



Multilingual Concept for a Train-the-Trainer Seminar on Blended Multilogues in Higher Education



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Technical sheet

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INTRODUCTION

The purpose of this Project Result is to conceptualize a Train-the-Trainer Seminar on Blended Multilogues in HE. The previously established Toolkit served as a pool from which the most promising tools are presented. The concept for the Train-the-Trainer Seminar gives guidance on how various parts of the Toolkit can be implemented in HE. It gives insights into the technical knowledge that educators / teachers have to acquire, and explains the effective pedagogical and didactical implementation of the Multilogue using blended tools.

This concept builds the lecturers' capacity to teach and implement these formats and potentially motivate them to continue their own capacity building from thereon. Since the objective of this output is to develop a concept to train lecturers on how to implement the Multilogue in a blended format, these lecturers/trainers form the target group for this Project Result. Due to the current and upcoming challenges concerning digitalization, the pandemic etc. many teachers and trainers are facing the difficulty of being expected to adapt as fast as possible to an e-learning or blended environment, time pressure, lack of guidance and lack of resources or access to advanced blended tools, stress the need for a profound training for lecturers that combines the technical skills with pedagogical and educational theories.

This concept gives trainers recommendations on how to empower teachers and other trainers to implement Blended Multilogues in HE. The design of the concept is easily accessible, well-structured and takes place in a synchronous environment f2f or online.

At the beginning of the training the participants are provided with a self-assessment test (at the end of this PR). This gives them a recommendation on where they stand on the readiness scale of each dimension. With this assessment the trainers can begin the training at the appropriate level of their participants. The multiple modules of this training range from basic activities to an advanced combination of tools.

With this concept, we give teachers the opportunity to become acquainted with online tools combined with didactically profound online teaching methods. The high-quality concept gives examples on how online tools can be implemented in a way that facilitates Multilogues in HE. Trainers with limited financial resources get free access to a profound concept. The lecturers will gain the necessary know-how and the concept will raise their awareness and motivation to implement Multilogues in an online format.



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MODULE 0 Multiplier Event

EVENT DETAILS	
Event Title	Multiplier Event
Description of the Event	The train-the-trainer respectively multiplier event focuses on blended multilogues in higher education (HE). Utilizing the previously established toolkit, the event will showcase the most promising tools and detailed guidance on how to implement various components of the toolkit in HE. It will offer insights into the technical skills educators need to acquire and explain the effective pedagogical and didactic strategies for using blended tools to facilitate multilogues. This initiative aims to enhance lecturers in their abilities to teach and apply these methods, encouraging them to pursue further professional development. It also attempts to bring in the experiences of the trainers when it comes to the questions raised by the multilogue. This is especially important because the event itself will not notably integrate different perspectives from different stakeholders as such.
TARGET GROUP & CULTURAL CONSIDERATIONS	
<p>These modules constitute a framework for training lecturers to implement multilogues in a blended format, making them the key target audience. Lecturers in higher education are often used to implement traditional teaching methods in an analogues environment, which is supposed to be diversified through the toolkit and the results of the multilogues project.</p> <p>In addition, the aim is to multiply the idea of the multilogue. Therefore, the target group does not necessarily consist of those who are teachers, but also those who can be counted as multipliers, for instance, people who are responsible for the educational program as well as project and program coordinators in HE.</p> <p>Finally, a multilogue lives off its diverse stakeholders. The train-the-trainer event would also benefit from an involvement of participants who are not directly connected to HE. Ideally, these would be participants who are, nevertheless, potential collaborators of HE institutions and instigators of a multilogue themselves. These could be, amongst others, NGOs or governmental organisations.</p> <p>As the train-the-trainer events (can) take place in different countries, the cultural context has to be taken into consideration. In order to adapt to cultural and other differences, we have provided different modules for the event, which can be combined according to one's needs.</p>	
EVENT LEARNING OUTCOMES (knowledge and skills)	
Upon successful completion of the multiplier event, the educator will have:	
LO1	completed the self-evaluation form in order to estimate her or his skills needed for a multilogue.
LO2	been introduced to the toolkit.
LO3	knowledge on how to use the toolkit.
LO4	guidance on what skills are needed for a multilogue.
LO5	understood pedagogical and didactic strategies needed for the creation of a multilogue.
LO6	been introduced to selected tools.





