



# Methodology of the Online World Café for Rural Service-Learning



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This methodology of the Online World Café for rural Service-Learning was created to be used by academic teachers and rural community partners to design, host, and harvest World Café events in the rural sector.



Rural 3.0



Rural 3.0



Rural.three.zero

This document was developed by PhWien.

RURASL - Rural 3.0: Service-Learning for the Rural Development

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# **RURASL - Rural 3.0: Service-Learning for the Rural Development**

## **Work Package 3: Innovative learning tools**

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**RURASL - Rural 3.0: Service-Learning for the Rural Development**  
Work Package 3: Innovative learning tools

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## 1. Introduction & Short Description

This document, the methodology of the Online World Café for Rural Service-Learning, was created as an output of the RURASL project.

The methodology of the Online World Café is written to help rural community organisations (such as local actions groups) to effectively utilise students and provide them with meaningful involvement in rural areas. This is the online report accompanying the Online World Café event that will be held utilising methods from face-to-face practices in a distributed environment.

### 1.1. What is the Online World Café?

The World Café method was developed by Brown & Isaacs in 1995. It is a workshop method to create a safe environment in which participants connect multiple ideas and perspectives on a topic by engaging participants in several rounds of small-group conversation. Attention is paid to create a hospitable space, and hosts should create a spirit of welcome. It is essential to explore a clearly articulated topic or set of questions.

A World Café usually has coffee tables with a tablecloth to scribble and draw ideas intentionally on it. An Online World Café is the digital version of the World Café and has other requirements, forms, and methodology, that are explained later in this document.

### 1.2. Why and when to use Online World Café?

The World Café method is useful to explore a topic from multiple perspectives and to ensure the possibility for everyone to participate and contribute to a conversation.

It is also useful to encourage participants to make new connections. The method can also be useful for gathering information from the community level for Service-Learning issues.

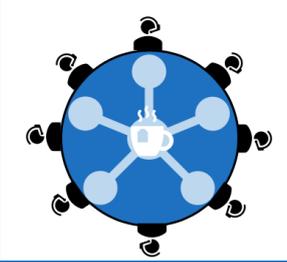
## 1.3. Summary explanation

**Netiquette:**  
**A warm welcome!** As first step it is important to arrange netiquette:

- Focus on what is important.
- Contribute with own views and points of view.
- Speak and listen with heart and mind.
- Listen carefully to really understand.
- Connect ideas together.
- Focus attention on new knowledge and in-depth questions.
- Play, scribble and paint - writing on the "online tablecloth" is expressly encouraged!
- Have fun!

See also: <https://www.user-participation.eu/planning-the-process/step-5-participatory-methods/planning-the-future-vision-strategies-projects/world-cafe>

**ONLINE WORLD CAFÉ**



[Online World Cafe](#) (to zoom start click here)

**Rural Service Learning:**

Following RURAL SL and **community questions** are important:

- What is meant by "rural community partner"?
- How to define the rural needs and explain them to students?
- How should student orientation look like?
- How to deal with the clarification of responsibilities and risk management issues?
- How to explain the organization's mission and goals to students?
- How to assist in developing opportunities for rural service-learning or social entrepreneurship activities?
- How to facilitate student reflection on their rural service-learning or social entrepreneurship experience?
- How to participate in the evaluation process at the end of the course?
- What are the necessary requirements of the individual partners in rural areas?

**World Café Methodology:**

- 1) You have three turns on tables (each 10-20 minutes);
- 2) On each turn you switch the tables (**breakout session rooms**) randomly
- 3) Each world cafe has a clear focus or topic,
- 4) You have a sequence of three clear cut questions (try to avoid open questions) on the focus - on each turn all tables are working on one question - question try to deepen the topic in each turn,
- 5) Each table has a table-host who welcomes the participants and shares results of the run before,
- 6) Participants are encouraged to scribble their ideas during each turn (**padlet**) eg. with the **Starbursting method** - the table hosts use the scribbles to summarize the results. (Stark, W. (2009): World Cafe - the short cut. Essen - Neapel, unpublished paper.)

**Organization & Technical Prerequisites:**

There is a PC, MAC, or Mobile version, it is only necessary to have a webcam (and for a better experience a headset), it is also possible to participate only by audio!. Sign up process can be done here: <https://zoom.us/join>! It is necessary to download: Free Zoom Software called Zoom-Client for meetings <https://zoom.us/download>

Anyone can consult the Web tutorial: <https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting>

Anyone can send text messages or files to all or one other participant. There is the possibility to share the screen or give the possibility to a participant.

