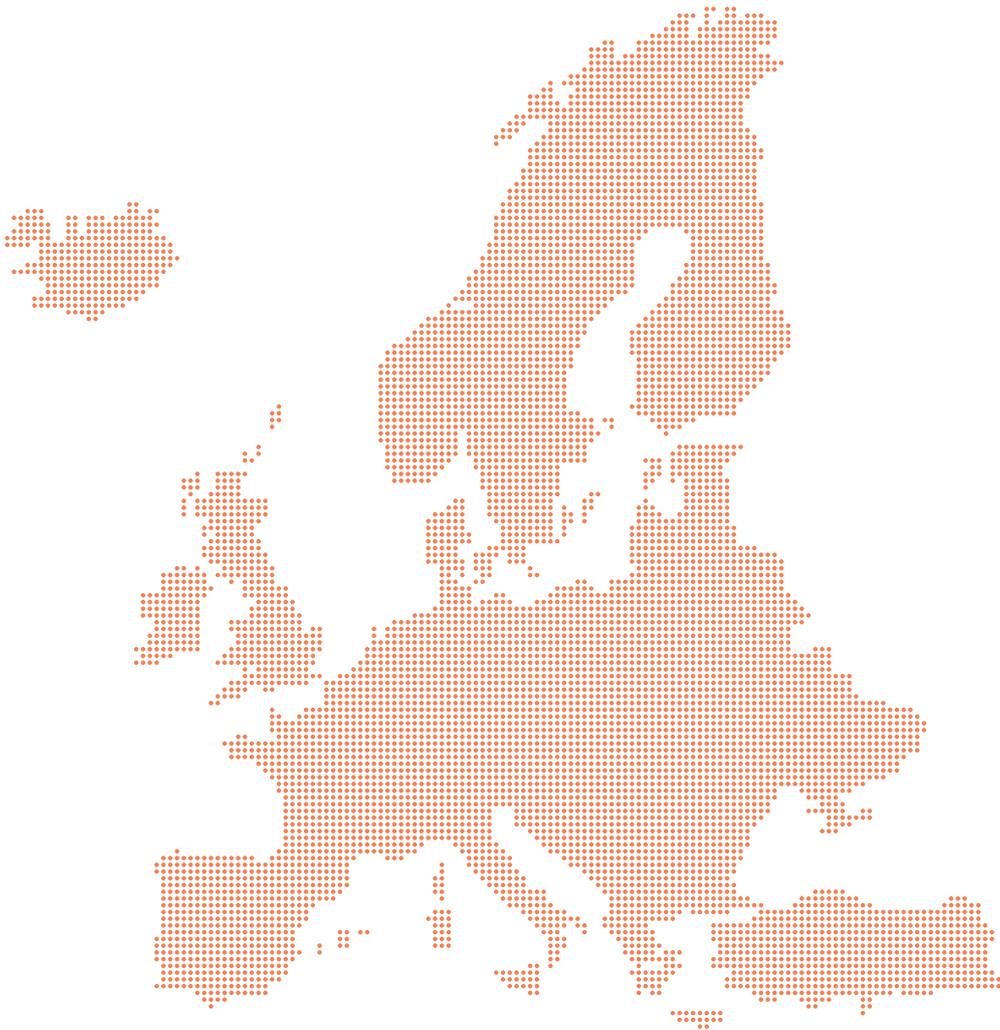




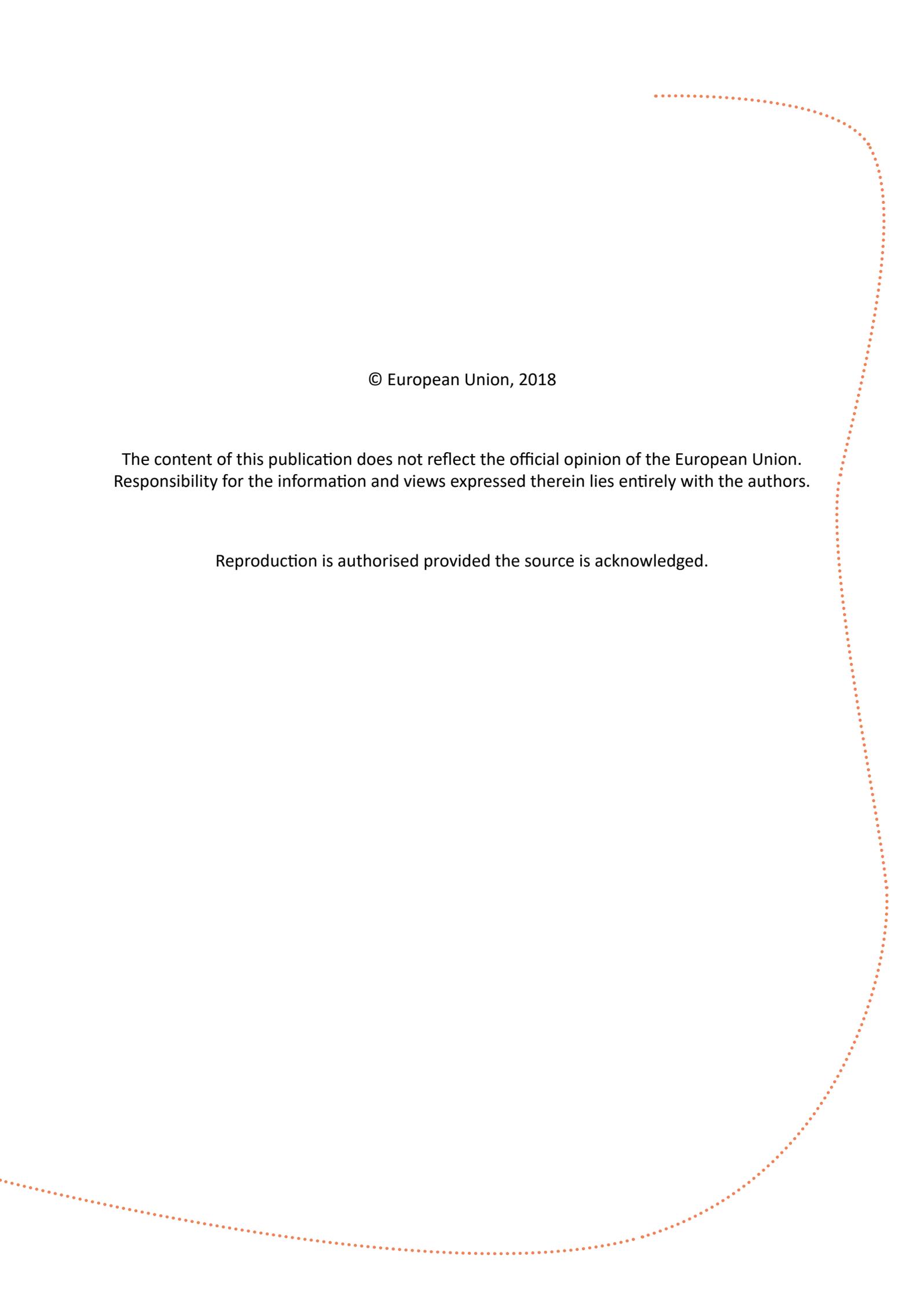
Connect

Intercultural Learning Network
Connect! Share! Learn!

Manual Advisors Training



Funded by the
Erasmus+ Programme
of the European Union



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1. Preface

Every year, thousands of young people participate in the EU Erasmus+ programme to volunteer, study or work abroad and gain intercultural experience. The Erasmus student exchange programme celebrated its 30th anniversary in 2017, reaching the three million student mobility target in 2013 (European Commission, 2014). All these programmes foster intercultural learning and understanding of the host country as well as oneself. Pedagogical support through intercultural training enables participants to systematically reflect upon their experiences in their host culture which improves learning outcomes of their exchange.

In order to tap the full potential of the intercultural learning experience, participants need to have access to comprehensive individual learning tools. In non-formal youth exchanges pre-departure, mid-stay as well as re-entry trainings are common practice, usually taking place in face-to-face learning settings. At the same time, in the age of digitalisation demands for free and open access online courses have increased immensely, not only in higher education. And this is precisely where “Connect – Intercultural Learning Network” came in: Bringing together experts from the university and youth sector, Connect created an innovative intercultural learning scenario to support Erasmus+ participants before, during and after their exchange.

Connect has created face-to-face learning curricula for pre-departure and re-entry to support Erasmus+ participants during their preparation phase, to ease the beginning of their immersion in a foreign culture, and the return, when back home everything seems still the same, but very different. In addition to that, the whole exchange is accompanied by an online curriculum that invites participants to go through online learning modules on an e-learning platform. All modules are designed to reflect upon learning experiences during the different stages of the exchange and make the most out of it. These experiences can then be collected and shared on the Experience Map in the form of reports as well as useful information and links regarding the host

community.

Connect has also created and piloted an Advisors’ Training to support staff members in higher education institutions and in the youth sector who work with students / young people going abroad and would like to develop their competencies in intercultural advising.

This manual introduces the Connect Advisor’s Training of five days.

The Advisors training is designed for staff, working in higher education institutions or in the youth sector, who

- work with students going abroad
- are interested in developing the pedagogical support/intercultural mentoring for students going abroad
- would commit themselves to launching the Connect 2.0 learning concept and piloting the trainings by using the Connect 2.0 materials in their own institution