LO7	had guidance on how to train other trainers.
LO8	been encouraged to proliferate the concept of multilogues.
INDICATIVE CONTENT (LIST TOPICS TO BE COVERED)	
Detailed syllabus and Content annotation	
The syllabus can be adapted to one’s individual needs and purposes. Since the audience might differ to a certain degree as well as the institution hosting the event, flexibility is required. Therefore, several modules are provided, which can be combined and structured according to one’s preferences in order to create the event. Only when it comes to some modules, a certain structure is recommended.	
POSSIBLE TOOLS, METHODS & RESOURCES	
1	The resources differ with every module (cf. modules). Ideally, a variety of methods from the toolkit, possibly along with appropriate technical software, are implemented, to ensure a diverse and rewarding learning experience. As long as their multiplicity does not lead to an overburdening of the participants or to a negative effect on the teaching content, of course.
BEST PRACTICE EXAMPLES	
At the very end of this document, several examples are given. The syllabi of the very first multiplier events held in Lüneburg, Uppsala, Trnava, and Munich will show how diverse such an event can be structured and adapted to the participants’ experience and interests.	

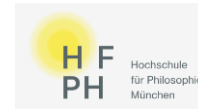




MODULE 1 Welcome and schedule

MODULE DETAILS	
Module Title	Welcome & Schedule
Description of the Module	<p>This module should be at the very beginning of the event, as it welcomes the participants, introduces the hosts, and presents the syllabus. The guests should have a clear picture of what is to be expected from the event and know who to turn to in case of any questions or issues. However, there is more to it than that. As you can see in more detail below, one could also – in case it increases the experience of the event – make it more digital by using some digital software. Other pedagogical goals are to create some comfort, enthusiasm, as well as a group identity.</p>
MODULE LEARNING OUTCOMES (knowledge and skills)	
Upon successful completion of this module, the educator will have:	
LO1	motivated her- or himself for the event.
LO2	got the first sparks for the team spirit and learned about the other participants.
LO3	obtained a clear overview concerning the event.
INDICATIVE CONTENT (LIST TOPICS TO BE COVERED)	
Detailed syllabus and Content annotation	
<ul style="list-style-type: none"> • Welcome & general information • Introduction of the hosts (and their roles) • Other important, interesting, or humorous information: e.g. concerning the background of the participants • Introduction to the syllabus 	
POSSIBLE TOOLS, METHODS & RESOURCES	
1	Menti (digital and analogue)
2	Padlet (digital and analogue)
3	White Board (digital and analogue)
BEST PRACTICE EXAMPLES	





You start with a warm welcome and introduce yourself and the other hosts. While doing so, you can also explain their respective roles, so that the participants can approach them, if they have any inquiries or issues. Furthermore, you can also mention all other important information, for instance, where to find the emergency exit. Thereafter, you use Menti to ask some questions, such as *where do you come from (now)?*, *what is the name of your profession?*, and *do you like digital teaching?* But also, questions like *did you come only for the free lunch and coffee?* On the one hand, these questions will give the participants some knowledge about the others and will, thus, create a certain group cohesion already; on the other hand, it might create an easy-going atmosphere.

Finally, you can introduce the day's syllable, which you uploaded on the padlet. Each point can be connected to the respective material on the padlet (if there is any). In addition, the learning outcomes and other important information concerning the day's schedule can be shared.

The time given for this module could range from 10 to 30 minutes.



