates with access to up-to-date industry information, opportunities to build professional networks, resources for career development, support in overcoming cultural and social stigmas, and guidance in adapting to the urban workplace. By addressing these challenges, RePaths aims to empower rural graduates and enhance their career exploration and success in the competitive job market.

Besides the external factors, rural graduates have their own intrinsic factors which exacerbate these challenges:

1. Weak sense of goal: Rural graduates may lack clear career goals or aspirations due to limited exposure to diverse career paths and opportunities. They may struggle to identify their passions and interests, resulting in a lack of direction in their career development.
2. Limited professional skills: Rural graduates often have limited access to quality education and training resources, which can lead to a skills gap compared to their urban counterparts. This may include deficiencies in technical skills, communication skills, leadership abilities, and other competencies required in the modern workplace.
3. Difficulty in work-life balance: Balancing work responsibilities and personal life can be particularly challenging for rural graduates who often face demanding work schedules and long commuting distances. They may struggle to maintain a healthy work-life balance, leading to increased stress, fatigue, and potential burnout.
4. Cultural and Social Stigma: Rural graduates may face cultural and social stigma associated with their rural backgrounds. Negative stereotypes or biases can impact their self-confidence and hinder their career aspirations. Overcoming these prejudices and challenging societal perceptions can be an additional challenge for rural graduates seeking to establish themselves in professional settings.
5. Inherited Habitus: Bourdieu's concept of habitus suggests that individuals' attitudes, beliefs, and behaviors are shaped by their social and cultural backgrounds, including their upbringing and inherited values. For rural graduates, the persistence of inherited habitus can impact their ability to adapt to new work environments and navigate professional settings. The deeply ingrained habits, values, and ways of thinking acquired from their rural upbringing may not align with the expectations and norms of the urban workplace.

## 2.12 Heated Discussion about Rural Graduates

The past few decades have witnessed so many heated discussions about rural graduates, all of which display their problems and hardships in career development and pursuit of a well-off life:

Since rural graduates have spared no effort to go to college, they have less benefits from their hard work. People then have a concept of 读书无用论 (Dúshū wúyòng lùn) which refers to the belief or argument that acquiring an education or reading books has no practical or real-world value. It questions the effectiveness or relevance of formal education in terms of its application to everyday life or career success. Some researchers have analyzed this phenomenon and try to find reasons and solutions for it (Li & Wu, 2015; Xie, 2017).

寒门难出贵子 (Hánmén nán chū guizǐ) is a Chinese saying translates to "It is difficult for those born in a poor family to achieve high social status." It reflects the belief that individuals from lower socioeconomic backgrounds face significant obstacles and limited opportunities for upward social mobility. Some scholars find educational mobility, overall, has been raised by educational expansion, however, expansion of higher education has benefited a lot for children with higher levels of parents and for urban children, which demonstrates barriers and

challenges faced by students from disadvantaged backgrounds in terms of social mobility and educational opportunities (Luo & Liu, 2020).

985废物 (985 fèiwù) is a phrase combines "985," which refers to the prestigious Chinese universities that were selected for development in the late 1990s, and "废物" (fèiwù), meaning "waste" or "useless." It is used colloquially to criticize or mock individuals who graduated from these universities but fail to achieve success or meet societal expectations. Feiyu Li explores the dilemma of higher education in the 21st century, from the perspectives of students, educational institutions and society, and urges a change which is both sensitive to quality and quantity (Li, 2023).

小镇做题家 (Xiǎozhèn zuòtí jiā) - Translated as "small-town question-answerer," this term is often used in a derogatory manner to refer to individuals who focus excessively on studying and preparing for exams, particularly in small towns or rural areas. It implies a narrow focus on academic achievements without broader practical skills or experiences.

孔乙己的长衫 (Kǒng Yìjǐ de chángshān) is a phrase refers to a specific episode in the literary work "Kong Yiji" by Lu Xun, a renowned Chinese writer. It describes the situation where the main character, Kong Yiji, wears a long robe (chángshān) that is worn out and no longer fitting, who is unable to find work due to his impractical skills. Many graduates relate to the character's struggles with unemployment and academic limitations, often calling themselves "modern Kong Yijis" and using his long robe as a symbol of their own educational shackles. As graduate job opportunities dwindle, many feel trapped and hopeless, searching for a way out.

## 2.13 Psychological Problem of Rural Graduates

Besides the problems economically, rural graduates in careers have more psychological problems than urban ones do:

1. stress and pressure: the competitive nature of the job market and workplace can induce high levels of stress and pressure on rural graduates. They may feel the need to prove themselves and excel in their roles, leading to increased stress levels and potential burnout. Chen et al (2014) explore the connection between work stress and subsequent risk of internet addiction among information technology engineers in Taiwan. The study demonstrates job strain was associated with an increased risk of Internet addiction while high work social support reduced the risk of Internet addiction.
2. Low self-confidence and self-esteem: rural graduates may struggle with feelings of inadequacy or low self-esteem, especially when comparing themselves to their urban peers who may have had more access to educational and career opportunities. This can impact their confidence levels and hinder their performance in the workplace. Researchers conduct a meta-analysis of data from 30 independent samples, after comprehensively studying, they found that the work domain and people's self-esteem



are interdependent, but the latter has slightly larger effects on work experiences than the former does (Krauss et al, 2021).

3. Imposter syndrome: rural graduates may experience imposter syndrome, where they doubt their abilities and fear being exposed as “frauds”. They may attribute their accomplishments to luck or external factors rather than their own skills and qualifications.
4. Career uncertainty and identity crisis: rural graduates may struggle with defining their career path and finding their professional identity. The pressure to make the right career choices and meet societal expectations can create feelings of confusion and uncertainty.
5. Isolation and lack of social support: rural graduates often face a lack of social networks and support systems in the new work environment. They may feel isolated or disconnected from colleagues, which can impact their overall well-being and job satisfaction. To echo this situation, many researchers find peer support is very essential in the area of work, not only in job transition, building relationships with coworkers, but also in career adaptability. However, for the definition of peer support, many scholars express their different ideas on the perspectives of career-related information and advice, emotional support and role models. It was referred to as the process of getting information and advice related to careers, emotions, and role models from peers by Zhang and Huang (2018). Sari et al. (2019), focused the term on exchange of skills and knowledge among individuals. Rahayu (2019) also stated that peer support is an individual's perception of the assistance, in the form of comfort, care, and other needs, perceived differently by each individual.

When rural graduates have encountered problems, especially mental problems, they are accustomed to turn to peer support, such as friends or like-minded persons. However, there are times when rural graduates could not get help from their friends due to the similar age with similar work experiences and not so high cognitive abilities, let alone their friends might get bored after tens of outpourings. What's more, one can hardly realize that he is getting into rumination of bad experiences, while the people around may have little knowledge of rumination and its harmness.

Therefore, a broader community of all rural graduates could function as a help for those rural graduates who are stepping into career life and need more detailed and useful guidance. And there is a need for objective guidance to help people get out of rumination. Noting down the content of self-reflection to remind people can also be a useful way to help people realize their possible rumination situation.

## 2.2 Career Development

### 2.21 Twenties Matter

The period of one's twenties is often considered a significant and formative time in a person's life. According to Meg Jay (2012), a clinical psychologist and author, the following are the reasons why this period is often regarded as important:

1. **Transition to Adulthood:** The twenties mark the transition from adolescence to adulthood. It is a time when individuals typically start taking on more responsibilities, such as pursuing higher education, entering the workforce, and becoming financially independent. This phase involves navigating new roles and expectations, shaping one's identity, and making important life choices.
2. **Personal Development:** The twenties offer opportunities for personal growth and self-discovery. Many people use this time to explore their interests, passions, and values. It is a period of experimentation, where individuals can try new experiences, set goals, and develop skills that will shape their future.
3. **Career and Education:** The twenties often involve significant educational pursuits and the establishment of a career foundation. Many individuals complete their higher education during this time, acquire professional qualifications, and embark on their chosen career paths. The choices made in terms of education and career during this period can have a long-lasting impact on one's professional trajectory.
4. **Relationship Formation:** The twenties are a prime time for building and navigating relationships. Whether it's friendships, romantic partnerships, or professional networks, this phase offers opportunities to connect with diverse individuals and build support systems. It is also a time when many people explore dating, long-term partnerships, and even consider starting families.
5. **Independence and Responsibility:** The twenties are often characterized by increased independence and autonomy. It is a time when individuals learn to manage their finances, make important life decisions, and take responsibility for their own well-being. This period lays the foundation for personal autonomy, decision-making skills, and the development of a strong sense of self.
6. **Flexibility and Resilience:** The twenties are typically a time of greater flexibility, as individuals may have fewer commitments and responsibilities compared to later stages of life. This can provide opportunities to take risks, explore different paths, and adapt to changing circumstances. The challenges and experiences encountered during this period can contribute to the development of resilience and adaptability.

However, in the context of China, the twenties hold significant importance due to several factors and cultural beliefs: "三十而立" (Sānshí érli) is a concept of "三十而立" emphasizes the idea that individuals should have established themselves in terms of career, family, and

social standing by the age of 30. This belief is deeply ingrained in Chinese society, and there is a societal expectation for individuals to have achieved certain milestones by this age.

"大龄剩女" (Dàlíng shèngnǚ) is a term that refers to unmarried women over the age of 30. In Chinese culture, there is a stigma associated with being an unmarried woman beyond a certain age, which creates societal pressure for women in their twenties to find a suitable partner and get married.

There is a sense of anxiety regarding age in the job market in China. Many companies prefer to hire younger employees, particularly those under the age of 35. The perception is that younger individuals are more adaptable, possess fresh skills, and can work longer hours. This creates a sense of urgency for individuals in their twenties to establish their careers and secure stable employment opportunities.

Some organizations, especially prestigious ones in the public and private sectors, have age restrictions for hiring. They may only recruit individuals below a certain age threshold, often around 35 or even younger. This further intensifies the pressure on individuals in their twenties to achieve career success before reaching these age limits.

In Chinese culture, the twenties are also considered an ideal time for marriage and family formation. There is a belief that settling down and starting a family at a younger age ensures a more stable and fulfilling life. The pressure to conform to these societal expectations can be felt by young adults in their twenties. These factors combine to create a sense of urgency and pressure for individuals in their twenties in China. The twenties are seen as a critical period for achieving career success, finding a suitable partner, and meeting societal expectations regarding marriage and family. The cultural emphasis on age and the associated anxieties contribute to the significance of this life stage in the Chinese context.

## 2.22 Workplace Adaptation for Rural Graduates

Workplace adaptation for rural graduates in the context of China poses several challenges and has been the subject of research and scholarly discussions.

Zhang et al (2017) discuss the analysis of workplace adaptation among "90s" college students. With the expansion of higher education in China, the number of college students has increased significantly. Consequently, the employment issue of "90s" college students has become a social concern. Zhang et al investigate and analyze the problems and influencing factors related to the workplace adaptation needs of "90s" college students, and propose methods and strategies to address these issues.

Liu et al (2019) discuss the impact of parental career-related behaviors on college students' career adaptability. To explore the influence of parental career-related behaviors on college students' career adaptability, a questionnaire survey was conducted among 2,929 full-time college students from 23 universities across the country. The results reveal the following: (1) College students generally have good levels of career adaptability, with the highest scores in career control and the lowest scores in career concern. (2) Parental career-related behaviors, as interactive family dynamic factors, have a greater impact on college students' career adaptability than demographic variables and static family factors. (3) The impact of three types of parental career-related behaviors on college students' career adaptability varies: parental career support has a significantly positive predictive effect on career concern, career confidence, career control, and career curiosity; parental career interference negatively predicts career control; parental career indifference positively predicts career concern and career curiosity.

Yang (2018) discusses the evaluation of employment abilities of college graduates by employers from the perspective of importance and satisfaction. It emphasizes the need to address the problem of graduates' abilities not meeting the requirements of employers. The study employs an importance-satisfaction analysis and categorizes undergraduate graduates' abilities into 11 categories, including professional knowledge and skills, practical abilities, self-management abilities, and interpersonal communication abilities. Through survey research, Yang aims to understand the views of employers regarding the importance and satisfaction of graduates' abilities.

### 2.23 Career Development for Rural Graduates

In the context of China, the career development of rural graduates is a complex and multifaceted process. Several ideas and research works shed light on different aspects of this topic.

"金榜题名" can be translated as "achieving academic success" or "earning a top-ranking position in an examination." It refers to the traditional Chinese imperial examination system, where individuals who achieved high scores in the exams would be listed on a golden plaque as a sign of their academic achievement and recognition. The phrase is often used to represent academic excellence and success in scholarly pursuits. The book "After Jinbang Timing" (《金榜题名之后》), based on extensive research on career choices among university students from both rural and urban areas, explores the different tendencies in career selection based on the dimensions of value rationality and instrumental rationality. It aims to unravel the future career paths of four distinct groups of individuals and provide advice and references for rural graduates on how to navigate their university life and career choices.

In the context of China, "读书的料" can be understood as a metaphor that closely resembles the concept of determinism. This attitude towards "读书的料" is akin to how farmers view

their harvest, relying on the whims of the heavens. Whether an individual possesses the inherent qualities or potential for academic success is believed to be a matter of fate or destiny. Consequently, individuals may choose to persevere and continue their academic pursuits, finding solace in the notion that even if they are not naturally gifted, they can still attain a sense of contentment by giving it their best effort. If a child is not identified as having the "读书的料" (potential for academic success) in the early stages of their education, it is likely that parents will not have high expectations for them. As a result, the support and motivation to climb the educational ladder may diminish. Conversely, those identified as having "读书的料" receive early attention and support from their families, communities, and schools, enjoying a series of external endorsements and the favor of their parents, schools, and communities.

In the book "Dushu de Liao" (《读书的料》), Zheng (2022) employs a narrative approach to study the reproduction of subaltern culture. It focuses on "someone has potential for academic success," referring to rural youth who are addressed as possessing the qualities or aptitude that make them suitable and potential for academic pursuits, and also those who come from rural areas to pursue higher education. These individuals, driven by their strong self-discipline and determination, engage in the reproduction of subaltern culture, thus altering their life trajectories.

These works highlight the following key ideas regarding the career development of rural graduates in China:

1. Different tendencies in career choices: The book "After the Jinbang Examinations" suggests that rural and urban university students exhibit different inclinations in career selection, influenced by value rationality and instrumental rationality. Understanding these differences can provide insights into the future career paths of rural graduates.
2. Challenges and opportunities: The career development of rural graduates involves navigating through various challenges and seizing available opportunities. These challenges may stem from socio-economic factors, cultural disparities, and limited access to resources. However, the narratives in "The Ingredients of Reading" demonstrate that rural youth, through their perseverance and dedication, can overcome these challenges and transform their life trajectories.

