



Climate Virtual Exchange: Enhancing Climate
awareness in Europe and the South Mediterranean
Area

D6.3 CLiVEX Handbook for Virtual Exchange



About CLiVEx

The overarching goal of CLiVEx - Climate Virtual ExChange: Enhancing climate awareness in Europe and the Southern Mediterranean Area, is to enhance intercultural dialogue between students from Europe and the Southern Mediterranean area on the topic of climate change.

Consortium members

- UNIMED, Mediterranean Universities Union, Italy – coordinator
- SPF, Sharing Perspectives Foundation - The Netherlands
- SOLIYA, Association Soliya Tunisia - Tunisia
- UNIPD, Università di Padova - Italy
- ANNU, An-Najah National University - Palestine
- LIU, Lebanese International University - Lebanon

More at <https://clivex.eu>



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Executive Summary

Introduction

The CLiVEX Handbook provides a comprehensive, replicable framework for Higher Education Institutions (HEIs) wishing to design, implement, and evaluate Virtual Exchange (VE) programmes. Developed through the direct experience of running a multi-country VE on climate justice, the Handbook gathers the methodological approach and tools adopted in CLiVEX, into a single resource.

While the CLiVEX pilot focused specifically on climate awareness and climate justice as thematic content, the framework presented in the Handbook is intentionally generic: it can be adapted to any topic relevant to intercultural dialogue and collaboration, including peacebuilding, democracy, gender equity, and sustainable development.

The Handbook provides guidance for online dialogue facilitators responsible to design and run their sessions: it also provides a model framework to develop students' guidelines. Last but not least, it provides assessment tools for academic coordinators or evaluators responsible for assessing learning outcomes and institutional impact.

The CLiVEX Handbook is intended for:

- Academic and administrative staff at HEIs exploring VE strategies.
- Educators and programme coordinators seeking to integrate VE into existing curricula.
- Online dialogue facilitators requiring a structured methodological reference and session-planning tools.
- Institutional evaluators and researchers wishing to measure the impact of intercultural learning programmes.

The Handbook is complemented by three additional resources available on the CLiVEX website (<https://clivex.eu/resources/>): the Course Manual, the Process Framework, and the Evaluation Handbook. Together, these documents form a complete toolkit for institutions wishing to launch their own VE.

Handbook structure

The Handbook is organised in three complementary parts, each targeting a different aspect of the VE lifecycle:

Part 1 — Guidelines for Online Dialogue Facilitators

This section presents the Group Process Framework (GPF), the core methodological instrument developed by SPF for facilitating intercultural dialogue online. The GPF identifies six sequential stages of group development, each with distinct process dynamics, facilitation strategies, and associated risks:



Stage 1 — Orientation: First impressions, establishing comfort with the digital environment and fellow participants; trust is low.

Stage 2 — Group Definition: Bonds begin forming; participants identify commonalities while avoiding conflict.

Stage 3 — Encountering Difference: More sensitive topics emerge; different perspectives surface and power dynamics become visible.

Stage 4 — Genuine Exchange: Trust is high; participants engage in open, empathetic dialogue and self-reflective thinking.

Stage 5 — Forward-looking Brainstorming: Dialogue shifts toward action, solutions, and continuation beyond the course.

Stage 6 — Winding Down: Reflection on the journey, celebrating growth, and planning for sustained connections.

For each stage, the GPF provides detailed guidance on process (how to facilitate), content (what to address), facilitator role, and risk mitigation strategies. A session planning template and implementation tips — including advice on managing technology issues, ensuring equal participation, and handing ownership progressively to students — are also included.

Part 2 — Guidelines for Virtual Exchange Participants

This section offers a fully customisable template that institutions can adapt for their own course. It includes: a model welcome message outlining the course rationale and format; a course information sheet covering language, workload, structure, and ECTS equivalence; an exemplary list of transversal competencies that participants can develop (including global awareness, digital literacy, intercultural competence, leadership, and sustainability competences); a curriculum outline template; and a detailed assessment framework.

The assessment model piloted in CLiVEx distributed 100 points across four components: weekly online dialogue participation (35 points), weekly resource review and response (10 points), individual reflection journals (10 points), and a collaborative Climate Action Project (45 points). Upon completion, participants received Open Badges at three levels — Completion, Completion with Merit, and Completion with Distinction — depending on points achieved and attendance rate. AI-generated assignments were explicitly excluded from receiving credit.

Part 3 — Guidelines for Evaluators

This section presents the evaluation methodology developed for CLiVEx, centred on pre- and post-exchange surveys designed to measure changes in participants' knowledge, attitudes, and behaviours.



The section provides detailed technical guidance on data preparation, Likert-scale coding (including reverse-coded items), composite score construction, descriptive statistics, and regression modelling for predicting course outcomes. A ready-to-use R script is included as Appendix 2. Examples of how partner universities — including An-Najah National University and the University of Limerick — integrated CLiVEx outcomes into formal academic grading are also provided.

Key Principles

Several principles feature the CLiVEx approach and vision of Virtual Exchanges:

- **Process over content:** The VE is explicitly designed around the group's relational experience, not just the transmission of knowledge. Facilitators are trained to read group dynamics and adapt accordingly, rather than follow a rigid script.
- **Facilitation vs moderation:** Trained online dialogue facilitators — not teachers — guide the sessions. Their role is to enable, not to instruct, and to progressively encourage ownership of the process by participants:
- **Equity in assessment:** No evaluation is made on the quality of written English. This ensures that students from diverse academic traditions and language backgrounds are assessed on engagement and personal growth rather than linguistic performance.
- **Transferable framework:** All tools, templates, and survey instruments are designed to be adapted to any intercultural topic and any combination of partner institutions.
- **Formal recognition:** Open Badges provide verifiable, portable evidence of competencies acquired, aligned with European digital credentials standards. This motivates learners' participation and limits the risks of dropouts.

الملخص التنفيذي

مقدمة

يوفر دليل CLiVEX إطاراً شاملاً وقابلاً للتكرار لمؤسسات التعليم العالي الراغبة في تصميم برامج التبادل الافتراضي وتنفيذها وتقييمها. وقد تم تطوير هذا الدليل من خلال التجربة المباشرة في إدارة تبادل افتراضي متعدد الدول حول العدالة المناخية، ويجمع المنهجية والأدوات المعتمدة في CLiVEX في مورد واحد.

وعلى الرغم من أن مشروع CLiVEX التجريبي ركّز تحديداً على الوعي المناخي والعدالة المناخية كمحتوى موضوعي، فإن الإطار المقدم في الدليل عام ومقصود بذلك: إذ يمكن تكيفه مع أي موضوع ذي صلة بالحوار الثقافي والتعاون، بما في ذلك بناء السلام، والديمقراطية، والمساواة بين الجنسين، والتنمية المستدامة.

يقدم الدليل إرشادات لميسري الحوار عبر الإنترنت المسؤولين عن تصميم جلساتهم وإدارتها، كما يوفر نموذج إطار لتطوير إرشادات الطلاب. وأخيراً وليس آخراً، يوفر أدوات تقييم للمنسقين الأكاديميين أو المقيمين المسؤولين عن قياس نتائج التعلم والأثر المؤسسي.

الدليل موجّه إلى:

- الكوادر الأكاديمية والإدارية في مؤسسات التعليم العالي التي تستكشف استراتيجيات التبادل الافتراضي.
 - المعلمين ومنسقي البرامج الساعين إلى دمج التبادل الافتراضي في المناهج الدراسية القائمة.
 - ميسري الحوار عبر الإنترنت الذين يحتاجون إلى مرجع منهجي منظم وأدوات تخطيط للجلسات.
 - المقيمين المؤسسيين والباحثين الراغبين في قياس أثر برامج التعلم بين الثقافات.
- يُكمل الدليل ثلاثة موارد إضافية متاحة على موقع CLiVEX الإلكتروني (<https://clivex.eu/resources>): دليل المقرر، وإطار العملية، ودليل التقييم. وتشكّل هذه الوثائق مجتمعةً مجموعة أدوات متكاملة للمؤسسات الراغبة في إطلاق تبادلها الافتراضي الخاص.

هيكل الدليل

يتألف الدليل من ثلاثة أجزاء متكاملة، يستهدف كل منها جانباً مختلفاً من دورة حياة التبادل الافتراضي:

الجزء الأول — إرشادات لميسري الحوار عبر الإنترنت

يقدم هذا القسم إطار عملية المجموعة (GPF)، وهو الأداة المنهجية الجوهرية التي طوّرتها SPF لتيسير الحوار بين الثقافات عبر الإنترنت. يحدد إطار عملية المجموعة ست مراحل متسلسلة لتطوير المجموعة، لكل منها ديناميكيات عملية مميزة واستراتيجيات تيسير ومخاطر مرتبطة بها:

- **المرحلة 1 — التوجّه:** الانطباعات الأولى، وتأسيس الارتياح مع البيئة الرقمية والمشاركين الآخرين؛ مستوى الثقة منخفض.
- **المرحلة 2 — تحديد هوية المجموعة:** تبدأ الروابط في التشكّل؛ يتعرف المشاركون على القواسم المشتركة مع تجنّب الصراع.
- **المرحلة 3 — مواجهة الاختلاف:** تظهر موضوعات أكثر حساسية؛ تبرز وجهات النظر المتباينة وتتضح ديناميكيات القوة.
- **المرحلة 4 — التبادل الحقيقي:** مستوى الثقة مرتفع؛ يتفاعل المشاركون في حوار مفتوح متعاطف وتفكير تأملي ذاتي.

- **المرحلة 5 — العصف الذهني المستقبلي:** ينتقل الحوار نحو العمل والحلول والاستمرارية ما بعد المقرر.
 - **المرحلة 6 — الختام:** التأمل في الرحلة، والاحتفاء بالنمو، والتخطيط للروابط المستدامة.
- لكل مرحلة، يوفر الإطار إرشادات مفصلة حول العملية (كيفية التيسير)، والمحتوى (ما يجب معالجته)، ودور الميسر، واستراتيجيات تخفيف المخاطر. كما يتضمن نموذج تخطيط للجلسات ونصائح تطبيقية — بما فيها التعامل مع المشكلات التقنية، وضمان المشاركة المتساوية، والتنازل التدريجي عن مسؤولية قيادة المجموعة للطلاب.

