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REPORT – 21ST TEACH SKILLS

2ND STUDY VISIT

21TS CONSORTIUM'S PUNE, MAHARASHTRA, INDIA

STUDY VISIT FROM 10TH TO 15TH OCTOBER 2022

DAY 1 – OCTOBER 10, 2022

The event commenced with the invocation of the Saraswathi Vandana and **auspicious lighting of the lamp**. Subsequently, **Prof. (Dr.) Shashikala Gurpur, Director, Symbiosis Law School, Pune, Dean, Faculty of Law, SIU**, delivered the welcome address, laying emphasis on the inevitable importance of the project in the present time and the need to equip the new generation with the skills required to meet present and future endeavours. Ma'am further talked about the growth of Symbiosis as an institution and took the time to note its consistency in spearheading landmark initiatives such as the 21st Century Teach Skills initiative. Dr. Gurpur commended the indomitable will and spirit of all stakeholders that pushed this project through the turbulent times brought upon us by the pandemic. Ma'am also appropriately attributed the outperforming evolution of the university to its innovative and constantly developing pedagogy, as a result of which it went on to win an international award in robust internationalization and technology during the pandemic.





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The event progressed to a cultural showcasing of Indian states, a short film on the history of Symbiosis, and many more, after which **Dr Vidya Yeravdekar** talked about how internationalization is ingrained in Symbiosis, and further emphasized the point that the project aims to strengthen and refine international understanding and bonding by its very nature as a multi-country consortium. She also discussed the noble humanitarian initiatives taken by Symbiosis such as providing free healthcare in nearby villages of the Lavale campus and providing education to eight girl children from each village. She laid emphasis on the aim of SIU to mould its students for global competency and opined that the internationalisation of higher education is way beyond an institute's intake of international students, and extends to the cultural and educational diversification of all concerned stakeholders.

Subsequently, **Prof. Aikaterini Plakitsi** of the University of Ioannina showcases a short video introducing her institution and extends her gratitude to all the dignitaries. She stressed the importance of a homogenisation of good educational practices between Europe and Asia symbolizing the very idea of international cooperation and understanding. She also discussed the aims of the project and reaffirmed her optimism for the initiative, stressing its role in enhancement and enrichment of life and career skills of all stakeholders involved.

At this juncture, **Prof (Dr.) Shashikala Gulpur** addressed the gathering noting the journey thus far. Ma'am recounted that the project began towards the end of 2019, with SIU working alongside noteworthy institutions from three European and three Asian countries. Symbiosis played a pivotal role, having been involved in drafting the grants for the various projects proposed and conceptualisation of the four modules that were to be dealt with through this initiative, namely:

- i. Critical thinking and collaborative learning,
- ii. Education technology skills
- iii. Authentic learning box
- iv. Optimizing assessment.

Further, the forum deliberated on the shortcomings of the current curriculum and its level of inclusivity, which concluded with a unanimous call for better structuring and systematisation of the curriculum to facilitate a more adaptive teaching-learning system.



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This was followed by a press session, where questions were posed on aspects such as the inclusion of teachers from rural areas, mitigation of the lack of technical know-how for the in-service teachers and the underrepresentation of State Boards in the country.



Thereafter, the delegation departed to the **Lavale campus**, arriving there at approximately 4 p.m., where they were duly welcomed by **Ms. Ruchi Jaggi** – Dean of Symbiosis Institute of Media and Communication and the ex-director of SSLA following which they were introduced to **Dr. Gagan Prakash** – head of Symbiosis School of Visual Arts and Photography. Subsequently, the delegates



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were given an extensive tour of the studio which was followed by a very interactive session about Bollywood and the shooting of films. Ms. Ruchi went on to describe how the locational advantage of the campus being close to Mumbai, attracts prominent and popular filmmakers to conduct workshops and other activities which provide great exposure to the students. A descriptive tour of the hallway and gallery was given followed by a tour of the post-production room, audio studio, etc. The delegates were then introduced to the Portrait and Fashion, Travel and Wildlife Photography Studio, which essentially exhibits all the student's creative works. Dr. Gurpur then thanked all the faculty and left for the conference hall where **Mr. Om Prakash**, head of the biodiversity cell, went on to discuss the sustainability goals of Symbiosis along with which he gave a precise briefing about the 17 sustainable development goals, the real cause for climate change, addressing which was the need of the hour.