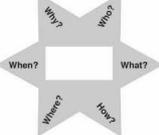
For example, there is the possibility to switch to padlet.com (e.g. my pinwale: <https://padlet.com/onlineworldcafe/6tb4k4i048itw9z> for a better visual way of World Café.

<https://support.zoom.us/hc/en-us/articles/201362603-Host-and-Co-Host-Controls-in-a-Meeting>

**Starbursting**

Starbursting is a form of brainstorming that focuses on generating questions rather than answers. It can be used iteratively, with further layers of questioning about the answers to the initial set of questions.

**"Who", "What", "Why", "Where", "When," and "How"**



[https://www.mindtools.com/pages/article/newcT\\_91.htm](https://www.mindtools.com/pages/article/newcT_91.htm)  
<https://www.designorate.com/starbursting-method/>

[ZOOM Link Online World Cafe](#)

[PADLET Link Online World Cafe](#)

Figure 1: Short Description of Online World Café (Credit: Weinlich)

## 2. Prerequisites (on results of WP1 and WP2)

The results of WP1 and WP2 revealed the following regarding the needs of local communities: Comparing the different country data, local communities have very different preconditions and needs. These needs do not only vary between countries, but also within the rural areas.

The results of WP1 and WP2 revealed the following regarding the needs of HEI students: All students who participate in rural Service-Learning gain relevant competencies, like motivation, perseverance, creativity, planning, management, learning through experience, ethical and sustainable thinking, social behaviour, among others.

To indicate the above-mentioned needs, the Online World Café is made creatively, to create knowledge exchange and discussion between rural partners and academic teachers.

How can collaboration between rural partners and HEIs work?

As explained in the "RURASL: Community Organisation Guide on Service-Learning and Social Entrepreneurship", it is crucial to clearly define the rural needs of rural beneficiaries that participate

in a Service-Learning (SL) or Social Entrepreneurship (SE) project. The Guide also points out that special attention should be paid to students who are not members of a rural community or do not have a rural background. In that sense, based on this Guide, context, initial needs, objectives, and activities should be clarified.

## 2.1 Organization & Technical Prerequisites

To participate in the Online World Café is necessary to have a PC, Mac or mobile phone with a webcam (and, for a better experience, a headset). A good internet connection is also required (if not, it is possible to participate with audio only!).

The sign-up process can be done here: <https://zoom.us/join>

For meetings, it is necessary to download the Free Zoom Software called Zoom-Client (<https://zoom.us/download>)

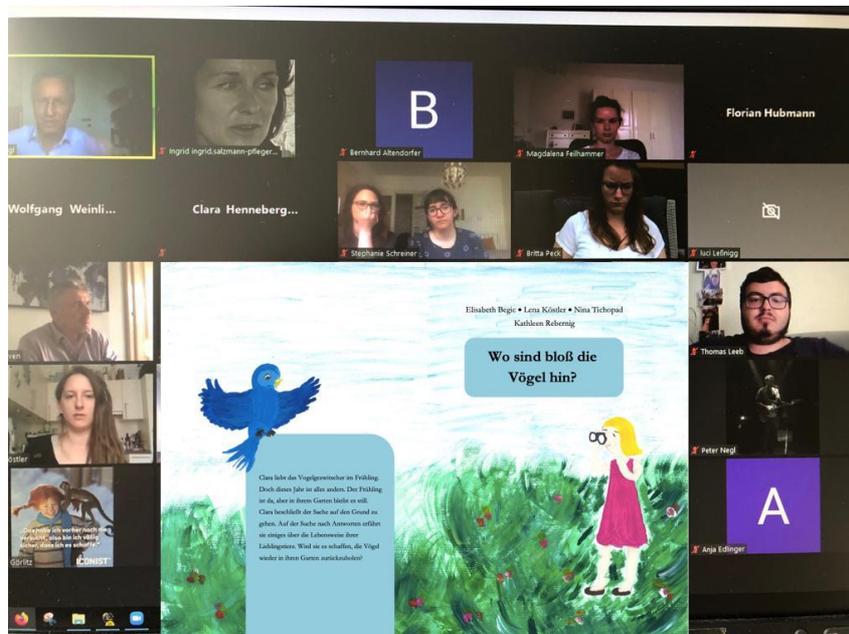


Figure 2: World Café Meeting via ZOOM (Credit: Salzmänn-Pfefer)

So, to participate at the Online World Café, one must click on the Zoom link. Then a browser window opens, and one must click on 'open zoom.us', enabling the setting to automatically join by computer audio. If needed, the Web tutorial can be found here: <https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting>

After joining the meeting, one should check if the camera works and if audio is on.