الجزء الثاني — إرشادات للمشاركين في التبادل الافتراضي

يقدم هذا القسم نموذجاً قابلاً للتخصيص الكامل يمكن للمؤسسات تكييفه لمقرراتها الخاصة. ويشمل: رسالة ترحيبية نموذجية توضح مبررات المقرر وصيغته؛ ورقة معلومات المقرر التي تغطي اللغة وعبء العمل والهيكل ومعدل الاعتمادات الأوروبية؛ وقائمة نموذجية بالكفاءات العابرة للتخصصات التي يمكن للمشاركين تطويرها (بما فيها الوعي العالمي والمعرفة الرقمية والكفاءة بين الثقافات والقيادة وكفاءات الاستدامة)؛ ونموذج مخطط مناهج؛ وإطار تقييم مفصل.

وَرَّع نموذج التقييم المُطبَّق في ClivEx 100 نقطة على أربعة مكونات: المشاركة الأسبوعية في الحوار عبر الإنترنت (35 نقطة)، ومراجعة المصادر الأسبوعية والاستجابة لها (10 نقاط)، ومجلات التأمل الفردية (10 نقاط)، ومشروع العمل المناخي التعاوني (45 نقطة). عند الإتمام، يحصل المشاركون على شارات مفتوحة بثلاثة مستويات — الإتمام، والإتمام بامتياز، والإتمام بتميز — وفقاً للنقاط المحققة ونسبة الحضور. وقد استُبعدت صراحةً الواجبات المُنجزَة بالكفاءة الاصطناعية من احتساب النقاط.

الجزء الثالث — إرشادات للمقيمين

يعرض هذا القسم منهجية التقييم المطوّرة لـ ClivEx، المتمحورة حول استبيانات ما قبل التبادل وما بعده لقياس التغيرات في معارف المشاركين ومواقفهم وسلوكياتهم.

يقدم القسم إرشادات تقنية مفصلة حول إعداد البيانات، وترميز مقياس ليكرت (بما فيه العناصر المُعكوسة الترميز)، وبناء الدرجات المركبة، والإحصاء الوصفي، ونمذجة الانحدار للتنبؤ بنتائج المقرر. كما يتضمن ملحقاً جاهزاً بـ R. وتُقدَّم أيضاً أمثلة على كيفية دمج جامعات شريكة — من بينها جامعة النجاح الوطنية وجامعة ليمريك — لنتائج ClivEx في التقييم الأكاديمي الرسمي.

المبادئ الرئيسية

تتميز عدة مبادئ النهج والرؤية التي تتبناها ClivEx في التبادلات الافتراضية:

- **العملية فوق المحتوى:** صُمم التبادل الافتراضي صراحةً حول التجربة العلائقية للمجموعة، لا مجرد نقل المعرفة. يُدرَّب الميسرون على قراءة ديناميكيات المجموعة والتكيف معها، بدلاً من اتباع نصّ جامد.
- **التيسير مقابل الإدارة:** يقود الجلسات ميسرو الحوار المدربون عبر الإنترنت — لا المعلمون — ودورهم التمكين لا التعليم، مع تشجيع تدريجي للمشاركين على تملك العملية.
- **المساواة في التقييم:** لا يُقيَّم جودة اللغة الإنجليزية المكتوبة. وهذا يضمن تقييم الطلاب من خلفيات أكاديمية ولغوية متنوعة على أساس الانخراط والنمو الشخصي لا الأداء اللغوي.
- **الإطار القابل للنقل:** صُممت جميع الأدوات والنماذج وأدوات الاستبيان لتكون قابلة للتكيف مع أي موضوع بين الثقافات ومع أي مجموعة من المؤسسات الشريكة.



- **الاعتراف الرسمي:** توفر الشارات المفتوحة دليلاً قابلاً للتحقق والنقل على الكفاءات المكتسبة، متوافقةً مع معايير الشهادات الرقمية الأوروبية. وهذا يحفّز مشاركة المتعلمين ويحدّ من مخاطر التسرب.



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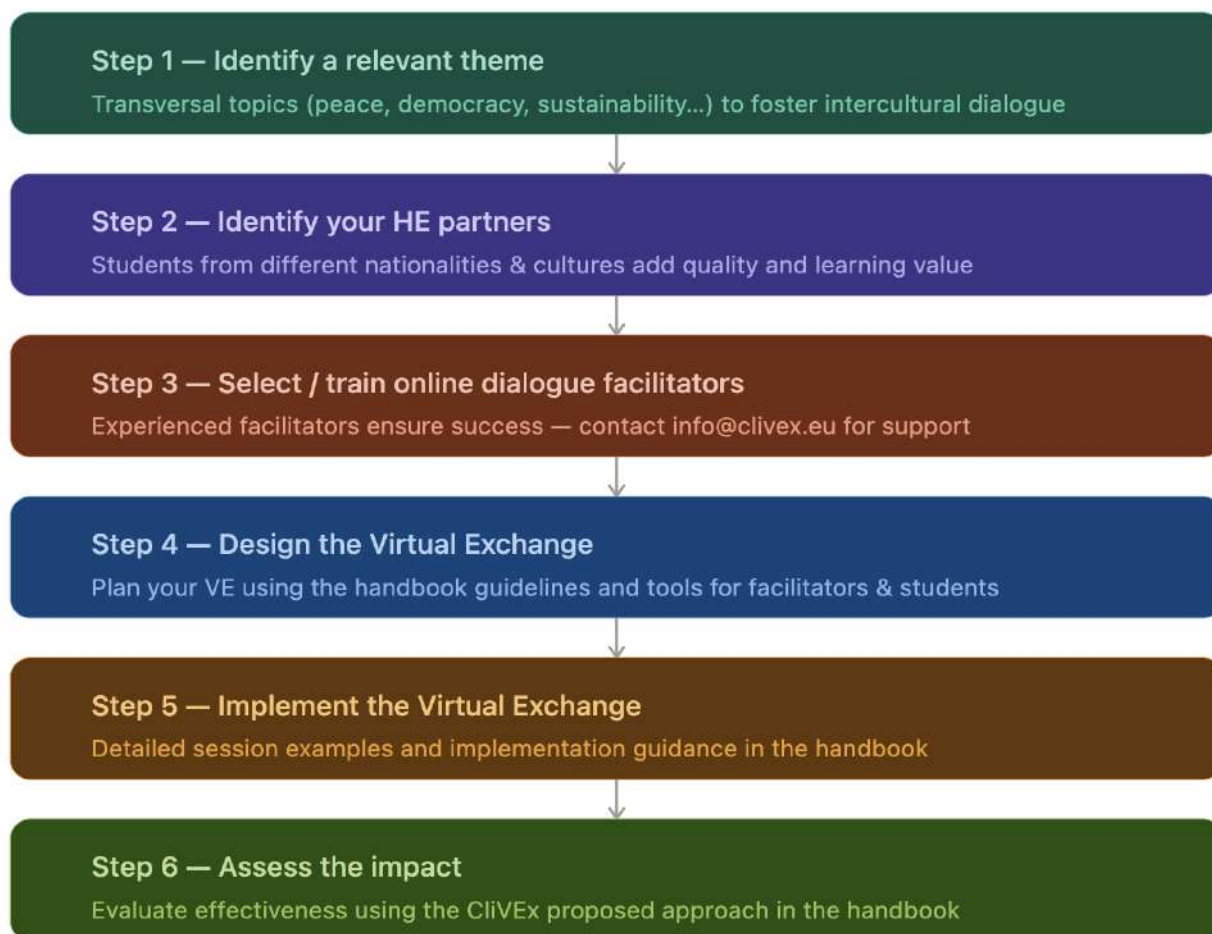
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Introduction

The CLiVEx Handbook aims to help your institution and staff to design, implement and assess a Virtual Exchange experience for your students.

The following steps are necessary to ensure an effective learning experience through Virtual Exchange (VE):



Clicca su ogni step per saperne di più

Fig 1: The key steps of a successful VE experience

STEP 1: Identify a relevant theme for the Virtual Exchange: themes are usually transversal (peace, democracy, sustainability, environment, etc.) to facilitate intercultural dialogue among students coming from different parts of the world.

STEP 2: Identify your HE partners in this experience: for its own nature, the virtual exchange requires participation of students of different nationalities and cultures, so partnering with institutions from other countries and regions of the world provides a value added in terms of quality and outcomes of the learning experience.



STEP 3: Select/train your online dialogue facilitators: professionals with experience in online dialogue facilitation will ensure a successful virtual exchange. You can count on your own staff if this profile is available in your institution. Alternatively, you can contact us at info@clivex.eu to get support in the identification and selection of experienced facilitators coming from the CLiVEx network and partners.

STEP 4: Design the Virtual Exchange: once the “infrastructure” is set, it is now time to plan your virtual exchange. To do this, you can be supported by these handbook guidelines and tools, for facilitators and participating students. For more detailed exploration of this theme, you can consult the CLiVEx Process framework on our web site

STEP 5: Implement the Virtual Exchange: in this handbook, you will find some examples of how sessions can be organised and implemented. For more detailed exploration of this theme, you can consult the CLiVEx Course Manual on our web site.

STEP 6: Assess the impact of the Virtual Exchange on your students and institution: in this handbook, you will find the CLiVEx proposed approach to evaluate the effectiveness and impact of your virtual exchange. For more detailed exploration of this theme, you can consult the CLiVEx Evaluation Handbook on our web site

This Handbook deals with STEPS 4 to 6, as Steps 1, 2 and 3 depend on your specific context, interest and network of partner institutions and so will vary from one case to another.

Part 1 - Guidelines for Online Dialogue Facilitators



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Introduction

The guidelines for online dialogue facilitators should be adapted to the VE course implemented by the Institution and shared with facilitators in the design phase of the VE course. In this Handbook, we present a summary of the approach and tools developed for facilitators. To check the methodology and full set of tools implemented in the CliVEx project, please read the [CliVEx Process Framework](#).

1.1 About Virtual Exchange

VE aims to create spaces for effective collaboration through sustained dialogue, which fosters healthy group formation processes. Virtual exchanges explicitly aim to bring together people from across lines of difference to support a culture in which diversity is appreciated. Specific competences that support this culture and can be developed as a result of Virtual Exchange should include intercultural communication, intercultural understanding, and empathy, which positively contribute to group formation and relationship development.

Virtual exchanges vary depending on the goals, length and structure of the exchange. There are, however, several fundamental tenets they share which contribute to their impact and success.

- Exchanges are sustained over an extended period.
- Exchanges are designed using a process-oriented approach.
- This process does not happen on its own. Virtual exchanges are guided by trained dialogue facilitators whose role is to serve as process leaders, as they are critical to ensure and enable the group to work cooperatively and effectively.
- An effective virtual exchange process includes both structured elements (activities, assignments, etc.) and unstructured free-flowing discussion.
- Opportunities for reflection are embedded in each stage of the exchange.