The meeting was concluded by **Prof. (Dr.) Shashikala Gurpur** who appreciated and acknowledged the cell for its initiatives and contributions. The delegates were thereafter brought back to the college campus and then dropped off at their respective hotels.

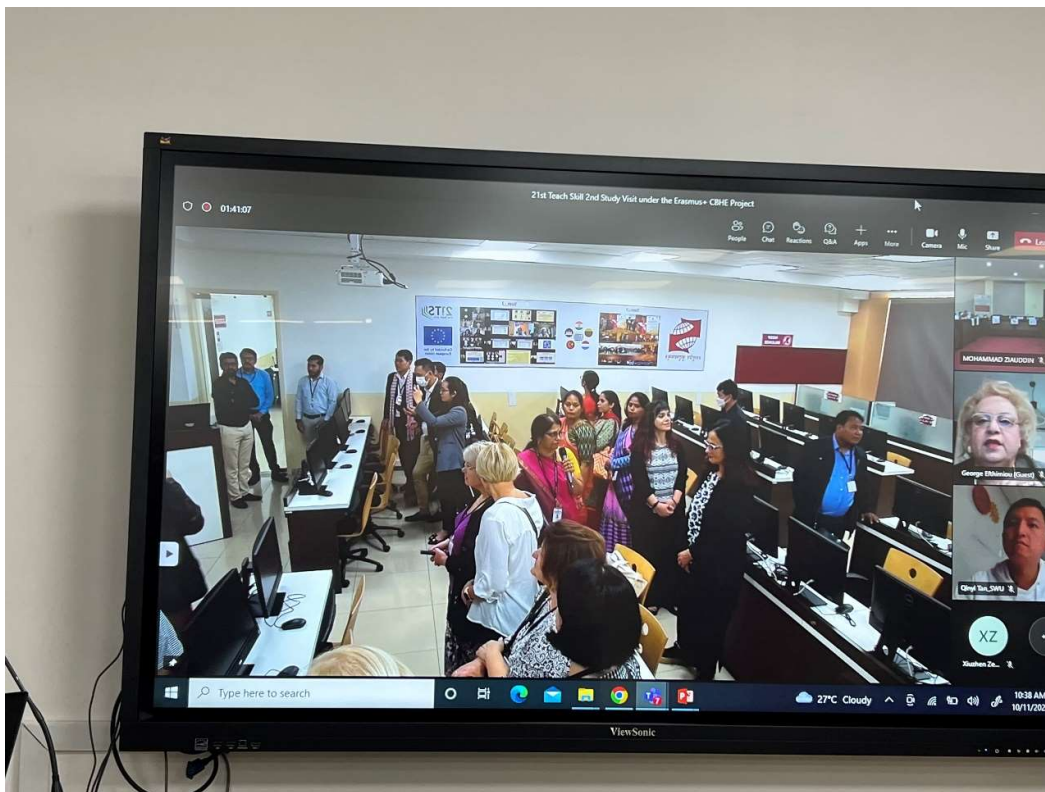


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DAY 2 – OCTOBER 11, 2022

The second day of the Teach Skills Study Visit saw an early beginning, with the Delegations receiving a tour of the Symbiosis Law School campus at Viman Nagar, and its Teach Skills lab which has been adapted to the growing needs of the 21st Century, with the capacity to train over 200 students in vital fields of research. The Lab will be used to train various teachers in the modules that are being created under the project, by incorporating modern skills and thus revolutionizing the Indian pedagogy in consonance with the National Educational Policy of 2020. At this juncture, **Prof (Dr.) Shashikala Gurpur Ma'am** took initiative in elaborating on the importance of research as a skill vital to legal reasoning, and how the same would be facilitated through the two-credit course that was provided by the institute.