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MODULE 2 Self-Assessment

MODULE DETAILS	
Module Title	Self-assessment
Description of the Module	<p>The provided self-assessment test will scrutinise the participants' skills, competences, and know-how in order to give them an estimation of where they stand on the readiness scale. The scale is divided into three domains: 1. didactical format readiness; 2. technology resource readiness; and 3. competence readiness. The knowledge about where they stand can motivate the participants to get even better in certain fields and help them choose the tools of the toolkit for which they are "ready".</p> <p>It is advisable for the participants to complete the self-assessment before the event. This would enable the facilitator to, firstly, spend less time on this topic, and, secondly, to work with the evaluation. For instance, they can then show the overall result, which enables the educators to (anonymously) compare themselves to the others. Note that this needs a psychological and ethical estimation by the host beforehand. Comparing yourself, for instance, might have a negative impact on your engagement with the rest of the event. Being the one with very little experience might be demotivating or cause this person to be less involved in order to hide alleged deficits.</p> <p>If one opts for the presentation of the evaluation during the event, one might, therefore, opt to this anonymously. Menti could be a good platform to share the results in this manner. In case the assessment happens on the day of the event, it is advisable to implement this module after the Welcome & Schedule or the Get to Know Each Other one.</p>
MODULE LEARNING OUTCOMES (knowledge and skills)	
Upon successful completion of this module, the educator will have:	
LO1	estimated where they stand on the readiness scale concerning any of the three dimensions in relation to the tools.
LO2	estimated where she or he stands on the readiness scale concerning, especially, the first domain in relation to multilogues in general.
LO3	the knowledge to begin the training at the appropriate level.
INDICATIVE CONTENT (LIST TOPICS TO BE COVERED)	
Detailed syllabus and Content annotation	
<ul style="list-style-type: none"> ● Introduction of the self-assessment ● Explanation of its use ● Execution of the assessment ● Optional: overview of the outcome 	





POSSIBLE TOOLS & RESOURCES

1	Surveymonkey (digital and analogue)
2	Google forms (digital and analogue)
3	Any other tool for surveys (e.g https://www.limesurvey.org/de ; please check upon data security!)
4	Menti (for summarizing the results, digital and analogue)

BEST PRACTICE EXAMPLES

In case that the self-assessment has not been taken beforehand, the host introduces the self-assessment by showing the link on the padlet, which leads directly to Survey Monkey. The host, then, explains why this self-assessment is helpful for evaluating one's own skills and where there is still room to grow. Enough time is given for the participants to assess themselves in a calm atmosphere. The results are given immediately after to each participant, so they know where they stand on the readiness scale on each section. The host has already provided different meeting points according to the readiness scale, where the participants can meet.

Please be aware that different meeting points only make sense, if the event is big enough for there to be several groups made according to the self-assessment results.

The approximate time for this module is up to 20 minutes.





MODULE 3 Get to Kow Each Other

MODULE DETAILS	
Module Title	Get to Know Each Other
Description of the Module	<p>Since the participants will be from different institutions and probably not familiar with the hosts either, this module attempts to make the participants acquainted with one another. In addition, through some of the possibly implemented tools, the opportunity is given to ask oneself and the others the first few questions about blended learning. As described in more detail below, this does not only improve the experience of the event itself, but introduces at least one other tool from the toolkit.</p> <p>The time and importance given to this module depend entirely on how important it is for the participants to get to know each other. Networking might be of more importance at one institution than the other. This module can also be skipped altogether, as the following group work in the multilogue will give the participants also the opportunity to talk to each other, albeit on a much more limited scale. The tool(s) used for this module should be accessible for all readiness domains. Differences in analogue and online implementation need also to be taken into consideration.</p> <p>Ideally, this module is posited towards the beginning of the event, but after the Welcome & Schedule and possibly the Self-assessment.</p>
MODULE LEARNING OUTCOMES (knowledge and skills)	
Upon successful completion of this module, the educator will have:	
LO1	felt more team spirit and learned more about the other participants.
LO2	experienced at least one of the tools from the toolkit.
LO3	reflected (to a certain degree) what blended learning could be.
INDICATIVE CONTENT (LIST TOPICS TO BE COVERED)	
Detailed syllabus and Content annotation	
<ul style="list-style-type: none"> ● Introduction of the module and explanation of its aims ● Description of the tool(s) implemented respectively game(s) played and the time given ● Execution of the task and possible assistance by the host(s) ● Conclusion (and possible feedback) 	
POSSIBLE TOOLS, METHODS & RESOURCES	
1	Introduction circle (digital and analogue)
2	Name bingo (digital break-out sessions and analogue)
3	Partner interview (digital break-out sessions and analogue)





