PLANNING, CREATING AND EVALUATING

# INSPIRING EVENTS FOR SOCIAL DIALOGUE

EUROPEAN CENTRE FOR WORKERS QUESTIONS

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**Author:** Ilona Arcaro

**Translation from German:** Stefanie Becker

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# TABLE OF CONTENTS

Dear Readers,

European educational work is something really special; particularly when the thematic framework is formed by social dialogue. When this requires knowledge to be created and shared, experiences to be exchanged and learners to network on a European level, this calls for methods as conducive as possible to achieve these aims.

European learning often necessitates using several languages, considering different cultural backgrounds and engaging with different grasps of subjects and learning topics.

All this means that those who plan and carry out such educational measures, as well as draw conclusions from them, must carefully consider how to set up such events and which methods are to be best used for which educational phases.

When this succeeds, it creates a high quality of European educational work on social dialogue.

To encourage this, in recent years EZA has laid on courses in which fundamentals of adult education have been conveyed, and it has been possible to present and try out methods particularly suited for use in European, multilingual educational events.

This brochure “Planning, creating and evaluating inspiring events for social dialogue” is a result of this series of courses.

Educational methods sorted by event phases are presented and pointers to concrete use given with brief, practice-related introductions. Hence the publication is intended as a companion to assist organisers of European education in their work. The content invites the readers to abandon trodden paths in educational work and encourages them to try out new things.

My special thanks go to the author of this publication, Ilona Arcaro, who has been a catalyst for so much important content in the courses, and to the Nell Breuning Haus, which developed and carried out the courses together with EZA.

May reading this brochure inspire you to new ideas and ways in European educational work!

*Sigrid Schraml*
*EZA Secretary General*

# INTRODUCTION

The aim of European social dialogue events is to promote the exchange of ideas on relevant questions and issues of European educational work, and to enable encounters and intercultural understanding.
As such, these events are an equally important formal and informal place of learning. As a social form and place for people to meet, they can also promote a process of learning and experiencing for the participants. This is because many participants attend events to become familiar with new approaches and ideas, to meet experienced and/or likeminded people and to learn from one another, to play a part as initiators of ideas, to put forward their own positions for discussion, to try out new ideas with others or share experiences. So, the reasons for participation can vary greatly. It is essential to give these needs space at events and to enable the right learning settings.
This brochure offers practical help which can increase the effectiveness of organised and informal learning processes for social dialogue. To this end, pointers are given for meaningful and inspiring education work before, during and after events.

To create conditions for successful teaching and learning processes, various dimensions must be considered planning the event. They range from identifying innovative or current topics, recruiting participants, planning logistics (here in particular planning arrival, accommodation and mutual communication), considering the target group's intercultural characteristics right through to creating attractive event formats, their implementation and follow-up. The languages and communication also have key importance, primarily in the European context.

The focus of all planning activities is the success of the event and the learning gains for the participants. That is why the individual planning stages are placed in the context of identifying the event's learning goal. This is because the objective, content planning and methods used are always correlated in designing the event.
After a general introduction to the principles of adult learning, various aspects of event conception are examined in addition to different event formats. It is emphasized that already in the preparation phase, the didactic concept views the aims, content, the target group and their needs, and the results are channelled into the event design. During the event, the participants should regularly be given opportunities to contribute their knowledge, opinions and interests. Practical tips, didactic and methodical food for thought are given for this purpose.

# 1 PRINCIPLES OF ADULT LEARNING

Unlike children, adults do not learn from scratch. Everything they learn anew means linking up with existing knowledge, acquiring new skills or unlearning already outdated knowledge. Adults learn guided by interests based on their own experience, categorising the new information into existing cognitive and subjective perceptions. In planning and carrying out events, this is why consideration ought to be given to the participants being defined by their own context, having gathered numerous experiences and already possessing different knowledge and skills. To achieve a learning success and enable lifelong learning, the following basic principles of adult learning are crucial.

1. **Orientation to the context**
   To inspire adults for new learning content and enable the processing of new information, their context and living environment have to be taken into account. The context includes, for instance, whether people live in an economically weak or strong country, what political and cultural conditions they are experiencing or have experienced. In addition, the persons' learning conditions, learning abilities, learning barriers and levels of expectation are taken into account. All the factors together determine how adults learn and understand, and what characteristics have to be considered (cf. Barz/Tippelt (2010), p. 117ff).

2. **Orientation to participants**
   The orientation to participants and clients endeavours to take participants seriously and consider their needs in the teaching/learning process. During the event, the participants must be

given the right offers to be involved and make contributions with regard to the selection of topics and the didactic decisions.

3. **Follow-up learning**
   Adults do not learn in step, nor do they learn the same thing. They take in different content and findings because of differing learning biographies and backgrounds. Learning in events is therefore a substantially self-controlled process. Everyone learns what he/she can "process", and what seems important and expedient. It is important to establish a connection to the participants' experiences, knowledge and skills in the learning process.

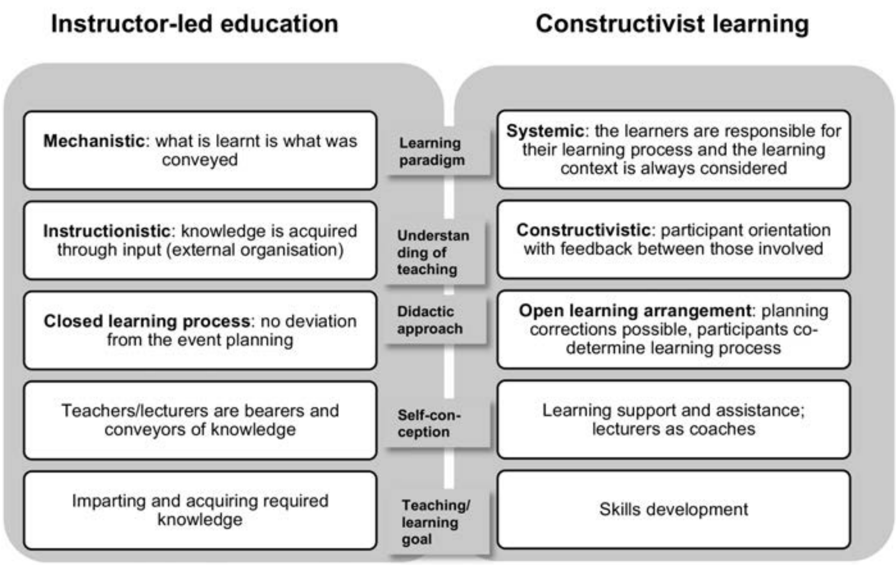
4. **Learning by experience**
   Experiences which individual participants have acquired in the professional or private context also play a crucial part in adult learning. The event topic and the content being dealt with should be relevant for the participants' everyday life and offer problem-solving approaches, strategies or knowledge the individuals can put into practice. The participants are not viewed as consumers, but as active shapers of their leaning process. For the most effective way to learn is when learners themselves become active and can contribute their experiences or connect with them. When the new information is successfully related with the participants' own experience, there can be an effective learning process.

The thesis that although adults are capable of learning but unteachable because of their biographical life experiences, forms the rationale of our altered teaching and learning culture (cf. Siebert 2006a, p. 27). That is why increasingly there is a shift of perspective away from input-oriented imparting of knowledge (referred to from now on as “instructor-led education”) towards a didactic style that enables self-controlled acquisition of knowledge and skills (referred to from now on as “constructivist learning”) (cf. ibid. p. 86). For in planning and carrying out events, “self-responsibility and the enablement of learning are to be borne in mind, and the active role in the teaching-learning process is to be encouraged.” (Siebert (2006b))

Instructor-led education concepts assume that through detailed identification of the learning goal, linear imparting of knowledge and learning in step, learners acquire that which was conveyed. In constructivist learning[1], on the other hand, the focus is on subject orientation and self-organised learning. Consequently, adult learning is only regarded as successful and long-lasting if learners are not “taught” in line with a very rigidly planned concept. Learning should rather be understood as an active knowledge acquisition process with involvement offers. In this, learning content should be made accessible in an active way wherever possible (using activating methods, for instance) and in exchange with other learners. In this way, learners play an active role from a constructivist learning perspective: they can shape their own learning process in a discovering, self-organised and self-controlled way (Arnold/Schüssler 2003, p. 2). In this context, event planning and creation is not superfluous; instead its task is to stimulate self-learning, lateral thinking and problem-solving. In this, it is in no way patronizing, it is stimulating and supporting learning. The consequence is a change in the organisers’ attitude towards content- and methods-related planning as well as implementing events. They no longer focus their attention on just the content – the “what”, as is

1 The German term *Ermöglichungsdidaktik* (systemic-constructivist or self-directed learning) is a model known predominantly in German-speaking countries. In international comparison, the discussion being held is about “heutagogy”, which is comparable with the concept of “self-determined learning”. The common denominator between these approaches is the viewpoint that those learning are experts of their learning process.

the case with traditional knowledge-imparting and lecture-oriented events –, but much more on the learners' forms of acquiring knowledge, the "how" (cf. Arnold/Gómez Tutor 2007, p. 101). Hence content and methods must be selected and offered which are prepared in an inspiring and activating way and enable self-study. There is preferably a connection with the learners' life situations and/or professional experience. The primary task of the organisers and event moderator in carrying out the event is to assist and support the learners in their self-controlled knowledge acquisition process. In this phase, the primary concern is to create and enable stimulating learning environments that boost cooperation. Below is an overview of the difference between the didactic models:




**Source:**

Comparison of instructor-led education and constructivist learning principles (cf. Schüssler/Kilian (2017))

Creating an event in line with the constructivist learning model therefore means departing from the “traditional” role as imparters of knowledge. On the other hand, though, the participants cannot invoke the role of recipients of knowledge, instead they are called on to become active. Accordingly, organisers and participants must rethink and change their learning behaviour. They are responsible for the process, help create learning goals and learning process, and actively acquire knowledge and skills.

