Evaluation of the Toolkit and its Didactic Impact, Innovativeness and Limits

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Technical sheet

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Table of contents

1 Introduction 4
2 Key Components of the Toolkit 5
2.1 The 9-Step Guide 5
2.2 Building Blocks 6
2.3 Resources Section 6
3 Evaluation Criteria 7
3.1 Technical Functionality 7
3.2 Pedagogical Effectiveness 7
4 Technical Functionality 8
5 Pedagogical Effectiveness 9
6 Alignment with Educational Goals 10
7 Feedback System 11
8 Quantitative Evaluation 12
9 Conclusion 18
10 Annex (questionnaire) 19

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1 Introduction

The Blended Multilogues Toolkit, developed under the EU Erasmus+ project "Blended Multilogues: Enhancing Transformation and Innovation in Higher Education," represents a structured approach to fostering collaborative, interdisciplinary dialogues within higher education. This evaluation provides a detailed analysis of its technical functionality, pedagogical effectiveness, and areas for improvement while offering recommendations for its enhancement.

The Blended Multilogues Toolkit is a resource designed to support educators in facilitating multilogues, a form of collaborative dialogue emphasizing interdisciplinarity and engagement among various stakeholders. Its key goal is to transform higher education practices by leveraging blended learning techniques to achieve both educational innovation and inclusivity. This evaluation aims to critically assess the toolkit's effectiveness in achieving these goals while providing actionable recommendations.

The toolkit's design is based on the premise that dialogue fosters deeper understanding and innovation. By bringing together diverse perspectives, it seeks to address complex educational challenges and cultivate interdisciplinary skills. Examples of potential applications include interdepartmental discussions on sustainability, student-faculty dialogues on curriculum design, and collaborations with external stakeholders on industry-relevant topics.

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2 Key Components of the Toolkit

2.1 The 9-Step Guide

The 9-step process is a cornerstone of the toolkit, offering a systematic pathway for educators to design and implement multilogues. Each step addresses a critical aspect of the process:

1. **Assessing Topic Suitability**: Ensures the relevance of the subject matter for a multilogue approach.
2. **Defining Learning Objectives**: Aligns the dialogue's purpose with measurable educational outcomes.
3. **Identifying Constraints**: Acknowledges logistical and contextual limitations.
4. **Evaluating Digital Infrastructure**: Determines technological readiness.
5. **Assessing Digital Competencies**: Identifies training needs for educators and participants.
6. **Exploring Building Blocks**: Introduces foundational methods and tools.
7. **Designing Building Blocks**: Customizes methods for specific learning objectives.
8. **Establishing a Code of Conduct**: Promotes respectful and productive dialogue.
9. **Gathering Participant Feedback**: Encourages iterative improvement.

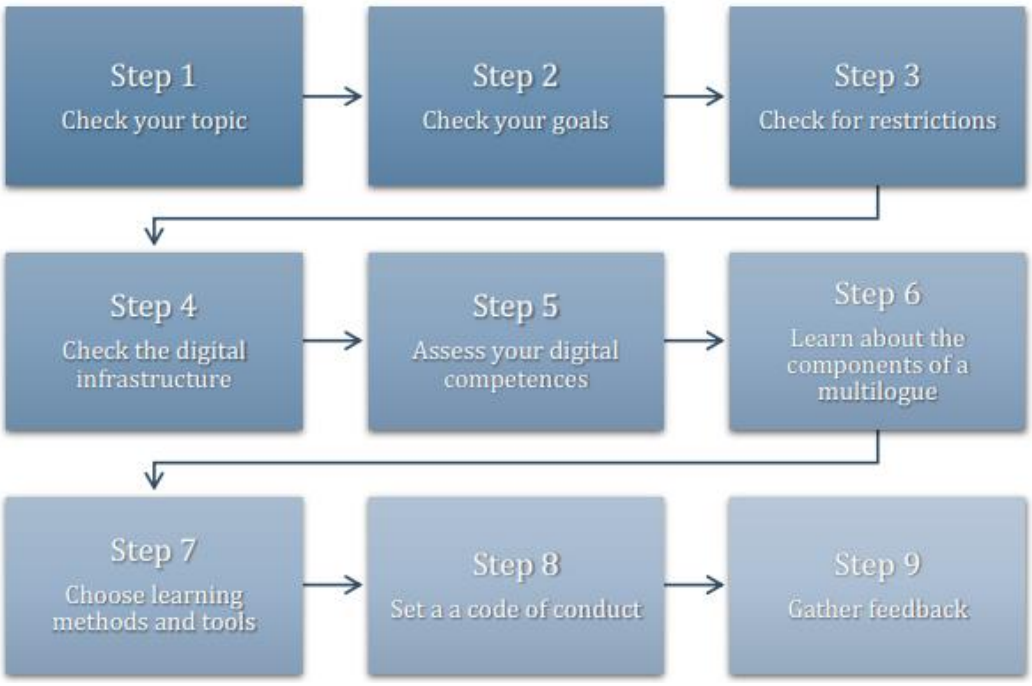

Fig. 1 The 9-Step Guide as presented in the toolkit

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2.2 Building Blocks

These modular elements provide educators with tools and methods for facilitating multilogues. They include activities, technologies, and guidelines tailored to different educational contexts. The flexibility to mix and match these blocks allows for a high degree of customization. The building blocks can help the users to develop the multilogue to their needs.

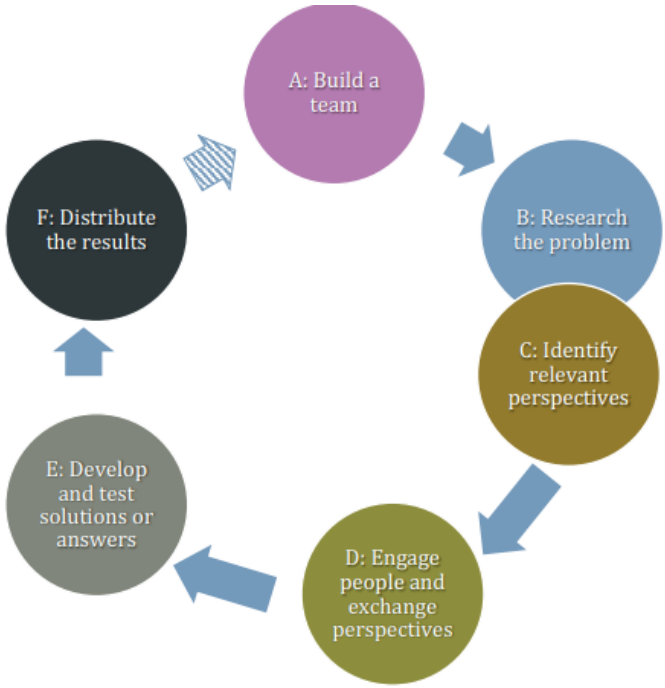

Fig. 2 The Building Blocks as presented in the Toolkit

2.3 Resources Section

The resources include didactical videos, guidelines, and expert commentaries, offering additional support for educators new to multilogues. For example, videos demonstrating successful multilogues in action can serve as a practical reference for first-time users. Other good practice examples from the previous pilot multilogues showed themselves as a good recipe for preparing multilogues on various topics. The resources also serve as example of practices which should be avoided when interested in multilogues formats.

3 Evaluation Criteria

The evaluation is divided into two primary domains:

3.1 Technical Functionality

This criterion examines the technical performance and usability of the toolkit. Key indicators include ease of navigation, reliability, and integration with existing educational platforms.

Ease of Navigation and Usability: A key factor in assessing the toolkit is the intuitiveness of its interface. Navigation should be seamless, allowing educators and students to easily locate resources without a steep learning curve. For example, clear labeling of the 9-step guide and well-organized links to building blocks are essential.

Compatibility with Existing Systems: Another consideration is how well the toolkit integrates with widely used educational platforms such as Moodle, Canvas, or Microsoft Teams. Educators who already rely on these systems need assurance that the toolkit will complement, rather than disrupt, their workflow.