4	Menti (connect to Modular 1; digital and analogue)
5	Board of definitions (digital and analogue)
6	Mindmapping (digital and analogue)
7	Brainstorming (digital and analogue even paperplane brainstorming)
BEST PRACTICE EXAMPLES	
<p>The host decides to use this module and chooses two tools for it, namely, name bingo and partner interview. She explains how each of the tools work and gives 15 minutes for the completion of each. In addition, she already connects these two tools to the content of the multilogue and higher education. During name bingo, the participants try to find peers who match certain traits (connected to teaching and education or general things) presented on a bingo card and write down their names. The goal is to finish a complete row as quickly as possible. When it comes to the partner interview, two people ask each other questions such as <i>what are the advantages and disadvantages of online learning according to you?</i> Thereafter, each of them introduces the other person to the group. The host is in the vicinity in order to help the participants, if deemed necessary. If enough hosts are present, some of them could even consider participating in one or the other game. Upon completion, the host summons the participants back and asks for quick feedback.</p> <p>The approximate time for this module is up to 30 minutes.</p>	





MODULE 4 What is a Multilogue?

MODULE DETAILS	
Module Title	What Is a Multilogue?
Description of the Module	<p>There is not <i>one</i> 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.</p> <p>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.</p> <p>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.</p>
MODULE LEARNING OUTCOMES (knowledge and skills)	
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.
LO5	have engaged in different perspectives concerning the topic.
INDICATIVE CONTENT (LIST TOPICS TO BE COVERED)	
Detailed syllabus and Content annotation	
<ul style="list-style-type: none"> ● 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	

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

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.





MODULE 5 Introducing Multilogues & Digital Toolkit

MODULE DETAILS	
Module Title	Introducing Multilogues & Digital Toolkit
Description of the Module	<p>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.</p> <p>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.</p>
MODULE LEARNING OUTCOMES (knowledge and skills)	
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.
LO5	the ability to discuss challenges and benefits of a multilogue.
INDICATIVE CONTENT (LIST TOPICS TO BE COVERED)	
Detailed syllabus and Content annotation	
<ul style="list-style-type: none"> ● 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	
1	Classic presentation (digital and analogue)
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

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.





MODULE 6 Applied Multilogue Tools & Miscellaneous

MODULE DETAILS	
Module Title	Applied Multilogue Tools & Miscellaneous
Description of the Module	<p>This module introduces one of the tools from the booklet. Since first-hand experience is more valuable than a mere theoretical approach, it is advisable for the participants to test as many tools as possible during the event. Preferably, the tool is being introduced to the participants through their usage. While doing so, the tool can be connected to any topic. The topic could be, for instance, related to issues concerning higher education or to the question of how to create a multiplier event. But also other topics can be chosen that are of importance to the hosts and not connected to multilogues, such as a presentation on the hosting institution. Some topics could be difficult to combine with a tool from the toolbox and can be introduced into the event on its own at any suitable time.</p> <p>As many of the other modules already introduce one or more tools, this module does not necessarily need to be chosen separately. It may be combined with any of the modules, most of all three, four, and five.</p> <p>It also has to be taken into consideration that different readiness domains might allow for more or less complex tools to be used within different groups.</p>
MODULE LEARNING OUTCOMES (knowledge and skills)	
Upon successful completion of this module, the educator will:	
LO1	have experienced one more tool from the toolkit.
LO2	be able to teach one more of the tools to others.
LO3	have engaged in questions connected to higher education or another important topic.
INDICATIVE CONTENT (LIST TOPICS TO BE COVERED)	
Detailed syllabus and Content annotation	
<ul style="list-style-type: none"> • Description of the implemented tool and the task to be completed. • Execution of the task by the participants • Ideally, a circle or suchlike where the findings can be shared and challenged 	
POSSIBLE TOOLS, METHODS & RESOURCES	
1	Any of the 20 tools from the toolkit (digital implementation: accordingly)
2	No tool or resource at all
BEST PRACTICE EXAMPLES	





The hosts find the tool of reverse brainstorming quite intriguing, but do not know how to combine it with any of the other modules. In addition, they have not had yet the opportunity to discuss how to create a multiplier event themselves. Therefore, they invite the participants to brainstorm on how a multiplier event should *not* look like. Proceeding from the resulting ideas, the hosts will then introduce their findings of how such an event could be structured. This, in turn, might lead to a discussion with the entire group about the advantages and disadvantages of the proposed modular system.