# 2 EVENT FORMATS

There are different event formats to be differentiated in the planning phase and selected with regard to addressing the target group. They differ essentially in terms of timeframe, dimension, orientation of content, group of participants and design. The distinctions relate to descriptions in German-speaking countries. These may differ perhaps in the international context.

- **Event:** In German-speaking countries, this designates a common denominator and generic term for every format comprising people meeting in an organised manner with a specific objective.
- **Meeting:** The German word (Tagung) derives originally from the word for "day" and refers to a form of event which has a thematic orientation and focused approach in terms of the number of participants.
- **Conference:** From the Latin "conferre", meaning "to confer" or "bring together", a conference is similar to a meeting, although usually larger in size and with a general discussion and decision-making context, such as an International Climate Conference.
- **Symposium:** A format predominantly found in the cultural and scientific context, it is focused on the specific discussion of a certain topic or topical question from different perspectives.
- **Work meeting:** This format is a gathering of selected persons or an informal meeting, often with political connotations. Example: work meeting of project groups.
- **Workshop:** A workshop primarily has a concrete orientation and objective, with a max. 20 to 30 participants. A workshop is generally to come up with a targeted solution to a problem, to develop new ideas or to draw up and bring together existing findings.

- **Forum:** It is for the open and public presentation of arguments and brings together various people and representatives of different positions and interests. A forum is generally a larger event.
- **Congress:** This is the largest conceivable meeting, derived from the Latin "congregare", literally "to congregate" or "bring together". It designates a gathering of several small meetings at the same time at the same place.
- **Assemblies:** They are held mainly for meetings of members of companies or businesses, parties and other organisations. The focus of the debate is on topics and issues currently to be solved, retrospectives of financial years and planning subsequent years' activities.
- **BarCamps:** They are also called "unconferences". It is an open meeting with open workshops, whose content and process is developed at the beginning by the participants present and shaped in due course with the expertise of those attending. The aim of BarCamps is to exchange ideas on the content and to discuss current topics and issues. The important thing is to share knowledge on an easily accessible level, develop products jointly, discuss questions. Everyone present is viewed as an expert.
- **Meetups:** Meetings at which interested parties and organisers come together to exchange ideas on common interests and be active. It is an easily accessible offer generally open to the public on an online platform and lasting a max. three to four hours.

(cf. Müller-Naevecke/Nuissl (2016), p. 11f)

Hereinafter, the term "events" continues to be used, as it represents the largest common denominator of all formats.

# 3 PLANNING EVENTS

With successful event planning, it is important to design the content-related dramatic composition of the process, as it ultimately captivates the participants and results in the success of the event and in a positive and life-long learning outcome for everyone. Therefore, events require comprehensive, professional organisational preparation. It is helpful to answer prepared questions to elaborate individual planning stages, so to develop an inspiring event design as a result and create an attractive programme that appeals specifically to the target group. The focus is on answers to these questions:

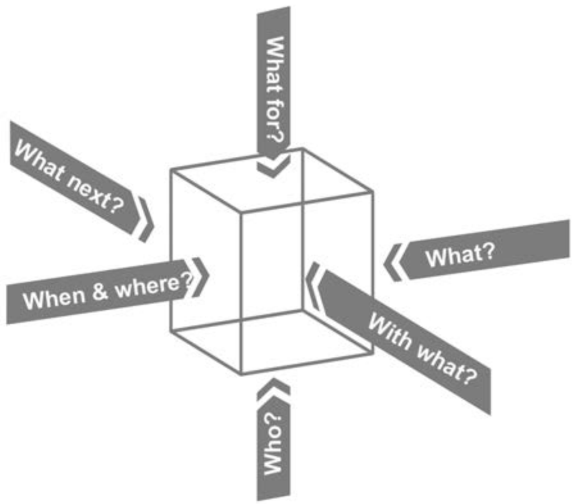



**Figure 1:**
Crucial questions when planning and creating events

**What for? ➔ Define learning goals**

- What is the reason for the event?
- What learning goal is the focus on?
- What will we have achieved at the end of the event?
- What will the participants have learnt at the end of the event?
- Is the event format selected suitable for achieving this goal?

**What? ➔ Specify topic**

- What topic are we tackling?
- Is the topic of European importance, or rather a national topic?
- Is the topic subject-specific or interdisciplinary? Is it clear or ambiguous?
- What issue concerns us in the EZA network at present?
- What prior knowledge can we presuppose? Where do we hook up?
- What are our programme focuses? How is the issue to be structured and subdivided into learning steps?
- How can the thematic abundance be reasonably reduced (didactic reduction)?
- How can the topic be illustrated and attractively conveyed through examples, exercises, experts, case studies?

**Who? ➔ Define target group**

- What do we know about the target group (prior experience, interests, expectations, special features of the countries of origin etc.)?

- What concerns the target group at present? To what current issues or requirements are answers or opportunities for exchange sought?
- How can they be made curious about the event? Who are we addressing and what programme focuses are expected? How can they be reached effectively (e-mail, direct mail, video message, telephone invitation, announcement in the network, forums etc.)?
- What information does the target group need to register?
- What service do they expect? What needs for accessibility could there be?
- What dietary wishes or requirements do they have?
- What learning methods does the target group prefer, and what are its learning habits?
- Are thematic or personal learning difficulties to be expected?
- Is a rather homogeneous or heterogeneous group to be expected?
- What is the ideal group size? Does the number of participants have to be limited, as the case may be?
- What individual benefits do people have if they have taken part in the event?

**With what? ➔ Select methods**

- How can the participants be stimulated to address the topic (inform them, make them curious, raise their awareness, draw a reference to current events, draw up thesis for discussion, have them collate their own questions)?
- How can different methodical approaches be combined to enable the imparting of knowledge, the exchange of experience, networking, generating ideas and securing results?

- How can the topic be introduced: presentation, posing of a question, film, text etc.?
- How are the participants to absorb this information (listen/watch, research, read, self-study, ask questions)?
- What methods are suitable for further processing/consolidation? What materials are required for this?
- What does the learning group need in order to be fit for work (ice-breaker phase, clarity on learning goals, feedback on previous achievements, conflict moderation)?
- What has to be considered in the event moderation?

**When and where? ➔ Schedule times appropriately and select location**

- What time of year, what day of the week, what time of day ("time window") is suitable for the event? What times are better avoided?
- How much time in total is required for the event (duration of the event)?
- When does the event begin and end?
- How many breaks and exchange opportunities are to be planned?
- How long do the individual presentation/work units last?
- At what event location/in what country is the event held? Is the journey there quite feasible for the target group? Is an airport nearby?
- How do we communicate the possibilities of getting there?
- Are there enough suitable learning spaces and alternatives for break-out groups or informal talks?
- Are excursions, explorations and the like helpful?

**What next? ➔ Ensure learning transfer into the job/everyday life**

- How can the event be followed up and its success measured?
- How are results recorded (in prepared handouts or during the attendance phases with media like flipcharts, lists or through subsequent photo documentation)?
- How are the next (learning) steps determined (by co-ordination with the participants, stipulated by the organisers')?
- How will the learning transfer be monitored (by the organisers, moderators, on a peer-to-peer level, by external colleagues)?

(cf. Szczyrba/Wunderlich (2015), p. 3)

These answered questions feed into an event concept. This has to be transferred into an attractive announcement text in the further steps and brought to life in carrying out the event.

## 3.1 ANNOUNCING EVENTS

The announcement should fulfil several functions: inform, arouse interest, advertise, tune the person addressed to the aim and content of the event, and stimulate initial ideas.
It should therefore be well prepared and take place at the right time on targeted channels, for instance as a flyer announcement, personal invitation, announcement in press and member mailing lists, advertisement in local media, magazines and trade journals, social media announcement, mailing, newsletter, meeting website etc.
It has to be made sure that the right people are addressed. Because "the announcement determines not only the interests of the addressees (and their decision to take part), but also their expecta-

tions of the meeting. Both are an important condition for an active role of the participants in the meeting's didactic process." (Müller-Naevecke/Nuissl (2016), p. 36). The timing of the announcement is also crucial for the target group being reached in time and the date being inked into diaries.

## 3.2 EUROPEAN DIMENSION OF EVENTS

The feature of EZA events is their European orientation, which makes them a living forum of exchange on social challenges in Europe. The associated conditions and interaction with different cultural groups addressed are very important in the planning and the subsequent implementation. Thus, the relevance of learning goals established and selected topics is not only national, but has to be tested primarily in the course of European debates and adapted accordingly. Intercultural characteristics and requirements also have to be identified, factored in and communicated to everyone involved.
In the course of the event, the procedural integration of the European participants must be taken into account in terms of the content-related and social interaction, enabling them to take part accordingly. For a better understand of debates, there is a need for defined terms or explanations of background knowledge, which in national contexts generally refer back to social, political and historical events and can result in misunderstandings on a European level.
In events, interpretation plays a key part in comprehension and mutual understanding. It is therefore recommended that the interpreters are made familiar with terms and backgrounds to the debate beforehand, in order to guarantee unambiguous translation during the event (cf. Müller-Naevecke/Nuissl (2016), p. 88). Moreover, in the arrangements with the interpreters, the translation possibilities must be agreed on with regard to the different work formats of an event. The following variations are conceivable in this:

**➔ In plenary situations:**
Simultaneous interpreting must be ensured where possible, as otherwise precious time is lost. Consecutive translation requires roughly double the time.
**➔ In working group phases:**
Simultaneous interpreting in working groups is usually a cost-intensive factor, as one interpreter in the respective national language should be available for each working group. So, it is advisable when composing the groups to form monolingual groups (or at least groups in which the people can understand one another in terms of language).
**➔ In the breaks or social breaks:**
It is difficult to systematically organise translation in these breaks. The organisers should motivate multilingual participants to lend linguistic assistance in these phases. In some cases, online translation services offer a possibility of bridging and understanding, although not always perfectly.
**➔ In organisational questions:**
In the event secretariat, the right language skills should be represented, or organisational guidance can be available in every language represented on frequently asked questions, such as rooms used, time schedule, travel expense accounting etc., as this can be translated beforehand by the interpreters (cf. ibid. p. 90).