Scalability: The toolkit's capacity to accommodate varying user needs, from small classroom settings to institution-wide adoption, is vital. For instance, digital tools suggested in the guide should be capable of supporting both small discussion groups and large-scale multilogues.

Examples:

- A university using the toolkit for a sustainability workshop across multiple departments.
- A professor integrating the resources into a single course with minimal setup.

3.2 Pedagogical Effectiveness

This criterion focuses on how effectively the toolkit enhances learning and teaching practices. Examples of evaluation include its ability to foster student engagement and promote interdisciplinary understanding.

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Interdisciplinary Collaboration: The toolkit is evaluated on its ability to foster meaningful dialogue between diverse academic disciplines. Case examples include engineering and business students collaborating on technology commercialization.

Learning Outcomes: Effectiveness is also measured by how well the toolkit helps achieve educational objectives such as critical thinking, teamwork, and problem-solving. Pre- and post-multilogue assessments can offer concrete data on this aspect.

Adaptability: The toolkit should support a wide range of educational contexts, from technical subjects to the humanities. For instance, role-playing exercises could be used in both literature classes and medical training.

4 Technical Functionality

4.1 Strengths

- **User-Friendly Interface**: The website and toolkit are intuitively organized, enabling users to locate resources efficiently. For instance, the 9-step guide is presented in a clear and sequential format, and links to tools like digital whiteboards are easy to find.
- **Accessibility**: The open access nature of the toolkit ensures that educators across institutions can benefit without significant barriers, such as subscription fees. Moreover, the resources are formatted for accessibility, catering to users with varying levels of technical expertise.
- **Digital Integration**: The toolkit's emphasis on digital tools aligns with the increasing reliance on technology in education. For example, it includes recommendations for using collaborative platforms like Google Workspace and Slack, which are widely available.

Illustrative Example: A professor of environmental science incorporates polling software recommended by the toolkit to facilitate real-time student feedback during multilogues on climate policies.

4.2 Weaknesses

- **Limited Interactive Features**: The toolkit lacks interactive elements, such as discussion forums or live support, which could enhance user engagement. For instance, a chat feature enabling educators to share experiences would provide significant value.
- **Feedback Mechanism**: While feedback is mentioned as a goal, the absence of a built-in system for real-time feedback is a notable gap. For example, educators

cannot directly rate the usefulness of specific sections or suggest immediate improvements.

Illustrative Example: A university department attempting to adapt the toolkit struggles to collect structured feedback due to the lack of integrated forms or surveys.

4.3 Recommendations

1. **Incorporate Interactive Features**: Adding forums or live webinars could foster a sense of community and enable peer support. For instance, a monthly webinar on best practices could provide valuable insights and allow users to exchange ideas.
2. **Develop a Real-Time Feedback System**: Users should have an accessible platform to report issues or suggest improvements, such as a "Help" button linked to a feedback form. For example, this system could allow educators to highlight particularly effective building blocks for broader sharing.

Expanded Examples

- A university hosts a webinar featuring experienced educators who share success stories and challenges with using the toolkit.
- A real-time survey is embedded in the toolkit to collect user feedback on its accessibility and effectiveness, generating actionable data for future iterations.

5 Pedagogical Effectiveness

5.1 Strengths

- **Comprehensive Guidance**: The 9-step guide provides educators with a clear framework for designing and implementing multilogues. For example, it explicitly outlines how to align activities with learning objectives, such as fostering critical thinking in sociology discussions or enhancing communication skills in engineering teams.
- **Customizable Building Blocks**: The flexibility of the building blocks ensures adaptability to diverse teaching contexts. For instance, educators can use case studies in business classes or simulations in healthcare training, tailoring each method to their specific curriculum.
- **Focus on Collaboration**: The toolkit emphasizes interdisciplinary and stakeholder-inclusive approaches, which are critical for holistic education. Examples include inviting industry professionals to participate in student discussions or leveraging partnerships with local NGOs for real-world problem-solving scenarios.

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5.2 Weaknesses

- **Lack of Case Studies**: The absence of real-world examples makes it difficult for educators to envision practical applications. For example, a case study on using multilogues in a sustainability course would provide clear insights into best practices and potential challenges.
- **No Standardized Assessment Tools**: While learning objectives are emphasized, tools for evaluating outcomes are not explicitly provided. For example, rubrics for assessing student participation in multilogues or pre- and post-discussion surveys could provide meaningful data on student progress.

5.3 Recommendations

1. **Add Case Studies**: Including examples of successful multilogues can provide inspiration and practical guidance. For instance, documenting how a multilogue improved student outcomes in a humanities course or a multidisciplinary engineering project.
2. **Develop Assessment Frameworks**: Providing standardized tools for measuring learning outcomes would enhance the toolkit's utility. For example, rubrics for collaborative skills or reflective journals to gauge individual contributions and insights.

Expanded Examples

- A university collaborates with local businesses to design a multilogue focusing on sustainable practices, documenting the process and results to share as a case study.
- Assessment tools are introduced, including surveys measuring student confidence in interdisciplinary dialogue before and after using the toolkit.

6 Alignment with Educational Goals

One of the key objectives of the toolkit is to contribute to the **didactic transformation** of higher education. By promoting blended learning and multilogues, the toolkit aligns with broader trends in educational innovation. However, its impact can be amplified by:

- **Integrating Multilingual Resources**: Offering materials in multiple languages to broaden accessibility.
- **Regular Updates**: Ensuring content remains aligned with emerging pedagogical and technological trends.

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The toolkit aligns with broader educational goals by supporting the transformation of curricula through interdisciplinary dialogue. This alignment helps universities address real- world challenges such as sustainability, global health, and ethical technology use. For instance, multilogues could be incorporated into engineering programs to explore the ethical implications of AI, fostering well-rounded graduates capable of addressing both technical and societal challenges. By integrating contemporary topics and interdisciplinary collaboration, the toolkit ensures that education remains relevant in a rapidly evolving world. For example, using the toolkit to facilitate discussions on climate change equips students with the knowledge and critical thinking skills necessary for addressing one of the most pressing global issues. The emphasis on stakeholder inclusion - students, educators, and external partners - creates a collaborative learning environment. For example, inviting industry experts to participate in multilogues on sustainable business practices ensures students gain insights that bridge the gap between academic theory and practical application. Integration into core curricula could be about encouraging the use of multilogues in required courses to ensure all students benefit from interdisciplinary collaboration. Another suggestion could be the development of capstone projects, the multilogues could form the basis of capstone projects, where students tackle complex problems in teams, guided by the principles outlined in the toolkit.

7 Feedback System

The feedback system is a crucial component for iterative improvement. While its inclusion is mentioned, further development is needed:

- **Real-Time Feedback Collection**: Allowing users to provide input directly on the platform.
- **Analytics Integration**: Using feedback data to generate actionable insights for toolkit refinement.

While the toolkit mentions feedback collection, its integration into the system remains limited. A robust feedback mechanism is essential for iterative improvement, ensuring that the toolkit evolves to meet user needs effectively.

Real-Time Feedback Collection

Embedding feedback forms directly within the toolkit interface would allow users to provide insights as they navigate different sections. For example, a pop-up survey asking for ratings on the usability of the 9-step guide could yield valuable data.

Analytics-Driven Insights

Leveraging analytics to track user engagement with specific resources can highlight which aspects of the toolkit are most valuable. For instance, if a particular building block receives significantly more traffic, it could be prioritized for further development.

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Case Study Documentation

Collecting user-submitted case studies can offer peer-driven insights into effective practices. For example, educators could share how they adapted multilogues to unique classroom contexts, providing inspiration for others.

1. **Develop Comprehensive Feedback Tools**: Implement a structured feedback collection system that includes surveys, analytics, and user-submitted case studies.
2. **Host Community Forums**: Create an online space where users can discuss their experiences, share insights, and propose enhancements.
3. **Feedback-Informed Iterations**: Use the collected data to guide regular updates, ensuring the toolkit evolves in response to user needs.

- A feedback form embedded at the end of each toolkit section collects ratings and suggestions, allowing developers to refine content based on user input.
- Analytics reveal that the "Building Blocks" section is particularly popular, leading to the creation of additional resources tailored to this component.