These ideas suggest that individuals from lower social strata possess inherent drive, greater autonomy, self-awareness, and a spirit of perseverance. Moreover, rural students with a college education or higher are often seen as having the potential for academic success and are treated with respect and favor by their schools, families, and communities. As a result, their parents naturally have higher expectations for their post-graduation performance. Therefore, this study primarily focuses on rural students with a college education or higher. While many domestic scholars in China concentrate on educational equity, emphasizing the need to bridge the gaps between rural and urban students during their school years, there is limited attention given to their post-graduation trajectory and the challenges they face in the

workplace. Consequently, this research primarily considers the coping strategies for issues encountered by rural students in the professional realm. Overall, the study aims to examine the challenges that rural students with a college education or higher education face in the workplace and explore effective methods for addressing these challenges. It highlights the unique characteristics and experiences of this specific group of individuals within the broader context of education and social mobility.

## 2.3 Reflection & its Utilization

### 2.31 Reflection Tradition in Chinese Culture

Reflection is indeed a tradition deeply rooted in Chinese culture. Chinese philosophy and traditions emphasize self-reflection as a means to cultivate wisdom, moral growth, and self-improvement. One notable practice that reflects this tradition is the concept of "回顾" (huígù), which means retrospective review or looking back. It involves introspection and self-examination to evaluate one's actions, behaviors, and thoughts. "回顾" is often used in the context of moral reflection, where individuals reflect on their conduct, virtues, and adherence to ethical principles. Another important tradition is the practice of "自省" (zìxǐng), which translates to self-reflection or self-examination. It involves examining one's own thoughts, motives, and actions to gain self-awareness, identify shortcomings, and strive for self-improvement. "自省" is considered a fundamental practice for personal development and moral cultivation. In addition, Confucianism, a major philosophical tradition in China, emphasizes the importance of reflection and introspection. The concept of "反思" (fǎnsī) is central to Confucian teachings, encouraging individuals to reflect on their behaviors, relationships, and social roles to cultivate virtues, harmonious relationships, and social harmony. Furthermore, practices such as meditation, contemplation, and mindfulness are also part of Chinese traditions, providing opportunities for individuals to engage in introspection and self-reflection. Overall, reflection is deeply ingrained in Chinese culture and traditions. It is valued as a means of self-examination, personal growth, moral development, and the pursuit of wisdom.

There are other key ideas that reflect this tradition: 吾日三省吾身 (Wú rì sān xǐng wú shēn): This phrase, attributed to Confucius, translates to "Every day, I examine myself on three points." It reflects the importance of self-reflection as a daily practice for self-improvement and moral development. The three points refer to reflecting on one's thoughts, words, and actions to align them with ethical principles. 见贤思齐 (Jiàn xián sī qí): This phrase means "When you see someone virtuous, think of becoming equal to them." It suggests that encountering virtuous individuals should inspire self-reflection and motivate one to cultivate similar virtues within themselves. 见不贤而内自省也 (Jiàn bù xián ér nèi zì xǐng yě): This phrase conveys the idea that when encountering individuals who lack virtue or exhibit negative qualities, one should turn inward for self-reflection. It highlights the importance of introspection and self-examination in recognizing and rectifying one's own shortcomings. 行有不得，反求诸己 (Xíng yǒu bù dé, fǎn qiú zhū jǐ): This phrase means "When actions fall short, one should reflect on oneself." It underscores the notion that when faced with challenges or failures, individuals should engage in self-reflection to identify areas for improvement and take responsibility for their actions. These ideas reflect the Chinese tradition of reflection, which encourages individuals to regularly examine their thoughts, behaviors, and moral values. It emphasizes the importance of self-awareness, personal growth, and aligning one's actions with ethical principles. By reflecting on oneself and seeking self-improvement, individuals strive for moral integrity, social harmony, and the cultivation of virtuous qualities.

## 2.32 Reflection Researches in Western Culture

### 1) Personal experience

Personal experience is a valuable source of learning and growth, and the ability to reflect on that experience is essential for personal and professional development. According to Schön (1983), personal experience is at the core of professional competence, and reflective practice is a means of harnessing that experience. The ability to reflect on personal experience has been shown to enhance critical thinking, problem-solving, and decision-making skills (Boud et al., 1985). Moreover, research has shown that reflecting on personal experience can increase emotional intelligence and self-awareness (Bolton, 2010). By engaging in reflection, individuals can better understand their own thought processes, biases, and behaviors, and gain insight into how they interact with others. This can lead to improved communication, collaboration, and interpersonal relationships (Hatton & Smith, 1995).

In addition, personal experience can play a crucial role in shaping individuals' beliefs, attitudes, and values. According to Kolb's experiential learning theory (1984), learning is a continuous process that involves the integration of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Through this process, individuals can internalize new knowledge and skills, and apply them to real-world situations.

“感同身受” is a Chinese phrase that can be translated as "empathize" or "put oneself in someone else's shoes." It refers to the ability to understand and share the feelings or experiences of another person as if they were one's own. It implies a deep sense of empathy and emotional connection with others, being able to relate to their emotions and perspectives. "感同身受" is often used to describe the act of understanding and empathizing with others' joys, sorrows, struggles, or achievements, and responding with compassion and support. Therefore

The idea is that people who have had similar experiences can better understand and empathize with each other. We aim to create a platform where individuals from rural backgrounds who are just starting their careers can be inspired and receive assistance from others who have gone through similar experiences.

### 2) Reflection and Introspection

Reflection and introspection are two distinct cognitive processes that have been explored by researchers from different fields. Reflection refers to the cognitive process of thinking about past experiences, emotions, and behaviors in order to gain new insights and understanding (Boud, Keogh, & Walker, 1985). On the other hand, introspection is the process of looking inward to examine one's own thoughts, emotions, and mental processes (Nisbett & Wilson, 1977). Several studies have highlighted the differences between reflection and introspection. For example, Nisbett and Wilson (1977) argue that introspection is often unreliable and may



not accurately capture one's mental states. They suggest that people may not have direct access to their own mental processes and that introspection may rely on biased heuristics and other cognitive biases. In contrast, reflection has been found to be a valuable tool for personal and professional development (Boud et al., 1985). Reflective practice has been shown to improve learning and performance in various contexts, including healthcare (Schön, 1983), education (Boud et al., 1985), and management (Boud, Cressey, & Docherty, 2006). Reflective practice allows individuals to critically examine their experiences and behaviors, and to identify areas for improvement.

Besides reflection and introspection have several specific differences in focus, scope, process, purpose and level of analysis:

1. Focus: Reflection tends to be focused on a specific event or experience, while introspection is focused on a more general self-examination.
2. Scope: Reflection tends to be more limited in scope, while introspection can encompass a wider range of thoughts, feelings, and experiences.
3. Process: Reflection is often a structured process, while introspection is more open-ended and may not have a specific structure or goal.
4. Purpose: Reflection is often focused on learning and growth, while introspection is focused on self-awareness and understanding.
5. Level of analysis: Reflection tends to involve a more objective analysis of events or experiences, while introspection is often more subjective and focused on one's own thoughts and feelings.

Therefore, reflection is a structured process that involves analyzing specific experiences to promote personal growth, while introspection is a broader process of ongoing self-examination that is focused on self-awareness and understanding. In this project, we will mainly focus on the reflection on personal experience.

### 3) Reflection-on-action and Reflection-for-action

Boud and colleagues introduced the concept of reflection-on-action and reflection-in-action to highlight the importance of reflecting on one's experiences for future learning (Boud et al., 1985). Schön (1983) further developed the concept of reflection-in-action by suggesting that professionals can engage in reflective practice during the actual process of performing a task.

Reflection-on-action, as defined by Boud et al. (1985), occurs after an event or experience has taken place. It involves examining the experience and considering what could have been done differently or better. Through this process, individuals can develop new insights and understandings, which can be applied to future situations. On the other hand, reflection-for-action involves reflecting on an experience while it is happening or shortly thereafter (Schön, 1983). It involves analyzing the situation and making adjustments in real-time to improve outcomes. Reflection-for-action is a crucial skill for professionals,

particularly those in fast-paced and dynamic environments such as healthcare, where quick decision-making is necessary (Johns, 2004).

While both reflection-on-action and reflection-for-action are valuable tools for learning and professional development, they differ in terms of their timing and purpose. Reflection-on-action is more focused on analyzing past experiences to learn and grow, while reflection-for-action is aimed at improving current and future performance. Both forms of reflection require individuals to be open to feedback and willing to learn from their experiences.

Therefore, the project generally explores reflection-on-action to learn and grow from reflection on past experiences; in the meantime, the project will provide functions relating to reflection-for-action, by displaying the correlation of two similar reflecting movements and reminding users to review past reflection and hope to improve current and future performance.

#### 4) Reflection and Rumination

Reflection and rumination are two cognitive processes that involve the evaluation of past events and experiences. While reflection is often associated with positive outcomes, such as personal growth and learning, rumination is linked to negative outcomes, such as depression and anxiety (Nolen-Hoeksema, 2000). As demonstrated by Watkins and Moulds (2005), rumination is defined as “a repetitive focus on the causes, meanings, and consequences of past events that is associated with negative affect” (p. 109).

According to Watkins and Roberts (2020), the key difference between reflection and rumination lies in their respective goals. Reflection is aimed at gaining insight and understanding, and involves a constructive evaluation of experiences in order to promote personal growth and development. In contrast, rumination is aimed at problem-solving, and involves repetitive and negative thinking that does not lead to a resolution of the issue at hand.

Research has also shown that reflection and rumination differ in their underlying cognitive processes. Reflection involves the use of executive functioning, such as attention, working memory, and cognitive flexibility, to evaluate experiences in a constructive manner (Kross et al., 2009). In contrast, rumination involves the overactivation of emotional processing systems, such as the amygdala and insula, which can lead to increased negative affect and decreased cognitive functioning (Nolen-Hoeksema, 2000).

To avoid the negative effects of rumination, it is important to develop strategies for breaking the cycle of repetitive negative thinking. One effective technique is cognitive restructuring, which involves identifying negative thoughts and challenging them with more positive or realistic ones. According to Watkins and Moulds (2005), “Cognitive restructuring aims to

change the content and form of negative thoughts and replace them with positive thoughts or thoughts that are more helpful in terms of achieving one's goals” (p. 114).

Another technique that has been found to be helpful in breaking the cycle of rumination is mindfulness meditation. Mindfulness involves paying attention to the present moment without judgment or distraction. According to Brewer, Ruf, and Tarrant (2013), “Mindfulness practice helps individuals develop an increased awareness of their thoughts and emotions, which can help to break the cycle of rumination” (p. 541).

In addition to these techniques, it is also helpful to develop a more positive outlook on life. This can be achieved through activities such as gratitude journaling or engaging in activities that promote positive emotions. According to Seligman et al. (2005), “Engaging in activities that promote positive emotions can help individuals break the cycle of rumination by increasing positive affect and promoting more adaptive thought patterns” (p. 461).

Overall, when concrete the project, techniques will be used for breaking the cycle of repetitive negative thinking, such as cognitive restructuring, mindfulness meditation, and engaging in activities that promote positive emotions can all be helpful in this regard.

Although the likelihood of individuals getting into rumination in the workplace can vary and is not solely determined by age. Factors such as personality traits, work environment, stress levels, and individual coping mechanisms can all influence the chances of rumination occurring. In this study we have a hypothesis: younger individuals as a new beginner in their career have more chances to get rumination than older ones. It is important to note that younger individuals who are new to the workplace or have less experience may face challenges in navigating work-related stressors and developing effective coping strategies. They may be more prone to overthinking, self-doubt, and excessive reflection on work-related matters. On the other hand, older individuals who have been in the workforce for a longer time may have developed better resilience and coping mechanisms. They may have gained more experience in managing work-related stress and are better equipped to maintain a healthy work-life balance. However, it is crucial to understand that rumination can affect individuals of any age group, and it is not limited to one specific demographic. It is a common tendency that can manifest differently in different individuals. Ultimately, it is essential to foster a supportive work environment, promote open communication, and provide resources for stress management and well-being for all employees, regardless of age, to help mitigate the risk of rumination and promote a positive work culture.

### 2.33 Reflection in Work World

Reflection in the world of work refers to the deliberate and systematic process of examining one's experiences, actions, and outcomes in a work setting. It involves thoughtful analysis and evaluation of past events, projects, and interactions to gain insights, extract lessons, and make improvements for future performance.

1. **Learning from Experience:** Reflection allows individuals to learn from their work experiences, including successes, challenges, and failures. By critically examining what worked well and what could have been done differently, individuals can identify patterns, trends, and areas for growth.
2. **Self-Awareness and Personal Development:** Reflection fosters self-awareness by encouraging individuals to explore their thoughts, emotions, values, and motivations in the context of their work. It helps individuals understand their strengths, weaknesses, and areas for improvement, leading to personal and professional growth.
3. **Critical Thinking and Problem-Solving:** Reflection cultivates critical thinking skills by promoting deeper analysis, questioning assumptions, and considering alternative perspectives. It helps individuals develop a more comprehensive understanding of complex situations and make informed decisions.
4. **Continuous Improvement:** Reflection is a catalyst for continuous improvement in the workplace. By reflecting on past actions and outcomes, individuals and teams can identify areas where they can enhance their performance, streamline processes, and achieve better results.
5. **Goal Setting and Action Planning:** Through reflection, individuals can align their experiences with their goals and aspirations. By identifying areas for improvement, they can set actionable goals, develop strategies, and create plans to enhance their performance and achieve desired outcomes.
6. **Enhanced Learning and Knowledge Transfer:** Reflection bridges the gap between experience and learning. It enables individuals to extract meaningful insights from their experiences and apply them to future situations. It also promotes knowledge sharing and transfer within teams and organizations.

Overall, reflection in the world of work serves as a valuable tool for individuals to develop self-awareness, improve their performance, make better decisions, and foster continuous learning and growth. It is a process that encourages individuals to be proactive in their development and maximize their potential in the workplace.

Beside, institutions have shared their exploration on reflection in the work world: Wellesley Career Education (Appendix 5), Middlebury College Center for Careers and Internships (Appendix 6), and InterSECT (Appendix 7) have provided many meaningful questions in career exploration.