The training can also be delivered for participants who work in other education sectors, e.g. in vocational education.

Besides giving background information and the methodology of the Connect Intercultural Learning Experience curricula, the Advisors Training delivers tools to reflect on and develop own trainer skills.

The training includes:

- An introduction to the Connect learning curricula (face-to-face and online) and Experience Map
- Intercultural learning and trainer skills basics
- Experience-based learning methods for the implementation of the face-to-face and online trainings for students and people going abroad

2. Introduction

In times of digitalisation, education is increasingly taking place online. This is an advantage in many ways as it makes learning flexible. Depending on the format, learners can access online learning platforms at their own time and pace. The online modules of the Connect learning scenario were created in a self-manageable way, thought-provoking and encouraging (self-)reflection of the experiences abroad.

Nevertheless, classroom learning has its advantages, too. In direct contact with the advisor and peers, participants have the chance to discuss relevant topics for their upcoming or past intercultural experience. Therefore, the Connect learning curriculum is delivered in a blended learning format, getting the best out of each setup and phase. In both the pre-departure and the re-entry stage, motivation, insecurities and other topics related to international exchange can be shared and discussed with peers who find themselves in a similar situation, bringing in different points of views to support each other. The content of the face-to-face training sessions encourage individual development by covering these relevant themes and creating interactive classroom settings for enhanced learning by harnessing the potential of the group. While participants bring in the important thoughts, reflection processes during the face-to-face trainings and independent online learning are guided by the advisor.

You can find further information on the following website: www.weconnecteurope.eu.

2.1. About this manual

2.1.1. How to use this manual

This manual gives step-by-step instructions to train future advisors.

A brief overview on the Connect project – in order to understand the content of this manual in the context of the whole curriculum – can be found in chapter 2.2. The underlying model of the experiential

learning cycle by David Kolb, is described in detail so that the reader can easily follow the description of each learning unit.

A detailed description of the activities can be found in chapter 3. Each activity is divided into the following parts: aim of the activity, time needed for implementation, material needed for each session, preparatory tasks to take care of before delivering the training, a step-by-step description of the task itself and finally instructions on how to debrief the activity together with the participants. Additional material can be found in the attachment; these can be e.g. texts that participants receive as a handout, or worksheets that are used during the unit.

