Evolving as Facilitative Teacher for Sustainable Development
(Developed as a part of UNESCO Open Education for a Better World Mentoring Program)

MOOC

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Course link: https://courses.mookit.co/course/eftsd

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Evolving as Facilitative Teacher for Sustainable Development

MOOC for Every Teacher who Aspires to Excel

Free and Open for Everyone to Learn Anytime Anywhere across the World

Course Content
- Concept of a Facilitative Teacher
- Role of Facilitative Teacher in Sustainable Development
- Socio-emotional Aspect of Facilitative Teacher
- Attributes of Socio-emotional Facilitative Teacher Development
- Ways of promoting Socio-emotional Facilitative Teacher Development

Hosted by Sandeep Patil
Assistant Professor, Azad College of Education, Satara (M.S.), India

Course Information: https://courses.mookit.co/course/efts
Course Registration: https://courses.mookit.co/user/register
Enroll after Registration: https://courses.mookit.co/user/register

Duration: 3 Weeks
20th May 2019 to 9th June 2019
INTRODUCTION

Motivation of the Project
1. Urgent Need for commitment towards sustainable development
2. Necessity of facilitative development of teachers towards sustainable development
3. Time to promote the open education movement
4. MOOCs as the best means to approach a global audience openly
5. My Experience of participating in various MOOCs
6. Need of promoting MOOCs and OERs among teachers

Goals of the Project
To enable the participants to
1. Recognize the role as facilitative teacher for sustainable development.
2. Promote facilitative teacher development particularly in socio-emotional perspective.

Target audience
1. Pre-service Teachers (Student teachers)
2. In-service teachers (from pre-primary to Higher Education)
3. Teacher Educators

Outcomes of the project
1. Determine the significance of facilitative development of teacher regarding sustainable development.
2. Analyze socio-emotional attributes required to be a facilitative teacher for sustainable development.
3. Develop mind map on socio-emotional perspective of facilitative teacher development.
4. Discuss the ways to foster socio-emotional facilitative teacher development.
5. Carry out self-evaluation as a facilitative teacher w.r.t. socio-emotional perspective.
More precisely, **Target Indicator 4.7:**
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.

**How?**

- Teacher’s role and responsibilities most crucial in this mission.
- Facilitative teacher development essential w.r.t. SDG4 and specifically **target indicator 4.7.**
- Teacher needs to be empowered socio-emotionally as a facilitator.
### Course Content

1. Role of a teacher in sustainable development
2. Concept of a facilitative Teacher
3. Significance of facilitative teacher in sustainable development
4. Socio-emotional perspective of facilitative teacher development
   - 4.1 Empathy, Respect and Appreciation
   - 4.2 Genuineness
   - 4.3 Relationship oriented approach
   - 4.4 Motivator
5. Promoting socio-emotional facilitative teacher development

### Course Outputs
- Self-reflections
- Mind maps
- Ideas and strategies
- Self-evaluation

### Basic Technical Information
- Platform used: moKIJ
- No. of Modules: 3
- Course duration: 3 weeks (3-4 hrs. per week)