## 3.3 RISKS WITH EVENTS

Risks must be identified early on in the planning of an event. The earlier they are examined in the planning, the sooner alternatives can be factored in. It is recommended that the respective risks be listed in the form of a risk portfolio analysis, and likelihood of occurrence and consequences assessed. Measures for a “Plan B” are derived on this basis. Typical risks with events can be: flight strikes, presenters cancel, time problems occur during the event, catering is not delivered, technical problems, interpreters do not appear or translate incomprehensibly etc. An early risk analysis makes it easier to cope confidently with situations and challenges arising in the occurrence of a meeting.

# 4 CARRYING OUT EVENTS

As a rule, the implementation of an event comprises three phases: introduction, work phase and conclusion. Each of the three phases has to be considered an individual element of "narrative suspense". At the beginning, the participants' curiosity and expectations should be aroused. In the work phase, encouragement should be given to reciprocal exchange and productive work. At the end, the individual strands of content and result have to be brought together.

An important task with the **introduction** to the event is to create a learning environment that promotes co-operation, is open and without fear. That is because in the initial phase the way is paved for creating a good working atmosphere, becoming familiar with the topic and the working method, and meeting the other participants. This tension between curiosity and interest on the one hand and reserve and caution on the other hand determines the specific uncertainty of the initial phase (cf. Knoll (2007), p. 113). It also offers the opportunity to increase the participants' enthusiasm for learning and motivation to take in new things. A confidence-building and stimulating introduction round in the group can operate as an "ice-breaker" and relax the atmosphere.
The didactic and methodical stimuli selected in the **work phase** should be offered to the participants as incentives to discover a topic themselves and grant them creative freedom with regard to processing it. Changing the methods in their sequence, further developing them in their implementation, adding or omitting other methods, should be decided on by the moderator in consultation with the group in relation to the situation and process. This is because influencing factors like the participants' learning pace, group dynamics or needs can alter the sequence. It has to be assessed whether the focus

is placed on other content and methods, or if the planned course of action is pursued. Controlling, commenting or explanatory interventions are possible when the participants need assistance. The essence of this phase is about conveying knowledge through brief stimuli, enabling the exchange of experience and networking, stimulating the development of ideas, and securing results.

Summarising the learning results achieved and feedback on the learning process help sort what was processed **in the conclusion** and give it a framework. A feedback phase can be used to compare the learning goals agreed at the beginning with the actual learning success. The feedback content can relate to the event location, the meeting's didactics, group size, topics dealt with, methods selected or the individual assessment of the personal learning gain. Moreover, it is also recommended to take a look at further issues and topics, to reinforce the networking, and establish the learning transfer of the content dealt with into the participants' application contexts. The essential points are summarised in this table:

| | | | | | |
|---|---|---|---|---|---|
| **Introduction** | * Arouse willingness to learn<br>* Enable participants to get to know each other<br>* Stimulate prior knowledge<br>* Agree content and aims<br>* Give orientation | **Work phase** | * Connect new content with existing knowledge<br>* Initiate exercise processes<br>* Work on case studies<br>* Offer assistance | **Conclusion** | * Gather learning results<br>* Give feedback<br>* Look back at learning process<br>* Scrutinise learning successes<br>* Stimulate further learning<br>* Say goodbye and thank for co-operation |

The more variety is planned and enabled in the programme, the sooner the participants have the opportunity to co-create their individual learning process effectively. At events, skills are also developed or practised by presentations being given and debates held purposefully

with colleagues. Co-operations and networks, project and publication ideas or connections of a social and technical nature can arise (cf. Müller-Naevecke/Nuissl (2016), p. 51). All these (side) effects of an event cannot be scheduled beforehand, but they can be encouraged. They materialise by being allowed and the right framework being created.
Breaks are a helpful means in this context and should be scheduled to an adequate extent. They are not simply just "time-out", they enable the content being dealt with to be processed, and are generally used for conversations, networking, making arrangements, reflection on the event, discussions etc.

## 4.1 MODERATION OF EVENTS

An essential task of the events is to "make the participants' knowledge, opinions and interests heard, to put them in a meaningful context and structure them systematically. The didactic challenges here are to integrate and motivate participants, structure content and positions, record interim results and identify questions and problems" (Müller-Naevecke/Nuissl (2016), p. 22). This is primarily a task of the event moderator. He/she is responsible for:

- Setting the central theme in an event
- Methodically supporting the setting
- Reaching agreements with the group on the objectives and co-ordinating the course of action
- Connecting different contents
- Keeping an eye on time management
- Announcing and introducing speakers
- Explaining the next steps
- Initiating, steering and monitoring debates and panel discussions

- Preparing questions and asking them in a focused way
- Visualising (interim) successes to make learning successes and also interim results visible
- Ensuring transparency in the course of action
- Stimulating the group
- Resolving conflicts
- Offering the participants possibilities to exchange ideas and to reflect in order to create content based on their experience that they can follow up on
- Making sure there are enough breaks (cf. Gräßner/Przybylska (2007)).

The moderator is characterised by impartiality on content and person-specific neutrality. He/she is responsible for the process, i.e. designing the process, pursuing the goals and follow-up on the content being dealt with, as well as for the moderation processes and methods used. The moderator is there to initiate communication and keep it lively, to integrate those present, to monitor problem-solving and decision-making processes, and to ensure the results are recorded.
The moderation tasks can be allocated to one person for the entire event or shared among several people. The entire moderation team has the task of opening the event, structuring it and recording the outcome. Moderators of individual meeting parts are responsible for initiating their individual programme focuses, workshops or working groups.

Important **rules** for moderators:

- Prefer open-ended questions to closed-ended questions.
- Use everyday terms and make sure European guests (non-native speakers) understand (avoid technical terms, morally charged wording and terms).
- Use "active listening": reflect briefly what was understood and aim to come up with solutions.
- Dig deeper and address topics mentioned that remain nebulous or are worded unclearly.
- Respect and actively use the diversity of those present (variety of views).
- Understand behaviour as an expression of the particular cultural backgrounds.
- Do not correct or demean contributions, remain neutral, even if you have your own opinion. Do not make any comparative evaluation of contributions.
- Give participants enough time to develop their thoughts.
- Make it clear that every opinion counts; and promote an atmosphere of tolerance.
- If there is a risk of polemic debate from opinion leaders, specifically address other participants before the mood shifts.
- Diplomatically prevent self-opinionated discussions.
- Prevent emotionally demeaning attacks and emphasize diversity of opinion as a precious asset.
- Give everyone present the opportunity to argue their own views.

**Requirements** of moderators:

- Keep an eye on the course of the event and participants' needs, sense the atmosphere.
- Act in a process-oriented way and accept responsibility for the overall process.

- Promote a positive, accepting, creative mood among the participants.
- Stay neutral. Do not judge. Approach sensitive topics cautiously.
- Adopt a questioning attitude.

In the European context, culturally defined differences in behaviour can sometimes lead to misunderstandings. Examples of this are:

- Different notions and views of the topic, presence during the event, e.g. dealing with breaks (ranging from comply with to overrun), going out during the event, appearing late or too early (e.g. at workshops)
- Open or reserved human relations
- Insistent or reserved behaviour (physical contact)
- Speaking loudly or quietly
- Reciprocal interruption or silence
- Dealing differently with feedback
- etc. (cf. Piegat-Kaczmarczyk, 2007, p. 89)

Professionalism by the moderator is characterised by a behaviour of "allowing" and "letting go" (cf. Arnold/Gómez Tutor 2007, p. 92). In the process itself the event moderator intervenes in a controlling, helping, steering, explaining or commenting way when the participants themselves are not getting anywhere and need support. Letting go is necessary when the group signals that it is able to work and does not want to be disturbed at present. In this case, the moderator takes as much a backseat as possible and watches what happens.
In this connection, Hunt (1976) speaks about the educational skills of "reading und flexing". In the "reading" phase, group and event situations are to be observed, overburdening and underchallenge perceived, non-verbal signals and learning difficulties interpreted. In the

“flexing” phase, it is important to react in line with the situation, to change the concept or process, to propose other methods spontaneously, to respond to the current atmosphere whenever signals of overburdening, underchallenge or misunderstanding are recognisable, there is unrest or uncertainties make further working difficult or impossible. The concept is adjusted accordingly in a participant-oriented way. Moderation techniques and methods help shape the further process in a structured manner. The most common are outlined briefly below.