Every trainer can flexibly adjust the programme according to their needs, e.g. if less time is available or other specifications may exist so that some parts may have to be replaced. Trainers should also be flexible in regard to numbers of participants. Generally, the programme has been designed for at least 10 participants. Indications for division into small groups may need to be adjusted according to the number of participants in the training. In general, the activities and topics covered in this training manual may also be used for inspirational purpose, and one can pick single activities according to their needs and adjust the programme to available training conditions. When working with the material, be aware of this flexibility. Also, depending on the participants, a trainer might need more time for an activity than intended, so s/he should be prepared to shorten the programme at other ends.

2.1.2. Target group

This manual is for trainers who are going to qualify staff of universities and organisations to become advisors at their home institution. This manual requires the trainer to have knowledge about the F2F trainings, online modules and experience map. Detailed descriptions of the activities and step-by-step instructions, as well as background information and handouts,

provide trainers with all the necessary material to implement the Advisors training.

2.2. About Connect

“Connect – Intercultural Learning Network” (short: Connect) is a cross-sectoral project bringing together experts from the university and youth sector to create an intercultural learning scenario for Erasmus+ participants. It has been funded by the Erasmus+ programme of the European Union (Key action 2 – Strategic partnership) over a period of three years. During the project duration from September 2015 to August 2018, partners from all over Europe collaborated virtually and in project meetings to design the innovative intercultural learning programme. Partners involved are, from the higher education sector: Adam Mickiewicz University in Poznań (Poland), Fernando Pessoa University (Portugal), Friedrich Schiller University Jena (Germany), Haaga-Helia University of Applied Sciences (Finland), Karlshochschule International University (Germany), University of Limerick (Ireland), University of Urbino “Carlo Bo” (Italy), University of Vic - Central University of Catalonia (Spain), and from the youth sector: AFS Interkulturelle Begegnungen e.V. (Germany), InterCultur gGmbH (Germany).

Connect promotes intercultural learning through a combination of online learning and face-to-face-training. The online learning modules ensure that all participants can work at their own pace to generate an intercultural learning path before, during and after an exchange programme. The modules and learning activities serve as the basis for further individual and group reflection and experimentation during face-to-face training components and during their stay abroad. On the Experience Map participants are then able to gather and store experience reports, pictures and short videos regarding their host locations. This consumer-to-consumer generated platform makes it possible to directly link experiences to a network where participants can exchange and discuss intercultural experiences as well as useful information about the different exchange locations. This data pool of information will fill up from generation to generation, ensuring continual

updating by new exchange participants.

The entire Connect intercultural learning scenario contains the following elements:

Pre-departure

Face-to-face training at the home institution together with peers. Introduction to the exchange programme and the online platform. Intercultural learning activities: what is culture; intercultural self-awareness and perception; intercultural acting; narrative competence.

Online module 1: get hungry for new experiences; key concepts of intercultural communication

Experience Map

Throughout the whole exchange experience, useful links and experiences can be shared on the Experience Map.

During stay abroad

Online module 2: coping with uncertain situations within the new environment

Online module 3: experiencing the stay abroad as an enrichment

Online module 4: learning how to share experiences in an interculturally sensitive way

Re-entry

Online module 5: thinking back and moving forward

Face-to-face training at the home institution: reflecting upon experience abroad; interculturality as a key competence; intercultural mentoring

Upon request, the face-to-face trainings can be implemented by professional intercultural trainers.

Mentors Training (optional)

Participants who have returned from their stay abroad are welcome to join the Mentors Training to qualify as mentors for intercultural exchange experiences. The training develops skills related to mentoring, project and event management, presentation and PR skills, and other useful areas.

Upon request, the Mentors Training can be implemented by professional intercultural trainers.

After the Connect learning cycle

Participants can apply their intercultural competencies and enthusiasm by organizing projects and events for exchange communities, at their home institution or beyond, to inspire more young people to undertake intercultural exchange experiences. Intercultural mentoring programs at institutions can benefit greatly from Connect participants' intercultural skills and knowledge.

Benefits for educational institutions:

- An innovative intercultural learning scenario for your Erasmus+ participants before, during and after the exchange
- An interactive and easily accessible e-learning platform
- Proven methods from both the non-formal youth education and academic education sectors to support the exchange experience
- Curricula without licence fees
- Application guides for education institutions, easy implementation of the Connect learning program
- Certification of participants' intercultural learning journey

Advisors' Training

Institutions can use the Advisors' manual for an Advisors' Training to train and qualify staff members for the implementation of the Connect learning scenario at their institution. The training also gives tools to evaluate and develop own trainer skills.

The training includes:

- An introduction to the Connect learning curricula (face-to-face and online) and Experience Map
- Intercultural learning basics, trainer skills basics
- Experience-based learning methods for the implementation of the face-to-face trainings
- Upon request, the Mentors Training can be implemented by professional intercultural trainers.

All manuals (face-to-face and online curriculum, Mentors' and Advisors' manuals) can be downloaded from www.weconnecteurope.eu.

2.3. Connect Advisors Training

2.3.1. Methodology

The methodology of the Connect Advisors curriculum is based on the experiential learning cycle: a four-stage model for effective learning, by David A. Kolb, Experience Based Learning Systems, Inc.

The experiential learning cycle by David A. Kolb

According to Kolb's model of Experiential Learning, experiences and new knowledge are grasped during the Concrete Experience and Active Experimentation phases of a four-phase cycle. In order for that knowledge to be transformed into meaningful learning, learners must reflect on concrete experiences during a Reflective Observation phase and derive meaning from that reflection in an Abstract Conceptualization phase, which can then be acted upon in Active Experimentation (Kolb, Boyatzis

& Mainemelis, 1999).

It is important here to clearly define what is meant by the term "experiential". Experience-based learning and Experiential Learning are not one and the same. The learning which occurs from having real-world experiences may be referred to as situated or experience-based learning whereas Experiential Learning, as defined by Kolb is „the process whereby knowledge is created through the transformation of experience" (as cited by Kolb, Boyatzis & Mainemelis, 1999).