### 2.34 Reflection in Habitus Transformation

Pierre Bourdieu was a prominent French sociologist who made significant contributions to the field of sociology, particularly in the areas of social theory, cultural sociology, and the sociology of education. One of Bourdieu's key concepts is social capital (1992), which refers to the resources and advantages that individuals or groups possess by virtue of their social connections and networks. According to Bourdieu, social capital can be instrumental in determining an individual's access to opportunities, social mobility, and overall social

position. Habitus is another central concept in Bourdieu's theory. Habitus refers to the deeply ingrained set of dispositions, attitudes, and behaviors that individuals acquire through their socialization and experiences within a particular social context. It encompasses the ways individuals perceive, think, and act, which are shaped by their upbringing, education, and social environment.

Bourdieu (1992) argues that habitus operates at a largely unconscious level and guides individuals' choices and actions in a manner that is consistent with their social background. Habitus is the lens through which individuals perceive and navigate the social world, influencing their tastes, preferences, and practices. It is shaped by the social structures and conditions in which individuals are located and can vary across different social groups. Dispositions are the internalized tendencies or predispositions that individuals develop as a result of their habitus. These dispositions include patterns of thinking, behaving, and valuing that are shaped by socialization processes. Dispositions guide individuals' responses to various social situations and shape their everyday practices and interactions.

In the context of habitus transformation according to Pierre Bourdieu (1992), reflection plays a crucial role in the process of self-awareness, critical consciousness, and the potential for change. Reflection, in this sense, involves critically examining one's own habitus, including the taken-for-granted assumptions, values, and practices that have been internalized. By engaging in reflective practices, individuals can become more conscious of the influence of their habitus on their thoughts, actions, and interactions with others. This self-reflection can lead to a heightened awareness of the social structures and power dynamics that shape their lives. Through reflection, individuals can challenge and question their habitus, identify its limitations or biases, and consider alternative ways of thinking and behaving. It allows them to break free from the constraints of their social conditioning and envision new possibilities for themselves and their communities. Bourdieu's notion of habitus transformation emphasizes the potential for individuals to actively engage in critical reflection and consciously reshape their habitus to adapt to changing social contexts or challenge oppressive structures. It involves a process of unlearning and relearning, where individuals develop new dispositions and practices that align with their evolving values and aspirations.

Overall, reflection, as understood in Bourdieu's framework, is a tool for self-examination and critical inquiry that empowers individuals to question, transform, and transcend the limitations imposed by their habitus, ultimately contributing to personal and collective agency for social change.

### 3. Case Study

### 3.1 Case Related with Journaling in Reflection

Among the Reflection applications with different emphases, two focusing on journaling are presented here for analysis. Both are journaling apps that encourage users to reflect on their thoughts and emotions.

**Reflection** is more open-ended and customizable, it records users' journal experiences, and provides daily prompts for reflection, also allows users to write or picture their reflections. In the function of Journal, it provides more detailed guidelines for customized tags. With the function of Guides, users can get quick templates to start reflection and conduct monthly or annual reviews, what's more, users can get meditation and mindfulness exercises based on reflection journeys (refer to Fig. 1- Fig. 4).

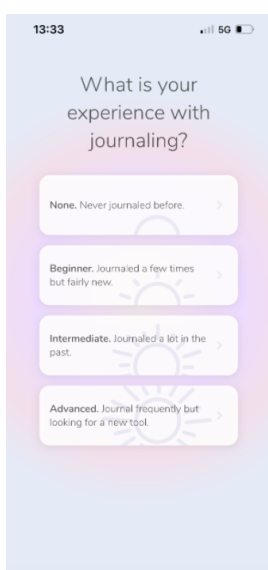


Fig. 1

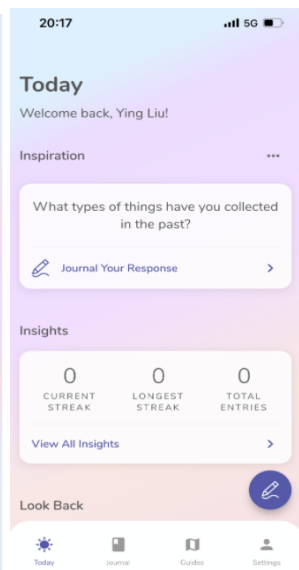


Fig. 2

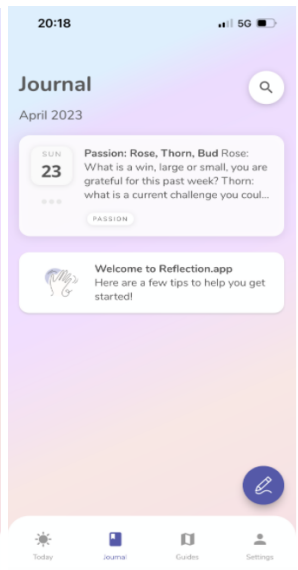


Fig. 3

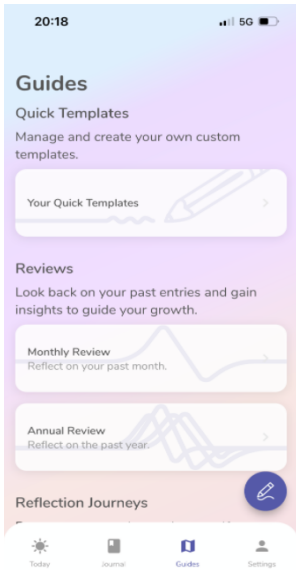


Fig. 4

However, **Reflectly** provides daily prompts and quotations and focuses on positive thinking. It provides an AI-powered chatbot for daily reflection and daily challenge. With customizable reflection questions based on the user's mood and emotions, positive thinking is encouraged. The user interface is friendly, and the smile icon with animation makes users feel like they are talking with a real person. With selected emojis and places, reflection can be fast and easy, users can also set time for routine reflection (refer to Fig. 5- Fig. 8).

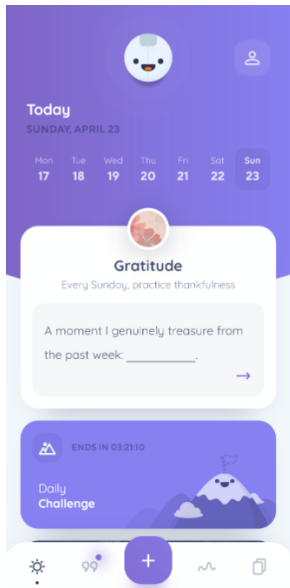


Fig. 5

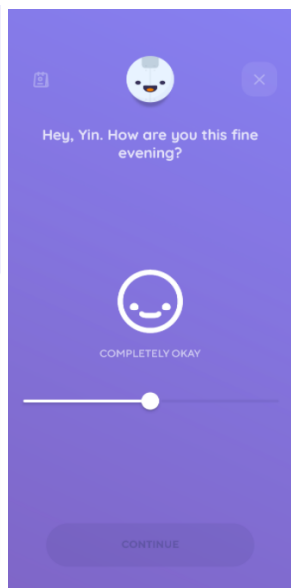


Fig. 6

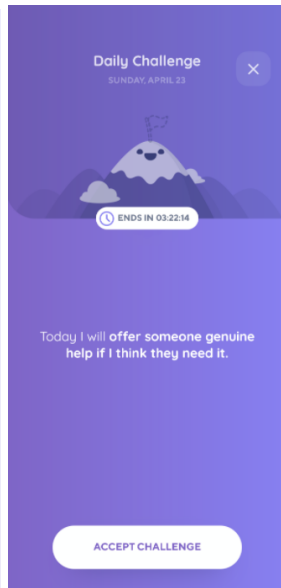


Fig. 7

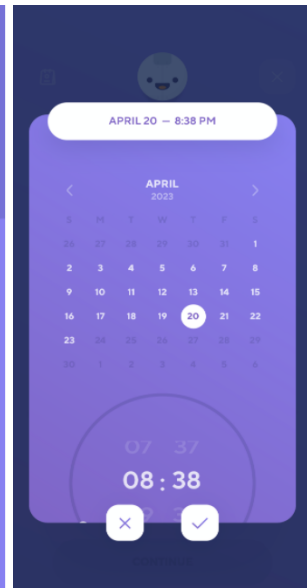


Fig. 8



### 3.2 Case Related with Meditation

**Headspace** is a meditation app that offers guided meditations and mindfulness exercises. While it does not focus on journaling or reflection, it shares with Reflection and Reflectly the goal of promoting mental well-being. Headspace provides access to mindfulness experts and courses, with customizable meditation options based on user's needs and preferences. To start a day, it provides several exercises for morning, afternoon and evening. To focus on Meditate, Sleep, Move and Music, it provides sleep sounds and bedtime exercises for better sleep. It also provides a timetable to track reflection history (refer to Fig. 9- Fig. 12).

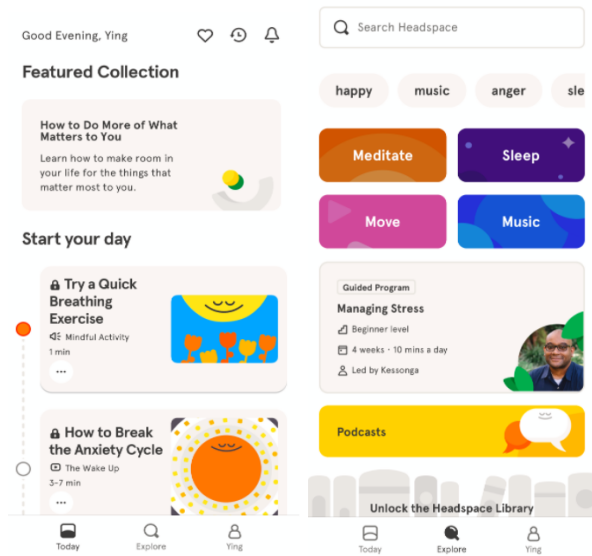


Fig. 9

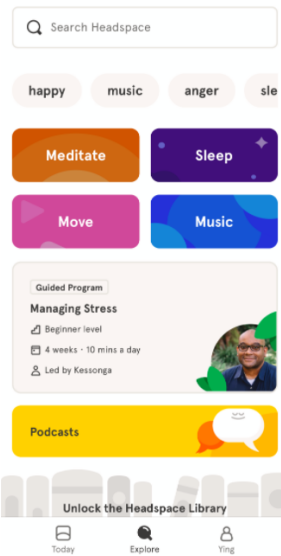


Fig. 10

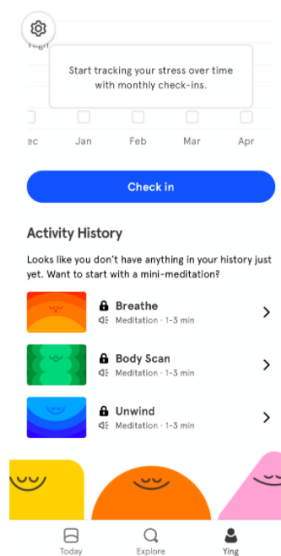


Fig. 11

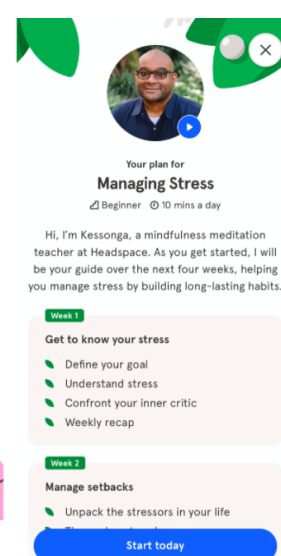


Fig. 12

### 3.3 Case Related with Life Stories

Both **LifeTales** and **Memories** are apps that allow users to create digital photo albums and scrapbooks. While **Memories** is focused on personal photos and videos, **LifeTales** includes features such as customizable templates and prompts to help users tell their life stories (refer to Fig. 13- Fig. 14). **LifeTales** allows users to create digital scrapbooks and photo albums, including options for journaling and reflection, although some complain the app is crashing and losing data. **Memories** provides an easy way to create albums and slideshows. With limited customization options, some users may prefer more traditional photo album creation.



Fig. 13

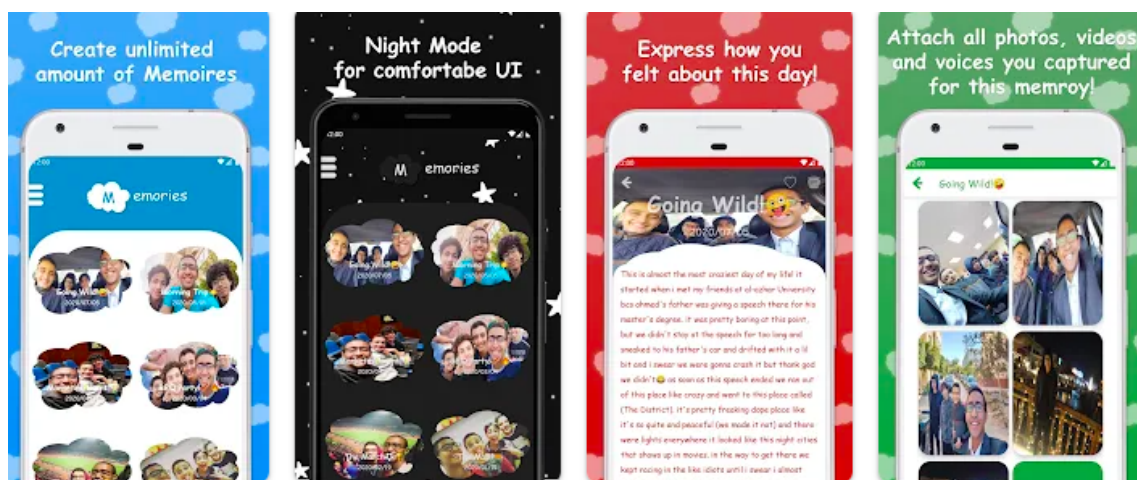


Fig. 14

### 3.4 Case Related with Career Development

脉脉(pronounced “mai mai”) is a professional social networking platform and mobile application that originated in China. It is often referred to as the “LinkedIn of China” due to its similarities in terms of its focus on professional networking and career development. 脉脉 has gained significant popularity in China, particularly among professionals, job seekers, and recruiters. It serves as a platform for career development, networking, and knowledge exchange within the Chinese business community. In this application, job seekers can find job opportunities, review industry information and connect professionals, with privacy settings to allow them to control the visibility of their profile and personal information; while recruiters can post their employment information on the platform and hunt potential employees with a verification process to enhance the credibility and authenticity of user profiles. (Fig.15 - Fig.18)



Fig. 15-18

## 4. Methodology

## 4.1 Research Approach

This study aims to explore the combination of methodologies to enhance self-awareness, facilitate habit transformation, and promote career development and workplace adaptation. The following methodology is proposed to achieve these objectives:

**Cognitive Framework:** The study adopts the framework of the Four Cognitive Elements, namely viewpoints, experiences, emotions, and values. These elements serve as the basis for individual reflection and self-analysis. By structuring a personal reflection framework based on these elements, the study seeks to visualize the process and outcomes of personal reflection.