Following the tour, a Project Meeting was held, with WP Leader discussing the progress thus far, and attempting to delineate the scope for future developments. Discussions began with **Mr. Ajay Surana of Banasthali University** reminiscing on the arduous journey that began in March 2020 and culminated in the moulding of this curriculum. With further developments in mind, he went on to elaborate on the “*Standards for Developing Study Materials*” through a presentation seeking to



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identify target groups and developmental guidelines *inter alia*, and stressed on the drafting of a “checklist” for ensuring adherence to the same.

Elaborating on Mr. Surana’s introduction of the Educational Technology Skills based on a technological pedagogy, **Dr. Qinyi Tan of Southwest University** exemplified the development of the same by highlighting the outline and methodology of the nine-unit program adopted by them by identifying common ground across the EU and Chinese curricula and common conceptualization of skills. Dr. Tan also stressed on the promotion of digital learning to facilitate holistic growth of the learner, while paying heed the crisis that Covid-19 brought upon us, but also recognising the opportunity for growth that it evidently facilitated.

Dr. Tan’s eloquent presentation was followed by **Dr. Xiuzhen Zeng** explicating the several nitty-gritties or practical details in the development of such a holistic course including the feedback process in the institute, developments made possible through virtual teaching and learning and the inclusion of variety of sources such as articles, books, videos, question and answers method, etc. He also elaborated on the four key components of the curriculum, i.e., Guided Independent Study, Lectures, Practical Classes and Workshops and Presentations.

Commenting on the recommendations thus far, **Prof (Dr.) Shashikala Gurpur Ma’am** emphasised the need for more elaborate and concrete examples that should incorporate critical and collaborative learning, interdisciplinary studies, the development of a ‘*transnational curriculum*’, and the need to add social dimension to scientific study. On a more general note, Dr Gurpur proposed a more practical learning system as opposed to the lecture based one followed at present. Other dignitaries added to the same by stressing the need for structure and specificity to the said curriculum.

Speaking about ‘*Optimizing Assessment for 21st Century Skills*’, **Mr. Vong Chorv of the Royal University of Phnom Penh, Cambodia** elaborated on the credit structures of Bachelors, Masters and Doctorate programs in light of the need for the inculcation of soft and psychomotor skills, and the importance of critical thinking and having a domain specific approach towards curriculum development and assessment. Adding to this, **Dr. Gurpur and Dr. Urmila** recommended the utilization of sandwich feedback technique and the development of MOOC or Massive Open Online Course to better facilitate the same.

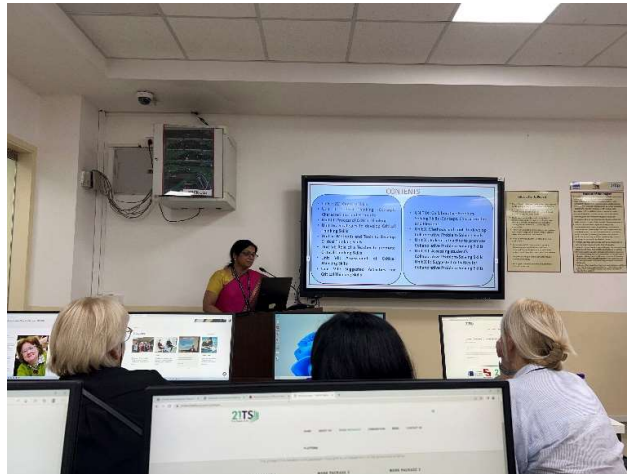
Addressing the gathering yet again, **Prof (Dr.) Shashikala Gurpur** sought to address developmental concerns by elaborating further on the ‘*Accreditation Report on developed Course of PC-HEIs: Leader*