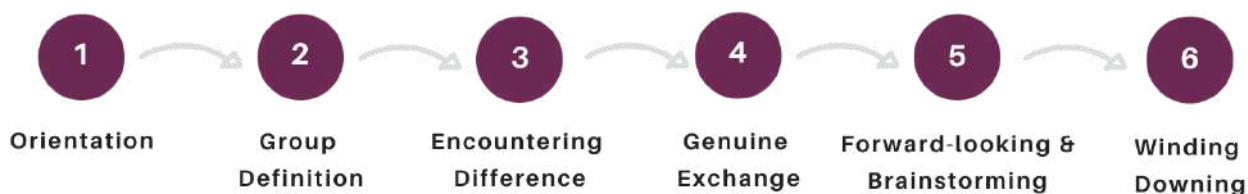
→ [Click here](#) for a more detailed description of these tenets.

1.2 Dialogue stages

Throughout the VE course, groups are expected to go through stages or phases of dialogue as trust is built and engagement deepens. As facilitators, you act as pivotal guides to help your groups to advance through their unique group process. This framework is intended to aid you in your role as a facilitator as you actively assess and respond to the needs and progression of your group towards the goals of this intercultural dialogue.

The Sharing Perspectives Foundation (SPF), informed by scholars including Tuckman and Wheelan, has identified six stages that groups typically pass through during their group

development process. We have developed a Group Process Framework (GPF) which will help you recognize, at any moment during the exchange, which stage your groups are in and how to meet their needs and help them progress. This Framework can provide an overall structure to follow for session planning, setting goals or objectives, managing group dynamics and more. *Sharing Perspectives Foundation's Group Stage Model:*



STAGE 1: Orientation

Participants begin to form early impressions about the exchange, the online space, and fellow group members. The intentions and commitment of group members begin to be established. Group trust and comfort in the online space is typically low.

STAGE 2: Group definition

Participants begin to see themselves as part of the group. Similarities and common interests are identified and explored. Roles in the group become defined. Different levels of motivation become apparent. Trust begins to develop and bonds between group members start to be formed.

STAGE 3: Encountering difference

The group continues to build cohesion and trust. Different power dynamics become more apparent. The group starts to name the differences between them, and to cautiously address the issues that divide them.

STAGE 4: Genuine exchange

Trust is high. The group realises that good communication and cooperation arise from expressing themselves openly, critically examining their own thinking process as well as that of others, and sincerely listening to one another. Relationships based on mutual understanding and empathy become possible.

STAGE 5: Forward-looking Brainstorming

The group moves towards future and solutions-oriented discussions. Participants brainstorm how to build on and employ their newfound skills in their lives, work and local community.

STAGE 6: Winding Down

The group reflects on all that they have learned and accomplished together throughout the exchange, as well as the relationships they have formed. They decide how they want to remain in touch and in collaboration as a group. They finish by saying goodbye and expressing their gratitude towards the group for the experience.

The six stages elaborated above build on one another and sequence the movement in the intergroup dialogue from group beginnings to confronting differences to dealing with hot topics or difficult questions and to considering or taking action.

However, please do note that these stages are not a 'blueprint'. Thus, not every group goes through these stages at the same speed or with the same linearity.

Setbacks, breakthroughs, jumping around, slow but steady progression, and even not going through all of the stages are all normal and will depend on your distinct group dynamics. As a facilitator, it is crucial that you 'read' your group and understand what stage they are in, so you can act and adapt accordingly to the group needs and conditions.

1.3 Group Stages and Process Framework

STAGE 1: Orientation	Process - “How”	Content - “What”	Facilitator Role	Risks/ Challenges
→ First impressions: members of the group begin to form early impressions about the exchange, the online space, and fellow group members. → There is often a mix of excitement, curiosity, anxiety, and ambivalence as group members orient themselves in an unfamiliar context. → Group trust and comfort in the online space is typically low.	Group members begin to form a sense of ownership over the group process. Foundations are laid for future relationship and trust building. Group members become more comfortable engaging in the online medium. Group members practise dialogue skills in a first group discussion.	Provide information about the course Clarify the meaning of “dialogue” vs other forms of discussion Establish rules, norms, and guidelines. Begin identifying the group’s needs, interests, and expectations. Establish technology etiquette; are cameras on? Do you put yourself on mute when not talking? Are there any non-verbal signals we can use to improve our communication or use of the platform?	Reduce uncertainties with regard to the process, group members, technology, modes of interacting, and expectations. Model openness and genuine interest in learning about group members Throughout this stage, find moments to clarify your role as a facilitator, make the point that this is <i>their</i> group, they are the drivers of the process, and that you hope they will take leadership in formulating questions for each other and developing the agenda for the course topics. As the course progresses, your aim is to hand the reins over to them more and more, until they are facilitating the group on their own.	💡 Make sure that you have fast internet, working devices, and know the platforms you’re using well. Avoid and anticipate tech issues, for yourself as participants. ⚠️ It is very likely that you will have technical and attendance/ timeliness issues in the first sessions. 💡 Encourage participants to join at least 10 minutes early for the first session so that they have time to address any tech problems they may face. Familiarise yourself with solutions to some of the most common tech problems they are likely to face. 💡 Reassure participants that these problems are normal and provide tips and resources to help them navigate the technology.
	Activities / Methods (please consult the Process Framework for details) + Introducing the virtual exchange course ○ Distinguishing dialogue from debate and discussion ○ Expectations/concerns ○ Setting group norms and ground rules + Introductions & Icebreakers (section Icebreakers) + Terminology activity to generate meaning about key terms (Section Content and Process reflections) + Content & Process Reflection Activities (Section Content and Process reflections) + Climate Activities (section Climate related activities) Facilitator Resources How to manage tech issues		Ensure that there is equal participation. This will set a precedent for future sessions. Be prepared to answer questions about the course or explain where they can find further information about its requirements for successful completion, etc.	

→ To move from stage 1 to stage 2, participants should have their curiosity piqued, and their anxiety allayed enough to keep them coming back to sessions with a willingness to continue engagement. Uncertainty with the people in their group, the process, and the modes of participation should be reduced.

STAGE 2: Group definition	Process - “How”	Content - “What”	Facilitator Role	Risks / Challenges
→ Participants begin to see themselves as part of the group. Similarities and common interests are identified and explored. → Trust begins to develop and bonds between participants start to be formed. → Individuals may adjust their framing of their feelings, ideas, attitudes, and beliefs to maintain group harmony. Participants may carefully choose their words, and seek to 1) avoid highlighting differences, 2) appease each other or 3) cover any difference or tension between them with humour. → People worry about how they will get their own opinion or positions heard, but don't want to create conflict. A need to appear as friends and non-controversial may result in excessive politeness. → Roles in the group become defined. Different levels of motivation become apparent. → Participants develop their preparedness for “tougher” or more sensitive discussions in later stages.	Relationships are strengthened through self-disclosure, by sharing personal information, one's interests, likes and dislikes. Encourage appreciation of the assets and experiences that each group member brings to the room. Value all participants' voices as integral to the whole, thereby helping them feel more committed to the group and process. Continue to build participants' comfort in engaging in an online medium.	Increase awareness of participants' individuality; introduce the idea of multiple social group memberships and identities. Reflect on how identities influence thinking and opinions. Explore participants' relationships with key topics, focusing on their lived experiences.	Continue fostering group bonds through relationship-building exercises. Continue to foster group ownership. Encourage them to see themselves as (1) part of a group, and (2) drivers of their group's process. Push participants to think critically. One way to do this is to encourage them to self-reflect, and consider the roots of their own perceptions before digging into their peers' perceptions. Focus on dialogic methods that encourage equal participation, active listening, self-disclosure, and self-reflection. Model genuine interest in and appreciation of group members. Be aware of who are the most talkative and the least talkative group members. Notice if there are any power dynamics that might be causing this (i.e some are native speakers and some are not) and employ strategies to create equal participation. Focus on building a container for dialogue— a climate and a set of explicit or implicit norms that will permit people to handle hot button issues when they arise.	⚠️ Avoid having ‘theoretical’ discussions in which those with more background information on a certain topic are seen as the experts and those with less feel like they have nothing worthwhile to contribute. 💡 Bring the focus of a topic-based discussion to participants' personal opinions and experiences. Everyone's an expert in their own individual experience and contexts, and this will help everyone feel more confident that they have something to bring to the conversation.
→ To move from stage 2 to stage 3, participants should see themselves as part of a group environment and be more willing to move out of their comfort zones and discuss more sensitive topics. Due to the traumatic experiences or volatile environments some of your group members may be in, take care that enough preparatory work has been done in forming relationships and building trust to allow for intensifying conversations.				

STAGE 3: Encountering difference	Process - "How"	Content - "What"	Facilitator Role	Risks / Challenges
→ In the process of working together, the group continues to build cohesion and trust. → Discussions on more serious, controversial and emotionally laden topics become possible and desired. → The group starts to name the differences between them, and address the issues that divide them. This stage is often characterised by increased emotion and difficulty empathising with some perspectives. Participants may find that others are not listening, and some people may still be less than completely open and honest. The conversation can sometimes go in circles. → Frustration or disengagement might appear if the group is unable to move beyond shallow conversations in which they always agree and shy away from expressing their true thoughts or feelings. → Different power dynamics become more apparent.	Encourage active listening and taking note of perspectives and perceptions different from one's own. Encourage thoughtful and sincere inquisitiveness. Ask questions that promote critical thinking and move the discussions towards deeper levels of thinking, feeling, and responding. Prompt the group to try to discover what underlies differences. Promote group ownership with meta-discussions on dynamics in the dialogue. Make it clear to the group that diversity in opinions is a good thing, and important to a healthy dialogue. Activities (please consult the Process Framework for details) + Conflict Resolution Tools + Content & Process Reflection Activities + Methods + Take A Stand or Conflict Tree Methods / Tips - <i>Shocking statement</i>: Facilitators read a strong, shocking statement or quote from a famous person that may challenge many participants' experiences or beliefs. Participants start the dialogue by talking about how they interpret and what they think about the statement. - If your group is struggling with ownership, try <i>participant pitches</i> (see page 89 of the Process Framework).	Explore the meaning of key terms and their impact on the group members' lived experiences. Build consciousness and understanding of how identities reflect systems of social power and resource allocation, and how this affects intergroup relationships. Explore differences and similarities of perceptions/ experiences of issues in this topic across and within social identity groups.	Once differences in views and positions begin to arise, responsive facilitation is crucial. Observe dynamics and model how to take the discussion deeper by looking at assumptions and personal experiences. Create a safe space, but also one in which group members can be challenged to go beyond their comfort zones. Discern power dynamics and help to bring balance accordingly. Use multipartiality to bring in missing points of view. Encourage participants to ask questions to each other - rephrase and reframe questions, responses, and topics as needed. When engaging in dialogue, discourage group members from stressing the rightness or wrongness of any position, and continue to differentiate dialogue from debate through modelling and reflection. When engaging in debate or managing a group that needs to find the best answer or solution to something, maintain a space in which every voice can be heard, everyone can stay on the same page, and there is a spirit of collaboration.	⚠ Some group members might be hesitant to voice concerns and opinions if they feel they might be controversial, sensitive or unpopular. 💡 Use multi-partiality to bring in unvoiced perspectives. Help the group recognize the incompleteness of conversations that stay exclusively within their comfort zones and away from disagreement or emotional topics.
→ <i>Moving from this stage to the next requires interactions characterised by openness in both sharing and receiving information. To move from stage 3 to stage 4, participants need to feel comfortable and motivated to express their views frankly, and appreciate the differences within the group.</i>				