**Visualization of Reflection:** To enhance self-awareness, the study utilizes visualization techniques to represent the personal reflection process and outcomes. This can be achieved through the development of visual tools, such as diagrams, charts, or interactive interfaces, that allow individuals to gain a clearer understanding of their thoughts, beliefs, and patterns of behavior.

**Habit Transformation:** Building upon the insights gained through personal reflection, the study aims to facilitate habit transformation. By identifying patterns of behavior and thought that hinder personal growth and workplace adaptation, individuals can develop strategies and action plans to bring about positive change. The methodology emphasizes the integration of self-reflection and subsequent actions to reinforce new habits and behaviors.

**Practitioner Communities:** Recognizing the significance of practitioner communities, the study proposes the establishment of various online social groups within a mobile application dedicated to career development. These communities serve as platforms for individuals to engage in discussions, seek advice, and provide peer support. The social support gained from these communities can contribute to personal growth, learning, and professional networking. The proposed methodology integrates individual reflection, visualization techniques, habit transformation, and the use of online practitioner communities. By combining these approaches, the study aims to enhance self-awareness, support habit change, and promote career development and workplace adaptation for individuals. The methodology encourages individuals to engage in reflective practices, leverage visualization tools, and actively participate in practitioner communities to foster personal and professional growth.

## 4.2 Data Collection & Analysis

This study aims to combine various design techniques to address the challenges and difficulties faced by rural graduates in workplace adaptation and career development. The following methodology is proposed to achieve these objectives:

**Inspiration from Personal Experiences:** Drawing inspiration from personal experiences and media discussions, the study seeks to understand the challenges and difficulties encountered by rural graduates with a college degree or above. Through interviews with individuals who have similar experiences, insights into their methods, communication channels, and genuine needs in workplace adaptation and career development are obtained.

**Interviews and Surveys:** In order to gather data from a broader perspective, a questionnaire survey (Appendix 3) is conducted to understand the perspectives and thoughts of stakeholders regarding the workplace issues faced by rural graduates with a college degree or above. The interviews and surveys provide valuable insights into the perceptions, concerns, and aspirations of the target population.

**Persona and User Journey Mapping:** Based on the insights gained from the interviews, persona creation, and user journey mapping techniques are employed. Personas are developed to represent the characteristics, needs, and goals of the target users. User journey maps illustrate the step-by-step experiences and pain points faced by rural graduates throughout their career development process. These tools help identify specific areas of confusion and design feasible solutions to address their needs.

**Stakeholder Analysis and Application Scenarios:** A thorough analysis of relevant stakeholders is conducted to identify their interests, perspectives, and roles in the context of rural graduates' career development. Multiple versions of application scenarios are developed, taking into account the insights gathered from interviews, surveys, and stakeholder analysis. Through iterative refinement, the final version of the application scenario is determined, specifying the problem to be addressed and the proposed solutions.

By combining the insights from personal experiences, interviews, surveys, persona creation, user journey mapping, stakeholder analysis, and application scenario development, the study aims to create a comprehensive design approach. This methodology ensures that the design solutions are informed by real experiences, reflect the needs of rural graduates, and provide practical and effective support in their workplace adaptation and career development journeys.

## 4.3 Reflective Framework

Gibbs' reflective cycle is a popular model of reflection that is used mostly in education and professional development. The cycle consists of six stages that an individual goes through when reflecting on an experience:

- 1) Description: In this stage, the individual describes the experience that they are reflecting on in detail, including the context, the people involved, and the actions that took place.
- 2) Feelings: In this stage, the individual explores their emotional reactions to the experience, including their thoughts, feelings, and reactions at the time of the experience.
- 3) Evaluation: In this stage, the individual reflects on the experience in order to assess its positive and negative aspects, considering what worked well and what could have been improved.
- 4) Analysis: In this stage, the individual takes a deeper look at the experience, analyzing it in order to understand the factors that contributed to it, and to identify any patterns or themes that emerged.
- 5) Conclusion: In this stage, the individual draws conclusions about the experience and considers how it has impacted them, including what they have learned from it and how they might approach similar situations in the future.
- 6) Action Plan: In this final stage, the individual considers how they can apply what they have learned to future situations, and develops an action plan for implementing their new insights and understanding.

Gibbs' reflective cycle is not specific to reflection or introspection, but rather provides a framework for individuals to reflect on their experiences in a structured and systematic way. By engaging in this process, individuals are able to gain deeper insights into their experiences, develop new perspectives, and apply what they have learned to future situations.

With inspiration from the book from 熊本美香 (2022) 《反思，向前一步的工作方法》 which means “Reflection, Ways to Move forward in work”, in the application four elements are used for users to conduct reflection easier and clearer, that is Topic (viewpoints), Experience, Feeling, and Value (future action).

#### 4.4 Diagram about the app

After understanding the problems rural graduates in their twenties may have encountered and their bad effects of habitus grown with their early lives, we hope some of their problems will be solved through reflection. To avoid rural graduates getting into rumination, analysis and tests for rumination will be used. What's more, the design is planned to establish a social platform for rural migrant workers sharing their experiences and for rural graduates finding useful information and seeking empathetic social support.

Therefore the design of the application will be analyzed as the following diagram (Fig.19)

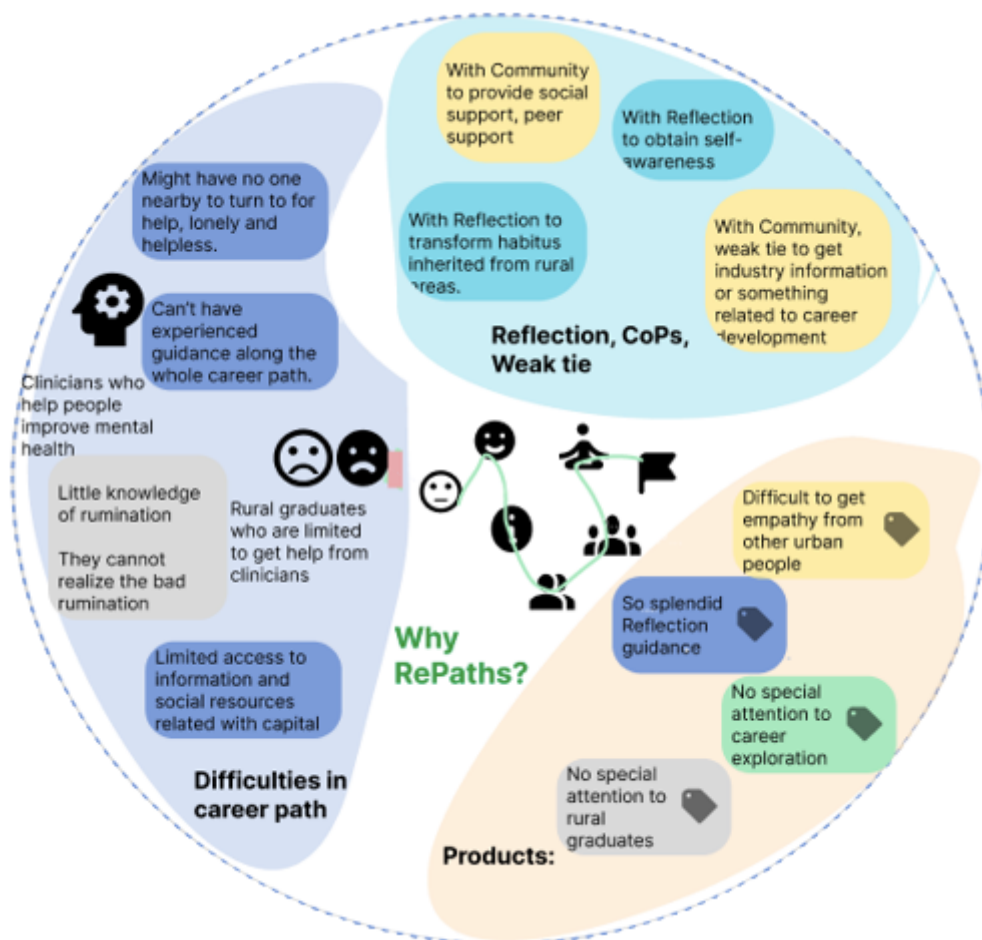


Fig.19



## 5. IDEA Generation

## 5.1 Initial Idea

With the help of innovative techniques, some ideas were generated as the following (Fig.20):

IDEA 1: The initial design concept revolves around the idea of a mobile reflection diary. After encountering challenges in the workplace, rural graduates may engage in personal reflection by reviewing their experiences mentally or jotting them down in a physical journal or discussing them with friends and family. To address the issue of people often neglecting their written reflections, a mobile reflection diary can be designed. This electronic diary allows users to access their reflections anytime and anywhere through their mobile devices. Additionally, reminder functionalities can be incorporated to prompt users to review their reflections regularly, enhancing the effectiveness of the reflection process.

Version 2: Building upon the first version, the second design concept introduces the use of artificial intelligence (AI) to assist in the reflection process. With this approach, the text-based diary entries made by rural graduates can be analyzed using AI techniques. By examining the content of the entries, the AI system can identify signs of rumination. This valuable feature enables the system to recognize when users are engaging in excessive and unproductive self-reflection. In such cases, the app can provide timely reminders to discourage rumination and offer suggestions and advice to help individuals break free from negative thought patterns.

Version 3: Recognizing the complexity of rumination and its potential impact on mental well-being, the third design concept involves collaborating with mental health professionals. The AI-powered mobile application can provide relevant information about users who display signs of rumination to psychologists and counselors. By sharing anonymized data, mental health professionals gain insights into users' situations and can provide tailored support and guidance. This collaborative effort between the app and mental health experts aims to rescue individuals from the harmful effects of rumination and help them navigate their career paths more effectively.

Version 4: Expanding the impact of the mobile application, the fourth design concept involves establishing connections with users' employers or relevant organizations. When users exhibit signs of rumination, the app can utilize AI to analyze and anonymize their data, sharing relevant information with their employers or relevant entities. This data sharing aims to seek support from these organizations, allowing them to provide targeted assistance to employees struggling with rumination. By addressing the issue at the organizational level, the app strives to create a supportive work environment that promotes mental well-being and enhances overall productivity.

Version 5: The fifth design concept focuses on creating a platform that fosters peer support and social networking among rural graduates. The mobile application can provide a space where individuals can ask questions and seek advice related to their career experiences and challenges. This platform encourages interaction and knowledge exchange among users who have similar backgrounds and experiences. It serves as a hub for individuals to seek peer

support and social support, offering practical advice, sharing success stories, and providing a sense of belonging and encouragement. Through this platform, users can find guidance, build connections, and foster personal growth and development in their career paths.

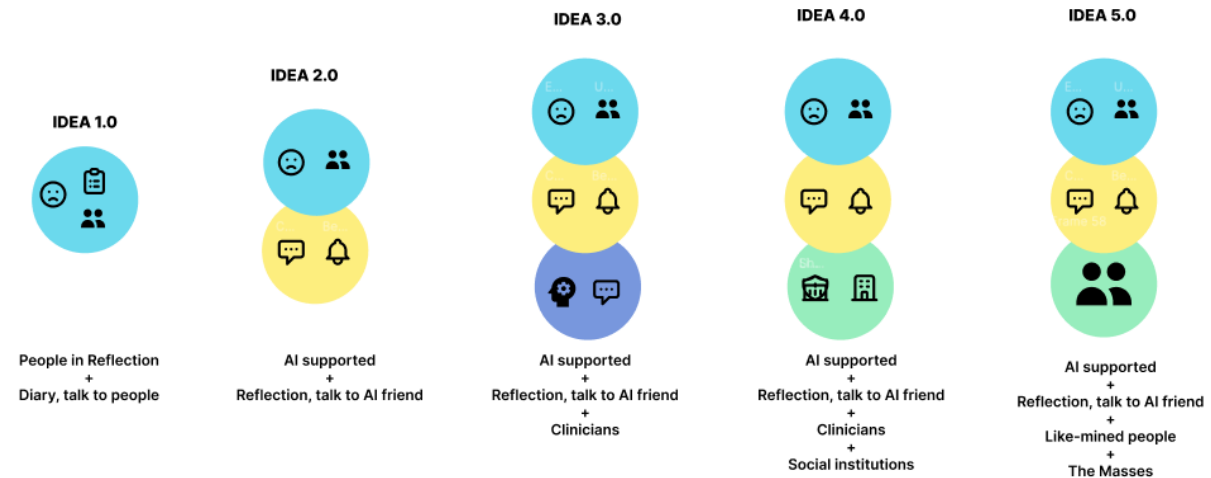


Fig.20

## 5.2 Altered to Consensus & Interviews

To respond to the above bold ideas, Design of a consensus (Appendix 2) was used to design a questionnaire to assess the chance of the system that supports rural graduates in their early career development and workplace adaptation with AI tech.

From the results of the questionnaire, the following main points of interest are:

1. Rural graduates seldom turned to psychologists for help when they encountered mental problems caused by workplace issues. And for those who had severe mental problems, the therapists expressed their less confidence about AI therapy, but the reflections from rural graduates may be useful to early identification for mental problems, such as rumination.
2. The overall results came to show that there was a chance that people would be willing to talk to the AI chatbot if it was smart.

Due to the underdeveloped questionnaire, it was difficult to get more insights first. With the design thinking in my mind and Roleplay of participants, potential users, and all other stakeholders I interviewed involved in this innovation, some ideas and suggestions stand out: All relevant people have positive feelings about the overall concept, e.g. (+)\* In China, we don't have this kind of application for rural graduates; If the design is based on reality, rural graduates will benefit a lot from it. (Fig.21)

1. From the therapist's perspective: (!)\* Reflection can be helpful for rural graduates to clear their strengths and skills, as well as their goal in career, but rural graduates may

need more guidance when conducting reflection; (!) It's better to use AI as an assistant for therapists.

2. From the perspective of social services agency: (-)\* This is a social problem, it is nice to have if everything permits. Regarding public sector restrictions, it is impossible to anticipate the benefit of the design.
3. From the company's perspective: (-) Personal information provided with the company can be a risk of enlarging employees' sense of unfairness, and some companies may have concerns to hire people with severe mental problems like rumination.
4. From the educators' perspective: (!) Rural graduates only discuss job-related guidance during their school years; once entering the workforce, they rarely reach out for communication. It will help them prepare for the professional environment during the two years leading up to graduation. Experiences from like-minded people can be helpful for rural graduates for their career development.
5. From the perspective of technologists: (+) People are willing to talk with AI if it displays its effectiveness and smartness towards users' actual language context and requirements.