The "experiential approach" is a non-formal approach to education that has placed an emphasis on the social and physically interactive facets of experiential learning. Not only has it completed the efforts of standard educational practices, but at times, has come to replace them. Without the abstract and reflective phases of experiential learning theory, participants may miss out on true transformational learning that relies

on reflection and meaning-making. Experiential learning integrates cognitive and behavioral elements and leaves room in the learning process for affect and subjective experience (Kolb, Boyatzis & Mainemelis, 1999). This integration is important to provide people with the cognitive knowledge, behavioral skills and affective understanding to build a more just and peaceful world .

In the training, various learning methods are used. It includes instructor-led sessions, pair and group work, discussion and interactive exercises and activities. During the training, participants have the opportunity to experience and test exercises and activities that they can use when organizing the trainings themselves.



3. Advisors Training

3.1. Learning objectives

Time frame: 4-5 days

Number of participants Max. 20

Room requirements: Big room (for 20 pax), chairs in horse shoe shape (with tables) or circle (without tables), 2nd room (can be smaller)

The training programme will give advisors an overview of their role as an advisor, and the underlying principles and materials of the Connect 2.0 Intercultural learning path.

In order to guarantee that advisors are able to instruct participants of Connect, they will be introduced to basic concepts of intercultural learning and competence. In the next step these insights will be transferred to the methodology of trainings and training design. Advisors will familiarize themselves with the contents of Connect 2.0... Finally, the advisors will prepare their own sessions that will be held in front of the group and feedbacked by them.

Agenda

- Getting to know each other
 - Expectations
 - Knowledge and Experiences with the programme of Participants
- Getting to know Connect 2.0 Intercultural Learning path
 - Introduction of the Face2Face Manual
 - Introduction of the Online Manual
 - Introduction of the Experience Map
- Connect Advisors
 - Introduction of the concept of Connect Advisors
- Intercultural Learning
 - Introduction of Deardorff's Model of Intercultural Competence

- Introduction of Kolb's Learning Cycle and Experiential Learning
- Introduction to the principle of Debriefing
- Trainer Skills
 - Reflection of Trainer Styles
- Connect Advisors Experiences
 - Reflection of Advisors' Personal Experiences as Trainers
- Training Design
 - Introduction to the Rhombus Spiral
 - Introduction to the Kipling Method
 - Introduction of Debriefing Concepts
- Connect 2.0 contents
 - Introduction of Learning Goals and Modules of the Face2Face Manual
 - Introduction of Learning Goals and Modules of the Online Manual
 - Introduction of the Functions of the Experience Map
- Try outs
 - Preparation of own sessions based on Connect 2.0 Material
 - Mock-Sessions

3.2. Training materials

3.2.1. Get to know each other, introduction

120 minutes

Aim

Participants and trainers get to know each other. Trainers know the participants' expectations and participants know the programme.

Material

- 5 pictures per trainer that represent information about them
- Pin board and pins
- "Garden of expectations" (attachment 1)
- Copy of blank watches (attachment 2)
- Visualisation of the programme
- Moderation cards
- Markers
- Internet connection for participants

Welcome and getting to know the trainers

Preparation

Every trainer chooses 5 pictures that represent an information they want to share about themselves. (These can either be drawn or searched in the internet and printed out.) Put the chairs in a circle and pin all pictures on a pinboard.

Task

Welcome the participants and let every trainer briefly introduce him/herself.

Sociometry

Preparation

Make sure to have enough space for the positioning of the participants.

Task

Read the following questions out loud and ask the participants to position themselves accordingly.

- Where do you live? (Define the country/continent and directions, so participants know where to stay...)
- Which other country you have lived in the longest, if different? (Define the world map.)
- Which country have you always wanted to go to/live in? (Define the world map.)
- What kind of music do you like? (define 4 styles for the 4 corners, "other" in the middle of the room)
- Are you the oldest, youngest, middle sibling or single child? (Define 4 corners.)
- What is your favorite colour of blue, green, red, yellow? (Define 4 corners.)
- Do you prefer chocolate, candy, vegetables or fruits? (Define 4 corners.)
- At what time did you start travelling to get here? (Let participants line up according to the time)
- How much do you look forward to this training? (Let participants line up from not at all to very much)

Expectations

Preparation

Draw the “garden of expectations” beforehand.

Task

Explain that this is the garden of the training. It has a big potential for flowers to grow quickly. Pax receive facilitation cards in three different colours. (~20 min)

- Seeds: expectations - yellow, oval; soil
- Water: contributions - blue, drop; water can
- Stones: worries/fears – green, round

Debriefing

Comment the expectations, worries and contributions and present the programme.

6 hours – 6 dates

Preparation

Print a copy of attachment 1 (blank clocks) for each participant.

Task

Hand a copy of the clock to each participant. Each participant has to find a partner for 8 am (Breakfast. Present yourself. Who are you, where are you from, where and what do you work, tell something about yourself). They have two minutes to talk about the task or question.

Ask the participants to find a new partner for 10 am and give them two minutes to talk about it.

Continue as before with 12 pm, 2 pm, 4 pm and 6 pm.

- 8am: Breakfast. Present yourself. Who are you, where are you from, where and what do you work, tell something about yourself
- 10am: Snack. Explain what your job is, what your main projects, tasks are.
- 12 noon: Lunch. What does your daily work routine look like? Are there any special work missions, e.g. business trips?
- 2pm: Siesta. What is your experience with intercultural trainings? Personal, but also work related?
- 4pm: Coffee/Cake. Why do you want to be a Connect 2.0 Intercultural Advisor? What do you expect from this role?
- 6pm: Dinner. What does your after work life look like? What is your favorite activity after work?

6 hours – 6 dates

Preparation

Make sure the internet connection works and participants bring smart phones with them.

Task

Ask participants to complete the following online test.

https://www.facebook.com/maailmallenet/?sk=app_635579963167197

Debriefing

Form groups of 3-4 persons. Let them share their results and discuss them.