STAGE 4: Genuine exchange	Process - “How”	Content - “What”	Facilitator Role	Risks / Challenges
→ Trust is high. → The group realises that good communication and cooperation arise from expressing themselves openly, critically examining their own thinking process as well as that of others, and sincerely listening to one another. → Participants’ focus shifts from trying to push their opinions upon the rest of the group to trying to understand others’ perspectives. They also begin to explain their own point of view in a way that individuals from an “other side” can hear. Subsequently, relationships based on mutual understanding and empathy become possible. → The participants self-manage disruptive conflict, especially if they have become self-aware of the group process and have internalised the idea of what a good discussion/dialogue entails. → The group is being transformed into one organic body.	Participants take more active roles to drive the dialogue forward and display an increased sense of group ownership and solidarity. Increasingly honest and open dialogue, in which participants feel able to highlight challenges and explore more controversial topics to build understanding and resolutions. Participants display both empathy and curiosity in speaking, listening reflectively and asking exploratory questions. Activities (please consult the Process Framework for details) + Content & Process Reflection Activities + Conflict Tree + Conflict Resolution Tools + Methods: Sharing circles, fishbowls Methods / Tips + Sentence completion: Group members finish an incomplete sentence, such as “My gut reaction to this topic is...” or “The information that affected me most was...” Facilitators encourage group members to ask each other questions about their responses.	Self-reflection on the way they and others in the group think, and re-examining where their positions come from. Address the social tensions that reinforce the marginalisation of vulnerable groups. Explore national and community perspectives not represented in the room.	Stimulate deeper levels of thinking, feeling, and responding. Assume a less visible role and encourage group members to drive the discussions rather than you. Encourage reflection on the group’s progress in getting to this point. Make the dialogue process explicit by using meta-discussions to increase participants’ awareness and lead to more meaningful conversations. Push participants to explore how their identity impacts the way they view and approach the world, and how they communicate with those with different perspectives. Ensure all group members have the opportunity to genuinely re-examine and analyse pre-existing opinions and beliefs in a space in which transformation and reconsideration of existing views is possible.	⚠ Be aware of us vs. them dynamics. In-group cohesion isn’t necessarily negative, but it can be if it leads to othering/dehumanisation. ⚠ If language like ‘we,’ ‘you all’ or ‘they’ arises, identify the terms and engage in a discussion about their use. Keep in mind that the group is also made up of individuals, not only a few groups. ⚠ Be aware of cultural barriers to effective communication (high context/low context, power distance, indirectness, linearity-cyclicity, etc.) ⚠ Virtual spaces are most conducive to low-context communication, or conveying meaning through direct and explicit verbal communication. High-context communication - communication that places emphasis on non-verbal and indirect cues - is more difficult to accomplish successfully. 💡 Extra effort may need to be used to accommodate group members from cultures that use more high-context communication. If needed, consult with a coach on strategies to ‘translate’ between communication style
↪ <i>If the group is ready to move from this stage to the next, they will be unsatisfied with ‘just talking’ and will naturally begin to have action-oriented conversations.</i>				

STAGE 5: Forward-looking Brainstorming	Process - "How"	Content - "What"	Facilitator Role	Risks / Challenges
→ Group discussions become future- and solutions-oriented, and there is a shift from dialogue to action. → As participants understand more about the personal and social costs of issues in the topic and their own enmeshment in these systems, many are moved to think about taking action and engaging in efforts at social change. → → Discussion switches to brainstorming on how this experience, and their newfound skills and social connections, could be built on, utilised and transferred outside the group context. → Group usually starts to feel that they want to share what they have learned with the larger community.	The group feels responsible to engage with difference collaboratively in this and future settings. Participants pay attention to building alliances and developing collaboration in and across different social groups. Group members develop a long-term interest in cross-cultural communication and engagement with different perspectives, values and cultures. Activities (please consult the Process Framework for details) + Forward-thinking and Collaboration activities + Relationship Building Activities	Reflect on opportunities for individual and collective action. Discuss processes they want to contribute to and their envisioned roles within it. Co-create potential solutions for challenges or issues they identified in the group. Explore a range of continuing learning opportunities and actions to combat stigmatisation and promote mutual understanding.	Inspire forward thinking. Encourage the group to not simply sit with what is, but to think collaboratively about what can be done. Highlight the groundwork the group has already laid for successful collaboration, and the diverse assets within the group that can be utilised. Allow time to explore how differences impact the participants' relationships, and if relevant, invite them to problem-solve collaboratively about how societies can move forward despite these differences.	⚠ The structural and institutional obstacles for some or all group members to make the changes they may want to may be overwhelming and disheartening. 💡 Highlight what they've already accomplished. Have an open conversation on obstacles and brainstorm ways to overcome them.
↪ <i>Moving to Stage 6 from whatever stage preceded it provides closure to the course and this phase of the participants' collaboration. Be sure not to leave the group with a cliff-hanger, but allow them time to reflect and recognize what they've accomplished together.</i>				

STAGE 6: Winding Down	Process - “How”	Content - “What”	Facilitator Role	Risks / Challenges
→This is the stage when the group says goodbye and expresses their gratitude towards the group for the experience and learning. →The group reflects on all that they have learned and accomplished together throughout the exchange, as well as the relationships they have formed. →Plans are made as to how they will remain in contact and active as a group.	Participants develop a long-term interest in cross-cultural communication and engagement with different perspectives, values and cultures.	The group reflects on its own learning process and recognizes any individual or group changes during the exchange. Plan for maintaining new networks and how to stay activated after the close of the course.	Give ample time and opportunity for reflective learning processes. Invite participants to stay involved with each other and committed to what they want to accomplish and the changes they wish to see. Accept and redirect gratitude given to you towards the group members and commend them for their engagement.	⚠ Many of the final activities can take quite a bit of time. Make sure that you have allotted enough time for them so that the group is not rushed through their final closing circle. 💡 End the session on a high note by having a very positive closing circle. Tell the participants how much you have enjoyed being their facilitator and the growth you have seen from them throughout the programme. Make sure they can reflect on what the programme and other group members have given them.
	Activities (please consult the Process Framework for details) + Winding Down Activities + Content & Process Reflection Activities + Post exchange - Staying Activated			
<i>Set the stage for a hoped for but unseen ‘stage 7’ in which participants maintain their new networks and/or seek out other opportunities for collaborative engagement across lines of difference.</i>				

1.4 How to use the Group Process Framework

→ Prepare for your session by drafting your session plan for that week (see example below)¹.

Each session plan should include discussion guides, activity instructions, and suggestions for that week or stage. Use the Stage Model in this Group Process Framework to help you assess where your participants are in their group process and identify group dynamics. You can then look at the tips, strategies and activities listed in that stage to get ideas about what you could incorporate into your session plan that would best address their needs and help them progress.

GROUP #:	FACILITATOR(S):
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Week 1 Session Theme: Setting the Scene

AGENDA	ACTIVITY DESCRIPTION	FAC NOTES
Check-in & Introductions [15-20 min]		
Activity 1 [~x min]		
Activity 2 [~x min]		
Free-Flowing Discussion Topic: [~xx min]		
Wrap-Up [15-20 min]		

→ SPF's Group Stage Model and Group Process Framework are not intended to be exact blueprints. Every group is different, and not all will experience the same linear process.

¹ INSTRUCTIONS: Normally included in weekly session plans are (1) discussion guides for the week's curriculum topic; (2) any activities you plan to use; and (3) information you need to give participants

Setbacks, breakthroughs, jumping around, or slow but steady progression are all normal and will depend on a group's distinct dynamics.

- **The instructions contained in the Handbook are a summary of the ClivEx approach.** To explore further the methodologies and tools developed to support facilitators please read the full version of the Revised [Process Framework](#).

1.5 Implementation Tips

- With your co-facilitator, evaluate which stage your group is in based on its description and objectives and determine how to best meet their needs.
- Complete the session outline to create your own session plan based on your group's stage using the corresponding activities, starters and methods suggested, or your own good judgement.
- Review the Resource Responses submitted by your participants to get an idea of what they're most interested in and incorporate any questions they might put forward for group discussion into your session plan. (You will not need to grade these until after the session).
- Have a great session!
- Grade participant assignments and attendance on the platform immediately following your session. You should be grading the Resource Responses for the current week and the Reflection Journals and (late) Resource Responses for the previous week.
- Fill in your group's session notes within 24 hours of completing your session.
- Within 48 hours of completing your session, send your group a session summary email.

Part 2 - Guidelines for Virtual Exchange participants

Introduction

The guidelines for VE participants should be adapted to the VE course implemented by the Institution and shared with learners before the start of the VE course. In the Handbook, we present a summary of the approach and tools developed for students participating in VE. To check the methodology and full set of tools implemented in the ClivEx project, please read the Revised [Course Manual](#).

2.1 Welcome message

→ (Provide a Welcome message outlining the main features of the course as an intro to the learners' guidelines for the VE. An example is shown below, based on the ClivEx VE).

Welcome to '..... This course offers an interactive and international online learning experience focused on Through Virtual Exchange, students coming from diverse national and cultural backgrounds, will embark on a shared journey of learning and discovery.

Over the x weeks of this course, you will meet online every week for a x-hour group session, with fellow group members and guided by experienced facilitators. During these sessions, you'll have the opportunity to exchange ideas, discuss the week's topics, and dive into the course content.

You will learn with, and from, fellow students about the climate crisis, climate justice, and inclusive climate action. Together you will explore the complex connections between climate change, societal identities, environmental equity, and meaningful solutions.