8 Quantitative Evaluation

- **Surveys**: A standardized digital survey could collect data on the frequency and methods of toolkit usage.
- **Metrics**: Tracking downloads, page views, and user engagement would provide valuable insights.

We have used a digital survey (the questionnaire is attached in annex) to get information about the understanding of the methods used in toolkit as well as the preferences. The questionnaire has been answered by students, teachers, multilogue and blended learning tools developers (fig. 3). We are presenting only some of the results as feedback on the toolkit and the methods presented there.

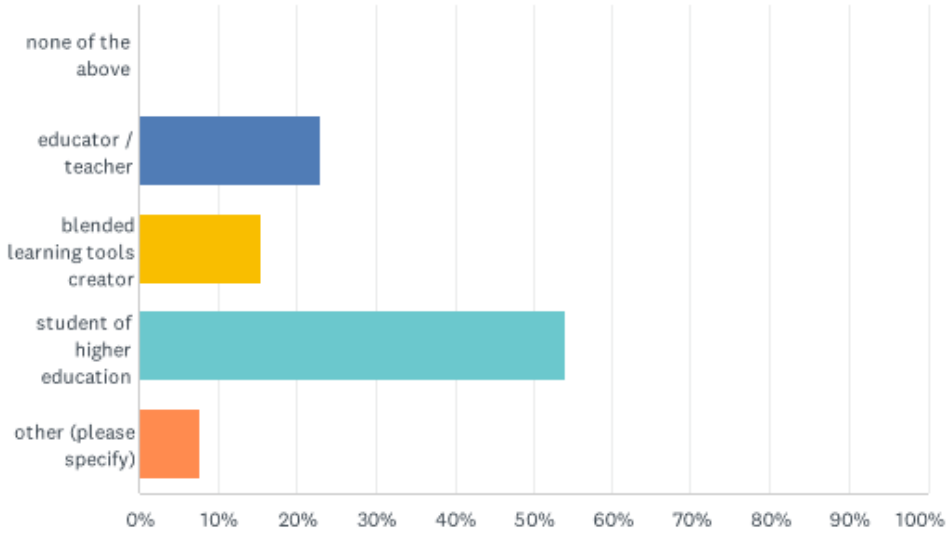

Fig. 3 Structure of the respondents

The figure 4 illustrates the importance and frequency of various methods utilized in facilitating multilogue-based activities. Each method contributes uniquely to fostering interdisciplinary collaboration, engagement, and learning outcomes. Here are key insights and comments based on the figure 4:

Board of Definitions and Brainstorming as Core Methods

Both methods are highly rated, suggesting their widespread utility in fostering structured yet open-ended discussions. The Board of Definitions is particularly effective in creating a shared understanding of key concepts, making it ideal for topics that require clear definitional consensus, such as ethics or sustainability. Brainstorming is versatile and adaptable across disciplines, encouraging idea generation and creativity.

High Value of Collaborative Writing (E-Portfolio)

E-Portfolios and collaborative writing rank highly, underscoring their role in documenting reflective practices and group insights. These methods support interdisciplinary learning by consolidating diverse perspectives into cohesive narratives or artifacts.

Group Expert Rallies and Fishbowl Discussions

The popularity of these techniques highlights their ability to foster peer-to-peer learning.

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Group Expert Rallies (e.g., Jigsaw puzzles) allow participants to delve into specific aspects of a topic and share expertise, enhancing depth of understanding. Fishbowl discussions promote active listening and thoughtful contribution, key to multilogues.

Moderate Engagement in Roleplay and Storytelling

Roleplay/change of perspective and storytelling methods rank mid-tier, suggesting they are situationally valuable. These methods excel in exploring empathy-driven topics, such as social justice or conflict resolution, by encouraging participants to inhabit diverse perspectives.

Limited Use of Gamified Methods (People Bingo, Quizzes)

While not widely employed, gamified methods like People Bingo and Quizzes offer potential for ice-breaking and assessment in large groups. Their lower usage might reflect a preference for more dialogic or collaborative methods over competitive formats.

World Café and Open Space for Large-Scale Engagement

These methods provide excellent formats for accommodating large, diverse groups in multilogues, though their overall adoption appears modest. They are particularly effective in conferences or interdisciplinary forums, where inclusivity and broad participation are priorities.

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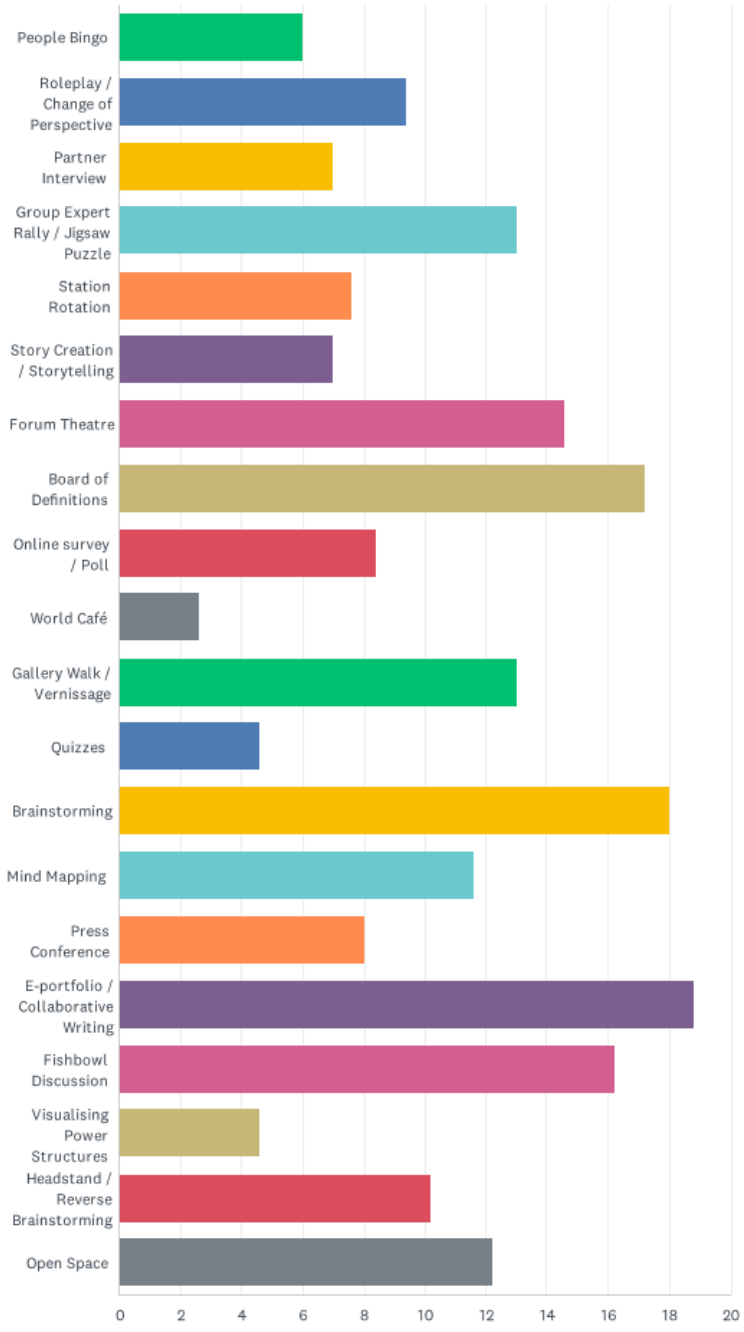

Fig.4 Ranking of the methods to be the most important to use in Multilogues

When comparing the methods in terms of effectiveness (fig. 5), we can see some shifts in prominent methods.

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In both charts, Board of Definitions, Brainstorming, and E-portfolio/Collaborative Writing remain highly ranked, emphasizing their consistency as effective methods for Multilogue facilitation. In the figure 5, Fishbowl Discussion appears to have gained a slightly stronger role, suggesting its increasing recognition as a dynamic method for encouraging reflection and group participation.

