



# THE-GLOW

Transdisciplinary Higher Education  
for Global Wellbeing

## Capacity Building in Transdisciplinary and Active Education Development: A Roadmap for Mentors

December 2025



Co-funded by  
the European Union

Erasmus+ CBHE  
Project Ref: 101081819  
[www.theglow-project.org](http://www.theglow-project.org)

# Contents

<b>Background</b> .....	3
<b>The roadmap for mentors</b> .....	4
What is my role as a mentor? .....	4
How can I mentor others? .....	4
What resources can I use? .....	5
Reflections and lessons learned .....	6

## Background

Exploring and implementing solutions to complex and dynamic global challenges requires integrated and concerted efforts, as well as inputs that transcend traditional silos, across and beyond disciplines. **Transdisciplinary education** is increasingly recognized as crucial to these efforts, with “**learning-by-doing**” and “**active learning**” approaches being essential to equipping students with the competencies, tools, motivation and initiative necessary to address these complex problems.

Within this context, the Transdisciplinary Higher Education for Global Well-being (THE-GLOW) project focused on building capacity with regard to transdisciplinary and active education development across three Thai academic institutions (Asian Institute of Technology, Kasetsart University and Thammasat University). You have played a crucial part in developing nine courses relating to transdisciplinary approaches to complex problems as part of this initiative.

Through this process, you have gained invaluable insights and experiences about the process of developing transdisciplinary and active education, and the challenges and opportunities therein. To build and deliver these courses, you have worked to bridge different disciplinary perspectives and approaches, build mutual understanding and develop common vocabulary to facilitate collaborative development and delivery of transdisciplinary education. Having been through this experience, and having “learned-by-doing” yourself, you are now in the position to guide others as they explore integrating transdisciplinary and active education in their own teaching.

Therefore, you are ready to be a **mentor!**



## The roadmap for mentors

This roadmap document outlines your role as a **mentor** and guides you in navigating this role as you become a resource person to others interested in developing transdisciplinary and active education.

It is complemented by a package of resources, including a guide to developing transdisciplinary and active education, presentations, video clips and other key documents.

### What is my role as a mentor?

Having gone through the process of developing transdisciplinary and active education, you can become a mentor and resource person to others within your institutions and beyond.

Your (future) role as mentor can comprise:

- Being a resource person for future course developers and those interested in making education more transdisciplinary and active (with the aid of the roadmap and the resources provided)
- Sharing experiences with others within your own institution (including across departments/faculties etc.) as well as across different institutions
- Facilitating links between peers and partner institutions (e.g. Asian Institute of Technology, Kasetsart University, Thammasat University and others), practice-based experts and the ASEAN Community for Transdisciplinary Education and Research (ACTER) hub (<https://acter-hub.org/>)
- Providing sources of inspiration to others (e.g. developed course materials)

### How can I mentor others?

As a mentor, you can help others to develop transdisciplinary and active education. There isn't just one way to be a mentor - you can do this in your own way. However, some ideas for how you can mentor others interested in exploring the development of transdisciplinary and active education include:

- Take on an advisory role whereby you can share your insights and experiences with your peers
- Run a workshop on transdisciplinary and active education at your department or faculty
- Engage in formal and informal conversations with colleagues
- Contribute to relevant discussion forums etc (e.g. on the ACTER hub)
- Share relevant materials and resources with colleagues
- Foster a community of transdisciplinary educators, researchers and practitioners

## What resources can I use?

In being a resource person for others within and across institutions, the following **resources** are available to support you in your mentoring role:

- **Guide for development of transdisciplinary and active education:** this guide has been developed as an accessible resource for those interested in developing transdisciplinary courses, revising existing courses to be more transdisciplinary and active, or adding transdisciplinary and active elements into their teaching practices. It can be shared widely with other educators and does not require prior knowledge of, or involvement with, the THE-GLOW project to be understood.
- **Workshops:** The THE-GLOW co-creation workshop(s) that you participated in serve as a useful starting point for sharing experiences. You can draw from and share materials from the workshops (available through <https://acter-hub.org/resources/>). Insights shared at the workshops tailored for a broader audience are also reflected in the guide and video clips.
- **Video clips:** The information from the workshops is summarized for a broader audience in five brief video clips on: the need for active learning in transdisciplinary education; constructive alignment; building a course narrative; active learning methods; and assessment in active learning.
- **The course building process (learning-by-doing):** A key aspect of capacity building in the THE-GLOW project has been “learning-by-doing”. Complemented by the foundational information and resources shared during the workshop, the “training” you have received has been in the form of going through the process of transdisciplinary and active learning course building. During this process you have gained insight into things that can help or facilitate the process, as well as potential pitfalls and challenges that may be encountered. You have also gained experience in working with colleagues you may not otherwise collaborate with, and communicating ideas and concepts from your own (disciplinary) field with those from others. This collaborative approach to learning and experiencing can inform your own approaches to coaching, guiding and advising others about developing transdisciplinary learning experiences such as case studies, insert-modules and/or courses.
- **Relevant professional networks and collaborations:** You can connect peers with the academics (from different disciplines, partner institutions or different departments/faculties within your own institution) and practice-based experts that you have worked with, to inform and enrich their development of transdisciplinary education.
- **Reflections on the process of education development:** The reflection guide is a compilation of the reflections of previous cohorts of course builders. While it has been compiled within the context of the THE-GLOW project, these insights are also helpful beyond the scope of the project. The reflection guide is available for you as a mentor, as well as to others interested in exploring the development of transdisciplinary and active