The In-Meeting Chat function allows sending chat messages to other users in a meeting (either a private message to an individual user or a message to an entire group). One can send text messages or share files in a meeting: <https://support.zoom.us/hc/en-us/articles/203650445-In-Meeting-Chat>

There is the possibility to share the screen or enable other participants to share their screens. For example, there is the possibility to switch to padlet.com for a better visual representation and a virtual tablecloth for the World Café. (e.g.: <https://padlet.com/wweinlich/7r2rkfreh558>)

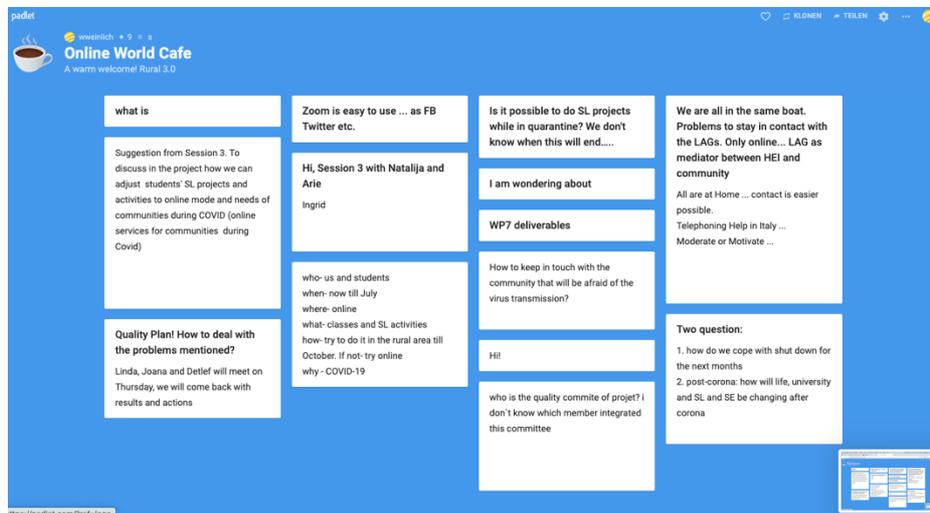


Figure 3: Virtual tablecloth (padlet) (Credit: Salzmann-Pfefer)

The Web tutorial to host the event can be found here:

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

The Web tutorial to schedule a meeting can be found here:

<https://support.zoom.us/hc/en-us/articles/201362413-How-Do-I-Schedule-Meetings->

The Web tutorial to Host/Co-Host controls can be found here:

<https://support.zoom.us/hc/en-us/articles/201362603-Host-and-Co-Host-Controls-in-a-Meeting>

(e.g. how to mute other participants)

The free zoom account offers only up to 45 minutes meeting for hosting. If an institution has a premium account, it is possible to have meetings longer than 45 minutes and up to 100 people.

The World Café can be automatic recorded for documentation purposes:

<https://support.zoom.us/hc/en-us/articles/202921119-Automatic-Recording>

It is possible to choose a date and time for a meeting to start an Online World Café.

It is also possible to start a Breakout Session for smaller groups. Breakout rooms allow splitting Zoom meeting into up to 50 separate sessions: <https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Video-Breakout-Rooms>



Figure 4: Virtual Table - break out session  
(Credit: Salzmann-Pfeger)

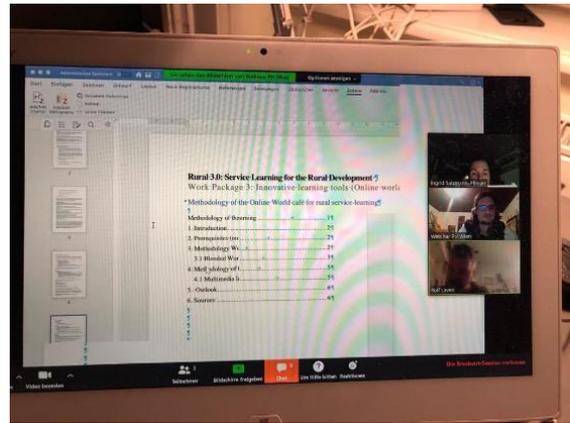


Figure 5: Screen sharing in breakout session  
(Credit: Salzmann-Pfeger)

### 3. Methodology of the World Café

A Café is a good and useful setting for meaningful conversations. The World Café method was conceptualised by Brown and Isaacs (2005). The World Café is a structured and creative conversational process intended to facilitate open and cooperative discussion and knowledge sharing, and link ideas within a larger group to access collective intelligence in the room. In this technique, the focus is on exploring and innovating on themes rather than on problem-solving (Bache, 2008).