### 4.1.1 QUESTION TECHNIQUES IN MODERATION

There are numerous types of question in the moderation context. But what makes a good question stand out? What question suits the particular situation?
Formally, we can differentiate between open-ended and closed-ended questions. Closed-ended questions can usually be answered “yes” or “no” and challenge to adopt a position or get to the point and make clear decisions. They focus on and call for a quick and clear answer. Conversely, open-ended questions give addressees scope to reply and invite them to make longer statements.
Funcke/Rachow (2016) identified question categories that can be used in moderating events:

- **Questions that hark back** and relate to the past. These include:

| | |
|---|---|
| … Questions to emotionally address people: | *What thoughts and feelings did you come here with?* |
| … Questions that adopt position: | *Which of you is dissatisfied?* |
| … Questions that address feelings: | *How did you feel?* |

| | |
|---|---|
| ... Questions that renew the course: | *How must we change our approach?* |
| ... Questions that invite to reflect: | *What experience did you have?* |
| ... Questions that speed up the transfer: | *What differences and what similarities do you see between this exercise and practice?* |
| ... Questions that evaluate the processes: | *What are you satisfied with? What are you less happy with?* |

- **Questions that look at the situation** and examine the "here and now". They clarify circumstances and help stabilise the ability to work. For example:

| | |
|---|---|
| ... Questions that draw attention to others: | *How is your neighbour?* |
| ... Questions to make sure: | *Can you relate to that?* |
| ... Questions that check comprehensibility: | *Do you understand that?* |
| ... Questions that probe: | *Do you still have any energy? Is that interesting or relevant?* |
| ... Questions that invite to be concrete: | *What are you trying to tell me?* |
| ... Questions that shed light on the dark: | *Can you elaborate on that?* |

- **Questions that stimulate creative thinking** and act as catalysts, such as:

| | |
|---|---|
| ... Questions to look at the big picture: | *How has such a problem been solved in the past?* |
| ... Questions that open up the vista: | *What would the Dalai Lama say about that?* |

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| ... Questions that encourage creativity: | *What can we do to fail?* |
| ... Questions that scrutinise mindsets: | *How charitable are you to your own thoughts?* |
| ... Questions that go to the root of crazy ideas: | *What is the basic thought behind the idea?* |
| ... Questions that make connections: | *What does that have to do with XY?* |

- **Questions that go into depth** and clarify matters in gridlocked situations, disclose misunderstandings or gain a deeper understanding of something.

  These are:

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| ... Questions that interrupt the process: | *What is actually going on here?* |
| ... Questions that get to the point: | *What exactly do you not like?* |
| ... Questions that clarify: | *Have I understood correctly that...?* |
| ... Questions that uncover interests: | *What exactly is important to you about that?* |
| ... Questions that look behind something: | *What is the positive intention behind the behaviour?* |
| ... Questions that invite to speak: | *To what extent?* |
| ... Questions that make fear visible: | *What would be the worst thing that can happen?* |
| ... Questions that create a balance: | *What is the in a good situation? What is good in a bad situation?* |
| ... Questions to scrutinise attributions and evaluations: | *How long do you manage to observe people without evaluating them?* |

- **Questions that take you forward** and lead a step further whenever groups go round in circles or participants are mentally rigid. These questions can be helpful:

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| ... Questions about the aim: | *What do you want to achieve?* |
| ... Questions that ask for other opinions: | *What is the others' opinion of that?* |
| ... Questions that unify: | *Where do you see things in common?* |
| ... Questions that clarify the process: | *What are we doing about this now? What are the next steps?* |
| ... Questions that prioritise: | *What do we want to work on further?* |
| ... Questions on the effect: | *What effect will this have on the spot?* |
| ... Questions that give food for thought: | *What would happen if...?* |
| ... Questions that bring about a solution: | *What can I / we do, for you to...?* |

- **Questions that get to the heart of the matter** and call for a concrete comment. They include:

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| ... Questions that establish: | *Do you agree?* |
| ... Questions that integrate: | *Can you live with that?* |
| ... Questions that create distance: | *I would like to think about that / We have to read up more about that, okay...?* |
| ... Questions that examine alternatives: | *Instead?* |

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| ... Questions that put in concrete terms: | *What exactly would you like to change?* |
| ... Questions that help decisions: | *What could you most easily do without?* |
| ... Questions that uncover the difference: | *What is now different from before?* |
| ... Questions that secure results: | *What are your three most important findings?* |

### 4.1.2 MODERATION METHODS

There are effective moderation methods which can be used for collecting topics, brainstorming, structuring or opinion forming. Aims, the sequential process and points to be observed in using the methods are outlined below.

#### THE METAPLAN METHOD

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| **What for?** | For collecting topics, questions, ideas and possible solutions |
| **How?** | The participants are asked a question, it is visualised (ideally in every language represented), and they are asked to answer it in writing. For this, moderation cards are handed out; they are all of the same colour and have the same shape so they cannot be told apart. (Note: colours and shapes are signifiers!). The participants should do the following when marking the cards: write with felt-tipped pens, write in block capitals, write in large letters and clearly, |

not more than three lines, not more than one thought per card. Every participant is involved. The cards are pinned on to the prepared display board by the moderator or the participants. The grouping into main topics can be done in parallel or after all the cards are pinned up. At the end, the group re-checks the word clouds and overwrites the individual card groups with suitable generic terms.

**What is to note?**

Each entry is of equal value. The cards can be re-arranged at any time. More time is expected to be taken, especially because the cards should be translated in the European context. In the visualised version, the cards are usually drawn up in the participants' language and not understandable to everyone. It is recommended to translate the cards in the meeting documentation. The Metaplan method can be confusing with large groups and many entries. To prevent this, the number of cards can be limited per person.

## CALL-OUT QUESTIONS

**What for?**

Like the Metaplan method, call-out questions can be used to gather topics, ideas, questions etc.

**How?**

The group is asked a question, it is visualised (ideally in every language represented) and people are asked to call out in order to answer. It is best to work here as a twosome: a moderator controls the process, whilst the other makes notes. Little time is

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| | taken. Chains of association, developed by the stringing together of statements and their categorisation by the moderator, create a “brainstorming effect”. |
| **What is to note?** | The entries can only be structured with difficulty. They do not remain anonymous. It may be that not all the participants actively join in and some feel intimidated by more vocal participants. In the visualisation, a language understood by as many as possible should be chosen. Where possible, symbols or visual language enabling universal understanding can also be used. |

## TOPIC REPOSITORY

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| **What for?** | The topic repository lists focal topics identified by the group and forms the basis for further work. |
| **How?** | Together with the group, the moderator lists the topics that are to be worked on (further). The topics can be identified by means of the Metaplan method or call-out questions. They are then dealt with in order or put in a sequence using the multi-point request (see below). |
| **What is to note?** | In the visualisation, a language should be chosen that as many participants as possible understand or the interpreters translate in writing and present on a projection screen. |

## MULTI-POINT QUERY

**What for?**

The multi-point query is used for voting processes. It is suitable for bringing about decisions, setting priorities and visualising them.

**How?**

The participants are asked to answer a previously visualised question (where possible in each language represented) by sticky dots. Various alternatives are given, for example the generic terms from the selection listed in the topic repository.

**Rule**

The number of sticky dots per participant (PT) depends on the topic and group size.

| | 5 PT | 10 PT | 15 PT | 20 PT |
|---|---|---|---|---|
| **5 topics** | 3 dots | 2 dots | 1 dots | 1 dots |
| **10 topics** | 6 dots | 4 dots | 3 dots | 2 dots |
| **15 topics** | 8 dots | 5 dots | 4 dots | 3 dots |
| **20 topics** | 10 dots | 6 dots | 5 dots | 4 dots |

**What is to note?**

It must be made sure that the question is precise and there are enough sticky dots. The entries are then counted and the result written visibly for everyone on the presentation board or the flipchart.

## TWO-FIELD-TABLE

**What for?**

This method is suitable primarily for dealing with a topic in small groups. Its aim is to examine a topic from two sides, work out possible conflicts or develop initial approaches to solving a problem.

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| **How?** | The group is asked a question specific to the particular topic (where possible in every language represented) and two fields (aspects) are identified, e.g. advantages and disadvantages; past and future etc. It is important that the participants can take a position on concrete fields (aspects). They answer the questions on the particular field by calling out. Work-sharing makes sense for the moderation team (see also "Call-out questions"). |
| **What is to note?** | The two-field table is easy to manage. It presents a clear structure and enables a topic/problem to be dealt with quickly and thus immediate measures to be devised. The discussion is narrowed to the points previously chosen. The method is well suited to small-group work, when simultaneously first thoughts are to be developed into a topic in a short time, for them to be worked on further in the plenary session. Interpreting (in writing or orally) is also to be given attention to in this method. |

## BRAINSTORMING

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| **What for?** | Brainstorming is probably the best-known method of collecting ideas and is helpful in identifying many ideas/opinions or topics in a short time. |
| **How?** | Firstly, the participants have to be presented the basic rules of brainstorming:<br>• No criticising of one's own and others' thoughts! |

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| | • Free expression of thoughts is explicitly welcome, including unusual ideas!<br>• Taking others' ideas on board is allowed!<br>• Quantity before quality: produce as many ideas as possible!<br>A question is visualised (where possible in every language represented) and the participants are asked to answer by calling out. Every answer is noted down. The brainstorming should usually last at least ten and at most twenty minutes. The ideas are then evaluated, i.e. put in order and rated. |
| **What is to note?** | It is hard for unpractised groups not to rate thoughts straight away. With brainstorming, the ideas have to be translated and visualised in every language represented. |

## ACTION PLAN

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| **What for?** | The aim of the action plan is to ensure that arrangements made do not remain fruitless, but instead concrete projects are agreed and their implementation is linked up with concrete actions and persons in charge of implementing them. |
| **How?** | Firstly, the group is presented a table (matrix), whose columns are labelled as follows (example):<br>• **Consecutive number** of the action (no priorities, only organisational order)<br>• **What?** Definition of the action<br>• **What for?** Objective of the action |

- **Who?** Person responsible
- **When?** Target date or period
- **Check?** Time and nature of the feedback, so the actions are not "bogged down".

The individual fields have to be co-ordinated individually, and the results visualised.

**What is to note?**

The moderator makes sure that the agreed actions are worded as concretely as possible and can also be put into practice for the group. Here, too, the method must be made understandable in every language represented.

## FLASHLIGHT

**What for?**

The flashlight enables moods to be checked in the group without much preparatory work. It gives those present the chance to provide feedback or express wishes on the further process. The flashlight can contribute to a constructive working atmosphere and enable valuable corrections in the further course. Flashlights can be used quickly and flexibly, primarily when a brief interim check seems helpful.