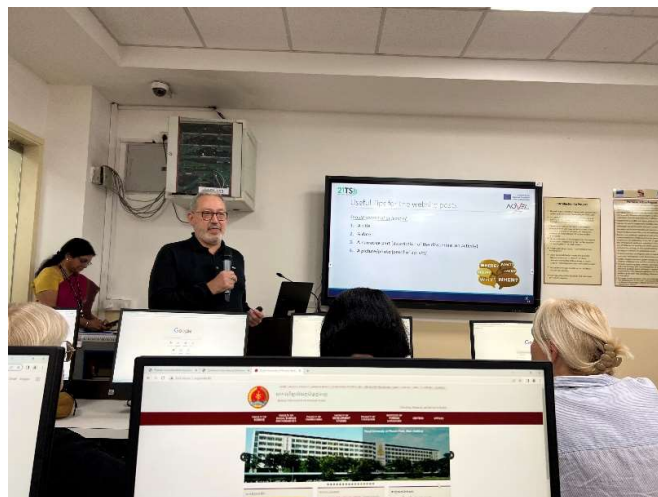
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SCES'. In doing so, ma'am discussed not only the accreditation process at SIU, but took on a more holistic approach in discussing the possibility and process at the national level. Additionally, ma'am also urged all stakeholders and partners to provide documentation for the legal recognition of the courses, setting the January 2024 at the target date for the entire recognition process.



Before breaking for lunch, **Dr. Marios Paraskevopoulos of Novel Groups**, in speaking on Program Delivery Evaluation deliberated on e-platform and specification for development of an 'e-toolbox' and the activities and processes during its implementation, and laid down the rubrics for the same. Speaking on the line of implementation, he highlighted the role of the steering committee as the primary decision-making body, and its intrinsic duties by virtue of holding such a key position. Commenting, at a later juncture, on the 21st Century Teach Skills website, Dr. Marios also stressed the need to update the website guidelines and improve quality to make it more relevant in the present context.





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With the session commencing post lunch, **Dr. Heleny** began by commending the diversity of the proposed module and noted its potential instrumentality in achieving holistic development for all concerned partners and groups, emphasising on collaboration as a means to achieve maximum profitability from the proposed project. Adding to the idea of holistic development, **Mr. Anshuman Shastri of Banasthali Vidyapeeth** observed that along with education, students are required to meet the five pivotal goals of intellectual, moral, practical, physical and mental advancement to thrive in today's competitive world.

Mr. Georgios Efthymiou of the University of Ionnina subsequently discussed the Periodic Quality and Evaluation Report, and suggested that questionnaires be sent out for evaluation every 6 months to collect feedback from all stakeholders of the initiative. Speaking on outreach, **Dr. Neetu Jain of Banasthali Vidyapeeth** emphasised the need to popularize course among stakeholder, and proposed the conduction of six networking events of all partners belonging to the Pan-Asian region.

Concluding the event, **Dr. Heleny** called on all leaders to contribute to the initiative and conduct workshops within their capacity to make note of and address challenges arising in monthly meetings. Emphasizing on quick worklogs and avoiding delays, she directed all stakeholders to use the approach opted for in WP1 as a template for future endeavours. Adding to the same, **Prof (Dr.) Shashikala Gurpur** reviewed the areas of deviation and noted that each university has its own compliances, which needs to be delivered as a team. Ma'am acknowledged that a whole new orientation may be required at times on account of inexperience and/or unfamiliarity of the topic or theme. However, ma'am also observed that while the deliverables need to be aligned equally, the tasks of all partners remain more or less the same, and hence, collaboration would be indispensable in ensuring the success of such an endeavour.



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DAY 3 – OCTOBER 12, 2022

Day 3 began with the delegations of Greece, Lithuania, Luxembourg, China, Cambodia and India including Prof. (Dr.) Shashikala Gurpur Ma'am getting a **tour of the Symbiosis Law School, Pune** (Viman Nagar campus) from 10 a.m. to 10.30 a.m.; following which a training program was held from UOI, cascading to the SLS faculty and a team of teachers from select schools. The informative program was largely based on 21st century teach skills and guided by **Dr. Katerina** and team, from 10.30 a.m. to 11.30 a.m.



Following a short-refreshments break, a **training session for the academic staff** was arranged by the internationally renowned Lithuanian Klaipeda University from 11.45 a.m. to 12.45 a.m.

After having lunch, the guests proceeded towards the **Symbiosis International School, Pune**. They were warmly welcomed by young students offering roses and beautiful *rangoli* designs. Following greetings and photo ops, the student volunteers led the dignitaries to the respective classrooms to observe said teaching skills in action.