The World Café format offers a way for the creative process to emerge and give depth to participants responses, as a structured methodology for dialogue and conversation among them, which includes an important assumption: that participants already have some experience and knowledge in their minds, as a kind of tacit knowledge (Kempnich & Costanzo, 2014).

According to Torres and Costa (2018), the methodology must comply with seven fundamental principles, namely:

1. Establish the context;
2. Create a welcoming space;
3. Explore meaningful issues;
4. Stimulate the contribution of all;
5. Promote cross-pollination and connect different points of view;
6. Listen together to discover patterns, perceptions, and deeper issues;
7. Collect and share collective discoveries.

The following are instructions for the face-to-face World Café:

- 1) Have three rounds of conversation on tables (each round lasting 20 minutes);
- 2) In each round, switch the tables randomly;
- 3) Each World Café should have a clear focus or topic;
- 4) Each table should have a host who welcomes the participants and shares the results of the previous round;
- 5) Participants at the table should be given a sequence of three clear-cut questions during three rounds to build on and help deepen the exploration of the topic (try to avoid open questions);
- 6) All tables should discuss the same question;
- 7) After each round, the participants should move to a new table;
- 8) Participants are encouraged to scribble their ideas during each round - the table hosts use the scribbles for summarising the results.
- 9) World Café harvest round should take place after all question rounds are completed (Brown & Isaacs, 2005).

Based on this methodology, a “blended” World Café was set up.

### 3.1 Blended World Café and the first steps

As a first step, a convenient software (especially video chat software) was searched for, analysing tools like Adobe Connect, Google Hangouts, Zoom, Airbase, H5P Interactivity, and so on. The final decision was to use the simplest tools available (open source). However, the first-line decision was to use the software tool Zoom to hold an online meeting.

#### **Experimental Thoughts:**

To innovate the character of the World Café and to do some experimental steps, a new Blended Method (between virtual and real-life meeting) was tested out. The Blended World Café was tested with real post-it sheets on a pin wall and the tool “note.ly” for the digital version of the post-it. Also, for getting attention and a word cloud feedback, the Menti(meter).com was used that proved to be very useful.

#### **The following questions and ideas are helpful when planning a Rural Service-Learning World Café:**

- What should be achieved? Work out different perspectives and new ideas regarding rural Service-Learning.
- What is the main topic? Think about particular aspects of rural Service-Learning and the requirements of the individual partners in rural areas.
- What are the individual questions?

- Who participates? Higher Education Institutions? Rural organisations?
- Should participants be assigned to groups in advance and, if so, according to which criteria should they be divided? Chance or free choice?
- If someone wants to ask more than one question in the World Café (which is usually the case), the recommendation is to use questions that build on one another and are still selective.
- Open questions should be formulated to promote new thoughts and ideas.
- Provocative questions and unusual combinations of words should be formulated to inspire participants to ask questions.
- The first question should be open and analytical, and the second question should be narrowed and action oriented.

## 4. Methodology of the Online World Café

Only a few publications mention the Online World Café. Ferguson-Patrick & Jolliffe (2018) describe that World Café can occur in either an online or face-to-face situation. The Online World Café should be a space for dialogue, hospitable, safe, and inviting environment that encourages everyone's participation and ideas. Graphic recording during the event helps to bridge the world of visual thinking and the World Café. With the use of Padlet, online bulletin board displays information on any topic and documents the visual thinking during the World Café exploration. The method of professional learning suits itself well to cooperative experiences, where listening and accepting others viewpoints is part of the democratic feel (cf. Ferguson-Patrick & Jolliffe, 2018, 151).

### 4.1. Methodology of the Online World Café for Rural Service-Learning

The first step is to sign up for a free Zoom account. Once logged in, one can schedule a meeting by sharing the invitation or link to join. Participants can join a meeting by clicking the link that the meeting host has provided. If participants do not have Zoom software on their device, Zoom should offer an installation link.

In Zoom.com, the first room is used for the warm welcome and sharing information. It is essential to give a warm welcome! In that sense, here are some tips to ensure etiquette:

- Focus on what is important.
- Contribute with own views and points of view.
- Speak and listen with heart and mind.
- Listen carefully in order to understand.
- Connect ideas.

- Focus attention on new knowledge and in-depth questions.
- Play, scribble and paint - writing on the "online tablecloth" is encouraged
- Have fun!

See: <https://www.user-participation.eu/planning-the-process/step-5-participatory-methods/planning-the-future-visions-strategies-projects/world-cafe>

## Helpful questions:

There are three kinds of questions for an Online World Café:

- **Questions for focusing collective attention** (e.g., what is important about this situation and why should we care?)
- **Questions connecting ideas and discovering more in-depth insight** (e.g., what is missing from the picture so far? What are we not seeing? Where do we need more clarity?)
- **Questions that create forward movement** (e.g., what needs immediate attention going forward?)