3.2.2. Getting to know Connect 2.0 Intercultural Learning path

45 minutes

Aim

The participants get a quick overview over the Connect learning material.

Material

- Copies of Online and F2F manuals
- Flipchart paper

Preparation

Bring copies of the Online and Face2Face Manuals. Have three facilitators prepare small presentations introducing the purpose and learning goals of the F2F training, Experience Map and Online curriculum.

Set up three “stations” for the topics F2F, online curriculum and experience map.

Task

Divide the participants into three groups. Assign each group to a station and let the facilitator present their topic. Ask the participants to share what experiences they had in handling F2F/experience map/online-learning type contents with participants going abroad. Let the facilitators write the main reflections on a flip chart paper.

Let the groups go on to the next “station” after 10 minutes.

Debriefing

Let the facilitators summarize the results of their “station”.

3.2.3. (EU) Identity

30 minutes

Aim

The participants know their role as an advisor within the connect programme.

Material

- markers or pens
- moderation cards
- role of advisors (attachment 3).

Preparation

Present the concept of a Connect Advisor.

Task

Ask the participants to reflect on the following questions and write down their answers on moderation cards:

- What does my work with students/persons going abroad include now?
- What does it mean for me to be a Connect 2.0 Advisor?

Debriefing

Form groups (participants from the same institution should be in one group together). Let the participants discuss their findings.

3.2.4. Intercultural learning

30 minutes

Aim

The participants know the intercultural competence model by Deardorff and the learning cycle by Kolb. They understand how experiential learning is directly linked to experience based methods and their respective debriefing technique.

Material

- PPT Intercultural Learning,
- Math Sheets for each participant (attachment 4)
- Pens for each participant
- Clock
- Flipchart paper and markers in three different colours

Intercultural Competence

Math-Exercise

Preparation:

Prepare a flipchart with the question: What contributes towards intercultural learning?

Announce to the group that you will be exploring with them principles in intercultural learning and pedagogy. To warm-up you have brought a small math exercise. Hand out the math sheets faced down. Tell them not to look at the sheets yet and to await further instructions.

Task

Ask the participants to turn the sheets around. Tell them that they will have 1 Minute to solve the entire sheet. However, they will have to observe different rules than they are used to (see slide 2 on the Powerpoint presentation). Then the participants can get started to solve the sheet. After time is up tell the participants to put down their pens and hand their sheets to the person next to them to correct the sheet. Show the results of the sheet (see slide 3). When they are done, they should hand the sheets back to their neighbour.

Debriefing

First ask the participants about how they felt about the exercise and how they handled the challenge of the changed rules for using the calculus operators.

Possible questions could be:

- How did you feel about the exercise overall?
- How did you feel when you found out that the rules are different from what you are used to?
- Did you have strategies to handle the challenge?
- Which strategies did you use?

Now you can go ahead and ask whether they can think of situations or instances where they have made similar experiences. Possible questions could be:

- Can you think of real-life situations, experiences, or instances comparable to the experience you just made?
- Have previously made experiences helped you to handle the task more easily?
- Which factors contribute towards successfully handling situations as simulated in this exercise?

Finally transfer the results to the field of intercultural learning and intercultural competence:

- - What does this exercise have in common with intercultural learning?

Presentation: Intercultural Competence

Task

Brainstorm with the participants: "What contributes towards intercultural learning?"

Write down their answers in the respective colours attributed to knowledge (red/orange); skills (blue); attitudes (green) in the Powerpoint presentation. Go on to explain Deardorff's model of intercultural competence (slides 5-12). Compare the brainstorming with Deardorff's model.

What is intercultural learning: Experiential Learning and Debriefing

Task

Introduce the topic of experiential learning by asking the participants of how they think the math exercise contributed towards acquiring skills, attitudes, and knowledge? The goal of the question is to make the participants understand that learning is based upon reflecting on experiences they made and to develop ideas and theories of how learning is generated by experiences.

Continue with the presentation (slides 13-14)

Relate how debriefing directly connects with Kolb's learning cycle (slide 15)

3.2.5. Trainer skills

90 minutes

Aim

The participants reflect on their preferred training style.

Material

- A copy for each participant of Trainer Type Inventory (attachment 5)
- Present your trainer style (attachment 6)
- Pens

Preparation

Read and understand the Trainer Type Inventory.

Task

Explain the inventory and ask the participants to fill it out and evaluate it.

Form groups according to the preferred trainer style. Ask the groups to prepare a presentation according to the handout (attachment 5).

Debriefing

Let each group present for 5-10 minutes and have a brief discussion with all participants.

3.2.6. Connect Advisors experiences

60 minutes

Aim

The participants discuss what a good training is based on.

Material

- Two flipchart papers
- Markers
- Moderation cards
- Pins or masking tape
- PPT: Maslows pyramid of needs

Preparation

Prepare a flipchart paper stating “This way a training will be a great success” and one stating “This way a training will be a complete disaster”.

Task

Ask the participants to brainstorm on the first question. Write down the answers and pin them on the flipchart.

Ask the participants to brainstorm on the second question.

Form two groups and let each one cluster the results of one of the questions. Encourage them to come up with titles for each cluster (e.g. environmental factors, personal factors...). Let both groups present their results.

Present Maslows pyramid of needs.

(<https://www.simplypsychology.org/simplypsychology.org-Maslows-Hierarchy-of-Needs.pdf>)

Debriefing

Ask the participants to write down “one piece of good advice” on a moderation card and collect them on a wall.

3.2.7. Training design market

90 minutes

Aim

The participants understand the rhombus spiral, the kipling method and know debriefing methods.

