| **MODULE DETAILS** | |
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| Module Title | Introducing Multilogues & Digital Booklet |
| Description of the Module | This part attempts to convey the answers by the host to the question what a multilogue is. The answers could be directly linked to module 4. It could also present the project in general: what the idea was, how it was realized, and what the conclusions were. Most importantly, it introduces the digital booklet and explains how it works in combination with the results of the self-assessment. Since the answers can be directly linked to module 4, the module can even be split, leaving the introduction of the digital booklet (and the self-assessment) by its own. Here, too, it is advisable to bring different perspectives together. Hence, room should be given for the trainers to exchange their experiences, expertise, and opinions.  Like most of the other modules, this one may be combined with module 7. That is, the participants will be introduced to the results through a tool from the toolkit. Here, too, the tool used should be accessible to all readiness domains. Alternatively, there should be a tool for each of them. |

| **MODULE LEARNING OUTCOMES (knowledge and skills)** | |
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| **Upon successful completion of this module, the educator will have:** | |
| LO1 | knowledge of how to use the digital booklet. |
| LO2 | knowledge of how to use the self-assessment. |
| LO3 | encountered at least one more tool from the tool box. |
| LO4 | a more profound insight to what a multilogue is. |
| L05 | the ability to discuss challenges and benefits of a multilogue. |

| **INDICATIVE CONTENT (LIST TOPICS TO BE COVERED)**  **Detailed syllabus and Content annotation** |
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| * Introducing the task and the tool implemented * Execution of the task by the participants * (In the case of gallery walk: familiarisation with another tool from the toolkit * Explanation of the respective tool to the entire group) * Ideally, room for questions and/or group discussion * Presentation of the remaining toolkit |

| **POSSIBLE TOOLS, METHODS & RESOURCES** |
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| 1 | Classic presentation (digital and analogue) |
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| 2 | Station learning – other tools can be applied within this tool itself (digital padlet and analogue) |
| 3 | Gallery walk – other tools can be applied within (digital padlet and analogue) |

| **BEST PRACTICE EXAMPLES** |
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| The hosts choose the gallery walk as a tool for this module. After introducing the task and explaining the tool, the participants commence their assignment. Each of the groups is given one tool from the toolkit: role play, paper planes, and storytelling. They familiarise themselves with the tool by using the toolkit. Before presenting the tool to the other two groups, they think of how to enact or present the tool as well as of a topic, which they could relate to it. The role play group, for instance, links their tool to the issue of global warming and presents it to the others. While doing so, the participants of the group in charge take on the roles of various stakeholders within the context of global warming, with whose positions they are not familiar. After the other two groups presented their respective tools in a similar fashion, the groups are invited to give feedback, not only in regard to the tools presented, but the usage of the toolkit in general. Finally, the other aspects of the toolkit are presented by the hosts, especially those which might not be directly connected to the tools themselves – namely, what a multilogue is beyond its tools.  The time given for this module might range from 60 to 120 minutes, also depending, for example, on the tool, the amount of groups, and the in- or exclusion of a final discussion and questions. |