See: <https://www.greenworldtrust.org.uk/Welcome/WorldCafe.htm>

For preparation, it is crucial to have questions in the context of rural Service-Learning (SL). Also, at the main entrance (Zoom-Meeting) there could be some questions for all:

### **Title - 1<sup>st</sup> Coffee table:**

*For me, rural Service-Learning means...*

*For me, rural Social Entrepreneurship means...*

*For me, global citizenship is ...*

*Rural SL can make us stronger at ...*

*My perfect idea for our rural SL project would be / is.... that in the end ...*

For harvesting, there is the possibility to use Zoom with Webinar add-on, with open text questions to accommodate the different needs of the participants.

To have smaller groups, divide the participants into separate rooms and invite them directly. The administrator role also represents a kind of moderation role, since in traditional world cafés there is usually only one host. This role can only be tested in the following manner:

### **Smaller groups get into a so-called Breakout Room in Zoom.**

### **Title - 2<sup>nd</sup> Coffee table:**

#### **The major themes are:**

In academic Service-Learning, service activities are paired with structured preparation and student reflection. The unique thing about SL is that it offers a direct application of theoretical models. Proponents of academic SL feel that the real-world application of classroom knowledge in a community setting allows students to use the course material in more meaningful ways. Common goals achieved by SL include:

- gaining a deeper understanding of the course/curricular content,
- a broader appreciation of the subject,
- an enhanced sense of civic responsibility.<sup>1</sup>

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<sup>1</sup> [https://www.washington.edu/teaching/topics/engaging-students-in-learning/Service Learning/](https://www.washington.edu/teaching/topics/engaging-students-in-learning/Service%20Learning/)

Rural SL combines lectures, classroom (face-to-face) seminars, and targeted work in a rural community organisation.

(cf. 'RURASL: Community Organisation Guide on Service-Learning and Social Entrepreneurship' developed by Kaunas District Local Action Group and Plenum)

#### **ACADEMIC SL AND REAL-WORLD APPLICATION:**

- Goals are ...
- The goal of our SL activity is...
- What would (does) it take to create change on this issue?

#### **RURAL SL:**

The following rural SL questions are essential:

- *What is meant by "rural community partner"?*
- *How to define rural needs and explain them to students?*
- *How should student orientation look like?*
- *How to deal with the clarification of responsibilities and risk management issues?*
- *How to explain the organisation's mission and goals to students?*
- *How to assist in developing opportunities for rural SL or SE activities?*
- *How to facilitate student reflection on their rural SL or SE experience?*
- *How to participate in the evaluation process at the end of the course?*
- *What are the requirements of individual partners in rural areas?*

For these questions, the 'Starbursting Method' can be used. Starbursting is a form of brainstorming that focuses on generating questions rather than answers. It can be used iteratively, with further layers of questioning about the answers to the initial set of questions. This method can be used with padlet.com

([https://www.mindtools.com/pages/article/newCT\\_91.htm#:~:text=Starbursting%20is%20a%20fo rm%20of,the%20initial%20set%20of%20questions](https://www.mindtools.com/pages/article/newCT_91.htm#:~:text=Starbursting%20is%20a%20fo rm%20of,the%20initial%20set%20of%20questions) ).

The participants in these smaller groups must change tables so that everyone can work on all topics. Furthermore, a harvesting room can be installed. After participants change tables, it is vital to give a short overview of the results of the previous discussion! The host of the table should not moderate but guide gently. Also, harvesting ideas can be merged in a kind of vernissage in 'note.ly' or 'webwhiteboard.com/'.

Moreover, there is the possibility to use creative techniques that guarantee a structured result: the **Walt-Disney Method**, the **6-Hats Method**, or **Starbursting Method**, which enables effective flow.

## INDIVIDUAL QUESTIONS:

- What are your deep-seated concerns, fears, frustrations about the current state of your rural SL project?
- What are your hopes, dreams, desires for the future through rural SL?

## EVALUATION & END CAFÉ:

At the end of the World Café, a menti.com` with `Mentimeter` can be set. All end thoughts should be saved in a `Word Cloud`.

Furthermore, a `Google Forms` questionnaire should be used to ensure feedback of the participants to the Online World Café.

## 4.2. Roles in Online World Café

There are different roles in an Online World Café.

Following is a list of short descriptions of the roles in an Online World Café:

- **host / convenor**

The host is holding the space and explains how the World Café works. He also explains the topic and focuses on questions. Technically, the host can do administration (mute mics, give rights to share screen...) and can moderate Zoom. He can also open breakout-sessions for the table hosts and prepare the possibility for scribbling (e.g. with padlet) for breakout-sessions.