Fig.21



### 5.3 Final Version of IDEA

Therefore the whole design can be a mobile application to support reflection with the help of AI chatbot and many communities of practices. It includes two main parts: one for self-reflection, the other for questioning, sharing and connecting. It suggests that creating an environment or providing resources that encourage and support reflection can help rural graduates take charge of their career paths.

It is noted that the AI chatbot is an automated communication assistant that provides reflection-related information through simple conversations and identifications of rumination users might have in the workplace and reflect as written text in the application.

## 5.4 System Design

### 5.4.1 General Process

If the user has used the app before, logging into the account will present the user two choices: one is for conducting reflection, the other is to activate the customized AI chatbot which has been provided with information from past conversations. For the reflection function, the user can follow the four steps to conduct reflection; from this part, the user can also get advice after text analysis. And if the outcome of the analysis is bad, RRS testing (Appendix 4) will be given with guidance. After RRS testing, the user can get more detailed advice after quantitative results. If the user's result is judged to be high rumination - the user is advised to seek help from a clinician. For the function of talking to the AI friend, the AI chatbot will then greet the user, for example, by asking how he or she is right now, or if he or she has done anything that needs reflection today. Then the conversation with the AI chatbot continues until the user wants to end the conversation or until the reflection that needs to be done today is completed.

If the user uses the application for the first time, the user needs to register an account first with basic profile information. After this, the user can continue the steps mentioned above, except for a new user, the application will add one more move to ask for more personal information, if he or she does not want to provide that, the psychological chatbot will be activated (Fig.22)

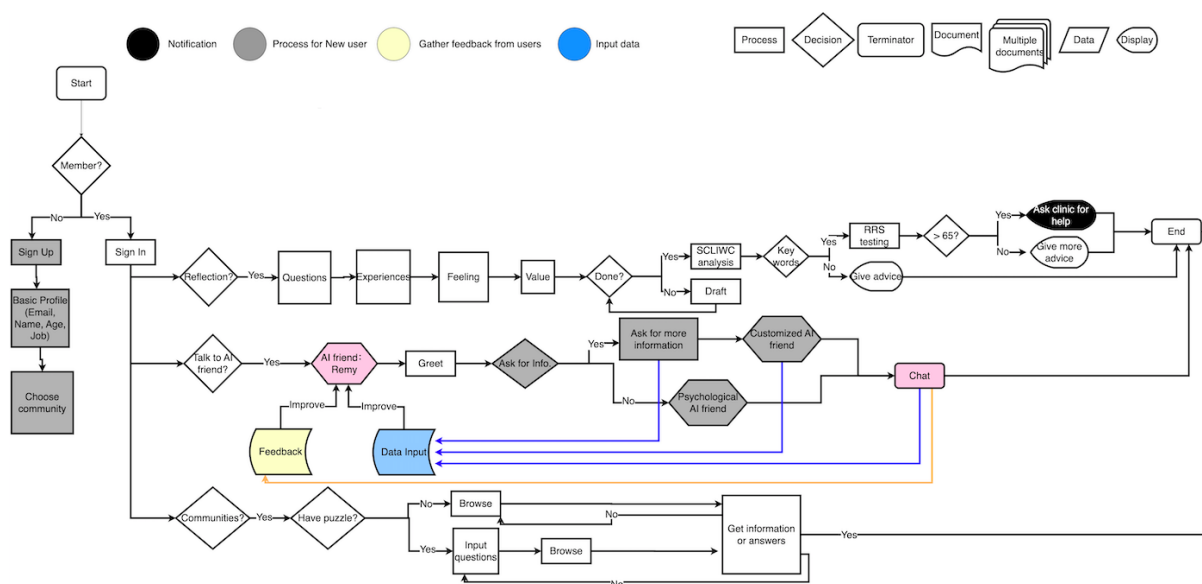


Fig.22

### 5.4.2 Three Levels of AI Chatbot

While using the technique, Roleplay of participants, for discussion with engineers and psychologists and potential users, we deepened the approach to training AI chatbots within the system (Fig.23):

- 1) Basic AI chatbot: AI chatbot learns many basic conversations, at this point, AI chatbot can continue with general conversations.
- 2) Psychological AI chatbot: Basic AI chatbot learns clinical conversation from psychological knowledge related to rumination. At this time, AI chatbot behaves more professionally.
- 3) When a user provides more personal information about his or her experience in the workplace, the user has a customized AI chatbot. It continuously learns from conversations with and feedback from the user, becoming much smarter and more empathetic. At this stage, the AI chatbot can be warm, professional and thoughtful.

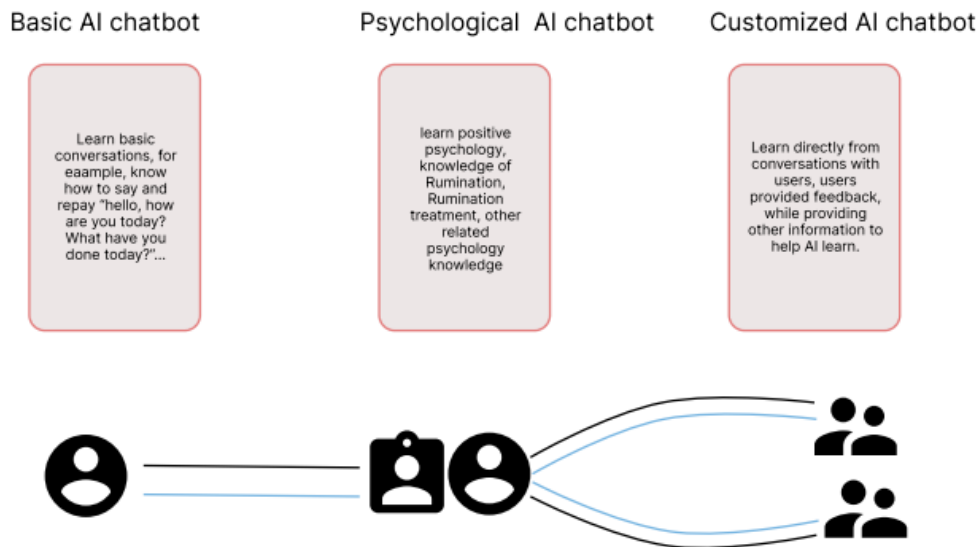


Fig.23

Since in the questionnaire and interviews most stakeholders and potential clients express their concern for data security, users can decide whether to provide personal data or not. And in the privacy settings part, users can review what kind of information is collected, and they can delete the collected information if they want to.

### 5.43 Chat Process for Users

For users, AI chatbot provides three primary services (Fig.24):

1. Providing reflection knowledge: the AI chatbot conveys knowledge about reflection through text, audio during a conversation. It then discusses the knowledge with the user or confirms the questions before giving answers.
2. Helping users monitor their rumination: AI chatbot will ask users about their rumination weekly. The content is based on an RRS table, which asks users about their experience about the workplace.
3. Providing periodic reflection feedback: AI chatbot generates reflection and rumination charts of users based on the dimension of time.

- Providing reflection prompts for three different phases of career explorations: AI chatbot will firstly confirm the user if he or she is in the phase input before, then AI chatbot will generate questions based on the specific phase and randomly choose several questions, the number of the questions will be based on the time set by the user.

If the user is early in his or her career exploration, the questions used are from Wellesley Career Education ; if the user has been exploring career paths, the questions used are from Middlebury College Center for Careers and Internships; if the user has done a job simulation as part of his or her exploration, the questions are from InterSECT.

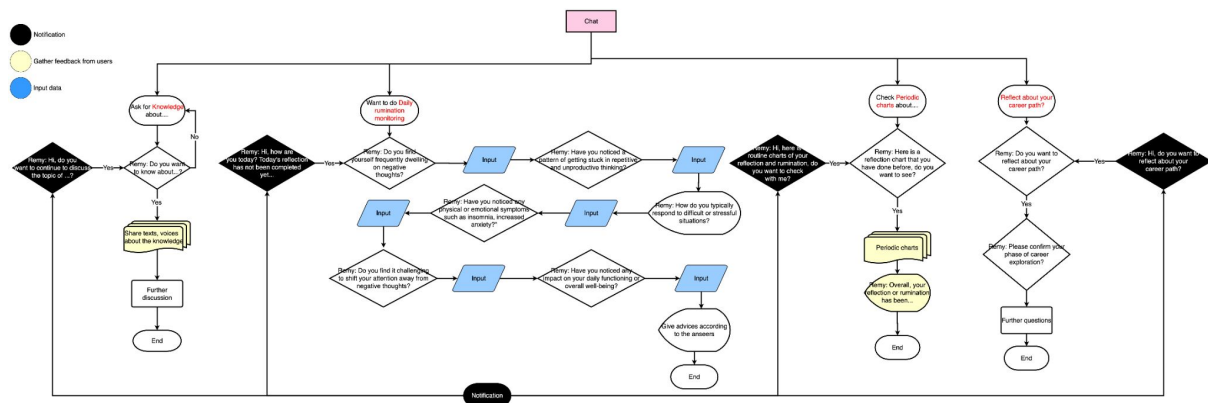


Fig.24

### 5.44 Career Journey

The following picture is cited from the University of St Andrews which is a framework called Career Journey (Fig.25) to support its students to assess their career options and form a plan of action to develop a meaningful career. It divides the whole journey into three parts: Explore, Develop and Make it happen. For Explore, it helps students to understand themselves, gain insight and inspiration; for Develop, it helps students to focus and go deeper, try things out; for Make it happen, it helps students to get ready. I think the three words express well the three stages that rural graduates will experience during their career path. Therefore for the functions of career path reflection will be Explore, Develop, Make it happen respectively.

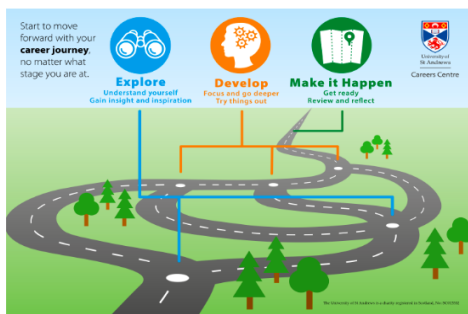


Fig.25

(<https://www.st-andrews.ac.uk/careers/career-options/career-journey/>)

## 5.45 SCLIWC & RSS Test

The polarity of the words (positive/negative) was analyzed with LIWC (Linguistic Inquiry and Word Count) (JW., P et al, 2001), a text analysis software that is widely used in a broad range of experimental settings to evaluate emotionality (JW., P & YR. T, 2010). To recognize rumination from a written diary with rumination, the study will use the Linguistic Inquiry and Word Count (LIWC) tool in a mobile application platform, here is used Simplified Chinese version of the SCLIWC (Gao et al, 2013; Zhao et al, 2016;) software, requiring the appropriate license from the official LIWC website.

For analysis, the application will display results based on patterns and frequencies of rumination-related categories. Higher frequencies of words related to rumination may indicate a higher likelihood of rumination. According to Rosenbaum et al. (2018) article, we select the degree of rumination on the cutoff values: high-degree ruminators were defined as having a mean RRS score higher than 65, while low-degree ruminators were defined as having an RRS score lower than 27 (Rosenbaum et al., 2018). The number 65 and 27 will be used in this analysis of rumination.

Then the application will provide feedback or suggestions Based on the analysis results. For example, it could offer prompts for positive reframing, coping strategies, or encourage seeking support if rumination is detected.

If unlucky the user gets a high score above 65, the Ruminative Response Scale (RRS) will be used to further check. It is a psychological measurement tool designed to assess an individual's tendency to engage in rumination, which is the repetitive and passive focus on one's distress and its causes, consequences, and symptoms. The RRS was developed by Susan Nolen-Hoeksema and her colleagues in 1994. The RRS consists of a set of 22 items that capture various cognitive and emotional aspects of rumination. Participants are asked to rate how frequently they experience each thought or behavior when they feel sad, depressed, or down.



## 6. The Application: RePaths

### 6.1 Design Material

#### 6.11 Application Name - RePaths

In English, “RePath” signifies the act of reevaluating and reshaping one’s career trajectory. It suggests the potential for individuals to reflect on their inherited habitus and make intentional choices to redirect their path. The name conveys the idea of transformation and personal agency in navigating one’s career journey.

In Chinese, “重塑路途”(“chong su lu tu”) combines “重塑”(“chong su”), meaning “reconstruct” or “reshape”, and “路途”(lu tu), which translates to “path” or “journey”. This interpretation acknowledges the influence of habitus and suggests the possibility of consciously reconstructing one’s career path despite the inherited dispositions. It emphasizes the potential for individuals to break free from the limitations of their rural background and forge their own way.

By emphasizing the concept of reflection, “RePath” implies the value of seeking inspiration and insights from others who have navigated similar career challenges. It encourages individuals to leverage the collective wisdom and knowledge of a community, learning from the experiences and reflections shared by others to make informed decisions and shape their own path more effectively.

The plural form of “Paths” suggests the availability of diverse routes and the recognition that individuals can learn from the experiences and reflections of others. “RePaths” also reflects the notion of coming together on the journey of career development, sharing experiences, and learning from others. It emphasizes the significance of community, collective learning, and drawing inspiration from the experiences and reflections of fellow individuals.