In short:

- You'll embark on a xx-week Virtual Exchange journey.
- You can expect to invest a total of xx hours in this course, equivalent to earning x ECTS credits.
- Get ready for a unique transnational group project that will challenge and inspire you.
- This course offers innovative learning elements while enhancing your intercultural and transversal skills, engaging with students from xx different countries.
- Our curriculum includes audiovisual materials to enrich your learning experience.
- Get certified with a badge & certificate upon successfully completing this programme.

2.2 Course Information

→(Provide information about the course: language, format, workload, course structure, etc. An example is shown below, based on the CliVEx VE).

Course information

- Language: xxxx
- Format: Online/hybrid
- Workload: xx hours (x ECTS)

Course Structure

This is a fully-online/hybrid course. All course activities and resources will be shared through our online platform. Below are the main components of this course.

(Weekly/bi-weekly/monthly) Online Dialogue Sessions

Each (week), at your scheduled group meeting time, log in to your dialogue session through the link provided to you via email at the start of the course. The dialogue sessions are where you discuss the week's topics with your fellow participants, do activities to get to know each other better. A facilitator is there to guide the two-hour session.

(Weekly) Learning Materials and Assignments

Prior to your online dialogue session, you need to review the week's learning materials and to submit a short-written response to them as homework. This will help you prepare for the group discussion and think about the learning materials.

After the online session, you need to share your thoughts about the dialogue in an individual, private reflection journal.

Your submissions will create a personal record of your experience and development through the learning process. You will get access to **audiovisual learning materials** on a (weekly/bi-weekly/monthly) basis.

Generally speaking, the learning materials that comprise this audiovisual curriculum are selected to: Provide key information in accessible language; Spotlight diverse experiences and voices; Present creative and thought-provoking ideas, Inspire and activate.

Instructions for reflective journal entries

Each week, reflect and record your experience of the week's session by answering the question in the online form linked below. This will create a personal record of your experience and development through the 10-week Virtual Exchange process. When read together, they will showcase what you have learnt.

Use this opportunity to reflect honestly on valuable insights, strong feelings towards an issue, significant moments in the group process, or key turning points in your thinking.

You could reflect on one of the following topics:

- Your expectations
- The relationships and emotions in the group
- You and your fellow participants' beliefs, values and experiences
- The specific topics of the video lectures

- Moments that have inspired you
- Your understanding of others and of yourself
- Challenging moments
- Negative experiences
- Climate justice

Your reflections should be 1-2 paragraphs in length. Please make sure to use a minimum of 75 words in order to receive points for this assignment.

Group Project

You will collaborate in international teams on a 'xxx Action Project' to bring your online/hybrid experience to your offline realities. These Action Projects are collaborative projects that are designed collectively and then implemented locally. Empowered by newfound knowledge and intercultural competencies, you will work together to collectively design innovative actions and will bring them in your everyday life. Part of this group project is to submit a project plan, a report on the progress of the project, and a presentation about your project in your dialogue groups.

Infographic weekly participation

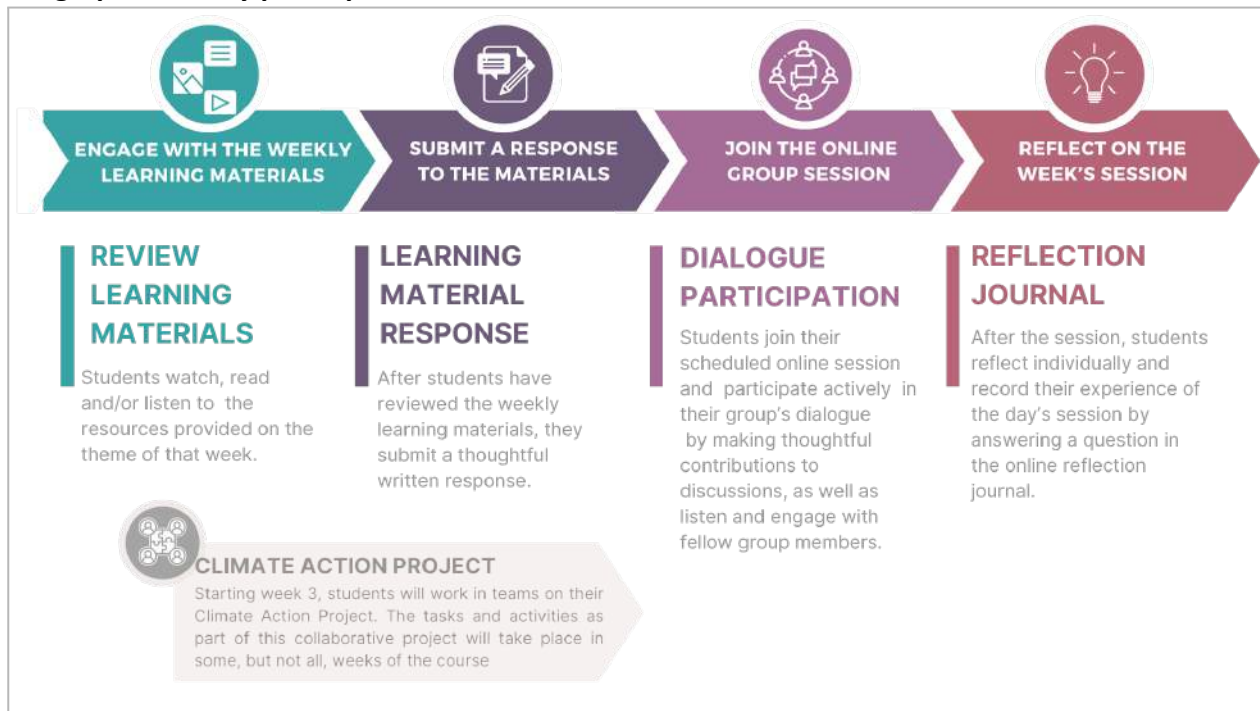


Fig. 1 Example of a Weekly learner journey from the ClivEx course 'Climate Justice: From Inequality to Inclusion'

Workload and Expected Time Investment

This course entails a total workload of xx hours, equivalent to earning x ECTS credits. Your expected weekly time commitment is approximately xx hours maximum, which can be broken down as follows:

- xx hours: Online group sessions.
- Max. xx hours: Engaging with course materials and completing assignments.

- xx hours: Collaborative group project work (starting in week xx)

You will have xx hours of scheduled (weekly/bi-weekly/monthly) contact time during the dialogue sessions, which will be scheduled to fit your availability. The remaining tasks, including assignments and reviewing (weekly/bi-weekly/monthly) content, can be completed at your own convenience throughout the course (week/fortnight/month).

2.3 Student Learning Outcomes & Objectives

→(Specify here the list of skills and competencies that students will develop and include a short description. An exemplary list based on the CliVEx VE is provided below)

By combining different elements, (dialogue sessions, assignments, activities, group project) you will gain valuable transversal skills and competencies, including:

- ★ **Global Awareness and Systems Thinking:** developing a comprehensive understanding of global climate challenges, sociopolitical issues, and the interconnectedness of various systems to understand the complexity and nuances of local issues.
- ★ **Digital Literacy:** improving competency in utilizing tech platforms, building multimedia products, and engaging in digital communication effectively.
- ★ **Effective Communication:** enhancing verbal communication and active listening skills, resulting in higher confidence and effectiveness in communication and collaboration in culturally diverse groups.
- ★ **Leadership and Collaboration:** developing leadership qualities and the ability to work collaboratively in diverse and remote teams to achieve common goals.
- ★ **Intercultural competence and intercultural sensitivity:** learning to reflect on personal biases and value diverse perspectives, experiences and backgrounds.
- ★ **Creativity and Innovation:** thinking creatively and adopting innovative approaches to addressing challenges.
- ★ **Civic Engagement and Social Responsibility:** fostering a sense of civic responsibility and active engagement in addressing societal issues.
- ★ **Sustainability Competences:** gaining sustainable values, such as valuing sustainability and supporting fairness, improving critical thinking and problem-solving skills, and acting towards sustainability through collective action and individual initiatives.

2.4 Curriculum outline

→(Provide description of the course on a (weekly) basis outlining theme, topics and learning objectives, as in the below example)

The main theme of this course is xxx. The proposed curriculum is the following:

Week 1: Introduction to the Climate Crisis and the Concept of Climate Justice

An introduction to the course and the concept of climate justice, as well as a preview of the content you will engage with. You will discuss what experience and knowledge you are bringing into the course, what you hope to learn, and what aspects of climate justice you are eager to discuss with your Virtual Exchange group.

Topics and learning objectives for the curriculum & the subsequent online dialogue sessions:

- Understanding the basics of climate change (and its causes).
- Exploring the impacts of climate change on different people and societies.
- Understanding the concept of climate justice and how it relates to contemporary social issues.
- Setting the scene and creating a common understanding of the key concepts of this course.

Week 2:

2.5 Assessment

Approach

→(Provide description of the approach, the one adopted in ClivEx is presented below, as an example)

The assessment approach adopted for the course is the following:

A point system of attendance and assignment submission / completion is foreseen. You can score a total of **xxx points**.

You can earn xx points through full participation in the online group sessions; xx points through your weekly material review and response; xx points through your reflection journal submissions; and xx points through completing your Project.

Depending on the points reached at the end of the course, you will be awarded **badges** as a form of certification.

Meet the requirements = earn a badge & certificate!



Badge of Completion

- + Earn 40 to 59 points
- + Attend a minimum of 8 sessions

You will have attended most to all of the dialogue sessions and submitted some to all of your weekly assignments.



Badge of Completion with Merit

- + Earn 60-79 points
- + Attend a minimum of 8 sessions

You will have attended most to all of the dialogue sessions and submitted the Climate Action Project assignment.



Badge of Completion with Distinction

- + Earn 80-100 points
- + Attend a minimum of 8 sessions

You will have attended most to all of the dialogue sessions and submitted the Climate Action Project assignment and some or all of the weekly assignments.

Assignments and scoring

→(Provide description of the policy, the one adopted in ClivEx is presented below, as an example)

The assignment and scoring policy for your course will have to be presented in a clear way to the students. You should specify:

- what will be assessed (for instance: online participation, project work, response to quizzes etc);
- how scoring works (max and min n of points and how these are achieved, or not);
- expected rate of participation (at least x n of meetings attended);
- expected behaviour and code of conduct;
- whether and to which extent the use of AI is allowed;
- where information about students' performance can be found in the learning delivery tool/portal.