Material

- One Copy of “Completing the Experience: Debriefing in Experiential Educational Game”, “Debriefing Experiential Learning” and Questionnaire (attachment 7) for each participant

Preparation

Prepare a copy for each participants of

“Completing the Experience: Debriefing in Experiential Educational Game”

<http://scottnicholson.com/pubs/completingexperience.pdf>

and

“Debriefing Experiential Learning”

<https://woca.afs.org/education/m/icl-for-afs--friends/6507/download>

Have two facilitators each prepare a 20 minute presentation on one of the following topics:

- Rhombus spiral (F2F Manual)
- The Kipling method (<http://creatingminds.org/tools/kipling.htm>)

Task

Form three groups. Let one facilitator explain the rhombus spiral to group one and the second facilitator “the Kipling method” to group two. Ask group three to read and understand “Debriefing Experiential Learning” and “Completing the Experience: Debriefing in Experiential Educational Game”

Let the groups switch after 20 minutes.

Debriefing

Once every group has switched two times, ask the participants to fill out the questionnaire.

Have a group discussion and use the questionnaire to support it.

3.2.8. Connect 2.0 contents

120 minutes

Aim

The participants know the content of the experience map, online and F2F modules. They know the learning goals and understand how the modules are structured.

Material

- Online Manual
- F2F Manual
- Laptop with internet connection
- Projector

Task

Present the content and goals of the online module. Learning goals, aims and module descriptions can be found in the online manual.

Demonstrate the main functions of the experience map. Detailed explanations on how to use the experience map can be found in the online manual 4. ff.

Present the learning goals and aims of the F2F training. A detailed description can be found in the F2F manual. If time allows it, carry out one session with the participants.

Debriefing

Leave room for further questions and comments.

3.2.9. Try outs

180 minutes
+ 50 min/group

Aim

The participants prepare and carry out an exercise from the F2F training.

Material

- F2F manual for every second participant
- Moderation material

Preparation

Ask the participants to find a partner and decide on an exercise from the F2F manual they want to carry out. Have material ready which the participants might need for the exercise.

Task

Give the groups time to prepare the exercises. Support them if needed.

Each group will have 30 minutes to carry out their exercise with the participants.

Debriefing

Leave room for further questions, comments and discussion after each exercise.

3.2.10. Evaluation

60 minutes

Aim

Feedback on the training.

