VIRTUAL MOBILITY (VM) GRANT

REPORT TEMPLATE

This report is submitted by the VM grantee to VNS Manager, who will coordinate the approval on behalf of the Action MC.

Action number: CA18236

VM grant title: MOOC on Developing Socially Innovative Solutions for Sustainable Development Goals Through Design Thinking

VM grant start and end date: 30/08/2021 to 27/09/2021

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| **Description of the outcomes and achieved outputs (including any specific Action objective and deliverables, or publications resulting from the Virtual Mobility).** |
| In the context of Virtual Mobility Grant, a massive open online course (MOOC) content has been developed. The (MOOC) aimed at making young people aware of the Sustainable Development Goals of UN, exposing students concept of social innovation, entrepreneurship and Design Thinking mindset, and encouraging them to develop their own solution for one of the specific SDG goals.  The course includes 8 modules with following content.   |  |  | | --- | --- | | Module 1 | SDGs through Design Thinking – An Introduction | | Module 2 | Sustainable development goals PART I | | Module 3 | Sustainable development goals PART II | | Module 4 | Design Thinking, Social Innovation and Entrepreneurship | | Module 5 | Getting started with Design thinking – Step 1 FEEL | | Module 6 | How to develop your solution – Step 2 IMAGINE | | Module 7 | How to Prototype – Step 3 DO | | Module 8 | How to share and promote your solution? Step 4 SHARE |     For each Module, there is an assignment to be uploaded. Assignments are expected to be reviewed by other participants of the course along with tha course instructor.  The course begins with introductory Module, which aims at exposing students outline of the MOOC, its intentions and rationales of taking this course. It gives an overview about sustainable development goals and role of design mindset to come up with socially innovative solutions. It also highlights that GDP growth does not always reflect social and human progress. The assignment of this module is to name and elaborate two sub-indicators where your country is not performing well compared to pace of GDP growth by reviewing Social Progress Index.  In the coming modules, each sustainable development goals are elaborated with some best praxis solutions from the field.  A particular emphasize is made by exposing students to the ‘maker’ mindset in Module 4. It has been made clear that achieving sustainable development goals require not only top-down actions from the government but also bottom-up engagement and innovative local actions taken by citizens and community groups.  In this vein, concept of “Moving from ‘Taker’ to ‘Maker’ Society” was introduced to students with number of examples. The assignment of this module aims at encouraging students to screen their environment to find out solutions developed by member of the societies in the form of a product or service.  Rest of the modules focus on each steps of the design thinking as follow:  Step 1: FEEL  Step 2: IMAGINE  Step 3: DO  Step 4: SHARE  In each module, design thinking mindset is explained and related tools are introduced. Completing each step requires students to submit relevant assignment. Main logic of design thinking session is encouraging students to define a SDG and work on this specific challenge til the end of the course.  As there will be an assistant for this course when it goes live, we will be able to address the questions of the students during the implementation of the course. In this way, we will be able to improve the course content and assignments. |
| **Description of the benefits to the COST Action Strategy (what and how).** |
| |  | | --- | | The modules on Developing Socially Innovative Solutions for Sustainable Development Goals Through Design Thinking is expected to serve one of the main aim of the Working Group 1, namely "how design-led approaches morph in practice to enable and encourage social innovation and social entrepreneurship".  Prepared MOOC also supports another vision of the action as follow: “students (and other learners) are equipped with the knowledge and skills necessary to engage with and respond to 21st century challenges and opportunities”. As descrived above, around half of the modules are focused on the different angles of design thinking, including design mindset, designing society and steps of design thinking.  By putting particular emphasize on the Taker and Maker Society concept, we aimed at enabling students to become more effective/creative problem solvers and developing and implementing socially innovative solutions for Sustainable development goals (SDGs). By doing that, the MOOC serves the following objectives of the Cost Action:  **Objective 1.** Co-ordinate information gathering of multi-disciplinary innovation principles, practices and resources and mobilize multi-stakeholder, multi-disciplinary networks of topic experts from academia and practice and through co-creation, discover and define opportunities to address social problems;  **Objective 5**. Develop an understanding of the principles and practices of design-led entrepreneurship and embed approaches through academic and practitioner networks.  **Objective 6**. Develop country-specific and pan-European solutions to societal challenges by creatively aligning capabilities and resources in a context where conflicting priorities amongst stakeholders are likely.  On the other hand, it also stated in the MoU of the COST Action “Multidisciplinary innovation for social change” (SHIINE) CA18236 that *“The problem orientated methodological approach will be one that adopts a 'bottom up' approach for both the identification of problems and decisions on best responses; the involvement of a functionally and geographically distributed network of academics and practitioners, geographically and in terms of functions.”.* This sentiment is also reflected in the proposed MOOC since the main target of the course is students from developing countries and employing bottom up approach.  Given the international character and the target regions, the proposed MOOC is also in line with the relevant aim of the COST action : “*The challenge of equipping students with relevant skills and knowledge in the future employment markets can only be achieved by working globally and collaboratively and learning from the wide variety of partners and their networks about the various ways to prepare graduates beyond disciplines”*. | |
| **Description of the virtual collaboration (including constructive reflection on activities undertaken, identified successful practices and lessons learned).** |
| The content of the massive open online course on Developing Socially Innovative Solutions for Sustainable Development Goals Through Design Thinking relies on number of documents created in a collaborative way between me and Kiran Bir Sethi from India. Kiran Bir Sethi is Kiran Bir Sethi is the founder of the “Design for Change” movement with the goal of getting children to drive change in their communities by unleashing what she calls their “I can superpower.” As the founder of the Design for Change Turkey branch, I used to work with Kiran on how to develop Design for Change curriculum, particularly for children.  Along with that, during this process I have been communicating with Celal Turgut Koç. Mr. Koc ise leading the Turkish branch of the – Islamic Cooperation Youth Forum (ICYT) and in charge with MOOC platform of the youth forum. Additional to that, I have consulted with Şuay Açıkalın, PhD who is voluntarily providing her expertise on developing MOOC courses on various issues. She is assistant professor of social policies at Ankara Hacı Bayram University. She guided me on how to make course materials and assignments engaging for the youth. |