In addition, the hosts want to introduce the institution holding the event and to promote another event planned for the month after. The hosts did not find any suitable tool for these topics and decided to inform the participants without including any of the tools.

The time estimated for this module can vary from 30 to 90 minutes.



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MODULE 7 Feedback & Final Round

MODULE DETAILS	
Module Title	Feedback & Final Round
Description of the Module	<p>This module seeks to get feedback from the participants. In case the hosts are intending to organise further multiplier events in the future, it can be implemented for planning the next event.</p> <p>In addition, a final discussion on the questions of multilogue in higher education could take place, especially with regards to the experiences collected during the event. This gives the participants another chance to share their own knowledge and learn from each other's perspectives.</p> <p>Whether this takes place as a real discussion or as a feedback circle, is up to the hosts.</p>
MODULE LEARNING OUTCOMES (knowledge and skills)	
Upon successful completion of this module, the hosts will have:	
LO1	feedback on how to improve the next multiplier event.
LO2	given the participants one more chance to exchange their opinions and experiences and, thus, create something akin to a multilogue.
LO3	implemented another tool from the toolbox or merely a digital resource (optional).
INDICATIVE CONTENT (LIST TOPICS TO BE COVERED)	
Detailed syllabus and Content annotation	
<ul style="list-style-type: none"> • If implemented, preparation of the survey beforehand • Introduction of the task (and possibly the tool and/or resource implemented) • Collection of the feedback and/or execution of the discussion respectively feedback circle 	
POSSIBLE TOOLS, METHODS AND RESOURCES	
1	Feedback circle (digital and analogue)
2	Menti (digital and analogue)
3	Google survey (digital and analogue)
BEST PRACTICE EXAMPLES	





As the hosts are intending to repeat the event, they want to collect the participants' feedback. They have prepared a survey on Survey Monkey with questions like *Did you have too much or too little input?* As the hosts have the impression that not enough time has been given in order to exchange experiences, they invite the participants thereafter to a final feedback round. Clockwise each person is given the chance for a final comment, including things they liked, missed or would improve. No one is forced to speak.

The time given for this module could range from 10 to 30 minutes, depending not only on the size of the group, but whether a final feedback round, mere feedback, or both are sought-after.



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SELF-ASSESSMENT TEST

The self-assessment test will scrutinise the participants' skills, competences, and know-how in order to give them a recommendation on where they stand on the readiness scale. The scale is divided into three domains. With the help of this assessment the participants may begin their training at the appropriate level and design it according to their results. The modules of this training could range from basic activities to an advanced combination of tools. In addition, time frames could help trainers and lecturers estimate the needed time for each module. Finally, the readiness domain, most of all the first one, do not only inform about the readiness concerning the tools, but also concerning a multilogue in general.

Implementation

The self-assessment can be used in order to form different readiness groups within the multiplier event. Accordingly, different modules and tools can be implemented for each group according to their level of skill. This is especially recommendable if there are plenty of participants. Within smaller multiplier events this could be challenging, as there might not be enough participants to form groups for each readiness domain. In addition, creating different readiness groups might be challenging in combination with certain tools. If, for instance, station learning will be implemented at any stage of the event, further groups will have to be created, which could result in excess of division.

Most of all, the self-assessment will be useful for teachers outside the event itself. It will allow for an estimation of one's readiness, which, then, can help to create one's own multilogue.

Domains



1. *Didactical format readiness*

This readiness domain stresses didactical skills. On the one hand, this implies the capabilities of diversifying teaching methods and bringing together digital and analogue teaching. On the other hand, it hints at the abilities needed to conceptualise a multilogue with different perspectives.





2. *Technology and resource readiness*

This readiness domain has a mere technical focus. It tries to evaluate the digitale infrastructure provided. It does so by checking on the possible digital challenges that could be encountered.



3. *Competence readiness*

The third readiness domain, too, concentrates on the digital implementation of a multilogue. However, it focuses on the digital skills needed to do so, whether they may be technical, organisational, or ethical.