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In psychology, the students were shown a short film after which the students were encouraged to present their observations and point out some aspects of it. The delegates noted that such an approach constructively boosts the students' critical thinking and speaking skills.



In another language class, the professor highlighted the importance of preserving native languages by posing thought provoking questions. Audio-visuals were also effectively used to enhance the students' understanding on this pertinent matter. Another class on communication was also highly engaging,



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with group discussion tasks and enactment activities; thus, furthering the essence of collaborative and creative learning.

The afternoon progressed into a presentation by **Dr. Sunit V. Jadhav** in the conference room. At the outset, Sir elucidated upon the rising stress and reducing attention span of today's 18–21-year-old youngsters who tend to get bored with the “*dead branch of science*” called human anatomy. To solve this issue, Sir suggested that new age teachers should incorporate art, music and some form of human experience into academia and foster interaction with the students. He also outlined his future prospects of pursuing PhD in synaptic plasticity to learn the art of unlearning.



Finally, Dr. Jadhav amused the delegates by ending his presentation with Ed Sheeran's 'Perfect' but gave it a twist with lyrics based on the scientific law of ossification. The delegates and Dr. Gurpur ma'am were both highly appreciative of the practicality of this unique integration of science and music!

Prof. (Dr.) Shashikala Gurpur, then, gave an informative speech in the conference hall at 3 p.m. She mentioned the press release on KA2 Cooperation for innovation, and spoke on capacity building in the field of Higher Education with respect to the TS Lab. Ma'am elaborated on her vision for SLS Pune,



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and gave a basic introduction of 'Module 1: Critical Thinking Skills and Collaborative Problem-Solving Skills'. She then explicated the structure and content of the course, and her parameters on analysing the central claim of any research. Dr. Gurpur Ma'am insisted on following the grass root levels of teaching, i.e. Gandhian thought, Pramanas and a Buddhist style of teaching, which was lauded by the emissaries.

Later, **Dr. M Madan Mohan** elaborated on the transdisciplinary IB philosophy implemented in the school in all grades. It was based on Assessment of Teaching Learning (ATL) Skills. Sir highlighted the five approaches to learning, namely – social, research, thinking, communication and self-management skills in detail. He emphasized on conceptual understanding and a solution driven approach by giving real life examples over rote learning, and how an individualistic approach towards the same is highly beneficial.



The day ended with a refreshing tea break and energetic rock band performance organized by Dr. Mohan and his team, after which the guests departed.



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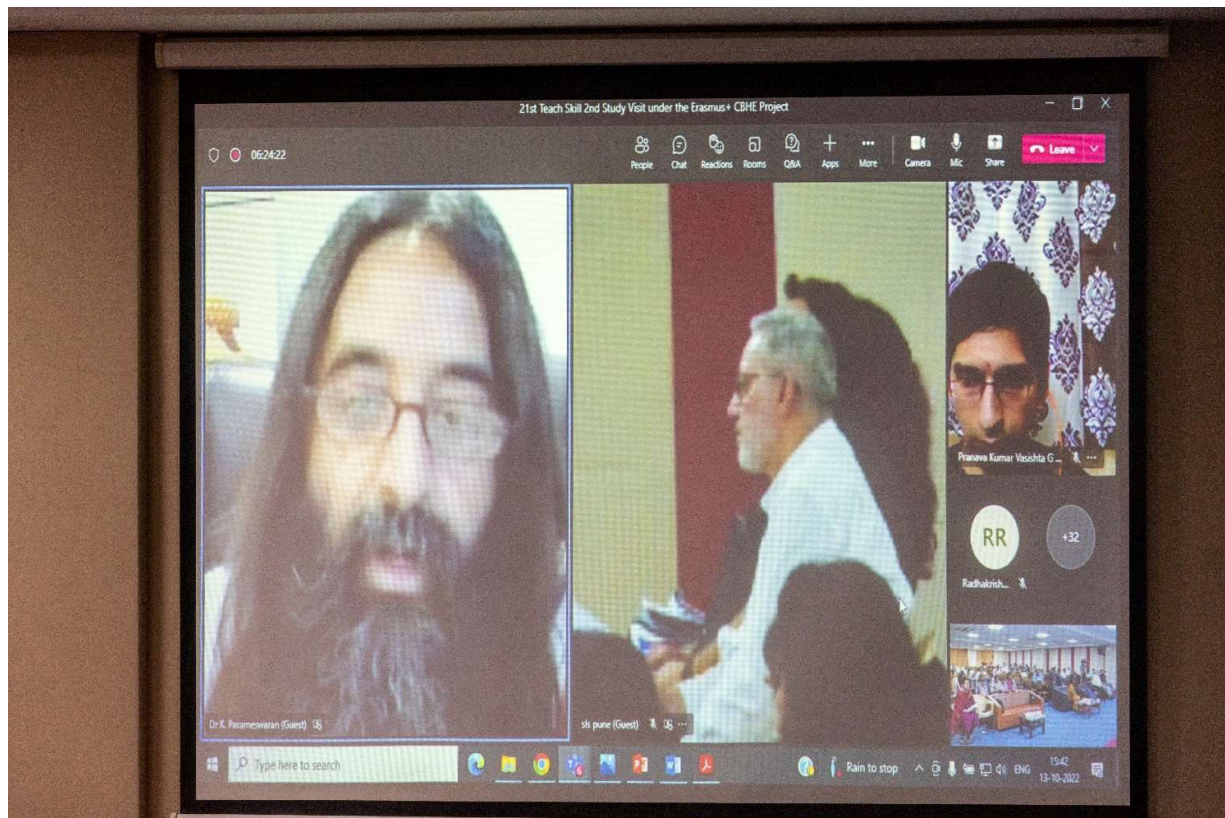
DAY 4 – OCTOBER 13, 2022