education. It provides insights into the resources needed, the things to look out for, potential challenges, and lessons learned through the process. Key reflections are also indicated below.

- **Course syllabi and faculty manuals:** The courses (and course materials) developed throughout the THE-GLOW project are available to you, and can be shared with others as a source of inspiration when developing transdisciplinary and active education. Syllabi are oriented towards students, whereas the corresponding faculty manuals provide details necessary for instructors (including logistic and practical requirements). The syllabi and faculty manuals (sometimes traditionally referred to as 'instructor manuals') developed during the THE-GLOW project are available through: <https://acter-hub.org/resources/>
- **ACTER hub:** The ACTER hub includes a range of useful resources for you to draw on as you mentor others. These can be accessed at <https://acter-hub.org/resources/> The ACTER hub also supports a discussion platform that you can use to establish or contribute to relevant discussion threads and connect with other mentors and educators.
- **Your own experiences:** You all have different backgrounds, and may have already incorporated inter-or transdisciplinary elements in your teaching previously. Naturally, you can draw from and build on your own past teaching and education development/mentoring experiences.

### Reflections and lessons learned

You and others from previous cohorts of education developers have shared your reflections and experiences throughout the THE-GLOW project. Key points from these reflections are summarized below. You can draw on these (in addition to your own experiences) as you advise and mentor others who are interested in developing transdisciplinary education.

- Make sure to have a detailed discussion about the scope of the education development activity before you begin
  - what expectations do you all have for the education development process?
  - will you be developing a new course, revising an existing one or adding transdisciplinary elements to your teaching practices?
  - how long will the insert-module or course run? How many study credits is it worth?
  - what will be the mode of delivery (e.g. online, in-person, hybrid)?
- Make a realistic estimate of how much time you need and how much time you can invest in the process. If you develop education within a transdisciplinary team spanning multiple institutions or departments, it may be challenging to align schedules and modes of communication/collaboration (e.g. in-person or virtual). Consider how this can be balanced with other commitments and tasks.

- Recognize that the process of developing transdisciplinary and active education is an iterative one. Be prepared for moments of confusion and frustration, particularly during the early stages. You may have to adapt, improvise and embrace the experience of exploring a new approach to education.
- Practicing active listening and being curious, open-minded, humble and flexible are very important in the context of developing transdisciplinary education with others.
- The process can take a lot of time to get going, especially if you are working together with colleagues for the first time. You may come from different disciplines and departments, with different working practices and vocabulary. Make sure you set aside enough time to get to know your colleagues and establish communication and working practices within your team.
- Make sure that the wider institutional context and infrastructure is conducive to the transdisciplinary education you are developing
  - Are there mechanisms for collaboration across departments, faculties or institutions?
  - Is there institutional buy-in for this, and if not, how can that be fostered?
  - Are the administrative requirements compatible (e.g. assessment/grading systems, course registration, student enrolment, credit recognition etc)?
  - What budget and other resources are available to develop and deliver it?
- When working with others to develop transdisciplinary education, make sure that the content and teaching activities developed by different members of the team are integrated. For example, while it is helpful that one person takes the lead on a certain component, make sure you reflect and discuss it (including how it fits with other elements of the course) together.
- Be prepared to adapt. When using active learning approaches with a diverse group of students (as you are likely to do in transdisciplinary education), it may be necessary to have variations of an activity available (e.g. a Plan B) and adapt your lessons plans as you go along based on:
  - The baseline knowledge different students may have
  - The number of students in the cohort
  - The level of comfort with the language and/or mode of instruction and communication within the course
  - The pace at which students can understand and digest new insights and information from other disciplines
  - The level of active engagement within the student cohort
- Involving practice-based experts during education development and delivery is essential and adds tremendous value. This can broaden and enrich the learning experience for students.