Mind Mapping shows increased prominence in the figure 5, indicating a growing appreciation for visual and cognitive structuring techniques to simplify complex discussions. Headstand/Reverse Brainstorming has also gained traction, likely because of its ability to encourage innovative thinking by reversing traditional problem-solving paradigms. Quizzes and People Bingo are less emphasized in terms of effectiveness. This could suggest a decreasing reliance on gamified or icebreaker-style methods in favour of more deeply participatory techniques. World Café, although valuable for large-scale engagement, maintains a modest role in both figures, possibly due to logistical challenges in virtual or blended environments. Roleplay/Change of Perspective, Forum Theatre, and Storytelling remain moderately used but are not among the top methods. These methods might be seen as more niche, suitable for specific scenarios like exploring cultural or ethical dilemmas.

Recommendations for Future Multilogue Design:

Enhancing integration of less common methods for example encouraging greater experimentation with storytelling and gamified methods to diversify engagement strategies, especially in creative disciplines. Also focusing on high-impact techniques and to build resources around the top-ranked methods (e.g., Brainstorming, Collaborative Writing) could be used to optimize their implementation in various academic contexts. Combining methods for versatility is a recommended suggestion to blend complementary methods, such as pairing storytelling with Fishbowl discussions, to maximize participation and depth. The figure 4 highlights that while certain methods dominate due to their effectiveness and versatility, there is room to innovate and expand the repertoire of techniques used in multilogues to address specific learning and engagement goals.

High-Impact Techniques: The persistent preference for Board of Definitions, Brainstorming, and Collaborative Writing highlights their versatility and effectiveness in building shared understanding and fostering creativity.

Trend Toward Reflective Practices: The increased emphasis on Mind Mapping and Fishbowl Discussion signals a shift toward methods that promote deeper reflection and structured dialogue.

Balance of Methods: The variety of methods in both charts underscores the need for adaptability. While some methods serve as foundational tools, others are better suited for specialized purposes, enriching the multilogue experience.

By focusing on consistently effective techniques and adapting emerging ones, Multilogues can achieve a balance of engagement, innovation, and structured learning.

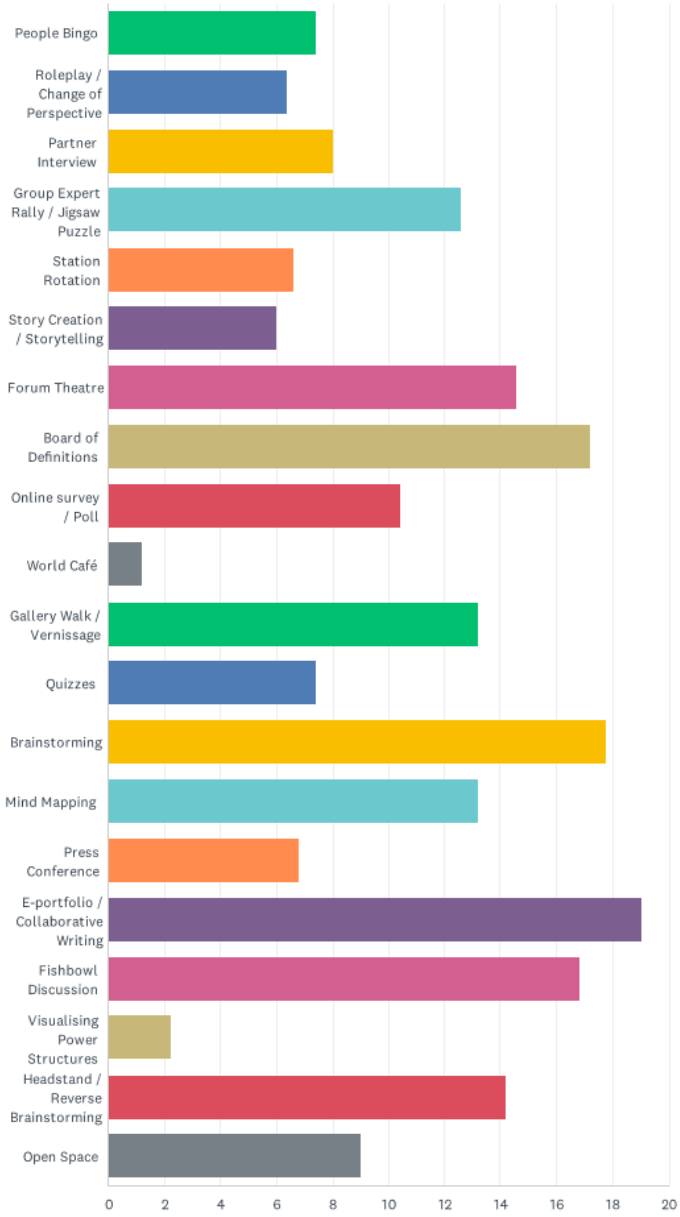

Fig. 5 Ranking of the methods to be the most effective to use in Multilogues

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9 Conclusion

The Blended Multilogues Toolkit is a robust resource with significant potential to transform higher education practices. By addressing its current limitations and incorporating the recommendations outlined, it can further enhance its functionality and impact. Continuous evaluation, user engagement, and adaptation will ensure its ongoing relevance and success in promoting innovative, collaborative learning experiences. The Blended Multilogues Toolkit is a transformative resource poised to reshape the landscape of higher education. Its strengths lie in its structured approach, accessibility, and emphasis on fostering interdisciplinary collaboration and stakeholder inclusion. However, its potential is yet to be fully realized. This extended conclusion delves into the broader implications, necessary enhancements, and envisioned future of the toolkit.

The toolkit's methodical structure, represented by the 9-step guide, is one of its standout features. This framework provides a clear and replicable process for implementing multilogues, making it accessible even to educators unfamiliar with collaborative or interdisciplinary methods. The flexibility of the building blocks further amplifies its utility, allowing educators to tailor activities to diverse academic disciplines and contexts. Despite its strengths, the toolkit faces challenges that limit its adoption and impact. The lack of interactive features and real-time feedback mechanisms restricts user engagement. Furthermore, the absence of standardized assessment tools and real-world case studies creates barriers to effectively measuring and showcasing its success. Addressing these limitations is critical to unlocking the toolkit's full potential.

To expand its impact, the Blended Multilogues Toolkit must evolve to include robust interactive features, such as live webinars, discussion forums, and real-time feedback collection systems. Integrating case studies showcasing successful applications across various disciplines will inspire confidence and provide practical guidance for new users. Furthermore, the development of standardized assessment tools will ensure that educators can measure and demonstrate the efficacy of multilogues. The toolkit's emphasis on interdisciplinary collaboration and stakeholder engagement aligns with the evolving needs of higher education. As universities increasingly prioritize skills such as critical thinking, teamwork, and problem-solving, the toolkit offers a pathway to achieving these goals through innovative pedagogical methods. Additionally, its potential applications extend beyond academia, fostering connections with industry and community partners to address real-world challenges collaboratively.

In conclusion, the Blended Multilogues Toolkit represents a significant step forward in higher education innovation. Its structured approach, accessibility, and focus on collaboration provide a solid foundation for transforming teaching and learning practices. By addressing its current limitations and embracing opportunities for enhancement, the

toolkit can become a cornerstone of interdisciplinary education, empowering educators and students to tackle complex global challenges collaboratively and effectively.

10 Annex (questionnaire)

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HFPH Hochschule für Philosophie München

Toolkit for the Blended Implementation of Multilogues in Higher Education

Greetings,

welcome to the assesment of Toolkit for the Blended Implementation of Multilogues in Higher Education

Your input is invaluable to us as we evaluate the effectiveness of various blended learning techniques and tools. We are particularly interested in your assessment of not only individual tools but also the comprehensive toolkit for the blended implementation of multilogues in higher education.

Please take a few moments to complete the following assessment. Your feedback will greatly contribute to our understanding. This assessment should take approximately 30 to 45 minutes to complete.

Rest assured, all your responses will remain anonymous.

Thank you for your participation.

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Toolkit for the Blended Implementation of Multilogues in Higher Education

What is your position in the field of higher education?