The day began with **Dr. K. Parameswaran**, an Associate Professor and Former Dean of Law, GNLU, who specialised in the subject of Teaching Values and ethical dimension acknowledged all the participating universities elucidated the use and development of Artificial Intelligence during the post-COVID 19 period. He exclaimed that as a teacher, trainer or disseminator of knowledge, three things need to be kept in mind:

- i. Age of information to be merged with the age of inspiration;
- ii. Merge visible technology with invisible transformation;
- iii. Move from individualism to collectivism.

The speaker laid emphasis on ‘Ethics’ being universal, explicating its governing principles as follows:

- i. The Principle of No Harm – to individuals, animate and inanimate objects, sustainability, etc.
- ii. Connecting all dots
- iii. Ethics bring continuity.





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Subsequently, **Dr. Pranav Vashist**, an independent researcher on the *Dharmashastra* and the Constitution of India, enlightened the gathering on how Philosophy translated roughly to *Darsana* in the Workshop of Indian Philosophy. He spoke about a *Matyasta Darsana* which was recently experienced and then moved to the four stages of learning comprising of *Adhiti* – Learning for one’s own self, *Bodha* – Teaching it to someone else, *Acarana* – Practice of what is understood and *Pracarana* – Preaching it to people. He also elaborated on the four quarters in the way of learning: students learn from Instructor, grasping by inherent ability to learn, interacting with peers and learning with experience.



Thereafter, **Dr. S. S. Shireshi**, an Assistant Professor of Law, SLSP elucidated Gandhi’s Philosophy of Education, where he emphasised upon the subject of education by Mahatma Gandhi. Gandhi, according to him, believed in practical implementations of learning where it is stated that “*when you know it, you feel it and when you feel it, you know it*”. Gandhi’s sources of education included *Buniyadi Shiksha*, ethics, morality and sanity especially at the Wardha conference as Gandhi believed in continuous process of education which should comprise of one’s duties at all levels.



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Furthermore, he explained that Gandhi believed in modes of basic education, which was inclusive of compulsory education up to the age of 14, the medium of such instruction being the mother tongue, and usage of materials made by students by schools by purchasing them. Additionally, sir exclaimed that he also asserted that education should be based on practical handicrafts and industries.