- **table hosts** (e.g. co-host role in Zoom)

The table host is staying on the table (in the breakout-session). He welcomes the group participants, summarises table results and encourages to scribble (e.g. on padlet).

- **participants**

The participants are focusing on questions, sharing their experiences and ideas, carrying on their results to other tables.

### 4.3. Multimedia Instructional Design and Learning

#### **Design of the Online World Café:**

The Online World Café should have a clear design and simple procedures without login, since most of the problems usually occur here, which may cause fears. For this reason, it is recommended to use Zoom with the help of another software.

It is technically recommended to use Zoom with 'Webinar Add-on' or, as an alternative, with 'padlet.com'. For question prompt, it is recommended to use the 'open text questions function'.

The chat can be used for help forming questions, conversations, or discussions (by video/audio) or to set weblinks for gathering information (e.g. for note.ly, without registration of participants, this simplicity is important for the user experience).

'Note.ly' or tools like 'AWWAPP' <https://awwapp.com> and 'Webwhiteboard' <https://www.webwhiteboard.com/> are good for 'Breakout Sessions' with smaller groups (to get a better visual design like painting and writing on the tablecloth).

For visual thinking, there should be a graphic recording during the event. This will help to bridge the world of visual thinking and the World Café, maybe using 'Padlet' or other 'Webwhiteboards'.

'Airtable' is the recommended tool for Database Collection since it is easy to share links.

### 5. Final remarks

The primary goals of the Online World Café on Rural Service-Learning are to find creative and open ways of learning through experience, to open discussions through digital means, and to find solutions for rural needs and interests.

**The final advice is to keep it simple for people who are not familiar with the technology.**

For example, 'Padlet' is a very effective way to collect and connect ideas over the distance in a visual way.

In order to use the method of Online World Café, it is advantageous to create a tutorial video or step by step explanation of how the method works, that can be used for further issues (including all links and explanations of the tools).

## 6. Context

### 6.1. Context and objectives

RURASL is a Knowledge Alliance between eight higher education institutions and eight community organisations that have experience with Service-Learning (SL) and Social Entrepreneurship (SE) in rural areas. The Alliance aims to contribute to the development of rural areas, meeting their needs, and boosting innovation in these areas through an innovative methodology while creating community-Higher Education Institutions (HEI) partnerships.

HEI in RURASL:

- 1 IPVC - ESE (Instituto Politécnico de Viana do Castelo – Escola Superior de Educação), Portugal, Coordinator, <http://www.ipvc.pt/escola-educacao>
- 2 PhWien (Pädagogische Hochschule Wien), Austria, <https://phwien.ac.at/en>
- 3 FFZG (Faculty of Humanities and Social Sciences at the University of Zagreb), Croatia, <https://web2020.ffzg.unizg.hr/international/>
- 4 RSM (Erasmus University Rotterdam Rotterdam School of Management), Netherlands, <https://www.rsm.nl/>
- 5 SCE (Strascheg Center for Entrepreneurship GmbH, Munich University for Applied Sciences), Germany, <https://www.sce.de/en/home.html>
- 6 UAM (Universidad Autónoma de Madrid), Spain, <http://www.uam.es/UAM/Home.htm?language=es>
- 7 VMU (Vytautas Magnus University), Lithuania, <https://www.vdu.lt/en/>
- 8 UniBO (University of Bologna), Italy, <https://www.unibo.it/en/homepage>

Community organisations in RURASL:

1. LAG5 (Local Action Group), Croatia, <http://www.lag5.hr>
2. LAG Ammersee (Local Action Group Ammersee), Germany, <http://www.lagammersee.de/>
3. LAG Kaunas (Local Action Group Kaunas), Lithuania, <http://www.kaunorvvg.lt>
4. LAG Galsinma (Local Action Group Galsinma), Spain, <https://www.galsinma.org/>
5. LAG AJD (Local Action Group AJD), Portugal, [www.associacaodeao.wix.com/ajdeao](http://www.associacaodeao.wix.com/ajdeao)
6. SSA (Stichting Schutsluis Alblasserdam), Netherlands, [www.schutsluisalblasserdam.nl](http://www.schutsluisalblasserdam.nl)
7. Plenum (Gesellschaft für ganzheitlich nachhaltige entwicklung gmbh), Austria, <http://www.plenum.at>
8. LAG L'Altra Romagna (Local Action Group L'Altra Romagna), Italy, <http://www.altraromagna.it/en/the-group/>

The goals of the RURASL project are to:

- help develop the core skills and entrepreneurial capabilities of the rural community (for which such development is not easily accessible);
- improve the quality of education for sustainable development and promote HEI-community partnerships in the rural areas through the innovative SL methodology;
- increase the relevance of HEI as their students aim to fulfil a service that is in line with the demands of the rural businesses and social needs in rural areas;
- establish a virtual Hub with a broad network of academic and rural stakeholders that will offer teaching and learning content (dedicated transnational academic module with courses

on SL and SE, community training materials and digital collaborative & learning tools) and will promote interactions between HEI and rural community stakeholders.