**How?**

The flashlight is generally carried out without visualisation. The participants are asked to say something about:

- how they feel at the moment,
- how satisfied they are with the result,
- how they are experiencing/experienced co-operation in the group.

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| | Everyone should make brief statements (not more than 1 minute per person). Starting from the first person to give feedback, the flashlight usually goes clockwise or anticlockwise. |
| **What is to note?** | A precise question should be formulated that allows informative statements. If anyone does not want to answer, he/she can say so. Comments or discussions should be prevented by the moderator. The individual statements should not be reacted to with justifications. The time that has to be spent interpreting must be taken into account. |

## QUESTION REPOSITORY

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|---|---|
| **What for?** | Questions arising that cannot (yet) be answered at present but should not be lost sight of are collected in a question repository. |
| **How?** | It is decided which questions are to be clarified by when. The questions are recorded in writing on a flipchart by the moderator or the participants themselves. This is also suitable for collecting questions arising in talks in the breaks. The aim is for no question to be lost and all questions to be processed/answered consistently. |
| **What is to note?** | The moderator should ask consistently after the breaks whether questions arose that are to be recorded. Ideally the questions should be listed in every language represented or else in a language everyone can understand. |

## 4.2 METHOD POOL FOR INTERACTIVE EVENTS

Purposefully selected methods are the key to successful events. They result in the participants actively taking part in the process, being able to contribute their knowledge and experience, and making it possible to experience skills. The use of activating methods and different media stimulates different functions in the brain, because they:

- recall memory contents, prior knowledge and experience,
- mobilise emotions conducive to learning,
- stimulate acquisition of new knowledge und sensory perception,
- encourage communicative understanding and
- put the whole body in motion with the right stimulation.

Adults learn best and in the longest lasting way when they can connect to existing knowledge or experience, try out new things, exchange ideas with others and are given the opportunity to have a say. Monotony is tiring and prejudicial to learning. This includes a series of presentations that allow no questions or exchange of ideas. It is only by activating the participants that more complex thinking processes can be successfully initiated and, by trial and error, cognitive or practical action experienced and new things created jointly. Methods should not be used like a method firework, though. They should be well chosen and be oriented to the participants in the learning process. Activating methods are not an end in themselves and should always suit the learning goals, topics and target groups. That is why it is recommended (like a DJ at the mixing disk) to always find the right pace and the right dosage, to enable a lively and constructive working atmosphere to be created. Before selecting the methods, it is therefore important to answer these questions: What is the method being used for? What learning goals does it suit? Otherwise it can happen that the participants do not understand the purpose of a sequence.

In the course of analysing lively and lasting learning, Rolf Arnold developed method criteria with the acronym S.P.A.S.S. It stands for **s**elf-controlled, **p**roductive, **a**ctivating, **s**ituational and **s**ocial. In brief, it is important that methods:

- support self-controlled learning;
- are productive and offer the opportunity to discover something;
- are activating, through the learners developing, planning and implementing possible approaches themselves;
- are situational and relate to a learning group;
- are social and express appreciation and constructive criticism, and allow the possibility to perceive feelings.

The following table explains the method criteria in detail:

| S.P.A.S.S. method criteria | |
|---|---|
| **SELF-CONTROLLED** | • Learners have the possibility to determine knowledge and learning pathways themselves.<br>• Learners scrutinise their learning results themselves.<br>• Learners help shape goals, processes and learning conditions.<br>• Learners are helped take responsibility themselves for their learning.<br>• Instructors are responsible for the process: they create the conditions for the learners' successful self-learning. |
| **PRODUCTIVE** | • The learners' previous experience and prior knowledge are integrated. |

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| | • Learners are given space for curiosity and discovery (work).<br>• Learners adopt different perspectives.<br>• Learners are given the opportunity to query their own viewpoints. |
| **ACTIVATING** | • Learners work on concrete work assign-ments.<br>• Learners are enabled to plan, implement and scrutinise possible approaches themselves.<br>• Learners develop initiatives themselves.<br>• Learners are enabled to work oriented to practice and experience. |
| **SITUATIONAL** | • Learners use and reflect the situation here and now.<br>• The method relates to the learning group's situation. It adapts to the situation of the learners and of the learning group.<br>• Learners come up with solutions using practical examples.<br>• Learners transfer model solutions into their own practice.<br>• Learners are offered recommendations for practice transfer. |
| **SOCIAL** | • Learners experience appreciation.<br>• Learners are given time and space for their questions and feedback. |

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| | • Learners perceive emotions.<br>• Learners practise constructive forms of communication.<br>• Learners are encouraged in the co-operative creation of solutions. |

**Source:** Arnold (2012), p. 79

The collection of methods below enables initial ideas to be planned for activating elements in an event. They are suitable for European groups and are presented subdivided in the following phases:

- Introduction methods (getting-to-know-you or ice-breaker methods)
- Work methods
  ... focusing on: creating new content/connecting to existing knowledge and experience
  ... focusing on: exchange of experience
  ... focusing on: developing opinions/positions
  ... focusing on: developing future scenarios
- Feedback methods
  ... for in-between
  ... for the end of the event

The aim of the models below is, moreover, to give inspiration to dig deeper specifically in the literature or on the web. The exchange with other organisers also helps find effective methods.
It is important that with every method used the moderator(s) inform(s) the participants about the duration and target time ("You now have 30 minutes' time. We meet back at 11.15 a.m.") and a clear introduction is given on how the method operates and where assistance can be sought in the process. Before the group begins its work, it is advisable to make sure that everything was understood. It is

important to invite the groups back into the plenary session after the agreed time and to adhere strictly to the times. A gong or a bell can be of use.

### 4.2.1 INTRODUCTION METHODS

#### HASHTAG ROUND

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| **Process:** | The participants are asked to introduce themselves with their first name and if need be last name, as well as three hashtags. The focus is on attributes that distinguish them particularly or topics that currently concern them. For instance: "My name is Maria and my three hashtags are #digitalwork, #creativity and #photography." |
| **Group size:** | 8 to not more than 150 people |
| **Duration:** | Depending on group size, max. 30 seconds per person |
| **Material/ resources required:** | With large groups, a microphone is recommended for everyone to hear who is introducing him/herself. |
| **Preparation:** | No special preparation required. It is recommended that an example be written down (on a flipchart or via PowerPoint) and an experienced person be allowed to begin. |

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| **What is to note:** | To keep it really brief, each person may speak for a maximum of 30 seconds. If this is exceeded, it must be pointed out. Interpreters can usually translate this phase quickly, as it is short and precise. |
| **Effect:** | The method is very popular, because each person introduces him/herself very briefly. Yet they all learn who they could have things in common with. Anyone who wants to, simply goes up to the other participant at the next opportunity and initiates contact. In addition, we can easily remember such brief information and have a good impression who is in the room with us. At the beginning of an event, the method works as an icebreaker for subsequent group work or networking phases. The method is generally used at the beginning of BarCamps; it is also suitable for other event formats. |

## SOCIOMETRIC LINE-UP (OR: VOTING WITH ONE'S FEET)

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| **Process:** | With the sociometric line-up, specific criteria are laid down beforehand by which the participants are to position themselves or line up in the room. Depending on the question, this can be linear (e.g. alphabetically by first names), grouped (e.g. with Yes/No questions) or spread over the entire room (e.g. with questions on origin). To position themselves properly, the participants have to understand one another (note: usually understanding is |

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| | possible with simple questions without interpreting). |
| **Group size:** | 8 to not more than 80 people |
| **Duration:** | 15 to 30 minutes |
| **Material/ resources required:** | It is important there is enough space for the participants to move around, and positionings must be clearly visible. |
| **Preparation:** | Moderators can be creative in setting up the task. What is tried and tested is lining up by name in alphabetical order, by age of the participants or by origin via compass directions. However, the method also enables introducing topics of the event and positioning of the participants, e.g. to the question "Digitisation of our work entails many opportunities: yes/no".<br>The poles "Yes/No" or compass directions "North/East/South/West" should be prepared with moderation cards in each language represented and, in the setting of the task, visually distributed in the room. |
| **What is to note:** | For the method to work and the participants to remain active, not more than three or four questions should be asked. Between the individual line-ups, moderators can ask the participants questions about their positioning. |

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| **Effect:** | The line-up in the room creates a picture of the group, e.g. through the compass directions, where the participants come from, through an age line, how old the participants are, or else through poles representing the opinion on a topic (pro/contra). Everyone can easily remember the picture created, and it can be picked up at any time in due course. The method allows participants to get to know each other in an informal way and serves as an icebreaker at the start for subsequent group work or networking phases. |

### 4.2.2 WORK METHODS

#### … FOCUSING ON: CREATING NEW CONTENT/CONNECTING TO THE EXISTING

#### ONE-MINUTE PAPER

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| **Process:** | At the beginning of the event, the participants are given the task of noting down in writing for one minute what has to happen in the course of the event for it to be successful, e.g.: What questions would I like to clarify for myself today and tomorrow? When was the EZA seminar successful for me?<br>The participants write their comments on A4 slips of paper or index cards. There are several possibilities for the further process: |

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| | 1) The participants pin up their results on a display board, visible to everyone.<br>2) With a group size of not more than 20 people, the participants can briefly present their expectation verbally.<br>3) The participants are asked to make sure individually that their expectations materialise and play a corresponding part in the event. |
| **Group size:** | Any number |
| **Duration:** | 5 to 10 minutes |
| **Material/ resources required:** | A4 paper or index cards |
| **Preparation:** | Prepare a question that allows informative answers. |
| **What is to note:** | If some participants write nothing, it is worth pointing out that the exercise is crucial to the further progress. |
| **Effect:** | The question calls on the participants to actively help create their learning process and contribute their expectations/wishes to the process. They focus on what is important for them, and can actively help the event succeed. |