- ◯ educator / teacher
- ◯ blended learning tools creator
- ◯ student of higher education
- ◯ other (please specify)

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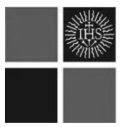
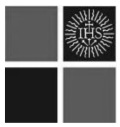


Thank you for your time, unfortunately we are currently surveying and collecting evaluations only from teachers and content/technology creators.

Have a great day!



Toolkit for the Blended Implementation of Multilogues in Higher Education

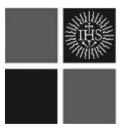
Multilogues revolutionize knowledge transfer in higher education by fostering collaborative learning among diverse stakeholders. Unlike traditional monologue or dialogue settings, multilogues promote horizontal structures where students, teachers, and external participants engage equally.

This approach encourages personal and skill development while bridging societal divides. Embracing ambiguity and non-authoritative frameworks is crucial for success. Multilogues welcome stakeholders from various backgrounds, transcending the boundaries of academia. Though still emerging, the methods for facilitating these exchanges are largely established in educational and cooperative environments.

Toolkit for the Blended Implementation of Multilogues in Higher Education

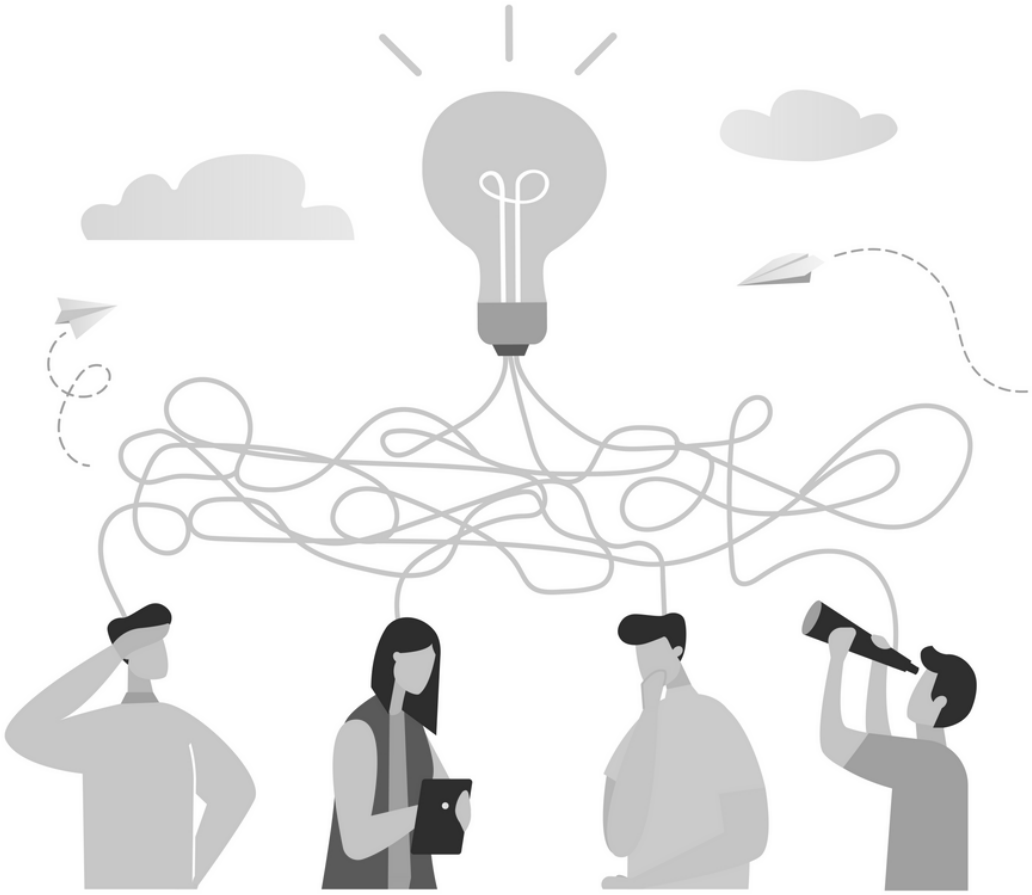
GROUP EXPERT RALLY / JIGSAW PUZZLE	ONLINE SURVEY / POLL	BRAINSTORMING	VISUALISING POWER STRUCTURES
PARTNER INTERVIEW	WORLD CAFÉ	QUIZZES	HEADSTAND / REVERSE BRAINSTORMING
PEOPLE BINGO	ROLEPLAY / CHANGE OF PERSPECTIVE	GALLERY WALK / VERNISSAGE	OPEN SPACE
STATION ROTATION	BOARD OF DEFINITIONS	MIND MAPPING	FISHBOWL DISCUSSION
STORY CREATION / STORYTELLING	FORUM THEATRE	PRESS CONFERENCE	E-PORTFOLIO / COLLABORATIVE WRITING

The proposed toolkit for the blended implementation of multilogues in higher education consists of 20 tools and techniques (listed in the table above). Your experience is important to us, so we like you to ask - to evaluate each of these tools. On the following pages you will rate each of these tools on the 10 scales.



Toolkit for the Blended Implementation of Multilogues in Higher Education

tool: Brainstorming



Brainstorming is a collaborative method used in education, particularly in the processes of identifying and solving problems and ideas. It is most often a group discussion in which the aim is for participants to spontaneously generate a number of different ideas or solutions to a given problem (freely, without judgement).

Is a tool, that **I know**

not at all — completely

It is a technique to **create/support group cohesion**

not at all — always

It is a tool to **promote group work.**

not at all — always

It helps **research the problem/ gather information.**

not at all always

It can be used **to motivate students/learners.**

not at all always

It can be used to **identify perspectives and people.**

not at all always

It is beneficial to **develop and test solutions and answers.**

not at all always

It can be used to **distribute solutions and answers.**

not at all always

It is a tool that **I am using** as a teacher/educator.

not at all all the time

It is something I consider **effective**.

not at all all the time

What suggestions or reservations do you have about using this method in your lessons?

Is there a need for the digitalization of this particular technique?

Why is it necessary to digitize this technique?

Is there currently a digital version of this technique available? Is there anything limiting your use of it?

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tool: Partner Interview

This technique involves creating pairs where participants ask questions and then share their answers. Each participant focuses on gathering information about their partner, which includes experiences, opinions, or knowledge. A key aspect of this method is active listening and summarizing what has been learned. In the end, participants introduce their partners to the group, which enhances understanding and fosters a collaborative atmosphere. This method encourages mutual acquaintance and the development of communication skills.

Is a tool, that **I know**

not at all completely

It is a technique to **create/support group cohesion**

not at all always

It is a tool to **promote group work.**

not at all always

It helps **research the problem/ gather information.**

not at all always

It can be used **to motivate students/learners.**

not at all always

It can be used to **identify perspectives and people.**

not at all always

It is beneficial to **develop and test solutions and answers.**

not at all always

It can be used to **distribute solutions and answers.**

not at all always

It is a tool that **I am using** as a teacher/educator.

not at all all the time

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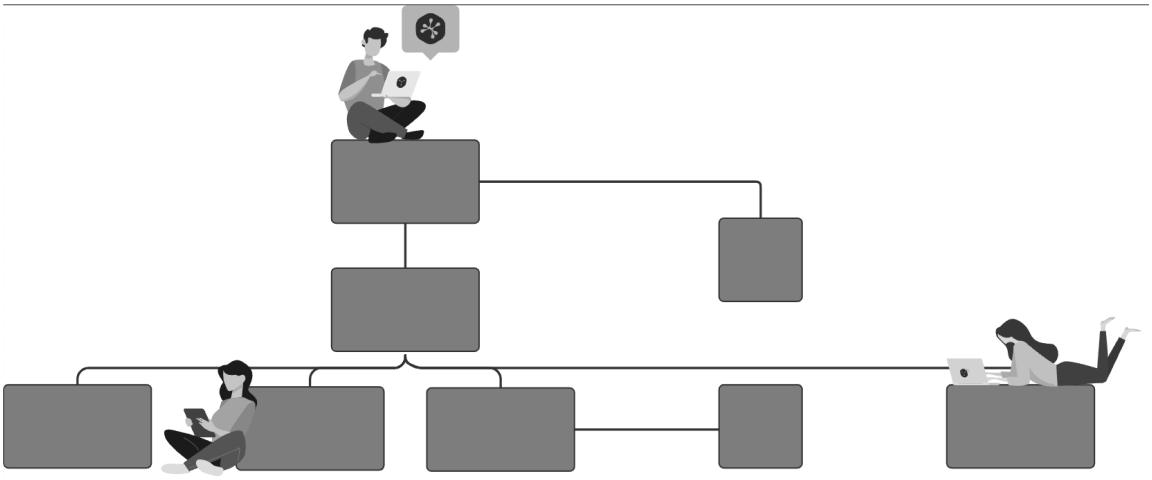
tool: Visualising Power Structures



Relationship visualization is a technique that helps participants understand power structures and relationships within an organization or group. Using diagrams or maps, participants illustrate how individuals or groups are connected, who holds decision-making power, and the hierarchical relationships that exist. This process allows for the identification of key individuals and uncovers hidden dynamics that may influence the functioning of the organization. The method enhances understanding of systems and helps pinpoint weaknesses or conflicts.