 Weekly Online Dialogue Participation	You are required to actively participate in your group's dialogue in order to receive full points. ⚠ Important note on attendance: You need to have actively participated in at least 8 (out of the 10) online dialogue sessions in this course. Always inform your facilitator, in a timely manner, about the reasons for you to be absent in the online dialogue session. Under critical unforeseen circumstances, the facilitator, together with the course team, might be able to make an exception to these attendance requirements. Each week, at your scheduled group meeting time, log in to your dialogue session. These sessions are closed meetings, so only group members will be let in. In addition, for each session, you are recommended to: • Think about what your response is to the weekly learning materials and come prepared. • Make thoughtful contributions to the group discussions based on the weekly resources and your own experiences. • Think about how you engage with your fellow group members. Listen, ask questions, and encourage all other members to contribute their thoughts	Points: Each week, you can earn a maximum score of 3.5 points for actively participating in your group session. If you come late or miss parts of the session, you will score fewer points. ● High score: 3.5 out of 3.5 points - present and on time. ● Half score: 2.5 out of 3.5 points - present but more than 10 minutes late. ● Low score: 1 out of 3.5 points - present but more than 30 minutes late. ● No score: 0 out of 3.5 points - absent. Maximum points: 35 (of 100)
 Weekly Material Review	Prior to your online dialogue session each week, review the learning materials on the week's topic and then submit a response. Good responses will reference at least 2-3 resources.	Points: Each week, this assignment has a maximum score of 1 point. ● Full score: 1 point - submission of a response at

and Response	• Your responses should be 1-2 paragraphs in length. They should not be a summary, but rather a thoughtful reaction to the material that demonstrates you are fully engaging with its concepts, questions and implications. Your response must be at least 75 words to be given points. • You are encouraged to include questions of your own that you would like to discuss further with your group. • Examples of good responses are: → A response comparing the content of different resources, for example pointing out their similarities and dissimilarities. → A response reflecting on what you think the authors/speakers of multiple resources would say to one another if they were in a dialogue. → A response reflecting on your personal reactions and thoughts to the content of specific resources.  Important note on AI: Any Resource Responses written with AI technology like ChatGPT will automatically be given 0 points. You should keep in mind that these Responses will NOT be graded based on language proficiency, so you do not need to worry about writing something in perfect English. This assignment only requires that you provide a personal response that is unique to you.	least 75 words in length before the start of the week's session.  No score: 0 points - no submission, or a submission under 75 words. Maximum points: 10 (of 100)
 Weekly Reflection Journal	Each week, reflect and record your experience of the day's session by answering the question in the online reflection form. This will create a personal record of your experience and development through the 10-week Virtual Exchange process. When read together, they will showcase what you have learnt. → Answer the weekly question in the online form on the learning platform. → Your reflections should be 1-2 paragraphs in length. They should have a minimum of 75 words in order to be given points. → Use this opportunity to reflect honestly on valuable insights, strong feelings towards an issue, significant moments in the group process, or key turning points in your thinking. → Reflection journals must be submitted before the beginning of the next week's session. For example, the reflection journal for your Week 1	Points: Each week, this assignment has a maximum score of 1 point.  Full score: 1 point - submission of a reflection journal <i>at least</i> 75 words in length before the start of the following week's session.  No score: 0 points - no submission, or a submission under 75 words. Maximum points: 10 (of 100)

	session should be submitted no later than the beginning of your Week 2 session.	
Action Project	You will form a team with fellow students to create a Climate Action Project (CAP). This is a collaborative project that will be done collectively and then implemented locally. It should aim to be inclusive and have a lasting impact beyond the end of the course. To create a successful project, you and your team will combine the knowledge you gain from the course with your individual talents, creativity, areas of expertise, and the capacity generated by being part of a multicultural team. The Project should take up to a maximum of 40 hours of individual and group work outside your online group sessions, and the assignment is worth 45% of your overall grade in the course. This assignment is graded by a pass/fail system, and there are four milestones that you need to reach: 1. A clearly defined and detailed Action Project plan 2. A progress report on your project's ongoing implementation 3. A team presentation about your completed project While this is a team assignment and the milestones will be submitted as a team, each student will receive an individual grade based on whether you participated in and met the requirements for each milestone. If you do not participate in and meet requirements for all three milestones, you will not pass the assignment. Points for this assignment will only be awarded after the final milestone is submitted. If you are not sure that your part of a milestone has been counted by your facilitator, please ask your facilitator for confirmation. ⚠ Important note on submission: Late submission of more than two of these milestones will result in failing this assignment. Any milestone that is submitted more than 5 days after the deadline will not be counted and will result in failing the assignment. If there are circumstances outside your control that affect your team's ability to submit before the deadline, please contact your facilitator right away.	Points - Project Action Plan ● Pass: Submission of the Action Project plan ● Fail: No submission, or a submission that does not contain sufficient detail Points - Progress Report ● Pass: Submission of the progress report ● Fail: No submission, or a submission that does not contain sufficient evidence of progress Points - Team Presentation ● Pass: The presentation is ready to be presented at the Week x session. You have contributed to and individually presented a portion of your team's presentation ● Fail: The presentation is not ready to present, you did not contribute to the presentation, or you did not take part in presenting

Part 3 - Guidelines for Evaluators

Introduction

This section presents the evaluation approach and tools adopted in CliVEx to assess the impact of the Virtual Exchange. In particular, it focuses on the evaluation of students' learning outcomes. If you are interested in a more detailed presentation of the approach and tools, including also the assessment of the facilitators' training that took place in the frame of CliVEx activities, or the Lifecycle assessment, allowing to measure the effectiveness of Virtual Exchange compared to physical mobility in terms of environmental impact, please have a look at the [Evaluation Handbook](#) in the CliVEx web site.

3.1 Evaluation instructions for teachers/coordinators

In CliVEx, VE participants were assessed through a point system of attendance and assignment submission/completion. Assignments consisted of responding to the weekly resources (videos, podcasts, texts...), writing a weekly reflection journal and working in a small group in order to develop a Climate Action Project.

Participants could score a total of 100 points.

- 35 points through full participation in the online group sessions.
- 10 points through weekly resource review and response.
- 10 points through reflection journal submissions.
- 45 points through completing the Climate Action Project.

Depending on the points reached at the end of the course, participants were awarded badges as a form of certification.

Instructors and coordinators of CliVEx had access to the CliVEx platform (a dedicated Brightspace LMS) and could view students' progress and their assignments. The points awarded were for timely completion of the activities in sufficient length. NO evaluation was made on the quality of the participants' work as prior experience to guarantee fair treatment for ALL students coming from a range of settings with diverse academic backgrounds, teaching cultures and objectives for participation. Facilitators did check, however, coherence of content with the scope of the assignment.

Instructors could choose to evaluate (some of) the quality of assignments in order to give students a grade.

This is recommended, as it would ensure commitment from the students and a high quality of student work.

Alternatively, instructors could ask students to build on the assignments in order to produce a final piece of work to be graded, for example a final reflective paper, or a presentation of their Action Projects in class. Some examples of how universities have evaluated student work are provided below.

An Najah National University

The course midterm included an assignment in which students were asked to give a summary on one of the topics covered in the CliVEx project and reflect on the topic specific to the context of Palestine.

The course final exam included a reading passage selected from the weekly readings assigned to them through the CliVEx project and reflection questions.

Additionally, a percentage of their grade was devoted to their weekly reflections submitted to CliVEx and their final overall grade by CliVEx.

Limerick University

The students had to submit a critical reflective essay about their participation in CliVEx. The students had some questions and prompts guiding their essay.

Reflective journals

We believe that reflective journals are particularly important for learning from virtual exchange as they allow participants to document their ‘virtual exchange’ journey, which is a learning process. Writing regular reflexive journals allows the participants to look back on what they felt like at the beginning of the exchange, and see the change they have gone through. It also supports the learning process, for example by consolidating the language and other information learnt, specific terminology related to climate justice and also more general English, as well as the knowledge they have acquired through their oral interactions and interactions with video and reading materials.

In CliVEx, a single diary prompt was provided for all the weeks of the exchange. The rationale for this was that it is broad enough and provides a range of issues that participants could focus on to allow for variety over the weeks. However, teachers may prefer to write their own diary prompts to reflect the specific issues addressed in the different weeks of the programme. Students could be asked to write and submit a final reflective paper based on their journal entries, which could form the basis of an instructor’s evaluation of student learning.

3.2 Evaluation of cohort learning through Virtual Exchange

The aims of the CliVEx project were to enhance participants’ climate awareness and transversal skills and competencies, such as global awareness, digital literacy, effective communication skills, leadership and collaboration, intercultural sensitivity, social responsibility, and sustainability competences.

We used pre- and post-exchange surveys to measure changes in participants’ knowledge, attitudes, and behaviours related to CliVEx programme aims.

This approach was also adapted in the Erasmus+ Virtual Exchange pilot project and provided insights into the impact of the programme.

The surveys begin by asking participants about their previous experience with virtual exchange and international study. This is followed by questions related to environmental sustainability (in the

case of CliVEx. Of course these questions should be adapted to the specific topic of the Virtual Exchange).

The post-evaluation surveys repeat the pre-survey items, together with additional post-survey items, including open questions that allow participants to provide further details on their learning, satisfaction and challenges with the exchanges.

In addition to the pre- and post-course surveys, participants were offered the opportunity to provide immediate feedback on the quality of the programme through weekly session surveys to let learners assess facilitators, materials, discussions and the overall quality of the sessions.

The questions of the pre- and post-survey of the CliVEx VE are presented in Appendix 1

For more information on the Development and rationale of CliVEx tools and to access the designed surveys please refer to the [CliVEx Evaluation Handbook](#).

3.3 Recognition

The skills and competences students and trainees acquire through their participation in the CliVEx activities are recognized by the organisers in the form of Open Badges. An Open badge is a “standard and verifiable digital credential whose metadata aligns with the Open Badge standard created by the Mozilla Foundation”. Open Badges are issued to recognize competences, skills or any other achievements by their recipients.

Climate Justice

For the Climate Justice virtual exchange, three levels of Open Badges were issued based on the points scored by the participants through completing the assignments and attending the online dialogue sessions.



Badge of completion

To acquire this badge, students should have scored between 40-59 points and have a minimum attendance of 8/10 sessions. It is estimated that students are required to have put in a minimum workload of 50 hours to acquire that score by having attended most to all of the dialogue sessions and submitted some to all of the weekly assignments.



Badge of completion with Merit

To acquire this badge, students should have scored between 60-79 points and have a minimum attendance of 8/10 sessions. It is estimated that students are required to have put in a minimum workload of 60 hours to acquire that score by having attended most to all of the dialogue sessions and submitted the Climate Action Project assignment.



Badge of completion with Distinction

To acquire this badge, students should have scored between 80-100 points and have a minimum attendance of 8/10 sessions. It is estimated that students are required to have put in a minimum workload of 90 hours to acquire that score by having attended most to all of the dialogue sessions and submitted the Climate Action Project assignment and some or all of the weekly assignments.