### Type of developed materials (OERs)
- Videos
- Blogs
- Mind maps
- Quizzes
- Surveys
PROJECT RESULTS

Evolving as Facilitative Teacher for Sustainable Development

Users Online: 1

Week 0

Introduction

MOOC Introduction

Introduction to Pre-Workshop Activities

UNESCO OWD/EPTSD MOOC Pre-Workshop Quiz on Teacher’s Role

Pre-Workshop Scenario on Teacher’s Behavior

Week 1

Introduction

Week 1 Introduction

Need of Facilitative Teacher for Sustainable Development

1.1 Facilitative Teacher for Sustainable Development

Socio-emotional Aspect of Facilitative Teacher Development

1.2 Socio-emotional Aspect of Facilitative Teacher Development

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<table>
<thead>
<tr>
<th>Module</th>
<th>Duration</th>
<th>Learning Activity</th>
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| Week 0 (Pre-workshop Phase) | Before May 20, 2019   | 0.1 Introduce Yourself  
0.2 Pre-Workshop Survey on Sustainable Development Goals  
0.3 Pre-workshop Quiz on teacher’s role  
0.3 Scenario based Discussion  
0.4 Discussion Forum: My Sustainable Lifestyle  
0.5 Discussion Forum: How do I promote Sustainable Development in my Class? |
| Module 1               | Week 1: May 20 to 26, 2019 | • Teacher for sustainable development  
• Concept of a facilitative teacher  
• Significance of a facilitative teacher in sustainable development  
• Socio-emotional attributes of facilitative teacher development  
• Empathy, respect and appreciation  
• Week 1 Quiz  
• Self-reflection of Week 1 learning experience |
| Module 2               | Week 2: May 27 to June 2, 2019 | • Genuineness  
• Relationship oriented approach  
• Motivator  
• Week 2 Quiz  
• Development of mind map on socio-emotional perspective of facilitative teacher development  
• Self-reflection on Week2 learning experience |
| Module 3               | Week 1: June 3 to 9, 2019  | • Self-evaluation on socio-emotional perspective as a facilitative teacher  
• Self-reflection on entire course  
• Learning experience survey |

Emphasis on diversified learning experiences and active involvement of participants
Participants

Features most liked:
• Explanation in videos easy to understand
• Right mix of theory, practical demonstration and anecdotes plus hangouts
• Mind Maps and Blog materials
• Proper time given for course completion and well directed course
• Assignments
• Self-reflection
• Pre-workshop activities
• Well-drafted content

Features least liked:
• Blogs are too lengthy.
• Hangout not suitable to chat separately
• Surveys bit exhaustive
• Ambiguity in some of the instructions
• Time limitation of submitting assignment

Greatest impact of this:
• Implementing do's and don'ts of facilitative teacher
• Enhancement in professional knowledge
• Enhancement in introspection and enabling to implement the attributes of a facilitative teacher for academic progress
• Understanding students
• Focus on teacher-student relationship
• Supporting the process of education to be more social
• Working towards becoming a facilitative teacher

Hub-coordinator

It is such a pleasure working with such a dedicated/committed individual as you are Sandeep. Well done!

Mentor

Dear Sandeep,

It was so happy to discuss with you today your final presentation for the OE4BW project. I know you have put a tremendous amount of work into this project and the hours you spent away from your family to develop the materials for the course in a short period of time. This shows your commitment to Open education in general and to the SDGs in particular.

Congratulations for a great Job.... keep the good work going Open and Free.

All The Best,

FAWZI BAROUD, Ph.D.
Assistant Vice President for Information Technology
Assistant Professor of Educational Technology
Faculty of Natural and Applied Sciences
**Starting Points**
- Initial rigorous discussion with mentor and hub coordinator
- Planning for project under the guidance of mentor (ADDIE Model of Instructional Design)
- Developing Modules through discussion with mentor
- Searching for OERs
- Development of OERs and their modification through feedback from mentor
- Searching for suitable platform
- Uploading Course on platform

**Main Challenges**
- Difficulty in finding suitable OERs
- Reluctance of teachers to participate in an online course
- Language constraint
- Time constraint
- Hesitance of involvement of participants in discussion forum

**Overcoming the Challenges**
- Created OERs
- Created WhatsApp group for participants to motivate, suggest and guide them.
- Managed well within the time frame through the guidance from Mentor

**Lessons learned**
- Visualizing the course deployment in design phase
- Creating quality OERs
- Deriving and sustaining participants’ response in discussion forum

**Things I would do differently if I do it again**
- Preparing better OERs
- Promote active involvement of participants in more effective manner
- Promote global participation
- Handle logistics more effectively

**Role of OE4BW**
- Providing this opportunity of project development
- Allotting Hub-coordinator & Mentor
- Organizing the workshop and bringing all developers and mentors on one platform

**Role of Hub-Coordinator**
- Organizing interactions with mentor
- Keeping updated
- Clarifying doubts, solving issues
- Persistent Motivation, support, feedback and follow-up

**Role of Mentor**
- Persistent Support and motivation
- Clarifying issues
- Technical guidance
- Constructive feedback and regular follow-up
- Time check

**PROCESS OF DEVELOPMENT OF THIS PROJECT (OER)**
### PLANS AND SUGGESTIONS FOR THE FUTURE

#### Regarding this project

1. Launching the project on OER Commons for the next round to make it available for the teachers across the world.
2. Modifying the material to make them technically and academically more sound and interactive.
3. Promoting better interactivity

#### Regarding OE4BW program

1. May be more detailed guidelines are needed in the future for project development