Is a tool, that **I know**

not at all completely

It is a technique to **create/support group cohesion**

not at all always

It is a tool to **promote group work.**

not at all always

It helps **research the problem/ gather information.**

not at all always

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tool: Station Rotation

In this method, educational activities are divided into several stations, with participants rotating between them according to a predetermined schedule. Each station offers a different task or activity, often focusing on various aspects of the studied topic. This method promotes dynamic learning, allowing participants to deepen their knowledge in different areas while maintaining focus through the variety of tasks. After completing all the stations, participants gain a comprehensive overview of the topic from multiple perspectives.

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tool: Storytelling

Storytelling is a technique that uses stories to illustrate specific ideas, concepts, or values. Participants can either be the storytellers or the listeners. The stories can be personal, metaphorical, or fictional, and are used to convey abstract or complex topics in a simpler way. This method creates an emotional connection between the content and the participants, enhancing retention and understanding of the material. Storytelling boosts engagement and encourages creative thinking.

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tool: Reverse Brainstorming

Reverse brainstorming begins with participants generating ideas on how to worsen existing problems or identify ways the situation could deteriorate. The goal is to gain insight into the weaknesses of proposed solutions and understand potential risks. This process can reveal areas that need improvement, allowing participants to develop more effective solutions by leveraging the new insights gained. The method fosters critical thinking and innovation.

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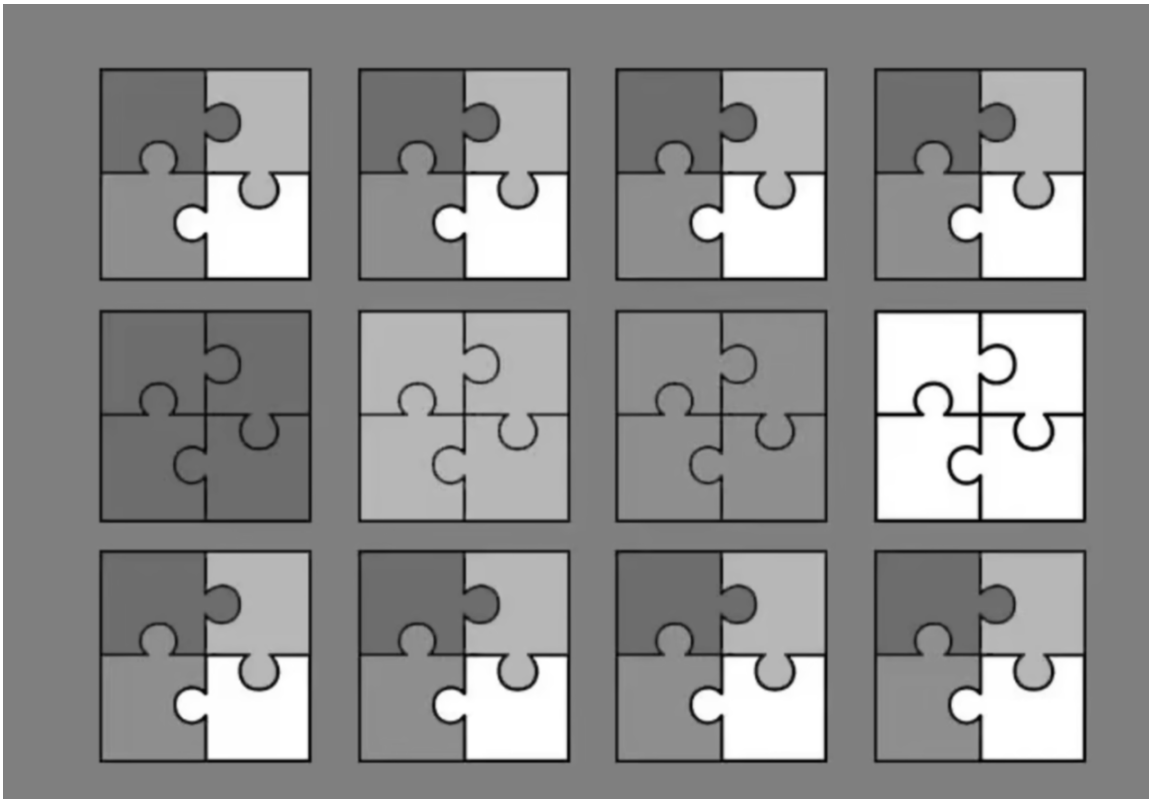
tool: Jigsaw Puzzle



This is a cooperative technique in which participants are divided into groups, with each member becoming an expert on a specific aspect of the topic. After mastering their part of the knowledge, they share these insights with other group members, creating a comprehensive understanding of the entire issue. This method promotes collaboration, responsibility for one's own learning, and develops skills in knowledge sharing.

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tool: People Bingo

In this activity, participants receive bingo cards, with each square containing a specific characteristic or interest. The goal is to find another participant who matches the criteria and write their name in the corresponding square. This method encourages interaction between participants, develops social skills, and enhances mutual acquaintance. Human bingo is popular in team-building activities or as an icebreaker in new groups.

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tool: Roleplay

Role-playing allows participants to take on different characters or roles in simulated situations. The goal is to enhance understanding through experiencing situations and empathizing with others' perspectives. This method is effective for developing empathy, communication skills, and critical thinking. Participants learn to solve problems from a wider range of viewpoints, which supports their decision-making and collaboration abilities.

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tool: Forum Theatre

Forum Theatre brings real-life situations into the educational process and stimulates creative thinking. Participants express their thoughts and emotions through dramatization and performances. This technique allows the audience (students) to intervene in the course of the play, altering its direction based on their own experiences, which strengthens learning through experience and enhances the grasp and retention of the material. In informal education, theater is effective in developing collaboration and empathy.