Material

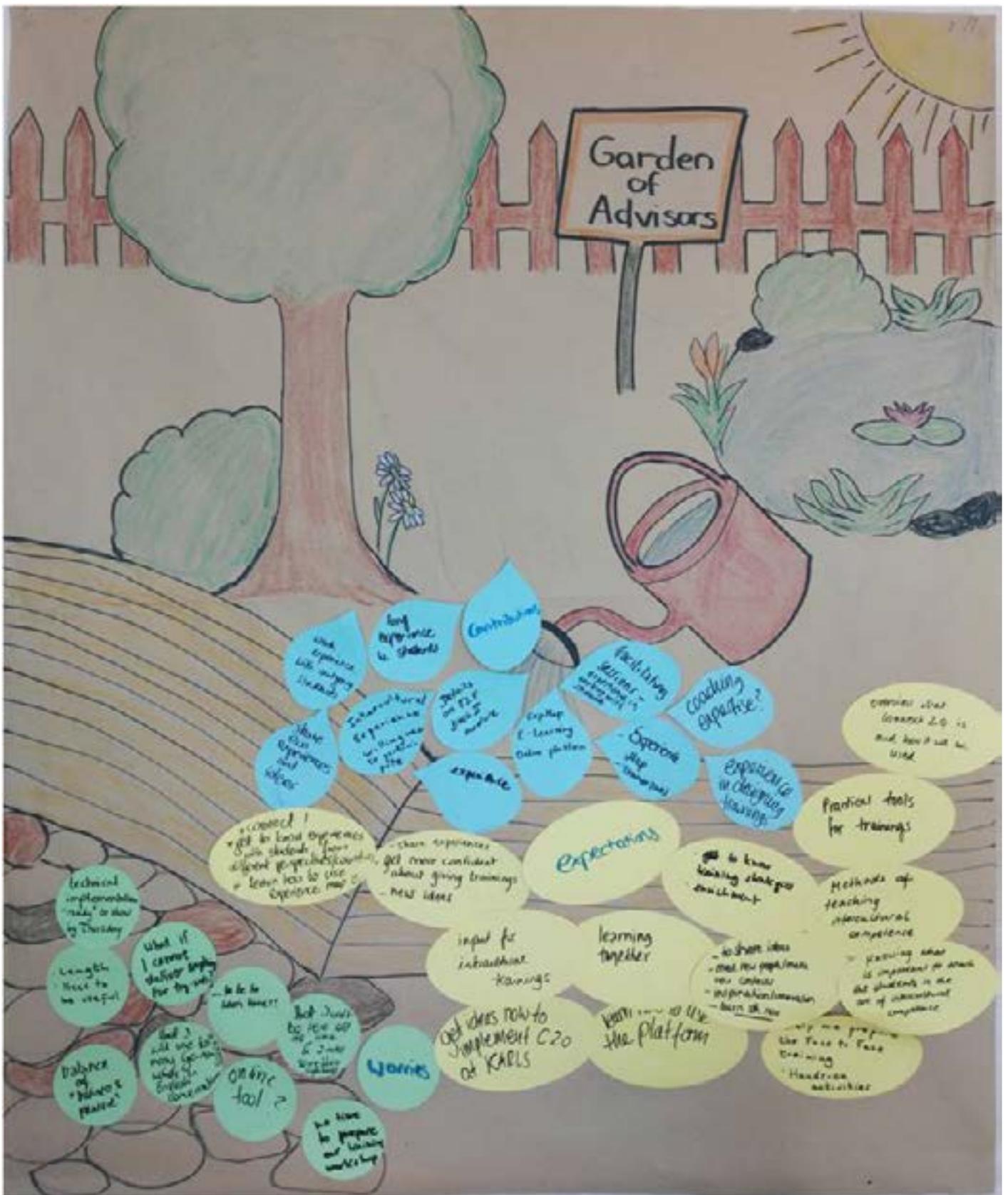
- According to your method

Task

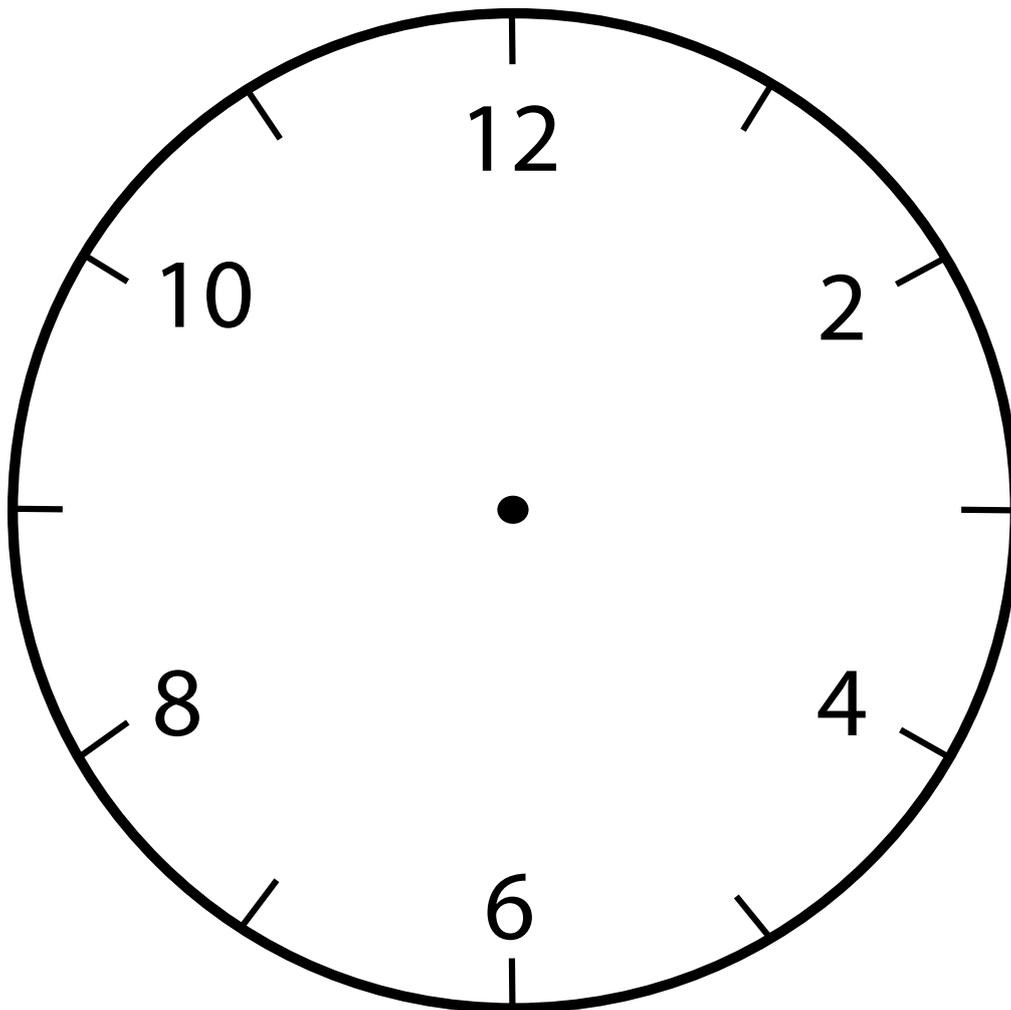
Choose an evaluation method to your liking.

3.3. Attachment

Attachment 1: Garden of expectations



Attachment 2: Watch



Attachment 3: Role of Advisors

Intercultural Advisors within the project “Connect 2.0 – Intercultural Learning Network 4 Europe” are staff members of the participating institutions who are trained to support and advise Connect 2.0 participants on their learning journey. The training equips the Advisors for their high quality work with the students, interns and volunteers on the Connect 2.0 contents:

- The face-to-face pre-departure training introducing the participants to the world of interculturality and cultural self-awareness
- The contents and usage of the e-learning platform accompanying the participants throughout the whole intercultural process
- The contents and usage of the Experience Map providing students with practical information and encouraging them to reflect on their experiences
- The face-to-face re-entry training focusing on knowledge transfer and the activation of future participation to make sustainable sense of the experience

Training Intercultural Advisors also establishes a sustainable use of the Connect 2.0 contents at the participating institutions. Although the focus lies on outgoing participants, the contents also allow application for incoming students and volunteers which is encouraged here.

Attachment 4: Math Sheet

$8 - 2 =$ $12 + 4 =$ $4 \times 3 =$ $6 \div 2 =$ $9 + 3 =$ $7 \times 4 =$ $4 - 2 =$ $8 + 4 =$ $12 \times 2 =$ $20 + 10 =$	$9 + 1 =$ $5 - 6 =$ $2 \times 1 =$ $10 + 5 =$ $12 - 2 =$ $6 - 6 =$ $8 - 5 =$ $6 \div 6 =$ $17 \times 2 =$ $14 - 7 =$	$8 - 2 =$ $12 + 4 =$ $4 \times 3 =$ $6 \div 2 =$ $9 + 3 =$ $7 \times 4 =$ $4 - 2 =$ $8 + 4 =$ $12 \times 2 =$ $20 + 10 =$	$9 + 1 =$ $5 - 6 =$ $2 \times 1 =$ $10 + 5 =$ $12 - 2 =$ $6 - 6 =$ $8 - 5 =$ $6 \div 6 =$ $17 \times 2 =$ $14 - 7 =$
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Attachment 5: Trainer Type Inventory

Based on an exercise by Mardy Wheeler and Jeanie Marshall, revised by Janet Bennett.
From: University Associates. 1986 Annual. Developing Human Resources.