## “STANDING ON ITS HEAD” METHOD

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| **Process:** | In the first step, there is a paradox brainstorming on a specific topic with which the participants have points of contact from their own work context or experience. Step 1: the situation is turned upside down, e.g. on the issue “What sets an event as poor as possible apart is XY”. In step 2, the group reverses the arguments gathered and structures them. |
| **Group size:** | 8 to 40 people |
| **Duration:** | 30 minutes to max. 1 hour |
| **Material/ resources required:** | Moderation material, pens, display board, to record the results from steps 1 and 2. |
| **Preparation:** | A “standing on its head” question appropriate to the theme of the event has to be worded. The material required has to be ready and a moderator assigned to visualise the results and keep an eye on the participants’ statements. |
| **What is to note:** | With step 2, it must be ensured that the perspective is changed and does not constantly revert to step 1. With the ensuing dynamics, attention has to be paid to the interpreting. |

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| **Effect:** | The "standing on its head" method is suitable for examining a topic from a different perspective, making others' experiences and opinions visible. The creative interaction with the problem and the latter's subsequent reversal develops such a force of action that the points collected from step 1 should not materialise. |

**… FOCUSING ON: EXCHANGE OF EXPERIENCE**

## CASE STUDY/SCENARIO TECHNIQUE

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| **Process:** | Practical situations and decision contexts are dealt with based on realistic cases or scenarios. First and foremost, it is important to recognise interactions and weigh the factors in the case study or scenario, and to draw up alternative proposals to solve comparable situations. |
| **Group size:** | 20 to 30 people |
| **Duration:** | 2 to 3 hours |
| **Material/ resources required:** | One or more cases/scenarios appropriate to the event topic must be prepared and handed out to the participants. The material required has to be ready and a moderator assigned to visualise the results. |
| **Preparation:** | The case/scenario must be described in detail with every factor, and thus made as transparent as possible. |

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| **What is to note:** | In the preparation, the case/scenario has to be anonymised to safeguard data protection and to prevent people or companies being blamed. After the case or scenario has been handed out and first inspected, questions arising should be clarified in the plenary session. Contacts should be available to answer questions, including during the work phase. When composing the group, it must be ensured that the participants understand one another, or interpreters are available. |
| **Effect:** | As it is about an approach to a highly practical problem, the learning success and learning transfer into one's own contexts are high level. |

## CASE-BASED PEER CONSULTING

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| **Process:** | Case-based peer consulting is an easily accessible consulting format. Usually it is about professional peers jointly seeking solutions for a concrete problem or a specific question. The person looking for advice describes the situation to the other participants and takes advice from them. It is important to keep to the sequence of steps of collegial peer consulting and assign a moderator to keep an eye on this and announce the next steps.<br><br>The eight steps are:<br><br>1. Assign the roles: person seeking advice, moderator, consultants |

2. The case is described by the person seeking advice
3. Eliminate queries and uncertainties (consultants and person seeking advice)
4. The consultants gather associations, sensations, ideas, empathise with the people concerned
5. Collect the consultants' proposed solutions
6. The person seeking advice's feedback on the proposed solutions and evaluation with regard to the practicability and planning of the following steps
7. Discuss possibilities of transferring the proposed solutions for the consultants in similar cases
8. Retrospective: How did we work? How did the individual steps work? What is to look out for in future?

In steps 4 and 5, the person seeking advice holds back and just listens. No more questions arising are clarified.

The moderator's task is to make sure that in each step only the points intended for it are addressed. He/she ends the respective steps and calls out the next ones.

**Group size:**

Not more than 20 people, ideally between 5 and 15. Not every participant has to act as person seeking advice, consultant or moderator. It is pos-

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| | sible to specify the person seeking advice and moderator, and select only a limited number of consultants. The other participants can observe what happens and give their feedback on this in the end. |
| **Duration:** | 30 to 45 minutes |
| **Material/ resources required:** | Flipchart or handout on which the individual steps are displayed and translated in the respective languages. |
| **Preparation:** | Beforehand, cases for collegial peer consulting are asked for and collected in the plenary session. Suitable cases are jointly identified and selected. |
| **What is to note:** | It must be ensured that the participants approach only the tasks planned for a particular step, and for instance do not proceed hastily to seek the solution or in the advanced stage want to go back and have questions clarified again. Moreover, it must be ensured that only those who are planned for the particular steps are given speaking parts. Those participants not listed must hold back. It must be made sure in step 7 that the person seeking advice is not persuaded by proposed solutions. The decision on what is to be implemented each time is up to the person seeking advice. The moderator is to take care of this.<br>In the European context it is important to pay attention to the interpreting, and to proceed slow- |

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| | ly for this purpose. Confidential treatment of the case must be pointed out beforehand, and this must be confirmed by the group. |
| **Effect:** | As it is an easily accessible consulting offer and the person seeking advice can hold back in steps 4 and 5, in the self-organised and protected area there is a serious interaction with a case, the proposed solutions to which are put to the test afterwards and can then be implemented by the person seeking advice. The aim of the structured discussion is to examine the case from different angles. The person seeking advice receives confirmation, becomes familiar with new or different viewpoints, can scrutinise self-identified possible solutions and, in exchange with everyone involved, access new ideas. Some people seeking advice lose their uncertainty, gain security and achieve self-assurance through the peer consulting. |

## PRO-CONTRA DEBATE

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| **Process:** | The group is split into two sub-groups of equal size. One sub-group represents the pro arguments, the other group the contra arguments. During the debate, it is important that it relates invariably to the previous speakers' arguments and a position is taken on them. At the end, the most important arguments are summarised and made visible to everyone on a flipchart. |

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| **Group size:** | 6 to 40 people |
| **Duration:** | 45 minutes' debate, 30 minutes' summary of the arguments |
| **Material/ resources required:** | Tables/chairs should be positioned in such a way that the speakers can see one another well. Ideally, the different positions or "camps" sit opposite each other. If required, moderation material to record arguments in writing. |
| **Preparation:** | Groups must be divided appropriately and the discussion topic defined beforehand. |
| **What is to note:** | During the debate, there must be fairness and compliance with the right communication rules. Attention must be paid to the interpreting, time must be factored in for this and, if necessary, brakes be put on the momentum. |
| **Effect:** | A pro-contra debate enables different positions to be made visible. It invites critical reflection and practises learning to argue objectively. |

## THINK-PAIR-SHARE (OR: SNOWBALL METHOD)

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| **Process:** | Working alone, the participants make a note of their answers to and ideas on a given question (step 1: Think). After about 5 minutes, they exchange ideas with a second person (alternative: directly in a group of four) and clarify what points |

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| | are important, can be added or deleted (step 2: Pair, about 5 to 10 minutes). In the last step, the group results are presented in the plenary session (step 3: Share). With large groups, it is recommended to present the results of a few groups only by way of example. |
| **Group size:** | 6 to about 80 people |
| **Duration:** | 20 to 40 minutes |
| **Material/ resources required:** | Paper and pens for the participants; flipchart or moderation cards, depending on the form of presentation. |
| **Preparation:** | A suitable question has to be worded for the event which the participants can relate to with their experience, e.g. "We enable inclusive working in our organisation by…". |
| **What is to note:** | A question has to be chosen with which as many of the participants as possible can connect. However, should participants have difficulties, it is recommended to quote other questions or examples. It must also be made sure that the individual work is done, and the participants do not immediately get together in pairs. With the pair work, care is to be taken that pairs who can understand each other are formed, if necessary with the help of interpreters. After that, the share phase should also be interpreted. |

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| **Effect:** | The think-pair-share method enables exchange to be initiated between the participants, to have them reflect their own experiences or standpoints, and to learn the positions/ideas of the entire group. |

## FISH-BOWL

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| **Process:** | The fish-bowl method is one suitable for discussing situations or facts. A group of about four to five participants discusses a topic or question in an inner circle (in the “goldfish bowl”), whilst the other participants observe the discussion from an outer circle. A chair in the inner circle is kept unoccupied. This free chair is for the participants from the outer circle. Anyone can step into the circle at any time, sit on the chair and join the discussion. Own positions can be represented or a question asked. The person leaves the circle once everything has been said or another person would like to take the place and contribute. |
| **Group size:** | Any number |
| **Duration:** | Approx. 1 hour |
| **Material/ resources required:** | Circle of 5 or 6 chairs. The room should be arranged so that the plenary group can hear and see the participants in the inner circle well. |

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| **Preparation:** | Room must be prepared accordingly (also pay attention to using interpreting equipment, if necessary), and the topic/question to be discussed defined beforehand. |
| **What is to note:** | Only people in the inner circle may speak. If the topic drifts off, the moderator should intervene. If there are people who speak at length or deviate from the topic, a signal has to be agreed that returns them to the topic/question. Alternatively, there can be a maximum speaking time. Those discussing in the inner circle should be told not to speak too quickly and, if necessary, wait for the interpreting before new arguments are put forward. |
| **Effect:** | Unlike presentations or panel discussions, participants from the plenary group can always decide when they would like to join in the discussion. A fish-bowl is a self-controlled process that warms up quickly. Once the first person from the outer circle has occupied the chair, the method usually becomes self-sustaining. People become bolder to ask questions or bring other perspectives into the discussion. |

## MURMURING GROUP

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| **Process:** | After a keynote speech, film or work on a text, the participants are asked to exchange ideas with their neighbours on a question or topic for approx. |

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| | 1 to 5 minutes. Murmuring can be heard in the room, like in a beehive, hence the name "murmuring group". |
| **Group size:** | Any number |
| **Duration:** | About 1 to 5 minutes. |
| **Material/ resources required:** | No additional material is needed. When time is up, an acoustic signal (gong or bell) is helpful to end the murmuring. |
| **Preparation:** | Murmuring groups are always useful at events when there is the impression that some participants in a large group do not trust themselves to input their position or cannot ask their questions (e.g. after a longish speech). It is also of use when attention wanes. |
| **What is to note:** | If the group has difficulties starting to murmur, it is recommended to extend the time a little. It has to be ensured that all participants find conversation partners and they can communicate with them. Alternatively, murmuring groups of the same language can be formed. Murmuring groups consist of not more than three people. |
| **Effect:** | Murmuring groups help structure what has been heard, connect to the participants' experience and generate new ideas. They are well suited for loosening up longer input phases and bringing the participants together in conversation. |