All three badges recognize the skills and competences students acquired through their participation, which are mentioned on the badge (see section 2.3 for the list of competences)

Participation also developed transversal competencies such as curiosity, self-awareness and reflection and the ability to communicate in intercultural and virtual environments.

3.4 Analysing data

These guidelines provide a comprehensive methodology for analysing the pre- and post-course survey data collected from participants (see Appendix 1 for the surveys' questions overview).

The pre- and post-surveys aim to measure changes in knowledge, attitudes, and behaviours related to CIVEx programmes. The data consists of both Likert scale items and open-ended questions, with a focus on quantitative analysis for the closed-ended questions.

In Appendix 2 you will find an example R script that runs some analysis based on the structures as presented here. If you follow the order of the survey items as they are laid out in Appendix 1 this script will need minimum user input to produce some findings.

Data Preparation The item numbers for the pre-course survey, the post-course survey, and the demographics are as follows:

- **Pre-Course Survey**  Items: **Q1-Q40**
- **Post-Course Survey**  Items: **Q41-Q97**
- **Demographics**  Items: **Q98-Q103**

Data Cleaning Ensure that all responses are complete, and that open questions are cleaned in a way that helps interpretation. For instance, in our files the country of residence is recorded as an open question, so we recode this to have consistent spelling of all countries. Recode Likert scale values from the text value to the numerical representation. Note that there are items that need to be coded in reverse, these are Q12, Q14, Q25, Q42, Q44, and Q65, so Strongly Disagree needs to be coded as 5 for these questions. You will need to decide at this point how to handle missing data. We use mode imputation in this instance as we imagine a set with quite some missing data that would make composing composite scores almost impossible. However you need to determine the appropriate solution for your dataset.

Composite scores The composite scores here are calculated based on the factors as determined in the greencomp. We are treating the four competence areas of the Greencomp as factors for now. The competence areas are marked by the number before the decimal point in the column factor in the table of questions. In practice that means we have the following composite scores in the data set:

- Pre Course - Embodying sustainability values = Q11 + Q12 + Q13 + Q14 + Q15 + Q16 + Q17 + Q18+ Q19 + Q20
- Pre Course - Embracing complexity in sustainability = Q21 + Q22 + Q23 + Q24
- Pre Course - Envisioning sustainable futures = Q25 + Q26 + Q27 + Q28
- Pre Course - Acting for sustainability = Q29 + Q30 + Q31 + Q32 + Q33 + Q34
- Post Course - Embodying sustainability values = Q41 + Q42 + Q43 + Q44 + Q45 + Q46 + Q47 + Q48+ Q49 + Q50
- Post Course - Embracing complexity in sustainability = Q51 + Q52 + Q53 + Q54
- Post Course - Envisioning sustainable futures = Q55 + Q56 + Q57 + Q58
- Post Course - Acting for sustainability = Q59 + Q60 + Q61 + Q62 + Q63 + Q64

Whether or not you want to use the sum or the mean as the composite score is largely a matter of taste, unless you want to compare differences between the impact on the different factors. In that case use the mean as a composite score to ensure that the differences are not caused by the differences in the amount of questions per composite.

Descriptive Statistics

It is important to produce accurate descriptive statistics about your programme. These by themselves can often already provide you with great insight into how well your programme is performing. You can of course create frequency distributions and plots for all the data. We recommend you certainly do so for the items Q91 to Q95, which measure the satisfaction with the programme. Of course, producing these for the demographics, or any other questions, might also be desirable. The code in the appendix produces the frequency tables for items Q91 to Q95.

Pre- and Post-Course Comparisons

Note that for this section we assume that your data meets the requirements needed for the statistical analysis. To test for the normality of the data we recommend a sample size of at minimum 30.

For items that are included in both pre- and post-course surveys, we recommend that you use comparative methods to determine whether growth has taken place. From this section onward we shall no longer include sample code, as what method you use is determined in part by the data, and you must check whether the methods are appropriate for use on your data set.

Paired Sample t-tests

We recommend that you perform paired sample t-tests for all the composite scores. The Null hypothesis is that there is no significant difference between the pre- and post-course scores, and the alternative hypothesis is that there is a significant difference. If you find significant differences, report these, and report the effect size. We recommend that you use Cohen's d .

Differences over demographics

You might have the hypothesis that there are significant differences between the pre- and post-course surveys to be seen across different demographics. To test this we recommend using ANOVA, which tests mean differences across groups.

Predicting outcomes

Perhaps you want to use the data that you have collected to identify key predictors of some post-course outcomes. For instance, you might be interested in what determines whether a participant will recommend the course to a friend or colleague (Q96). We recommend that you use multiple regression analysis for this task. Your regression model should include all of your demographic variables as predictors, as well as other items you might find to be of interest. Perhaps you believe that a person's familiarity with climate justice will influence their enjoyment of the course, and so you add Q11 and Q12 to your model.

Example Regression Model:

$$Q96 = \beta_0 + \beta_1(Q11) + \beta_2(Q12) + \beta_3(\text{Age}) + \beta_4(\text{Gender}) + \beta_5(\text{Nationality}) + \beta_6(\text{Country of Residence}) + \beta_7(\text{Partner Institution}) + \beta_8(\text{Role in University})$$

This model can give you some insight into why people recommend your course. Of course, you do need strong theoretical underpinnings as to why you suspect a relation in the data.

Appendix 1

Cohort Evaluation Survey items

The following table lists all the survey items, in what questionnaire they appear, and the possible answer categories. In addition to Likert scale questions aimed at gaining a quantitative metric of learning and impact, open questions are present to gather deeper insights and understanding into the learning that took place.

Survey	No.	Question	Answers	Factor
Pre-course	Q1	Which statement would best describe your prior experience with Virtual Exchange (VE)? A VE is "a pedagogic approach that uses technology and pedagogic designs to facilitate dialogue, discussion and collaboration amongst students who are situated in different geographic contexts often with the aim of fostering intercultural/global learning as well as disciplinary knowledge"	• This is the first time I've heard about VEs • I've heard about VEs before (or similar programs such as Collaborative Online International Learning, e-tandem, virtual mobility, • computer-assisted language learning) but I've had no prior experience • I've had two to three VE experiences I've experienced VE once • I've had more than three VE experiences	
Pre-course	Q2	For those with prior experience in a VE, which statement would best describe the VE set-up of previous VEs? Check all that apply:	• Not applicable • It was a dialogue-based VE, where the focus was on engaging in dialogue with others • It was a challenge-based VE, where we were required to work with others on a particular task or challenge • It was a comparative VE, where we used a theme or topic and compared it according to different cultural/geographic contexts	
Pre-course	Q3	Which statement would best describe your experience with international, university, or school-sponsored mobility?	• I have not yet gone abroad through a university or school-based international mobility program I have gone abroad once through a university or school-based international mobility program • I have gone abroad two to three times through a university or school-based international mobility program • I have gone abroad more than thrice through a university or school-based international mobility program	
Pre-course	Q4	For those with international, university, or school-sponsored	• Less than a month	

		mobility experience, on average, how long would the mobility last?	• 4-6 months • 1-3 months • 7-12 months • Over a year NA	
--	--	--	---	--

Pre-course	Q5	Aside from university or school-based international mobility, how much have you travelled outside your country of residence?	• I've never travelled outside my country of residence • More than 10 times 3-5 times • 1-2 times • 6-10 times	
Pre-course	Q6	For those with experience travelling abroad aside from university or school-based international mobility, on average, how long would this trip last?	• Not applicable • 3-4 weeks • More than 10 weeks • Less than a week • 1-2 weeks • 5-10 weeks	
Pre-course	Q7	For those with experience travelling abroad aside from university or school-based international mobility, which countries have you visited?	Open	
Pre-course	Q8	How would you define sustainability?	Open	
Pre-course	Q9	What are your expectations for the VE? What do you look forward to?	Open	
Pre-course	Q10	Do you have any fears, doubts, or hesitations about the VE? Could you describe them?	Open	
To what extent do you agree or disagree with the following statements?				
Pre-course	Q11	I am familiar with the concept of climate justice.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	1.1
Pre-course	Q12	Climate justice is not presently an essential issue for my well being.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	1.1
Pre-course	Q13	Justice for current and future generations is related to protecting nature.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	1.2
Pre-course	Q14	There are more important issues than climate justice for future generations in my context.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	1.2
Pre-course	Q15	Climate change does not impact everyone the same way.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	1.2

Pre-course	Q16	I have experienced environmental inequality.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	1.2
Pre-course	Q30	Political accountability for unsustainable behaviour is essential.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	4.1
Pre-course	Q31	I know how to work with diverse participants to create inclusive visions for a more sustainable future.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	4.2
Pre-course	Q32	I am willing to engage with others to challenge the status quo.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	4.2
Pre-course	Q33	I am confident about anticipating and influencing sustainable changes.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	4.3
Pre-course	Q34	I recognize my own emotions, desires, thoughts, behaviours, and personality when engaging in sustainability issues.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	4.4
Pre-course	Q35	Gender equity is an important issue for me.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Pre-course	Q36	Thinking about the future of the planet makes me feel anxious.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Pre-course	Q37	I feel the impact of climate change in my daily life.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Pre-course	Q38	The global north/Western countries/Europe has greater responsibility for climate change.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Pre-course	Q39	The global north/Western countries/Europe should do more for climate justice.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Pre-course	Q40	How does climate justice and sustainability rank among your priorities/key concerns today? 1 (very low) - 10 (very high)	1 (very Low) / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 (Very High)	

Post-course	Q41	I am familiar with the concept of climate justice.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	1.1
Post-course	Q42	Climate justice is not presently an essential issue for my well being.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	1.1
Post-course	Q43	Justice for current and future generations is related to protecting nature.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	1.2
Post-course	Q44	There are more important issues than climate justice for future generations in my context.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	1.2
Post-course	Q45	Climate change does not impact everyone the same way.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	1.2