After Dr. Shireshi's eloquent discourse on Gandhi, **Prof. (Dr.) Shashikala Gurpur** took the opportunity to address the gathering on the subject Media Literacy Snapshot as part of Critical Thinking, where the speaker advises the use of news analysis and playing media clipping in classroom teaching. She distributed newspapers amongst the participants and asked them to pick the number of news items making use of cognitive abilities and make decisions about the newspapers based on their history, biases and ideological views, etc. Such media analysis in Gender classes and other classes where students analyse the number of articles based on women in the main news page, their roles, subjects, etc. can encourage questioning, changing mindset and transforming the approach to reality.

Thereafter, ma'am laid emphasis upon gender stereotypes, age biases, non-inclusivity, social classification, power hierarchy etc in news advertisements where media can be a mirror and transforming force in the society. In conversation with another professor, ma'am discussed the bias being inbuilt in Artificial Intelligence. She focused on creating the power in the student to recognize, question and address the biases.

Subsequently, Dr. Gurpur embraced her views about the ideation of Law theatre as a medium of instruction. She spoke about a research conducted by her and a team on the way to teach controversial and sensitive topics where a survey was conducted among 126 students and the assumption was proven true based on their answers that sensitive topics can be embarrassing, fearful, etc. for the teachers as well as students. The topics were gender, politics, race/caste, sexuality and religion.

Law theatre began well before this research. The first one depicting Bal Gangadhar Tilak (the initiator of Ganesh Utsav) who was imprisoned by the British. Others included Merchant of Venice, Salem witchcraft and the like. Thereafter, drama and theatre experts were invited leading to auditions, practices, etc. Witch hunting, for e.g. was discovered to be a practice in India as well and that was converted into a law theatre performance. Thus, ma'am opined that theatre can be used a mode of teaching in order to enable teachers and students to discuss difficult or embarrassing subjects. It enhances students research skills, acting skills and induces self-learning.



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Thereafter, the dignitaries were greeted by the performances of students at Symbiosis Law School, Pune. The event began by welcoming the dignitaries and greeting them by a graceful Odissi dance performance in honour of Lord Ganesha, *the Vighnahartha*. The next event was a group dance of *Bharatnatyam*, the mother of all Indian dance forms performed by the girls of SLS. The dignitaries were then exposed to folk dances where the first was *Dappankuthtu* from Tamil Nadu, considered a free style and creative dance. The next dance forms were *Garba* which is a Gujarati dance by girls, honouring women and female divinity, *Lavani* known to be a Maharashtra dance form and *Kabeliya*, a folk-dance form of Rajasthan.

After the dances, the performances moved to music. The musical events began with a performance of *tablas, basuris, thumris* – a semi classical form of light classical music and sitar – a Carnatic classical music on *Raag Yamni* by the students. The *Jugalbandhi* was then performed in which two performers positively compete, one playing Hindustani classical and one Carnatic classical music. The performance was appreciated by all. The next musical performance was from Odissi as a devotion to Lord Jaggannatha. It is temple music representing the Bhakti culture of Odissa and performed even during Odissi dance.

The performances ended with a cultural fashion show displaying the cultures, clothing and identity of the different traditions and places in India. The colourful garments made from different materials awed the audience.

The program then came to an end with a Vote of Thanks by Ms. Sawani who thanked the Director, management, faculty, staff, speakers, delegates, participants and the students for embracing the event by their presence at the esteemed Symbiosis Law School Pune.



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DAY 5 – OCTOBER 14, 2022

The first session on day 5, conducted by **Prof. (Dr.) Shashikala Gurpur**, focused on introducing the 21st Century Tech-Skill Project: a flagship initiative that aims at transferring knowledge to in-service teachers, trainees and young professors. Dr. Gurpur emphasized that the adoption of technology is a necessity, as it is paramount in dealing with those of the present and future generations. Additionally, it was noted that the concept of these skills has also been emphasized by the European Union through a project, signifying its importance in the modern world.

Identifying the gravity of skills such as stress management would benefit the training of young professionals, and enable a higher standard of efficiency. Developing digital knowledge is an essential quotient. The four facets of a person's well-being are: social, communicative, creative and collaborative. Enriching the training for the trainees would ultimately help with the methodology of educating the new children, and in their overall development.