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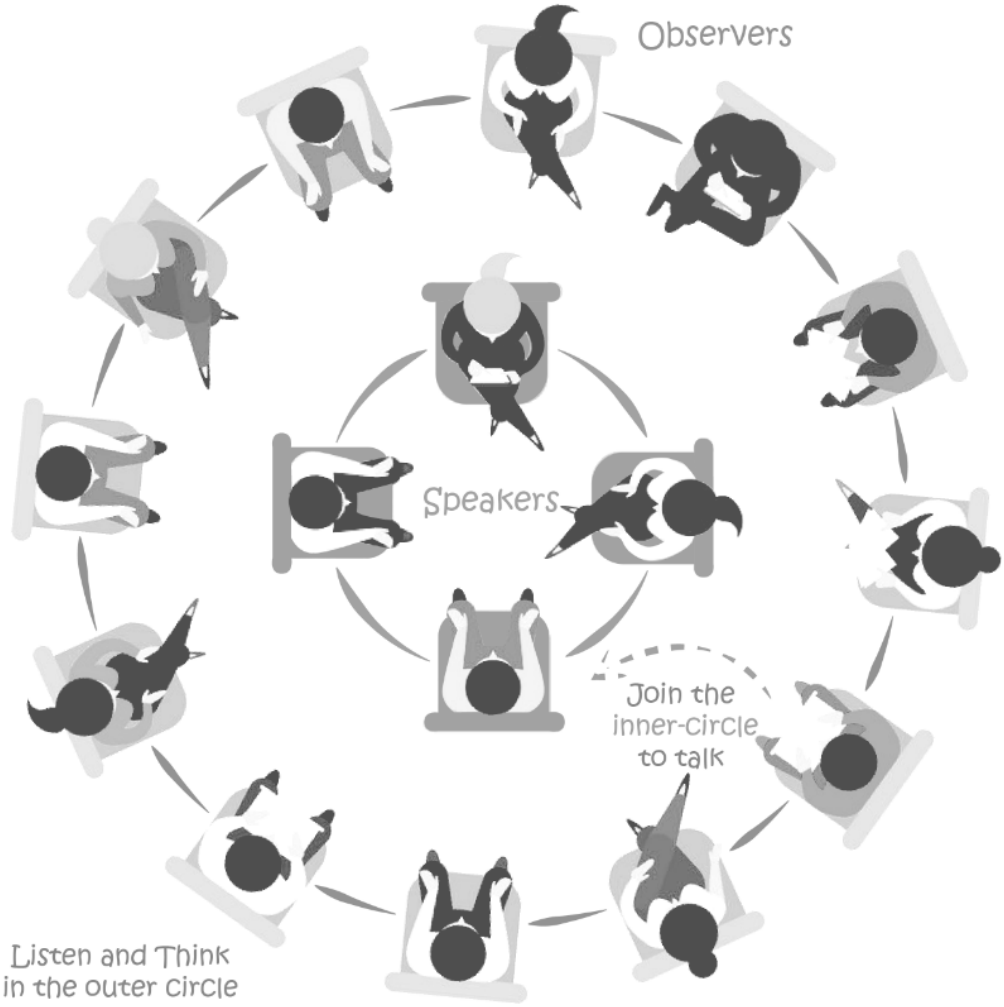
tool: Fishbowl Discussion



The circle discussion method, or fishbowl, allows for in-depth and structured discussions among participants. A small group discusses in the center (the 'fishbowl'), while others observe, which encourages active listening and reflection. This method develops communication skills, critical thinking, and the ability to argue effectively. In informal education, it is effective for deepening understanding, exchanging ideas, and promoting inclusive discussion, where everyone can engage either by actively speaking or by observing and learning from others' debates.

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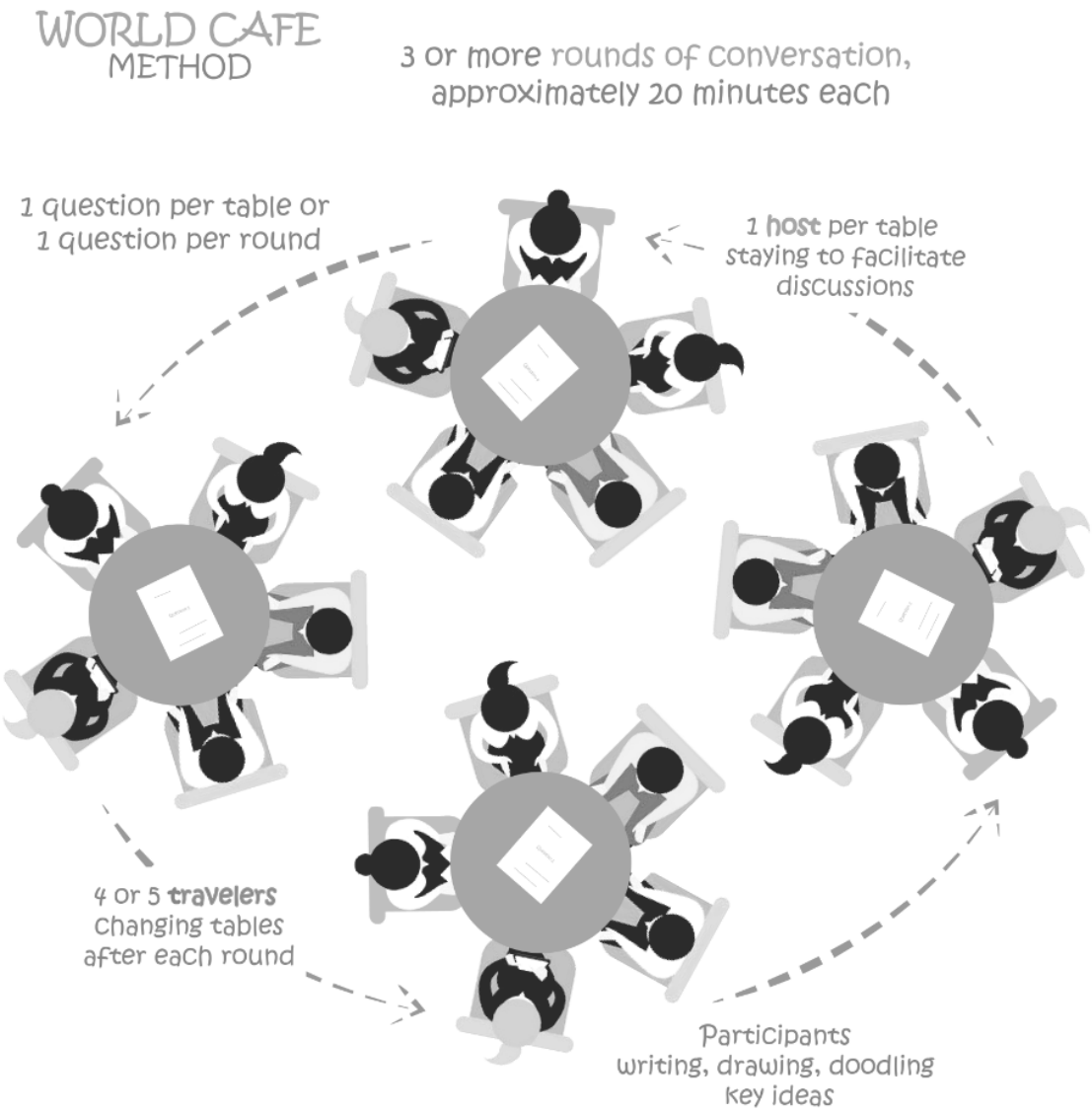
tool: World Café



The World Café method fosters dialogue and collaboration among participants in a relaxed and informal setting. Participants discuss specific topics in small groups, and after a set period, they move to different tables. This process creates an opportunity to share ideas and connect different perspectives, leading to a richer understanding and the exploration of new solutions.

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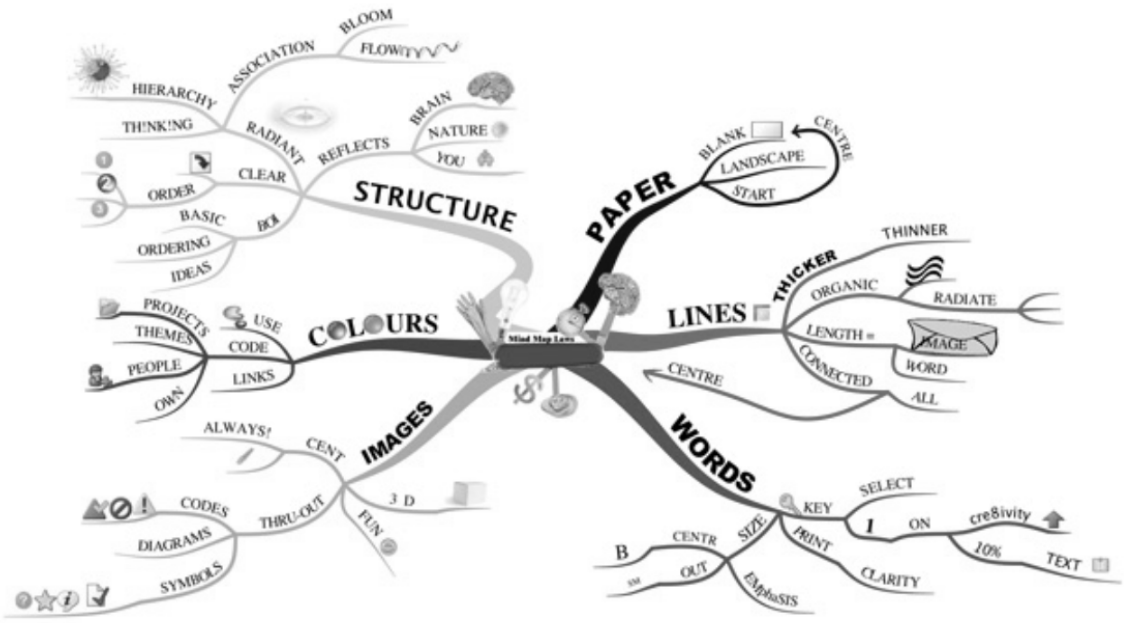
tool: Mind maps



Mind maps are a visual method that helps participants organize and connect ideas. Diagrams are created around a central theme and gradually branch out into subtopics. This visual approach enables a better understanding of the relationships between different concepts and promotes creative and logical thinking. Mind maps are useful for solving complex problems or planning.