The main benefits of the project are:

- creation of international HEI-rural community alliance that promotes education and entrepreneurship of people in rural areas, bringing HEI and rural community enterprises together to work on the common issue - development of the necessary knowledge and skills needed to make a change in the rural communities;
- strengthening the skills and the innovative capacity of adult rural social entrepreneurs;
- providing practical SL and SE experiences to HEI students in specific rural settings;
- development of the core skills and rural SE amongst the high potential rural community in a sustainable, ecologically, and socially sound way;

## 6.2. Work Package 1 (WP1) and Work Package 2 (WP2) of the RURASL project

This project output, the methodology of the Online World Café for Rural Service-Learning, is based on the outputs of the WP1 and WP2 of the RURASL project.

In WP1, the preliminary analyses of curricula at partner HEIs and 12 HEIs of the Europe Engage network, as well as the analysis of possibilities and obstacles for SL in rural areas, revealed the need for a module on rural SL that is currently not provided by any European HEI.

WP1 aimed to:

- identify the knowledge and skills needed to pursue rural SL;
- provide an overview of the rural SL in Europe and abroad to produce guidelines for the development of an academic module;
- identify innovative practices in rural SL that will underpin the academic and community training and teaching;
- identify the needs of community partners' beneficiaries (farmers, unemployed, retirees, rural housewives, rural entrepreneurs and social businesses) in all participating countries, in terms of development, but also in training;
- create a common body of knowledge of all stakeholders (HEI students, rural community organisations, their beneficiaries, teachers);
- discover if there is anything about rural SL that distinguishes it from the urban SL already implemented in the partners' and other European HEI;
- develop a database of rural entities, rural national networks and HEI interested in community-HEI partnerships that will form the basis of the virtual SL Hub;

Work Package 2 (WP2) exploited the results of WP1 to produce international educational and training content. The first aim of WP2 was to design a novel method of education delivery in rural areas that combines the strengths of SL strategy (teamwork, critical thinking, networking, initiative) with Social Entrepreneurship (SE). Therefore, to build the skills of SE, transversal (core) skills and competencies and enhance student employability, the Consortium designed an academic module consisting of eight courses (one in each of the partner countries) that takes into account the data obtained from community partners and their rural beneficiaries (farmers, unemployed, retirees, rural housewives, rural entrepreneurs, social businesses, etc.).

Although each HEI partner has already developed courses on SL in the past, the new rural setting required collaboration between different (and remote) stakeholders and brought a new teaching context with challenges that none of the partners has encountered in the urban context.

Each course is assigned ECTS credits according to the workload and predicted learning outcomes. These courses were developed in national languages and translated to English (syllabi, learning outcomes, course objectives, assessment and evaluation). This enabled HEI to integrate the academic module into existing curricula of their HEI and design new curricula by adding to this academic module.

The second aim of WP2 was to develop the materials for community training and teaching of practitioners in community partners' organisations.

### 6.3. Work Package 3 (WP3) of the RURASL project

This report is part of the WP3 and is based on the results of WP1 and WP2. It brings the methodology of an Online World Café that can be used by academic professors and rural community partners to design, host, and harvest World Café in the rural sector.

## 7. Sources

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## 8. Glossary

**Airtable** is a cloud collaboration service, a spreadsheet-database hybrid, with the features of a database applied to a spreadsheet. The fields in an Airtable are similar to cells in a spreadsheet, but with settings such as 'checkbox', 'phone number', and 'drop-down list', and reference file attachments like images. Users can create a database, set up column types, add records, link tables to one another, collaborate, sort records and publish views to external websites. <https://airtable.com/>

**AWW App** is a touch-friendly online whiteboard for real-time collaboration and collaborative brainstorming. Designed for any kind of business or educational institution, users can invite team members or clients to collaborate by sharing a single URL link and use the infinite, zoomable screen sharing to visualise ideas and concepts. Once complete, users can save them in a repository, to be accessed and reviewed at any time, anywhere. A built-in voice communication tool facilitates seamless remote meetings. <https://awwapp.com/#>

**Blended learning** is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. Face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery.

**Breakout Session** is a session at a conference, where a small group of participants, drawn from a conference, discusses specific aspects of the broader theme of the conference.

