| **MODULE DETAILS** | |
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| Module Title | What Is a Multilogue? |
| Description of the Module | There is not *one* definition of what a multilogue is. Before the hosts answer the question from their perspective, it could be advisable to first pose the question of what a multilogue is to the audience. This can be done by means of various tools, which would (in addition to the critical thinking of the participants and the content itself) indirectly constitute a part of the answer. Eventually, it is of importance to bring the different perspectives of the trainers together in order to exchange their opinions and experiences. This, again, constitutes a part of the multilogue itself.  One could also reverse this part by first giving the hosts’ definition and, then, asking for one by the participants. This, however, might undermine original thinking.  Another option would be to make this part of a separate module, which focuses more on introducing a tool. For instance, it could be one station of the world café. This would give the question, of what a multilogue is, less importance. The tools used should be accessible for all readiness domains, or there should be an individual tool for each of them. |

| **MODULE LEARNING OUTCOMES (knowledge and skills)** | |
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| **Upon successful completion of this module, the educator will:** | |
| LO1 | be sensitive to the complications, limitations, and challenges connected to a multilogue. |
| LO2 | have found a preliminary definition of a multilogue, which the educator can use to challenge other perspectives, such as the hosts’. |
| LO3 | have used critical thinking and encountered another tool from the tool box. |
| LO4 | have gained even more team spirit. |
| L05 | have engaged in different perspectives concerning the topic. |

| **INDICATIVE CONTENT (LIST TOPICS TO BE COVERED)**  **Detailed syllabus and Content annotation** |
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| * Posing the question and description of the implemented tool(s) * Execution of the task by the participants * Ideally, a discussion where the findings can be shared and challenged. |

| **POSSIBLE TOOLS, METHODS & RESOURCES** |
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| 1 | Station learning (digital on padlet and analogue) |
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| 2 | World café (digital breakout-sessions) |
| 3 | Gallery walk (digital breakout-sessions/padlet and analogue) |
| 4 | Reverse brainstorm (digital on padlet and analogue) |
| 5 | Fishbowl discussion (digital and online) |
| 6 | Board of Definitions (digital and online) |

| **BEST PRACTICE EXAMPLES** |
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| The host poses the question of what a multilogue is. In order to find their answer, the host prepared station learning. He explains how it works and divides the participants (in this case) into three groups, which will each select one of the three stations. They will be given 20 minutes for each station. One station consists of a theoretical text concerning multilogues, uploaded on the padlet: reading time between 10 and 15 minutes, the rest for reflection and discussion within the group. The second station consists of videos recorded beforehand by people who have experience with the concept of the multilogue and share their experience: 15 minutes total recording time, 5 for reflection and discussion. The third station is a tool from the toolkit, the board of definitions, where people are able to reflect on their personal understanding of a multilogue or related terms, by writing them down and defining them.  The hosts are present at all times to announce the change to the next station and to answer possible inquiries.  After the three groups have worked on all stations, they will gather to discuss their findings for about 20 minutes.  The time given for this module could range from 30 to 90 minutes, depending on the amount of stations and the in- or exclusion of a final discussion. |