In light of the discussed topic, a short film was presented, highlighting the aims and goals of education and the work of educationalists in reaching out to every last child. It focused on the importance of creating an exclusive gifted program, and the need for special tools over a newly designed curriculum. Gifted children need a different level of attention, and teachers must be trained to identify giftedness, and to communicate with such students.

Furthermore, the concept of "*gifted katta*", which was seen as inclusive of providing students with a break from class when their patience ran out through reading, or simply talking to them was introduced. Correspondingly, it is important that parents also show their support to the kids in the program by supporting them and understanding the behavior required from them at home.

Finally, strong emphasis was laid on the need for bringing attention to children from underprivileged backgrounds, as they deserve the same amount of attention. The *Pancha Kosha* Model's Level 2 is believed to nurture the abilities of the child, and to empower them into becoming useful facets of society. This goal was viewed as having three major sub-goals: creating a positive self-image, nurturing creative and critical thinking skills, and fostering the students to use their potential to give back to their communities.

The following session saw an introduction to the various projects undertaken by the Kaveri Group of Institutes, and it was conducted by Dr. Devsena, Prof. Pallavi Naik, Prof. Pallavi Iyyer, and Priya Atre.



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Prof. Pallavi Naik explained how the previous gifted centre ran exclusively, and how the programme now goes with the curriculum itself. In Level 1, senior students of the gifted programme were asked for feedback, which helped the institute understand what they could offer, through the creation of tracks, in order to build, educate, and differentiate. Track 1, works towards building teacher capacity; which includes, but is not limited to understanding the characteristics and needs of gifted students, creating focus groups, collaborating with external facilitators, and providing opportunities for gifted students in existing school programmes. Track 2 focused on educating the parent by increasing parent awareness of the intellectual, social and psychological needs of gifted children in the family, and creating a support group as a discussion forum.

Ms. Anisha G of the Collaborative Centre of Excellence in Education Technology, emphasized that structured learning and teaching methodologies will soon be outdated, due to digitization. Industry-linked additive curriculum is the need of the hour, and it is important to develop a roadmap of deliverable, which includes, industry connection.

Ms. Priya Atre spoke about the Village Connect Programme in Grampari and Janata Vidyalaya, and Satara called '*Gramsetu*', where a multitude of ideas originated when urban and rural children met. Additionally, the school of ThinQ and KHS have partnered in order to create a course of inquiry-oriented learning and trans-disciplinary thinking for students of Grades 6.





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It was further communicated that the Kaveri Group of Institutes has had people from different backgrounds come and address children in their programs. Gifted adults are called upon to conduct webinars as a part of their programs. Additionally, field visits to places such as Tata Motors, and ISSER, were conducted. Furthermore, parent support groups have been created, and this is a necessity when it comes to understanding the importance of their programme. The group has proposed undertaking residential camps instead of year-long programmes, and they have extended themselves by providing a hybrid version of the certificate course. The larger aim of the group is to work along with other universities, such as the Delhi University, which would enable the implementation of these programmes all over India.

The following session was a workshop on collaborative problem-solving skills and it was conducted by **Dr. Sophia Gaikwad** and **Dr. Ashwini Wadegaonkar**. The participants played a game which involved raising red and green flags to agree or disagree with the presented statements in order to highlight similarity and diversity in the classroom. The speaker introduced the premise of *collaborative problem-solving sessions* (CPSS). Participants were then divided into groups as a part of a role play to highlight skills such as problem solving, communication, leadership and teamwork. In conclusion, the speaker suggested planning more activities to encourage collaboration amongst students.



The final session was a workshop on Module 2, and it was conducted by **Dr. Athina Kornelaki**, **Dr. Eleni Kolokouri** and **Dr. Georgios Efthymiou**. The participants were introduced briefly to technological tools that are used in day-to-day teaching. The participants were shown a short film on



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water, then they were handed sketches of the main character. They were asked to analyse and write down their thoughts on the film. The speakers laid emphasis on creating a connection between the 21st century teaching skills and the United Nations' Sustainable Development Goals. Participants were asked for ideas on how the SDGs could be achieved through the teaching skills. Finally, participants were introduced to resources that could be utilized as teaching tools, and an app which projects 3D stimulations onto pieces of paper was demonstrated.