#### 6.12 Application Logo

The logo consists of four main elements, reflection support, the spot of reflection, the spot of social support, and the unknown career path. The overall image shows the user gets the support in reflection, conduct reflection, and receive social support through his or her career

path, and finally the user can have a more lighting future for his or her career path (Fig.26)

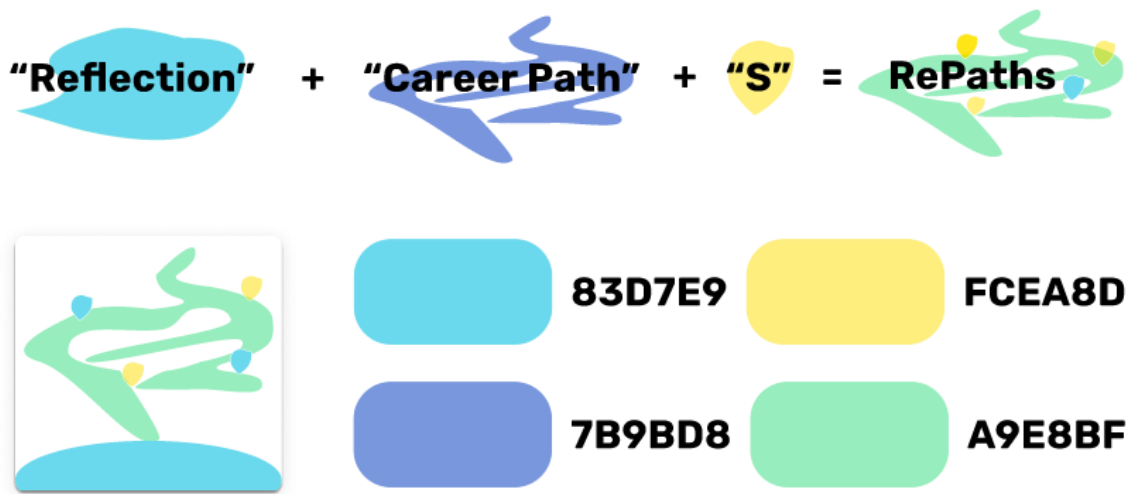


Fig.26

### 6.13 Application Color

According to the suggestions of potential users, therapists and researchers for color psychology, the colors in the applications should give people a sense of calmness and focus, and also provide people with warmth, hope and growth. In addition, it should feel trustworthy in terms of the users' puzzles and needs and should be positive and empathetic. Therefore the colors used in the application are Light Blue, Blue, Light Orange and Green. The color blue makes people feel calm to conduct reflection, the color orange gives people a sense of warmth, and people after periodic reflections can get growth and hope, displayed in green color.

## 6.2 What Users Can Do in RePaths?

According to what we have explored in color psychology and the logo of RePaths, the application hopes to support rural graduates to conduct reflection thus lead their career development, therefore in the landing page, pictures with turns in green forest are displayed to imply that with RePaths users can have a hopeful career path. (Fig.27-29)

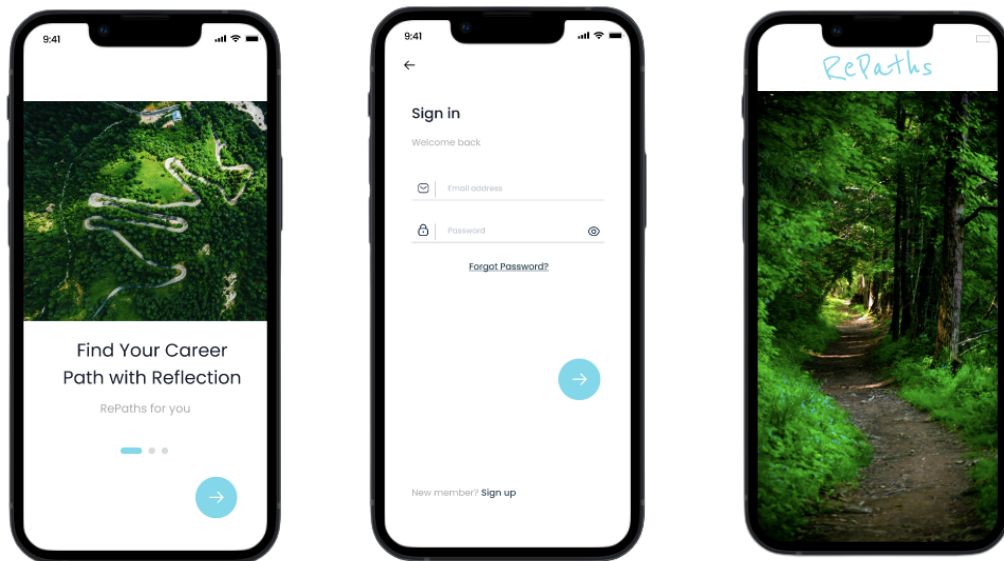


Fig.27-29

It's clearly the application's focus on the function of reflection in the career path, to make it as simple as possible for users to use, the following four parts will be shown in the home page. That is the Reflection part, Community part, Message part and Me part.

### 6.21 Reflection Part

Reflection part displays functions like reflection now, use prompts to reflect, ask the AI friend and think about career journey.

For the process of Reflect now, users will follow the framework of four elements to conduct reflection, questions consisting of four elements will be shown in sequence by tapping the button "bulb" at the bottom. A ring is put on the top for the user to set reflection time or make reflection a routine practice. (Fig.30-32)

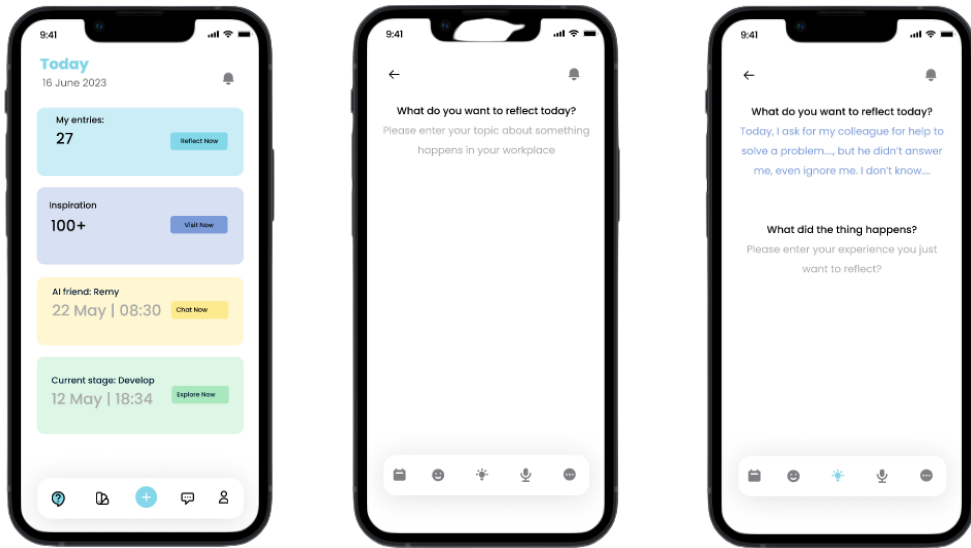
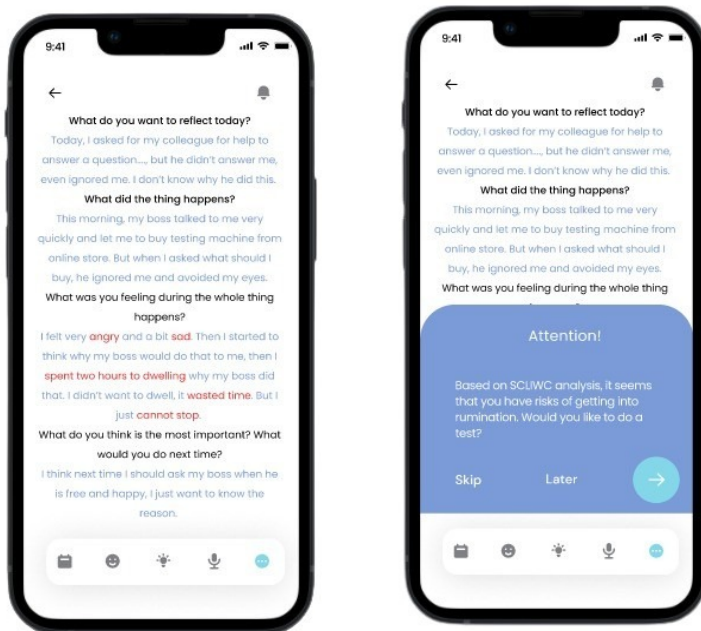


Fig.30-32

Once the user has finished reflection, the reflection text will be analyzed by SCLWIC tool to predict if the user has signs of rumination. And if the result is not happy, the application will have a notification to ask the user to conduct an RRS test (Fig.33-36).



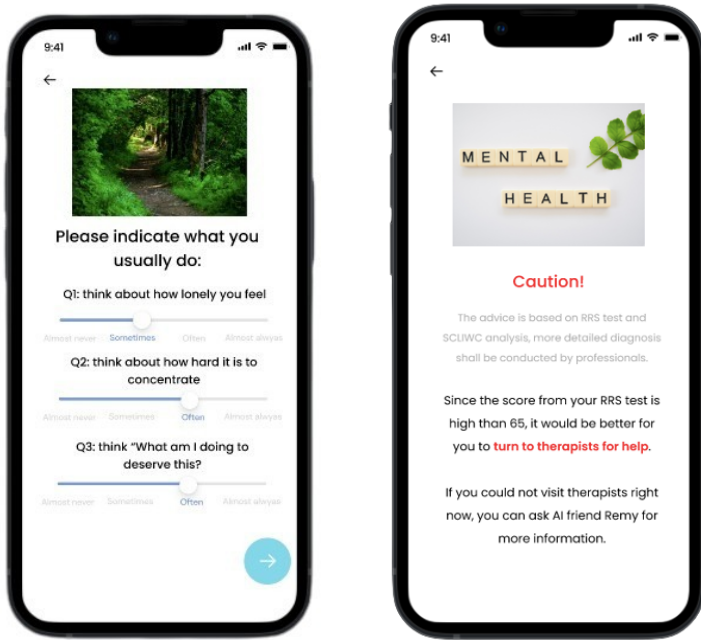


Fig.33-36

For the process of Inspiration, users can follow prompts to do reflection, in case the user might have experienced nothing special but still want to conduct reflection to keep it a routine practice (Fig.37-38).

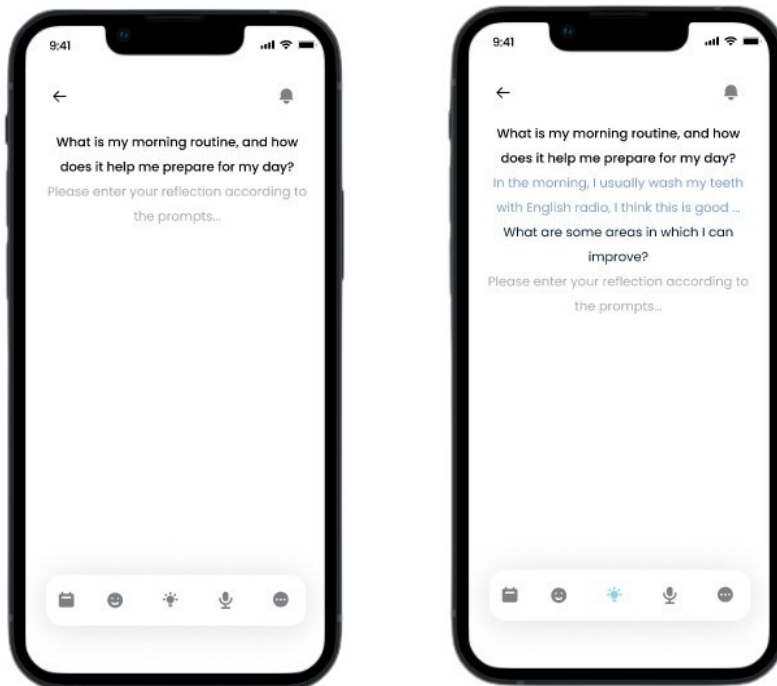


Fig.367-38

For the process of Chat with the AI friend, the user can tap the “Chat now” to have a conversation with Remy. With Remy’s help, the user can easily conduct reflection with an AI friend, to make the user feels warm and happy; also, the user can get knowledge of reflection, rumination or reflection related to career path; another thing Remy can do is reminding the user to do periodic check with recent charts; finally Remy can provide career exploration questions to make the user think more clear about his or her career path, and prepare for a better path (Fig.39-42).

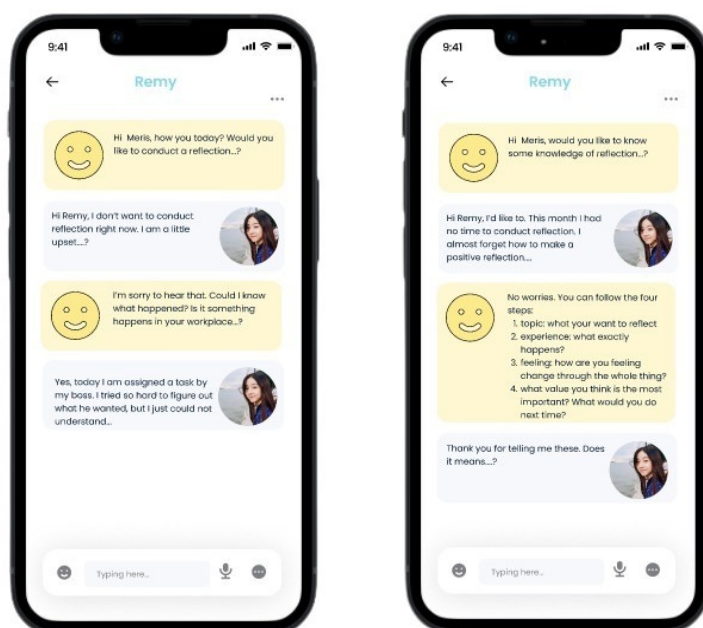




Fig.339-42

## 6.22 Community Part

Community part is where the user can find information and like-minded people to get peer support. Basically the topics presented in the community are related to reflection, career and rural graduates. At the beginning, the application might not have so much feeds, but it may not be a huge problem as we get confirmation from the consensus questionnaire, that people are willing to share their experience; what's more, people having succeeded from rural areas are more empathetic and know what means to them to get helps from others in their early career. (Fig.43-45)

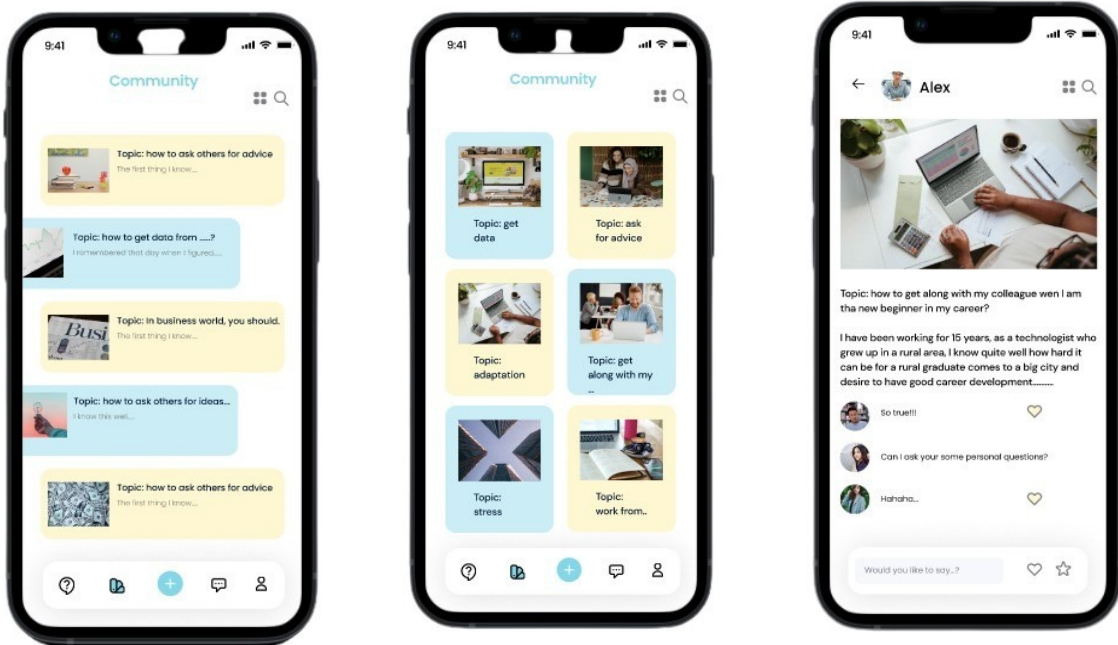


Fig.43-45

## 6.23 Plus Sign

Since reflection is the key point, a plus sign is put in the center of the bottom function bar. One tap at the Plus button, users can easily conduct reflection, ask questions in community or share reflection to others (Fig.46-48).