## DIALOGUE WALK

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| **Process:** | The participants are invited to take walks in the breaks or during the event, in pairs or alone, with or without assignments (questions for learning transfer or reflection or content-related questions). |
| **Group size:** | 20 to 30 people |
| **Duration:** | Max. 1 hour |
| **Material/ resources required:** | No material necessary. Ideally, the event venue is in the countryside, a park or a low-traffic area, enabling a walk in an undisturbed environment. |
| **Preparation:** | A question inviting to shared contemplation has to be formulated for the walk, unless participants come up with one themselves. |
| **What is to note:** | Ideally, pairs who share a common language are formed. A restrained reaction from the participants is usual when the method is announced. However, this subsides very quickly after the walk starts. After the walk, it is recommended to enquire about experiences with this approach, and collect findings. |
| **Effect:** | The spatial movement, i.e. a deliberate change of places and locations, has a liberating effect that boosts creativity. A targeted question focuses the exchange of conversations during the walks. |

## … FOCUSING ON: DEVELOPING OPINIONS/POSITIONS

### VOTING SYSTEMS

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| **Process:** | Voting systems (also called audience response systems, online voting systems or live feedback systems) enable anonymous voting on a question with defined answer options. Technically, this is possible through smartphones, tablets or laptops. The data transmitted in real time are forwarded to a central data collection system, evaluated, and the result displayed dynamically in a digital presentation. This can be presented directly to everyone there by means of a beamer. There is a wealth of systems, which have advantages and disadvantages (e.g. ARSnova, Directpoll, PINGO, eduVOTE, tweedback). Feedback, positioning, knowledge, assessment or voting questions can be asked. |
| **Group size:** | Any number |
| **Duration:** | 5 minutes a question |
| **Material/ resources required:** | Devices, software and conditions of use must be organised, tested and got ready beforehand. With multilingual events, the questions should be translated beforehand. |
| **Preparation:** | Beforehand, questions and answer options are to be defined, suitable times for asking questions identified and consideration given to how to work |

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| | with the answers. A helpful Clicker Resource Guide to the subject "Asking clicker questions" is to be found at: http://www.cwsei.ubc.ca/resources/clickers.htm. |
| **What is to note:** | The participants should be given notice of appropriate links or apps ideally at the beginning of the event or already in the invitation, to prevent technical obstacles disturbing the event and enable apps to be installed beforehand. Clear rules have to be agreed to prevent the technology distracting the participants too much. |
| **Effect:** | In large groups the technology enables many participants to be able to express themselves anonymously. This effect cannot be underestimated, as depending on the topics or questions there is a big obstacle to presenting an opinion in a large group. At the same time, the participants can locate their position in the entire group, as the results become directly visible. |

### … FOCUSING ON: DEVELOPING FUTURE SCENARIOS

## FUTURE WORKSHOP

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| **Process:** | In a future workshop, everyone present is invited as an expert to find solutions for jointly determined problems or challenges. There is a total of three phases to go through: the criticism phase, imagination phase and realisation phase. An |

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| | upstream preparation phase and a downstream trial phase can be added to them.<br>In the preparation phase, the group members introduce themselves to one another and share their wishes and expectations for the future workshop. Rules are agreed jointly.<br>In the criticism phase, the participants express their criticism of the topic. These questions are helpful: “What bothers you? What are you afraid of? What makes you angry?” The problem areas gathered are then summarised and written on large sheets of paper. The participants select the most important topics by distributing sticky dots.<br>In the imagination phase, ideas are developed that can help solve the problems. In this, all ideas are welcome and should not be selected hastily.<br>In the realisation phase, the ideas collected are put to the test and steps of change are put in concrete terms. An action plan is jointly developed.<br>In the trial phase, the first steps of the realisation are taken and successes evaluated jointly. |
| **Group size:** | 8 to 50 people |
| **Duration:** | At least one day for the preparation, criticism, imagination and realisation phase steps. |
| **Material/ resources required:** | Moderation material and enough room for group work. |

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| **Preparation:** | Participants are divided into groups, and the future topic is defined beforehand or with the group. |
| **What is to note:** | A future scenario has to be chosen which every participant can relate to and is not too abstract. The linguistic composition and understanding within the small groups must be taken care of and, if necessary, interpreters planned. |
| **Effect:** | The future workshop method enables exchange to be initiated between the participants to develop new ideas, to reflect on experiences or standpoints, and have their realisation planned. |

## STUDY VISITS (VISITING "PLACES OF THE FUTURE" OR "PLACES OF DECISION")

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| **Process:** | Study visits are excursions to institutions (companies, parliaments, organisations and institutions etc.), at which the group can find inspiration or sound knowledge of tried and tested or innovative processes, experience political processes or meet representatives in an exchange of specialist knowledge.<br><br>Phase 1: Preparation<br>Questions are collected beforehand that will be asked to the hosts in the institutions during the study visit. It is recommended to concentrate on the strengths, the positive side or potential of a |

system (e.g. company, organisation, person) and not to highlight the negative points.

<u>Phase 2</u>: Study visit: <u>Discover and understand new things</u>

Once there, it is primarily about a discovery trip and understanding of the functioning or mechanisms of a system. The aim of interviews is for new things or good practices to be recognised and understood.

<u>Phase 3: Designing an attractive future scenario</u>

After a study visit (this can take place at the site of the visit or else at the event venue, depending on the timeframe) visions are designed jointly; a scenario is developed of what could be the best case or how certain things could be changed.

<u>Phase 4: Devising a future scenario and concretising the implementation</u>

A draft of the future situation is drawn up and decisions taken on putting it into effect.

<u>Phase 5: Implementation and specifications</u>

Insofar as possible, an implementation phase follows; specifications of what will happen are laid down. Ideas are realised.

**Group size:** Max. 15 to 20 people

**Duration:** 2 to 6 hours, depending on place chosen

**Material/ resources required:** Directions, company descriptions where appropriate, collected questions as handout

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| **Preparation:** | The process, schedule and special features are to be clarified beforehand with the hosts. Relevant transport facilities (shuttle bus train, etc.) or directions are to be prepared. Questions and, if necessary, rules of conduct and the process are to be agreed beforehand with the participants. |
| **What is to note:** | Interpreting and moderation in situ must be ensured. |
| **Effect:** | Visits to places at which new things are created or concrete processes can be observed or questions cleared up for the participants initiate creative thinking and reflection processes. Moreover, this can be transferred to the participants' challenges and new ideas developed that can trigger off innovation processes. |

### 4.2.3 FEEDBACK METHODS

#### … FOR IN-BETWEEN

#### MOOD BAROMETER

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| **Process:** | A mood barometer is pinned up on a poster or display board for participants to give feedback on their mood via sticky dots. It is possible to apply this method repeatedly (e.g. in different individual units/phases, at the beginning/end of each day of the event). |

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| **Group size:** | Any number |
| **Duration:** | Max. 15 minutes |
| **Material/ resources required:** | Display board, with a visually depicted mood barometer, divided into good, average, poor or with emoticons: laughing, grumpy and neutral face. Glue points are required for the participants. |
| **Preparation:** | A suitable, informative mood barometer image should be selected beforehand. The participants are asked to document their mood with sticky dots. |
| **What is to note:** | Whenever there is a negative mood, the root cause should be analysed in the form of a flash-light. |
| **Effect:** | The group recognises at a glance what the current mood in the room is. |

## RED AND GREEN CARD

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| **Process:** | At the beginning of the event, every participant is given a red and a green card and is indicated a "letterbox" (e.g. near the event office or in the break room). The participants are asked to post the labelled red and green card in the letterbox whenever something in the course of the event "is not working at all" (= red) or whenever something was "particularly good" (= green). It is possi- |

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| | ble to apply this method repeatedly (e.g. in different individual units/phases, at the beginning/end of a day of the event). |
| **Group size:** | Any number |
| **Duration:** | Possible at any time |
| **Material/ resources required:** | Red and green cards are to be handed out to the participants, and pens got ready. |
| **Preparation:** | Cards should be prepared. |
| **What is to note:** | The organisers should react to the posted cards during the event. The feedback received and the associated answers can be presented in the form of a digital chart (monitor) or in the plenary phases. The cards posted are to be evaluated at regular intervals and presented to interpreters for translation. |
| **Effect:** | The participants see that their feedback is taken seriously and answered in the course of the event, and ideally results in an improvement in quality. |

## … FOR THE END OF THE EVENT

### THE TREE OF KNOWLEDGE

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| **Process:** | The findings of the event are visualised using the "tree of knowledge". The participants note down on cards the fruits of the seminar, which are taken away as knowledge gained and successes. The cards are pinned up by participants on the packing paper/flipchart paper, read out and simultaneously translated. |
| **Group size:** | 10 to 30 people |
| **Duration:** | About 30 minutes, longer depending on the need for discussion |
| **Material/ resources required:** | Pens and moderation cards are needed for the participants. The tree should be prepared on packing paper/flipchart paper. |
| **Preparation:** | A tree with roots, trunk, branches and leaves is drawn on large sheets of packing paper/flipchart paper. |
| **What is to be noted:** | The individual statements should not be discussed in detail or justified. |
| **Effect:** | This is a metaphorical method whereby the participants' "harvest" is made visible. |

## TARGET

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| **Process:** | The target enables the event to be evaluated in terms of the co-operation in the group, the outcome, the practical relevance and practical implementation of the event. For this a large target is drawn on packing paper/flipchart paper and divided into four (or, with several points to be evaluated, also more) fields. These headings are feasible, for instance: learning result, practical relevance, atmosphere, content.<br><br>The participants put a cross or a dot to the feedback target (inside: very high to outside: very low) for each dimension. |
| **Group size:** | Up to max. 100 |
| **Duration:** | 15 to 30 minutes, depending on group size |
| **Material/ resources required:** | Target, sticky dots |
| **Preparation:** | The target has to be defined with the appropriate dimensions beforehand. |
| **What is to be noted:** | There should be no comments, assessments or justifications. Beforehand, the individual dimensions should be translated into every language represented. |

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| **Effect:** | The method enables the group perception to be visualised in several areas at the same time and the various areas to be compared with one another. The picture is self-explanatory and understandable without translation. |

## 4.3 BARCAMP AS AN UNCONFERENCE FORMAT

BarCamps are acquiring more and more attention in Europe and internationally as, unlike many other event formats, everyone present is deemed an expert on the topic and their expertise is actively integrated in the course of the event. BarCamps are offered in the most diverse areas: IT, education, business and economy, health etc. and are aimed at the content exchange or discussion of current topics and questions. This format is about sharing knowledge in an easily accessible way, developing products jointly, discussing questions or giving help to colleagues with problems. Accordingly, what distinguishes BarCamps is a self-organised and critical exchange of ideas on the content of a main topic usually pre-defined, such as digital working or “future care”.