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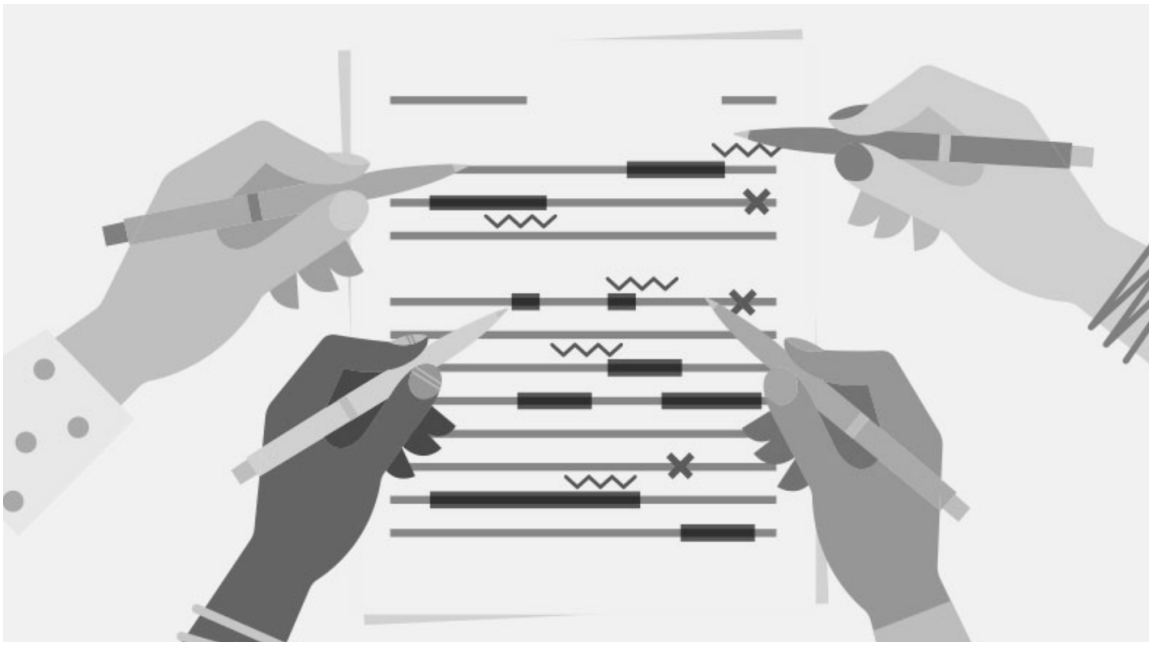
tool: Collaborative Writing (E-portfolio)



Collaborative writing is a form of teamwork where participants jointly create texts or projects. Groups of students work on a single task, with each member taking on a specific role, but the final work is the result of their collective effort. When creating e-portfolios, students collect and present their work digitally, allowing for tracking progress and fostering self-reflection. This approach develops team collaboration, enhances organizational skills, and encourages content creation through diverse perspectives.

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tool: Quizzes

Quizzes are an effective tool in both formal and informal education that promotes active learning and increases engagement. They provide quick feedback, helping participants identify areas where they need to improve. Quizzes encourage self-assessment and enhance the ability to retain information through repetition and rapid interaction. In informal settings, they add an element of fun and motivation, making learning easier in a dynamic and interactive format.

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tool: Survey/Pool

Online surveys or polls are excellent tools for gathering information and can also serve as icebreakers in groups. The purpose can be to create a survey on a specific topic or to collect data from respondents. Participants design questions and use digital tools to create a survey that is easy to share and analyze. It is important to avoid bias and ensure accessibility for a variety of perspectives. As a variation, surveys can be used to gather information about the participants, providing insight into their attitudes and needs. In informal education, they are useful for assessing understanding, gathering feedback, and adapting content to the needs and interests of the group.

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tool: Board of Definitions

This method involves participants collectively creating and discussing definitions of key terms or concepts relevant to the topic. They work on a large board or poster, where they discuss the meaning of the terms, identify ambiguities, and reach a consensus. This method promotes deep understanding and clear communication, enhancing the accuracy of understanding complex topics.

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tool: Press Conference

The press conference method involves a simulation where participants present the results of their projects or their views on a given topic to a group acting as journalists. The journalists prepare questions, ask them to the presenters, and evaluate the information provided. This method develops presentation skills, critical thinking, and the ability to respond to questions in a discussion, fostering a deeper understanding of the topics being discussed.

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tool: Open Space

The open space method is a dialogue technique in which participants set the agenda based on their interests. Discussions take place in smaller groups on various topics related to the main theme. Anyone can propose a topic for discussion, and participants choose which conversations they want to join. This method promotes a creative approach, freedom of choice, and allows for a deeper exploration of topics that are most relevant to the participants.

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tool: Gallery Walk

The gallery walk is an interactive learning method where participants walk around the room and view presentations, posters, or displays created by their peers. This technique encourages active engagement, as participants discuss the works and exchange ideas. It creates space for group discussion, critical thinking, and reflection, deepening the understanding of the topic through different perspectives and social interaction.

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It is beneficial to **develop and test solutions and answers.**

not at all — always

It can be used to **distribute solutions and answers.**

not at all — always

It is a tool that **I am using** as a teacher/educator.

not at all — all the time

It is something I consider **effective**.

not at all — all the time

What suggestions or reservations do you have about using this method in your lessons?

Is there a need for the digitalization of this particular technique?

Why is it necessary to digitize this technique?

Is there currently a digital version of this technique available?

Is there anything limiting your use of it?

Please rank the different tools from the proposed toolkit from the one you consider **most important** (up) for implementing multilogue to the one you believe is substitutable. (you can sort the tools by moving up/down)

- People Bingo
- Roleplay / Change of Perspective
- Partner Interview
- Group Expert Rally / Jigsaw Puzzle
- Station Rotation
- Story Creation / Storytelling
- Forum Theatre
- Board of Definitions
- Online survey / Poll
- World Café
- Gallery Walk / Vernissage
- Quizzes
- Brainstorming
- Mind Mapping
- Press Conference
- E-portfolio / Collaborative Writing
- Fishbowl Discussion
- Visualising Power Structures
- Headstand / Reverse Brainstorming
- Open Space

Please rank the different tools from the proposed toolkit from the one you consider **most effective** (up) for implementing multilogue to the one you believe is the least effective. (you can sort the tools by moving up/down)

- People Bingo
- Roleplay / Change of Perspective
- Partner Interview
- Group Expert Rally / Jigsaw Puzzle
- Station Rotation
- Story Creation / Storytelling
- Forum Theatre
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HFPH Hochschule für Philosophie München

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Do you know or do you use any other tools that you consider suitable for multilogues toolkit?

Are there specific versions of digital/online tools that uses / work with some of previously named tools that you use in your work?

- ◯ yes, I am using/I have used one or more digital/online of these tools in my teaching.
- ◯ no, I have not used any of mentioned tools.

What are the names of these online/digital tools? (please write product name)