**Chat Room** is primarily used to describe any form of synchronous conferencing, occasionally even asynchronous conferencing. The term can thus mean any technology ranging from real-time online chat and online interaction with strangers (e.g. online forums) to fully immersive graphical social

environment. The primary use of a chat room is to share information via text with a group of other users. Generally speaking, the ability to converse with multiple people in the same conversation differentiates chat rooms from instant messaging programs, which are more typically designed for one-to-one communication. The users in a particular chat room are generally connected via a shared internet or other similar connection, and chat rooms exist for a wide range of subjects. New technology has enabled the use of file sharing and webcams to be included in some programs.

**Disney Method**, developed by Robert Dilts in 1994, is a complex creativity strategy in which a group uses four specific thinking styles in turn. It involves parallel thinking to analyse a problem, generate ideas, evaluate ideas, construct and evaluate a plan of action. The four thinking styles are – *outsiders*, *dreamers*, *realisers* and *critics*. In the first thinking style, the group think as *outsiders* to gain an analytical, external view of the challenge. They then act as *dreamers* to brainstorm ideal solutions. They use divergent thinking to conceive creative and radical ideas. In the next mode, the group adopts a *realiser* viewpoint. They act as realists and use convergent thinking to review the ideas left by the dreamers. They select the best idea and construct a plan for it. The fourth viewpoint is that of *critics*. They review the plan made by the realists in order to identify weaknesses, obstacles or risks. They seek to improve the plan.

**Mentimeter** is a cloud-based software that enables users to create interactive presentations & meetings in real-time with input from remote teams and online students collected through live polls, quizzes, word clouds, Q&As and more. Interactive presentations are easy-to-use.

<https://www.mentimeter.com/>

**MOOC** is a **Massive Open Online Course** (MOOC) aimed at unlimited participation and open access via WWW. In addition to traditional course materials, such as filmed lectures, readings, and problem sets, many MOOCs provide interactive courses with user forums or social media discussions to support community interactions among students and their teachers, as well as immediate feedback to quick quizzes and assignments. MOOCs are the most recent and widely researched development of the **open distance education**, firstly introduced in 2008. <https://www.mooc-list.com/>

**Note.ly** An Online Sticky Notes-Board. A Simple tool for taking notes on any web page directly from within the browser.

<http://note.ly/#>

**Online learning** is education that takes place over the Internet. It is often referred to as "**e-learning**", among other terms. However, **online learning** is just one type of "**(open) distance learning**" - the umbrella term for any **learning** that takes place across **distance** and not in a traditional classroom.

**Open educational resources (OER)** are freely accessible, openly licensed text, media, and other digital assets that are useful for teaching, learning, and assessing as well as for research purposes. The term OER describes publicly accessible materials and resources for any user to use, re-mix, improve and redistribute under some licenses. The development and promotion of open educational resources is often motivated by a desire to provide an alternative or improvement.

**Padlet** is an easy-to-use tool that allows learners to collaborate online by posting text, images, links, documents, videos and voice recordings.

<https://de.padlet.com/>

**Six Thinking Hats** is a role-playing model written by Edward de Bono. It serves as a parallel thinking process for groups to plan thinking processes in a detailed and cohesive way, and in doing so to think together more effectively. In 2005, the tool was used in the United Kingdom innovative sector, where it was offered by some facilitation companies and had been trialled within the British Civil Service.

**Webinar** is an online meeting or presentation held via the Internet in real-time. It is an **online event**, which connects individuals with viewers across the world. The main feature of live webinars is interactivity, or the ability to discuss, send and receive information in real-time. Webinars are different from meeting tools, which are designed to let small groups meet and collaborate in real-time. They are also different from traditional streaming media like videos, which do not offer the audience a possibility to engage with the content.

**Webwhiteboard** is a touch-friendly online whiteboard app that makes drawing, collaboration and sharing easy. <https://awwapp.com/#>

**Word Cloud** (in visual design) is a novelty visual representation of text data, typically used to depict keyword metadata (tags) on websites or to visualise free form text. Tags are usually single words, and the importance of each tag is shown with font size or colour. This format is useful for quickly perceiving the most prominent terms to determine its relative prominence. When used as website navigation aids, the terms are hyperlinked to items associated with the tag.

**World Café** is a structured conversational process for knowledge sharing in which groups of people discuss a topic at several tables, with individuals switching tables periodically and getting introduced to the previous discussion at their new table by a 'table host'.

**ZOOM** is a cloud-based video conferencing service, with an easy, reliable cloud platform for video and audio conferencing, chat, and webinars.  
<https://zoom.us/>