Evaluation

Eventually, the readiness will be divided into three different levels. These levels can be applied to each individual tool. At the same, they can be seen as overall readiness in the respective domain.

1. **Didactical format readiness**

Excellent (60–45): You are able to bring together people from various backgrounds, lead discussions in a fruitful manner, and lead participants securely through a blended learning experience. (The next multiplier event is on you :D)

Sufficient (44–30): You have some experience in working with heterogeneous groups, have done online teaching before, and you have solid didactical skills. Nevertheless, there is still some room for improvement. (Not too much, not too little: probably you were always a proponent of the Aristotelean golden mean :D)

Needs improvement (29–0): You have limited experience in teaching and online learning. Still so much to learn! (Maybe you will find someone to help you ... or do the job for you ;D)

2. **Technology and resource readiness**

Excellent (50–38): You have access to all the digital resources you need, perfect! (You can build the next Matrix. 😊)

Sufficient (37–25): Most digital resources are provided, some seem to be missing. Is there any way of changing that? (Maybe the president of the university should spend less for “business trips” and more for the digital infrastructure. ;D)





Needs improvement (24–0): Too many things are missing, where could you find the resources you need? (Copy and paste from your neighbour will not suffice in this case :D)

3. Competence readiness

Excellent (50–38): You are able to manoeuvre through all kinds of problems and know almost everything you need. Awesome! (Maybe they should call you teacher in a vat :D)

Sufficient (37–25): You have decent knowledge and skills about digital implementation. Great point to start! (Worst comes to worst, ask your children, if you have any. Usually, they are more knowledgeable when it comes to digital matters ;D)

Needs improvement (24–0): It's time to read up on some topics necessary for blended teaching, which you don't know enough about yet. You will get there! (By the way, there are great online resources to help you improve. ;D)

Self-assessment questions



A. Didactical format readiness

1. I am **experienced in intradisciplinary work (within one discipline)**, projects, teaching, or suchlike, and I know how to make them work together synergistically.
 - High Proficiency
 - Proficiency
 - Moderate Proficiency
 - Limited Proficiency
 - No Proficiency
2. I am **experienced in interdisciplinary work (involving multiple disciplines)**, projects, teaching, or suchlike, and I know how to make them work together synergistically.
 - High Proficiency
 - Proficiency





- Moderate Proficiency
 - Limited Proficiency
 - No Proficiency
3. I have worked together with **stakeholders outside of academia** and know well how to **bring them together** in a productive manner.
- High Proficiency
 - Proficiency
 - Moderate Proficiency
 - Limited Proficiency
 - No Proficiency
4. I have experience in teaching online and in **diversifying the digital teaching** format in order to enhance the learning experience.
- High Proficiency
 - Proficiency
 - Moderate Proficiency
 - Limited Proficiency
 - No Proficiency
5. I know how to implement **synchronous** as well as **asynchronous teaching** methods. In addition, I am able to combine them in a fruitful fashion.
- High Proficiency
 - Proficiency
 - Moderate Proficiency
 - Limited Proficiency
 - No Proficiency
6. Besides the traditional front-of-class teaching, I have a **repertoire of analogue teaching methods**, which I can combine easily in order to convey content in an interesting, effective, and manifold manner.
- High Proficiency





- Proficiency
 - Moderate Proficiency
 - Limited Proficiency
 - No Proficiency
7. I have insight into how to **combine online and analogue teaching** methods and tools in order to improve and facilitate the learning experience.
- High Proficiency
 - Proficiency
 - Moderate Proficiency
 - Limited Proficiency
 - No Proficiency
8. When it comes to analogue teaching, I have experience in **incorporating different locations** respectively “places of inspiration”.
- High Proficiency
 - Proficiency
 - Moderate Proficiency
 - Limited Proficiency
 - No Proficiency
9. I have know-how in **creating hybrid** (teaching/learning) **events**.
- High Proficiency
 - Proficiency
 - Moderate Proficiency
 - Limited Proficiency
 - No Proficiency
10. I have a good sense of **time management**, even when it comes to implementing new formats and tools.
- High Proficiency





- Proficiency
- Moderate Proficiency
- Limited Proficiency
- No Proficiency

11. I have experience in creating **inclusive didactic formats**.

- High Proficiency
- Proficiency
- Moderate Proficiency
- Limited Proficiency
- No Proficiency

12. When it comes to my teaching, I am sensitive towards **ethnic diversity** and **different cultural** backgrounds.

- High Proficiency
- Proficiency
- Moderate Proficiency
- Limited Proficiency
- No Proficiency



B. *Technology and resource readiness*

1. I (and my students) have **access to a computer** or device capable of running the necessary digital tools and applications.