Post-course	Q46	I have experienced environmental inequality.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	1.2
Post-course	Q47	I am committed to respecting the interests of future generations.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	1.2
Post-course	Q48	Our wellbeing, health and security depend on the wellbeing of nature.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	1.3
Post-course	Q49	I can assess my own impact on nature.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	1.3
Post-course	Q50	A harmonious relationship between nature and humans is important.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	1.3
Post-course	Q51	I am concerned about the short-and long- term impacts of personal actions on others and the planet.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	2.1
Post-course	Q52	I trust science even when lacking some knowledge required to fully understand scientific claims.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	2.2
Post-course	Q53	It is important to look at sustainability problems from different stakeholder perspectives to identify fair and inclusive actions.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	2.3
Post-course	Q54	Collaborating with others to frame current and potential sustainability challenges is important.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	2.3
Post-course	Q55	I cannot anticipate how sustainability problems might evolve or occur over time (scenarios).	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	3.1
Post-course	Q56	Local circumstances should be considered when dealing with sustainability issues and opportunities.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	3.2
Post-course	Q57	I am willing to discontinue unsustainable practices and try alternative solutions.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	3.2
Post-course	Q58	It is important to consider sustainability challenges and opportunities from different angles.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	3.3
Post-course	Q59	I can identify relevant social, political and economic stakeholders in my own community and region to address a sustainability problem.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	4.1
Post-course	Q60	Political accountability for unsustainable behaviour is essential.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	4.1

Post-course	Q61	I know how to work with diverse participants to create inclusive visions for a more sustainable future.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	4.2
Post-course	Q62	I am willing to engage with others to challenge the status quo.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	4.2
Post-course	Q63	I am confident about anticipating and influencing sustainable changes.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	4.3
Post-course	Q64	I recognize my own emotions, desires, thoughts, behaviours, and personality when engaging in sustainability issues.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	4.4
Post-course	Q65	Gender equity is an important issue for me.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Post-course	Q66	Thinking about the future of the planet makes me feel anxious.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Post-course	Q67	I feel the impact of climate change in my daily life.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Post-course	Q68	The global north/Western countries/Europe has greater responsibility for climate change.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Post-course	Q69	The global north/Western countries/Europe should do more for climate justice.	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Post-course	Q70	How does climate justice and sustainability rank among your priorities/key concerns today? 1 (very low) - 10 (very high)	1 (very Low) / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 (Very High)	
Post-course	Q71	I have benefitted from my participation in the programme through the acquisition of skills and knowledge, producing educational, personal or professional development.	Yes / No / <<< / Recorded as TRUE and FALSE by the D2L platform	
Participating in this virtual exchange has:				
Post-course	Q72	Increased my English communication skills	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Post-course	Q73	Increased my capability to work with international peers	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Post-course	Q74	Increased my knowledge of digital tools	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Post-course	Q75	Improved my knowledge and/or interest in global events	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Post-course	Q76	Improved my knowledge about the relationship between and across different societies	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	

Post-course	Q77	Increased my interest in taking part in an educational programme abroad	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
As a result of this programme, I have:				
Post-course	Q78	Lowered my energy usage	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Post-course	Q79	An increased awareness of the environmental impact of my consumer behaviour	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Post-course	Q80	I have changed my consumption behaviour	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
How much do you agree or disagree with the following statements?				
Post-course	Q81	I am familiar with the EU Green Deal	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Post-course	Q82	I believe young people can act to make an impact in society	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Post-course	Q83	I am interested in having further opportunities to engage in virtual exchange	Strongly Disagree / Disagree / Neutral / Agree / Strongly Agree	
Post-course	Q84	Has your understanding of sustainability and climate justice changed? If yes, how?	Open	
Post-course	Q85	What do you think contributed to this change? Was it a particular person, activity, moment in the dialogue session, concept, and/or resource? Please describe in detail.	Open	
Post-course	Q86	Besides the themes of climate justice and sustainability, what else do you feel you learned through CliveX?	Open	
Post-course	Q87	What do you feel the Collaborative Action Project contributed to your VE experience and learning? How was your collaboration experience?	Open	

Post-course	Q88	What did you like most about the VE?	Open	
Post-course	Q89	What challenges did you encounter during the VE?	Open	

Post-course	Q90	How have you shared and/or applied what you've learned in the VE to your community? (How do you foresee yourself sharing and/or applying what you've learned in the VE to your community?)	Open	
To what extent were you satisfied with:				
Post-course	Q91	The overall course?	Very Dissatisfied / Dissatisfied / Neutral / Satisfied / Very Satisfied	
Post-course	Q92	Your facilitators?	Very Dissatisfied / Dissatisfied / Neutral / Satisfied / Very Satisfied	
Post-course	Q93	The quality of the course materials?	Very Dissatisfied / Dissatisfied / Neutral / Satisfied / Very Satisfied	
Post-course	Q94	The learn.dialoguex.online platform?	Very Dissatisfied / Dissatisfied / Neutral / Satisfied / Very Satisfied	
Post-course	Q95	The structure of the course?	Very Dissatisfied / Dissatisfied / Neutral / Satisfied / Very Satisfied	
Post-course	Q96	On a scale of 1 to 10, with 1 being very unlikely, and 10 being very likely: How likely are you to recommend this course to a friend or colleague?	1 (Very Unlikely) / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 (Very Likely)	
Post-course	Q97	How would you evaluate your group members' intercultural competence?	Open	

Demographics	Q98	Age - How old are you?	18-21 / 22-25 / 26-30 / Above 30	
Demographics	Q99	Gender - To which gender identity do you most identify?	Female / Male / Gender variant / non-conforming / non-binary / I prefer not to say	
Demographics	Q100	Nationality - What is your nationality?	Open	
Demographics	Q101	Country of residence - In which country do you currently live?	Open	
Demographics	Q102	Affiliation - With which university or youth organisation are you affiliated?	Option of partner institutions. Will depend on the partners in the current iteration	
Demographics	Q103	Role in university	BA student / MA student / PHD student	

Appendix 2

R analysis script

R script clivex

```
#uncomment the install packages comments the first time running the script
#install.packages("readr")
```

```
#install.packages("missMethods") #install.packages("questionr") library(questionr)
```

```
library(readr) library(missMethods)
```

```
#this script assumes that the item names are in the top row, and that they are named Q1, Q2, Q3,
etc.
```

```
#this reads your data into r, if using rstudio you can also easily use the file explorer to do this
Survey <- read.csv("yourfilename.csv")
```

```
#this recodes nationalities, in this case only "Nederlands" to "Dutch", but you can copy this
Survey$Q100 <- gsub("Nederlands", "Dutch", Survey$Q100)
```

```
#recodes country of residence
```

```
Survey$Q101 <- gsub("Nederland", "the Netherlands", Survey$Q101) #sets numeric values for the
Likert items
```

```
Survey[,c(11,13,15:24,26:39,41,43,45:64,66:69,72:83)][Survey[,c(11,13,15:24,26:39,41,43,45:64,6
6:69,72:83)]=="Strongly Disagree"] <- "1"
```

```
Survey[,c(11,13,15:24,26:39,41,43,45:64,66:69,72:83)][Survey[,c(11,13,15:24,26:39,41,43,45:64,6
6:69,72:83)]=="Disagree"] <- "2"
```

```
Survey[,c(11,13,15:24,26:39,41,43,45:64,66:69,72:83)][Survey[,c(11,13,15:24,26:39,41,43,45:64,6
6:69,72:83)]=="Neutral"] <- "3"
```

```
Survey[,c(11,13,15:24,26:39,41,43,45:64,66:69,72:83)][Survey[,c(11,13,15:24,26:39,41,43,45:64,6
6:69,72:83)]=="Agree"] <- "4"
```

```
Survey[,c(11,13,15:24,26:39,41,43,45:64,66:69,72:83)][Survey[,c(11,13,15:24,26:39,41,43,45:64,6
6:69,72:83)]=="Strongly Agree"] <- "5"
```

```
Survey[,c(11,13,15:24,26:39,41,43,45:64,66:69,72:83)] <-
```

```
lapply(Survey[,c(11,13,15:24,26:39,41,43,45:64,66:69,72:83)],as.numeric)
```

```
Survey[,c(91:95)][Survey[,c(91:95)]=="Very Dissatisfied"] <- "1"
```

```
Survey[,c(91:95)][Survey[,c(91:95)]=="Dissatisfied"] <- "2"
```

```
Survey[,c(91:95)][Survey[,c(91:95)]=="Neutral"] <- "3"
```

```

Survey[,c(91:95)][Survey[,c(91:95)]=="Satisfied"] <- "4"
Survey[,c(91:95)][Survey[,c(91:95)]=="Very Satisfied"] <- "5"
Survey[,c(91:95)] <- lapply(Survey[,c(91:95)],as.numeric)

#note that the following codes the negatively stated items in reverse order
Survey[,c(12,14,25,42,44, 65)][Survey[,c(12,14,25,42,44, 65)] == "Strongly Disagree"] <- "5"
Survey[,c(12,14,25,42,44, 65)][Survey[,c(12,14,25,42,44, 65)] == "Disagree"] <- "4"
Survey[,c(12,14,25,42,44, 65)][Survey[,c(12,14,25,42,44, 65)] == "Neutral"] <- "3"
Survey[,c(12,14,25,42,44, 65)][Survey[,c(12,14,25,42,44, 65)] == "Agree"] <- "2"
Survey[,c(12,14,25,42,44, 65)][Survey[,c(12,14,25,42,44, 65)] == "Strongly Agree"] <- "1"
Survey[,c(12,14,25,42,44, 65)] <- lapply(Survey[,c(12,14,25,42,44, 65)], as.numeric)

#Uses mode imputation to handle missing data
Survey[,c(11:39,41:69,72:83,91:95)] <- impute_mode(Survey[,c(11:39,41:69,72:83,91:95)])

#creates the composite scores
Survey$embody_pre <- apply(Survey[,c(11:20)], 1, mean) Survey$embrace_pre <-
apply(Survey[,c(21:24)], 1, mean) Survey$envision_pre <- apply(Survey[,c(25:28)], 1, mean)
Survey$acting_pre <- apply(Survey[,c(29:34)], 1, mean) Survey$acting_pre <-
round(Survey$acting_pre,2)

Survey$embody_post <- apply(Survey[,c(41:50)], 1, mean) Survey$embrace_post <-
apply(Survey[,c(51:54)], 1, mean) Survey$envision_post <- apply(Survey[,c(55:58)], 1, mean)
Survey$acting_post <- apply(Survey[,c(59:64)], 1, mean) Survey$acting_post <-
round(Survey$acting_post,2)

#creates a couple of frequency tables
table_q91 <- questionr::freq(Survey$Q91, cum = TRUE, sort = "dec", total = TRUE) table_q92 <-
questionr::freq(Survey$Q92, cum = TRUE, sort = "dec", total = TRUE) table_q93 <-
questionr::freq(Survey$Q93, cum = TRUE, sort = "dec", total = TRUE) table_q94 <-
questionr::freq(Survey$Q94, cum = TRUE, sort = "dec", total = TRUE) table_q95 <-
questionr::freq(Survey$Q95, cum = TRUE, sort = "dec", total = TRUE)

```