BarCamps are – as briefly outlined in section 2 – frequently termed “unconference” (or open-space conference). Neither the sequence of events, content nor speakers are known at the beginning, instead they are jointly decided on and designed by those present. So, there are no defined programme focuses beforehand. It is an event with open workshops, whose content and process are developed by the participants at the beginning and designed in the further course with the expertise of those present. The informal use of first names has become established at BarCamps. This makes appreciative communication and encounter on an equal footing easier and more authentic.

**Note:** There are numerous tutorials on BarCamps on Youtube. It is worth looking at them if you are toying with the idea of putting one on. What is more, the link to the explanatory videos can also be sent to groups to be invited, so as to get them in the mood. That is because a BarCamp lives on the input and content preparation of the contributors.

Everyone present is called on to input their topics and turn the BarCamp into a place of exchange and inspiration. With BarCamps reference is made to BarCampers or contributors, not participants. Everyone is supposed to/can/is allowed to contribute something. One BarCamp rule even states that you have to offer a session the first time you take part in a BarCamp[2]. Not because you have to, but because you would otherwise miss out on a great experience. BarCamps draw on what is not always possible with traditional meeting formats: experience and knowledge can be contributed, and as a BarCamper a session spontaneously offered.

2 BarCamp rules can be found on the BarCampblog under the heading "The Rules of BarCamp" http://barcamp.org/w/page/405173/TheRulesOfBarCamp (accessed on: 16 March 2019).

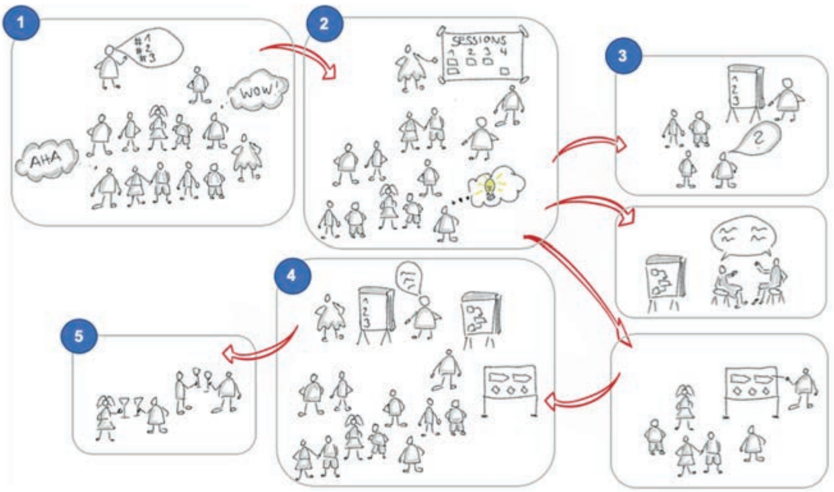


**Figure 2:** Process of a BarCamp

In step (1), those present introduce themselves to one another with three hashtags (see Introduction method, section 4.2.1). Then those who have a session idea briefly present their topic or question (step 2). This can be a presentation, a workshop, a case study or an open question. The others signal by a show of hands whether the proposal is interesting for them. The moderator of the BarCamp decides from the interest shown in which room and at what time the session takes place, and enters the contribution in the session plan. This is then displayed at well visible places or published digitally.
Step 3 sees the parallel sessions (max. 45 min per session). A session can be a mini-workshop, a discussion, a presentation, joint brainstorming, joint production of a text, a consultation etc. However, proposing a session does not necessarily mean having to put it on. You can propose a topic and consider with the others in the session what this can look like, who has a complementary idea and who would like to head the session: there are no set limits to the diversity of ideas! The format and process can be freely chosen appropriate to the contribution.

The only limiting factor is the allotted time of a session. It is 45 minutes. So that means the time of a session has to be well divided and (interim) results recorded together with the group. The session – whether planned beforehand or spontaneously developed on the day itself – can be structured by means of a three-step process:

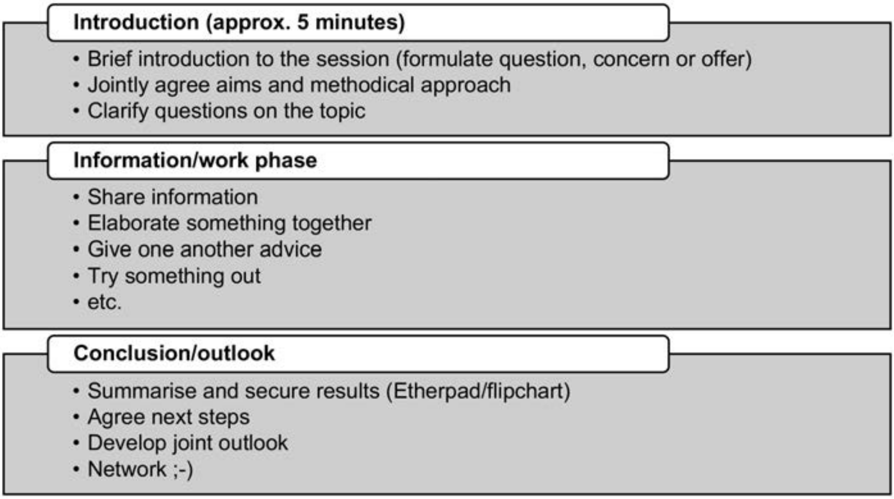


**Figure 3:** Three-step process in the session planning

As with other interactive formats, the guideline "take part where productive" also applies to BarCamps. Anyone who can no longer contribute or learn anything new in one session, can simply "vote with their feet" and go into the next session.

The results of the sessions can be recorded through both online and offline media (e.g. a content management system, Etherpad, social media, display boards, flipchart, minutes).

Between the sessions, there are regularly breaks in which informal exchange and networking is possible. In step (4), the BarCamp rounds off with a summary of the day, feedback and a convivial finale.

# 5 COMPLETE, EVALUATE AND FOLLOW UP EVENTS

Some participants have to find their way into the topic first at the beginning, and for some it is difficult to find their way out at the end and take their leave. It is therefore important at the end of an event to give scope to the essential points, such as the questions "What did we achieve?", "What happens next?", "How do we stay in contact?", "When can we expect the documentation of the event?" and to clarify outstanding issues. Summarising joint learning results and looking ahead rounds off the event for everyone present and gears the focus to carrying on and "staying on the case". Thanking everyone for their co-operation, saying goodbye and asking participants to take part in evaluating the event, creates an appropriate framework for the event. After the event, especially if it was a successful event, it is important to celebrate as an organisation team. The efforts and commitments should culminate in an appreciation of what was achieved. Then the tasks still open and outstanding have to be addressed. These can be, for instance:

- Analysing the **event evaluation** and drawing conclusions for further events.
- Drawing up the **event documentation** and making it available as safeguarding of the results. The easiest way to do this is on an event website or on the network's website in a public or protected area. Presentations, video messages, visualised group results, and presentation texts to read up should be deposited here (Müller-Naevecke/Nuissl (2016), p. 64).
- **Pictures** taken in the course of the event and for which there is consent of the persons portrayed (be careful about image rights and data protection!!) can also be published on the website.

Social media channels like Twitter, Facebook and Instagram can also be used at times for media documentation and brief documentation (during the event, too). The prior consent of those present for publication of the pictures should be obtained in writing.

- Writing a **report** for sponsors or the network. It presents the course of the event, the content dealt with and the results generated. Participant statistics, a final evaluation, a financial report and a list of the speakers/presenters can be added.
- Publishing an **event transcript**, in which the spoken statements are put down in writing. For this, the speakers/presenters must be told in the run-up to an event that in addition to the verbal presentation a written contribution is to be submitted and edited for a broad professional audience.
- If necessary, **initiation** of topic-related, regional or person-specific **networks**.

The further follow-up includes an analysis whether the event aims were achieved, whether the planned budget was sufficient, what challenges had to be faced and how they were overcome. These findings can culminate in the constant improvement in quality of events in the EZA network.

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## AUTHOR

**Ilona Arcaro**, M.A., is Head of Scientific Further Training at Cologne University of Applied Sciences. Her focuses are on developing training offers, planning and assuring the quality of further training programmes. She studied adult education, and since 2007 has been a lecturer inter alia in: didactical design of seminars, leadership, conflict resolution, project management, dealing with emotions. For EZA she has been running seminars since 2017 on: “Breaking new ground – use new methods effectively in educational work!”