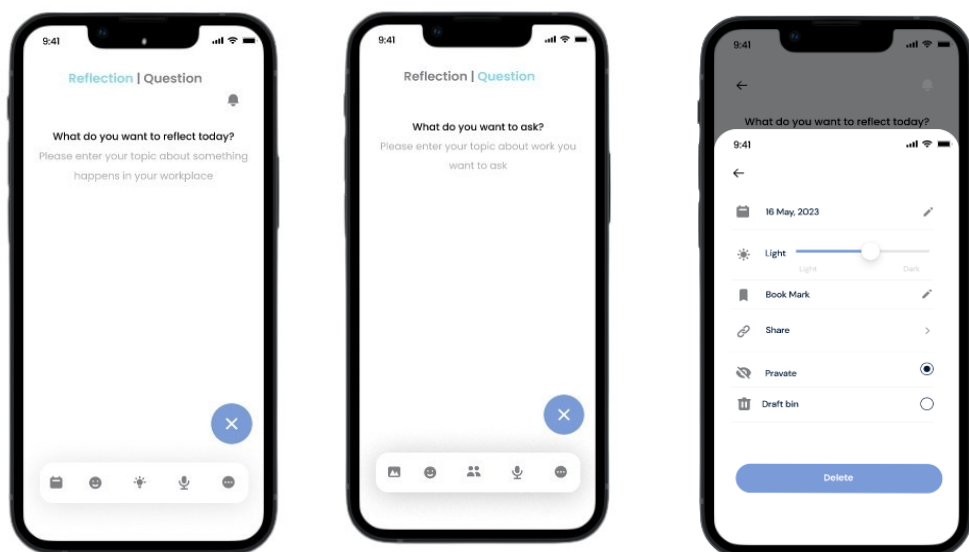


Fig.46-48



## 6.24 Message Part

The Message part is utilized together with the Community part, especially if the user has found some important topic or reflection articles, so that the user can have a relatively close connection with the author, and asks further questions to clear puzzles (Fig.49-50).

As people like doing things together with others, in the Message part, the user can organize a group or join a group to communicate detailly with other peers. By this design, we hope that users can get useful information they want and fill the information gap between rural people and urban people. What's more, since all the users are anonymous, the participants can feel free to share their experiences without peer competition.

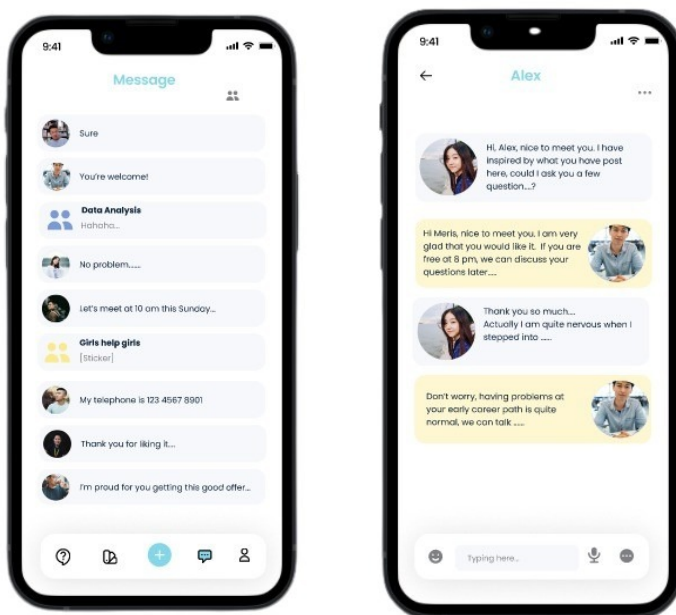


Fig.49-50

## 6.25 Me Part

The Message part is basically the entries of reflection and feeling charts. In this part, the user can review what they have written. With the hashtags added during reflection, the user can also review his or her reflection filtered with specific topics. Also time filters are also designed to make it easier for users to use. (Fig.51-52)



Fig.51-52

## 7. Conclusion

Through the whole career of rural graduates, they will encounter so many problems and puzzles due to their lack of social capital, not getting the information like urban graduates do, and will easily get trapped into rumination. This project studies the living conditions of rural graduates, explores their limitations socially, psychologically and educationally, and attempts to explore the possibilities of AI and reflection supporting their career development.

In this paper, we have designed the RePaths, incorporating various methodologies, including reflection cycles, Ruminative Response Scale (RRS), SCLIW tool, social capital, and social network, to create a relatively comprehensive platform for users. Throughout the design process, we implemented several key features in RePaths. Users are able to input their reflections based on the structure of topics or viewpoints, experiences, emotions, and values. AI technology is leveraged to analyze the written diary and recognize signs of rumination, providing timely reminders and suggestions to users. The community of practice offers a platform for users to seek advice and support from peers, fostering a sense of belonging and social capital.

## 7.1 Exploration

Looking ahead, there are exciting opportunities for further exploration in new areas. For instance, integrating natural language processing (NLP) techniques with sentiment analysis and emotion recognition could deepen the understanding of users' reflections and emotional states. This could enable the application to provide even more targeted and tailored support. Furthermore, incorporating gamification elements, such as progress tracking, goal setting, and rewards, could enhance user motivation and engagement in the reflection process.

## 7.2 Limitations

While the design of RePaths and the research paper have made strides in addressing the needs of rural graduates in their career development, there are areas where improvements can be made.

Firstly, extensive user testing and evaluation could have provided valuable insights into usability, functionality, and user satisfaction in the future to enhance the overall design and ensure that it truly meets the needs and preferences of the target audience. Additionally, a more comprehensive literature review and theoretical framework would have strengthened the academic rigor of the paper and provided a solid foundation for the design decisions made in RePaths. Furthermore, while efforts were made to address the challenges faced by rural graduates, it is important to recognize that RePaths cannot fully replace personalized career

counseling or mental health support. The paper could have discussed the potential ethical considerations, privacy concerns, and the need for proper user consent and data protection when implementing AI technologies and analyzing personal reflections.

### 7.3 What Is More In The Future

In the future, RePaths could expand its reach beyond rural graduates and cater to a broader audience, including individuals from diverse backgrounds and stages of their careers. Moreover, closer partnerships with educational institutions, career development centers, and mental health professionals could provide valuable resources and expert guidance within the application.

In conclusion, RePaths offers a valuable platform for rural graduates to engage in reflection, recognize and address rumination, seek peer support, and navigate their career paths. While there are areas for improvement, the application demonstrates the potential of leveraging technology to empower individuals in their personal and professional growth.

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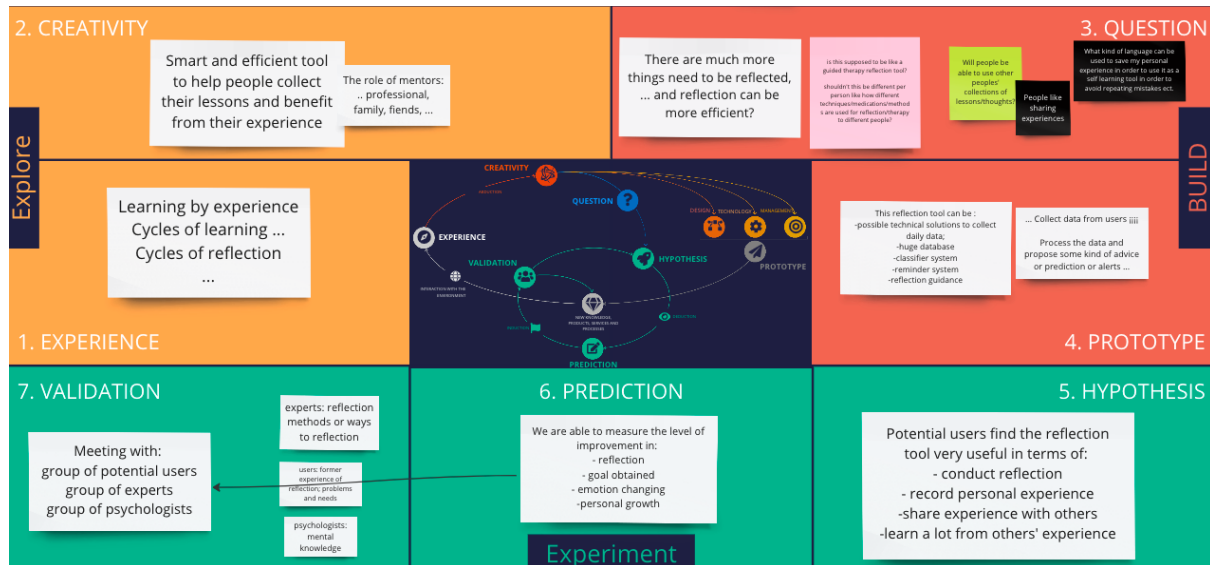
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# Appendix

## 1. Research Map



## 2. Consensus

**Project RePaths**

**What do the experts say?**

**Goal:** **Helping college graduates get more career growth by reflection with the help of new technology**  
The objective of the study is to assess the chance of success of a system that help college graduates who come from rural areas to get more career growth with AI technology

**Questions:**

What extent do you consider rural college graduates recover from workplace issues by themselves?  
min: Absolutely No | max: Absolutely Yes  
Scale: 1/6

What extent do you consider rural college graduates recover from workplace issues with psychologist?  
min: Absolutely No | max: Absolutely Yes  
Scale: 1/6

Do you think people are willing to share their personal experiences to train AI robots to help them recover from workplace issues?  
min: Absolutely No | max: Absolutely Yes  
Scale: 1/6

Were you from rural area? Had you met workplace problems in your career?  
min: Absolutely No | max: Absolutely Yes  
Scale: 1/6

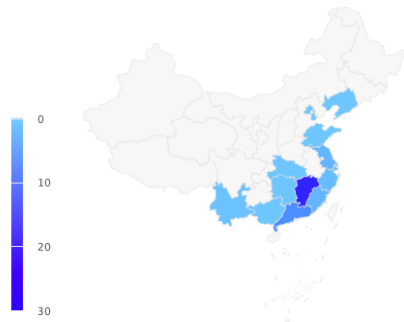
Do you think that if personal experiences of someone who has suffered workplace issues is passed to his former university, can it helps the university provide some help to next graduates facing their upcoming career planning?  
min: Absolutely No | max: Absolutely Yes  
Scale: 1/6

Do you think people are willing to talk to AI chatbot when they met problems in workplace?  
min: Absolutely No | max: Absolutely Yes  
Scale: 1/6

**Profile of participants: Options (age and gender already done)**

Professional	Human resource; Civil service; Psychologist; Technologist; Educator; Other
Years of experience	0-3; 3-5; 5-7; 7-10; 10+
...	...
...	...

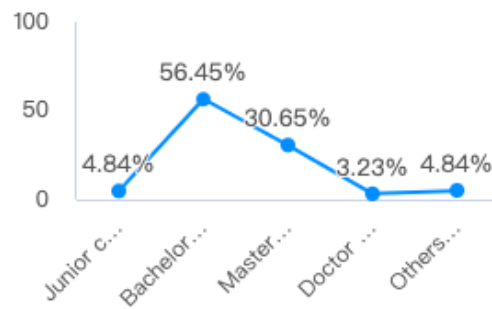
### 3. Questionnaire



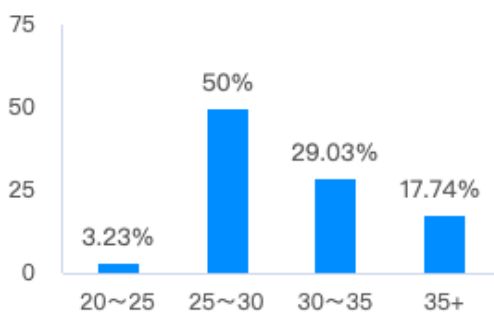
1. What is your gender? (您的性别?)



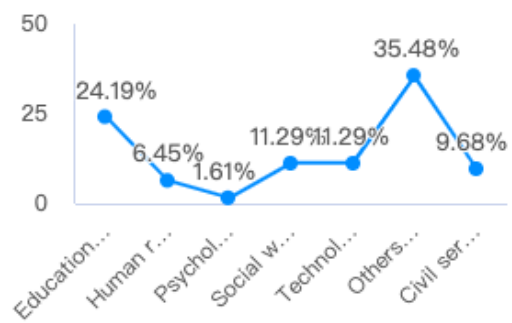
3. What is your highest level of education...



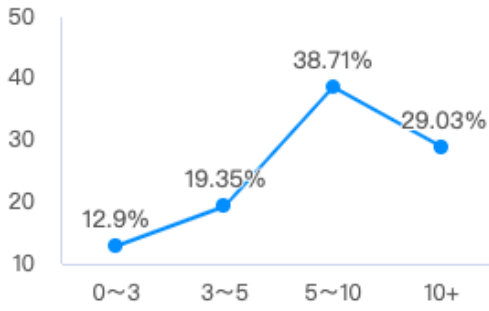
2. What is your age? (您的年龄?)



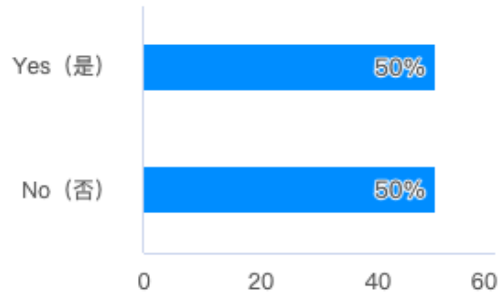
4. What is your current occupation or prof...