Instructions

There are twelve sets of four word or phrases listed below. You are to distribute ten (10) points among the four choices to indicate how intensely you prefer each choice. Always use all ten points. Never use more than ten points or less than ten points total for each set. You may use zeros, if you consider it appropriate, as in this example:

Example: In class, I prefer that learners:

- a) ___ Share their feelings
- b) ___ Listen quietly
- c) ___ Take notes
- d) ___ Ask questions

1. In class, I more often use:

- a) ___ learner-centered discussions
- b) ___ lectures
- c) ___ problem-resolving
- d) ___ activities

2. I see myself:

- a) ___ organizing
- b) ___ connecting
- c) ___ encouraging
- d) ___ listening

3. Mostly, I involve learners in:

- a) ___ terms, symbols, concepts
- b) ___ self-direction
- c) ___ self-expression
- d) ___ careful observation

4. The process I use emphasizes:

- a) ___ small-group discussions
- b) ___ free-expression of feelings
- c) ___ careful organization of material
- d) ___ time to think independently

5. I generally evaluate learners with:

- a) ___ immediate personal feedback
- b) ___ objective tests
- c) ___ subjective tests
- d) ___ self-assessment

6. I prefer to be seen as:

- a) ___ expert
- b) ___ scholar
- c) ___ advisor
- d) ___ friend

7. I like to emphasize:

- a) ___ theory
- b) ___ abilities
- c) ___ attitudes
- d) ___ opinions

8. I prefer to take the role of:

- a) ___ coach
- b) ___ group facilitator
- c) ___ director
- d) ___ interpreter

9. I focus the class on:

- a) ___ seeing "who"
- b) ___ saying "how"
- c) ___ finding "why"
- d) ___ asking "what"

10. I become interested in something through:

- a) ___ processing
- b) ___ generalizing
- c) ___ experimenting
- d) ___ sharing

11. I aspire to:

- a) ___ lead them to understand it
- b) ___ let them do it on their own
- c) ___ let them enjoy it
- d) ___ get them to think about it

12. In general, my attitude toward this learning venture is:

- a) ___ it's yours (singular)
- b) ___ it's ours
- c) ___ it's mine
- d) ___ it's theirs

TRAINER TYPE INVENTORY SCORING SHEET

INSTRUCTIONS: Each word or phrase in each one of the twelve sets on the TTI corresponds to one of the four training styles, which will be described later. To compare your scale scores in each type, transfer your numerical ranking for each item in the inventory to the appropriate space in the columns below. The totals are your scores on the four training types.

L	D	I	C
1a	1b	1c	1d
2d	2a	2b	2c
3c	3d	3a	3b
4b	4c	4d	4a
5a	5b	5c	5d
6d	6a	6b	6c
7c	7d	7a	7b
8b	8c	8d	8a
9a	9b	9c	9d
10d	10a	10b	10c
11c	11d	11a	11b
12b	12c	12d	12a
Total:	Total:	Total:	Total:

TRAINER TYPE INVENTORY INTERPRETATION SHEET

Each one of the four training styles identified by the TTI is characterized by a certain training approach, way of presenting content, and relationship between the trainer and the trainees. The following are the primary characteristics of the trainer for each one of the four training types.

LISTENER (L)

- Creates an affective learning environment
- Trains the Concrete Experiencer most effectively
- Encourages learners to express personal needs freely
- Assures that everyone is heard
- Shows awareness of individual groups members
- Reads nonverbal behavior
- Prefers that trainees talk more than the trainer
- Wants learners to be self-directed and autonomous
- Exposes own emotions and experiences
- Shows empathy
- Feels comfortable with all types of expression (words, gestures, hugs, music, art, etc.)
- Does not seem to “worry” about the training
- Stays in the “here-and-now”
- Is practical (“goes with the flow”)
- Appears relaxed and unhurried

INTERPRETER (I)

- Creates a symbolic learning environment
- Trains the Abstract Conceptualizer most effectively
- Encourages learners to memorize and master terms and rules
- Makes connections (connects the past to the present, is concerned with the flow of the training)
- Integrates theories and events
- Separates self from learners, observes
- Shares ideas but not feelings
- Acknowledges others’ interpretations as well as own
- Uses theory as a foundation
- Encourages the construction of generalizations
- Presents well-constructed interpretations
- Listens to thoughts, often underestimates feelings
- Wants trainees to have a thorough understanding of facts and terminology
- Uses case studies, lectures, and readings
- Encourages learners to think independently
- Provides information based on objective data

DIRECTOR (D)

- Creates a perceptual learning environment
- Trains the Reflective Observer most effectively
- Takes charge
- Gives directions
- Prepares notes and outlines
- Appears self-confidence
- Is well-organized
- Evaluates with objective criteria
- Is the final judge of what is learned (and how well)
- Uses lectures
- Strictly follows the official / given schedule
- Concentrates on one topic at a time
- Tells trainees what they need to do
- Is conscious of the time
- Develops optional / additional plans
- Provides examples
- Limits and controls trainee participation

COACH (C)

- Creates a behavioral learning environment
- Trains the Active Experimenter most effectively
- Allows learners to evaluate their own progress
- Involves trainees in activities and discussions
- Encourages experimentation with practical application
- Puts trainees in touch with one another
- Draws on the strength of the group
- Uses trainees as resources
- Helps trainees to verbalize what they really know
- Acts as facilitator to make the experience more comfortable and meaningful
- Is completely in charge
- Uses activities, projects, and problems based on real life
- Encourages active participation

Attachment 6: Trainer Type Inventory

Present your Trainer Style

Get together in groups of the same trainer style and prepare a 10-15 min presentation:

Present your trainer style by selecting the 5 most important characteristics and answer the questions:

- What are your greatest strengths?
- What are participants your work best with?
- What are participants you are struggling with?
- Which methods do you use most?
- What are the challenges for this type of trainer?

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- Which methods do you use most?
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Attachment 7: Training Design Market Questionnaire

What I didn't know
before (3 things)

What was most
surprising for me (1-2
things)

Things I want to learn
more about (3 things)

Things I wouldn't agree
with (2-3 things)

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