- Absolutely
- Mostly
- More or less
- Seldom





- Not at all

2. I have a stable **internet connection**.

- Absolutely
- Mostly
- More or less
- Seldom
- Not at all

3. I (and my students) have **access to microphones and loudspeakers** available to provide for clear audio during virtual lectures, discussions or to watch video footage.

- Absolutely
- Mostly
- More or less
- Seldom
- Not at all

4. I (and my students) have a built-in webcam or external **camera available** for video conferencing and virtual interactions.

- Absolutely
- Mostly
- More or less
- Seldom
- Not at all

5. There are resources or **guides available for troubleshooting** common technical issues. In the worst case, there is a dedicated **technical support** team available to assist educators and students with digital tools and platforms.

- Absolutely
- Mostly
- More or less
- Seldom





- Not at all

6. There is **online access to an e-library** or databases for research and reference materials. Students and educators are provided with guidance on accessing digital (library) resources.

- Absolutely
- Mostly
- More or less
- Seldom
- Not at all

7. The **digital infrastructure** is designed with accessibility features to **accommodate** students with **diverse needs**?

- Absolutely
- Mostly
- More or less
- Seldom
- Not at all

8. **Lecture materials**, including slides, videos, and readings, **available** in **digital** formats for online distribution?

- Absolutely
- Mostly
- More or less
- Seldom
- Not at all

9. There are **robust security measures** in place to protect student data and privacy.

- Absolutely
- Mostly
- More or less
- Seldom
- Not at all





10. Learning Management Systems (LMS, e.g. Moodle), video conferencing tools, collaboration platforms, content creation tools and online assessment **tools are provided.**

- All the time
- Mostly
- Sometimes
- Seldom
- Never



C. *Competence readiness*

1. **I am experienced with** learning management systems (LMS, e.g. Moodle), video conferencing tools, collaboration platforms, content creation tools, online assessment.

- High Proficiency
- Proficiency
- Moderate Proficiency
- Limited Proficiency
- No Proficiency

2. I can effectively **search** for, critically **evaluate**, and **manage digital information.**

- High Proficiency
- Proficiency
- Moderate Proficiency
- Limited Proficiency
- No Proficiency

3. I can use **digital tools for effective communication** with students and colleagues.

- High Proficiency
- Proficiency





- Moderate Proficiency
- Limited Proficiency
- No Proficiency

4. I can facilitate **collaborative online learning** activities.

- High Proficiency
- Proficiency
- Moderate Proficiency
- Limited Proficiency
- No Proficiency

5. I can **create** engaging and interactive **digital learning** materials.

- High Proficiency
- Proficiency
- Moderate Proficiency
- Limited Proficiency
- No Proficiency

6. I can develop **multimedia content** for educational purposes.

- High Proficiency
- Proficiency
- Moderate Proficiency
- Limited Proficiency
- No Proficiency

7. I can guide students on responsible and **ethical use of digital technologies**.

- High Proficiency
- Proficiency
- Moderate Proficiency
- Limited Proficiency





- No Proficiency
8. I understand and adhere to **privacy and data security regulations** related to digital tools and platforms.
- High Proficiency
 - Proficiency
 - Moderate Proficiency
 - Limited Proficiency
 - No Proficiency
9. I can **troubleshoot** common technical issues related to digital tools.
- High Proficiency
 - Proficiency
 - Moderate Proficiency
 - Limited Proficiency
 - No Proficiency
10. I can **adapt to new digital tools and technologies** to address educational challenges.
- High Proficiency
 - Proficiency
 - Moderate Proficiency
 - Limited Proficiency
 - No Proficiency