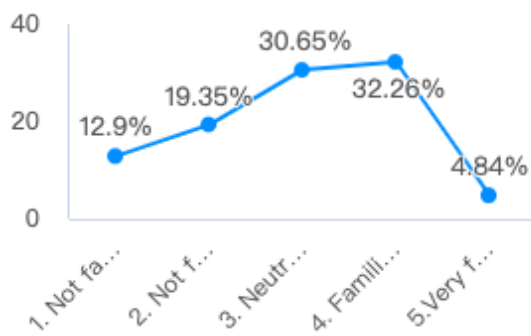
5.How many years of work experience d...



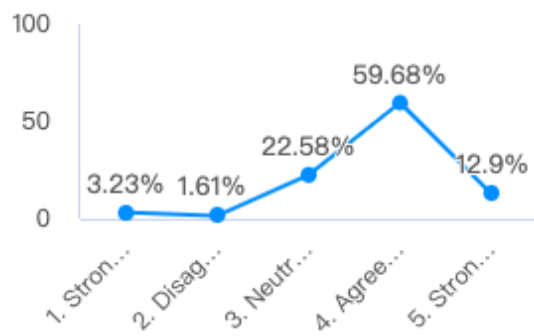
6.Have you worked with or provided guid...



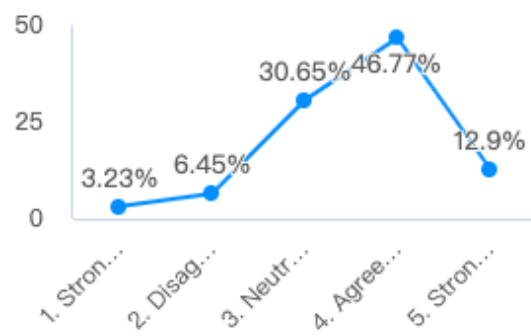
7.How familiar are you with the challenge...



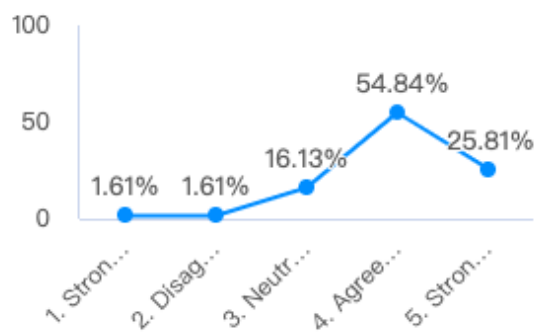
8.Reflection on daily work experiences c...



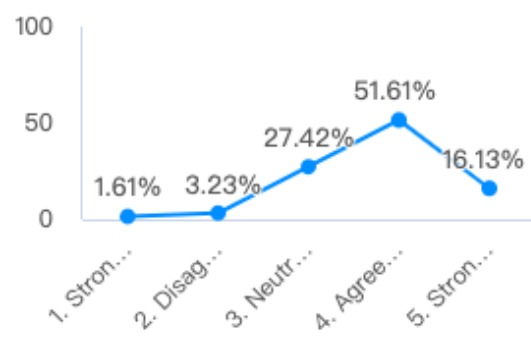
9.The use of a mobile application for refle...



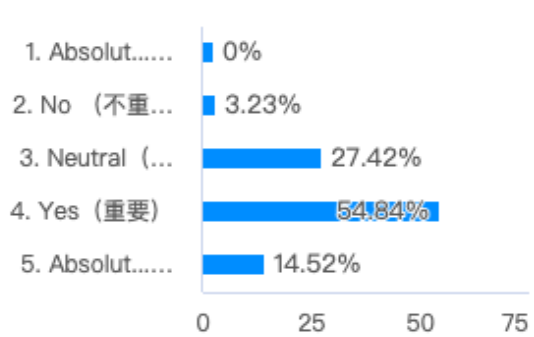
10.Increasing the social capital of rural gr...



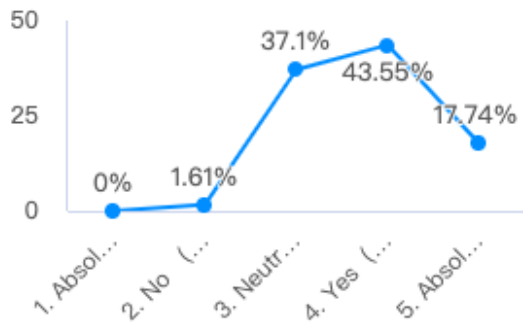
11.The use of technology, such as a mob...



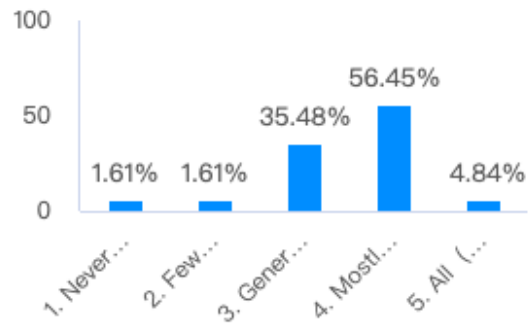
12.How important do you think it is to inc...



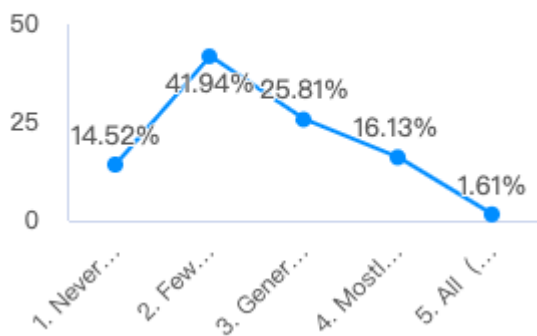
13.To what extent will the mobile applicat...



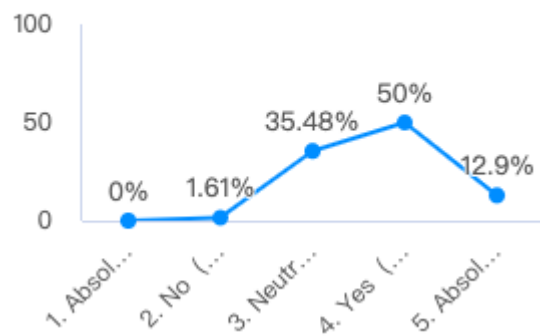
14.To what extent do you consider rural ...



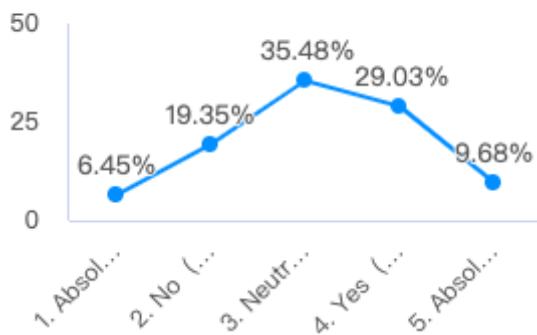
15.To what extent do you consider rural ...



16.Do you think people are willing to shar...



17.Do you think people are willing to talk ...



18.Do you have any additional comment...



## 答案文本



为中国农村大学毕业生开发移动应用程序可以让他们提前了解职场，发现需要面对的职场问题，且能为农村大学生提供交流平台

加快农村信息化水平

**a meaningful thing to do, go ahead**

多实践多支持

加强实践，学以致用

早期职业发展一定要考虑到发达地区而不是想着反哺家乡

支持开发

**meaningful work**

推进普及率，但要注意数字鸿沟的问题，何为农村以及标准为何

增强互动性

**good idea**

多加入前辈的经验

社区、招聘方审核

不太了解

根据我个人的观察和体会，中国现在的大学生在学校专业选择时很多都是跟随国家的发展形势选择社会建设中相对比较热门，更容易就业的专业，这是中国农村发展相对落后的基本情况决定的。相对的毕业后面对各种压力，如果不能很好的处理，会对很多人的心理造成深远的影响，矛盾不被解决必然会持续存在，然而在职场中的竞争环境和繁忙的工作中，缺少客观积极的引导可能是现在很多大学生面临的严重问题，因为很多问题相对隐私，很多学生不愿向他人展示自己脆弱的一面，造成心理问题不能及时疏导。希望有一个专业的软件可以处理这些问题。

可以

非常期待

可以

科学改善生活

科技是双面镜吧 社交媒体上的人有千面。我认识的中国小一点的城镇村的大学生，很多都是迫于家庭压力，钱，住房压力或者催婚催育，阻碍了职业发展。可能刚毕业会在大城市工作几年，之后很多都回去买房结婚生子带娃。尤其是女性

这样对中国农村大学生还是很有帮助的，能够帮助他们择业，有更多的选择。

有投入才可能会有产出。给不了太多建议，时间出真知

建议在该移动程序中新增一些例如沟通类、情商类、求职类等课程，然后可以借由课程里面的观点进行讨论、经验分享。

这一类的移动应用程序，在设计上最好多一点仿生功能，让人感觉是在和真实世界互动，比较有代入感，多一点人性化的设计，而不之前机械或者模板式的提问题和解决问题；此外，一把钥匙开一把锁，一个人的成长和职业发展，受制于以前的经验和所处的环境，应用程序要深入的采集到关键数据，才能解决对症下药，提高效果。

增加社交多元化、吸引年轻人元素。

具体化农村大学生会遇到的问题

多点实际帮助，少一点程序负担

要致力于为农村大学生解决实际问题，着力于为农村大学生排解不佳情绪，理清清晰思路，找到正确导向。

只是农村大学生想不想用这类APP进行反思，这变成了重要的影响因素之一。

反思类移动应用程序可以帮助农村大学生(或可帮助更多人)进行生活以及工作上的反思，从中汲取经验，为以后遇到类似的问题提供锦囊妙计。

## 4. RRS

### Rumination Scale

People think and do many different things when they feel depressed. Please read each of the items below and indicate whether you almost never, sometimes, often, or almost always think or do each one when you feel down, sad, or depressed. Please indicate what you *generally* do, not what you think you should do.

1 almost never      2 sometimes      3 often      4 almost always

1. think about how alone you feel
2. think "I won't be able to do my job if I don't snap out of this"
3. think about your feelings of fatigue and achiness
4. think about how hard it is to concentrate
5. think "What am I doing to deserve this?"
6. think about how passive and unmotivated you feel.
7. analyze recent events to try to understand why you are depressed
8. think about how you don't seem to feel anything anymore
9. think "Why can't I get going?"
10. think "Why do I always react this way?"
11. go away by yourself and think about why you feel this way
12. write down what you are thinking about and analyze it
13. think about a recent situation, wishing it had gone better
14. think "I won't be able to concentrate if I keep feeling this way."
15. think "Why do I have problems other people don't have?"
16. think "Why can't I handle things better?"
17. think about how sad you feel.
18. think about all your shortcomings, failings, faults, mistakes
19. think about how you don't feel up to doing anything
20. analyze your personality to try to understand why you are depressed
21. go someplace alone to think about your feelings
22. think about how angry you are with yourself

## 5. Reflection Questions from Wellesley College

1. What is important to me?
2. What careers seem interesting to me? Why?
3. Who has influenced my ideas about my career options?
4. What jobs might I consider as a parallel plan? (Plan B, Plan C, etc.)
5. What career paths can I cross off my list?
6. How do I want to be remembered?
7. What impact do I want to make on the world?
8. What topics and ideas spark my curiosity?
9. What do I “geek” over? What could I talk about for hours?
10. What do I have to offer others?
11. What comes naturally to me?
12. How do I like to spend my time?
13. What are my favorite classes, and why?
14. What extracurricular activities do I enjoy? What have I learned about myself from participating in the activities?
15. Who do I look up to? What about them inspires or motivates me?
16. What personal qualities do I view as my strengths?
17. What activities make me feel happy or energized?
18. When do I feel most comfortable and at ease?
19. What are the biggest lessons I’ve learned so far?
20. How do I define success?
21. If I were guaranteed success, what would I do?
22. When have I been most inspired or most motivated?
23. If I could choose a tattoo for myself, what might it be? Why?

## 6. Middlebury College Center for Careers and Internships

### REFLECT ON WHAT YOU LEARNED

Now that you've gathered information about a career path that interests you, take some time to reflect on what you learned:

1. Are you still interested in this option now that you've completed your research? Why or why not?
2. Did you discover anything about this option that surprised you?
3. List five characteristics about this option that you like most.
4. List any characteristics about this option that you do not like.
5. What more do you need to learn about this option in order to decide you'd like to pursue it?
6. What other resources could you use to learn more (people, groups/associations, print/web, etc.)?
7. What barriers might you face in pursuing this option and how might you overcome them?
8. What could you do now to begin preparing for this option?
9. Are there other career paths that you discovered in this process that you'd like to learn more about?

### NEXT STEPS

Don't stop now. What will you do next to continue your career exploration or preparation? Use the My Action Plan worksheet below to help you get organized and reach your goals.

#### My Action Plan (goals)

<p>Today, I'll . . .</p>     <p>Resources I need:</p>
<p>This week, I'll . . .</p>     <p>Resources I need:</p>

<p>By the end of the month, I'll . . .</p>     <p>Resources I need:</p>
<p>By the end of the semester, I'll . . .</p>     <p>Resources I need:</p>
<p>By the end of the year, I'll . . .</p>     <p>Resources I need:</p>



## 7. Self-reflection Guide from InterSECT

### SELF-REFLECTION GUIDE

These questions are designed to help you reflect upon the job simulation, and to help you consider what you learned. After completing these questions you will be able to:

- describe what you liked and disliked about the task
- identify at least one thing that you learned about this career field, after performing the job task
- describe the impact this activity had on your exploration of this career field

Title of the Job Simulation: \_\_\_\_\_

#### **Intellectual Stimulation: *Did this task interest you?***

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I would like to do tasks like this on a daily basis	5	4	3	2	1
I would enjoy doing this type of background reading on a daily basis	5	4	3	2	1
I would enjoy talking to these types of professionals on a daily basis	5	4	3	2	1

What did you like most about this task?

Were there parts of this task that you didn't like? If so, what were they?

#### **Job Simulation: *Did this experience help you with your career exploration?***

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
After completing this job simulation, I feel prepared to complete this task in a professional setting	5	4	3	2	1
I will seek additional information about this career path	5	4	3	2	1

What would your next steps be for continuing to explore this career path?