



Module 1

Designing and Preparing a Virtual Exchange Project

D3.2 Facilitator Training Package



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Why this module matters

1. **A virtual exchange is more than an online meeting.**Sublevel
2. **It needs a clear learning purpose, interaction design, facilitation and evidence.**
3. **Good preparation reduces technical, intercultural and participation risks.**
4. **The final output is a Mini Virtual Exchange Plan.**



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Learning outcomes

Define what makes virtual exchange different from a webinar.

Write practical learning outcomes for online intercultural interaction.

Map a participant journey before, during and after the exchange.

Select tools that support access, safety and collaboration.

Create a preparation checklist and completion evidence plan.

Two-hour module agenda

Time	Session part	Output
0-10	Welcome, objectives, expectations	Shared expectations
10-25	What is virtual exchange?	Common understanding
25-45	Learning outcomes and participant journey	Draft outcomes
45-65	Tools, accessibility and safety	Tool choices
65-80	Breakout: design a mini exchange	Mini plan draft
80-100	Group sharing and peer feedback	Peer suggestions
100-115	Preparation checklist	Final checklist
115-120	Reflection and completion form	Completion evidence

Core definition

- Virtual exchange connects participants from different countries or cultures through structured online interaction.
- It combines facilitation, dialogue, collaboration and reflection.
- It can be embedded in youth work, higher education or non-formal learning.
- Participants should not only receive content; they should meet, discuss and create meaning together.

Webinar vs virtual exchange

Webinar

- Mainly one-way delivery
- Limited peer interaction
- Success measured by attendance
- Useful for information sharing

Virtual exchange

- Facilitated dialogue
- Small-group interaction
- Success measured by learning and exchange
- Useful for intercultural competence



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Start with learning outcomes

- What should participants understand?
- What should they be able to do?
- What attitude or awareness should change?
- What evidence will show that learning happened?

Participant journey

- Before: invitation, registration, onboarding and expectations.
- Opening: welcome, trust-building and ground rules.
- Exchange: structured dialogue and collaboration.
- Reflection: debrief, learning recognition and feedback.
- After: resources, follow-up and evidence archive.

Design principle: interaction first

- Use short input and longer exchange time.
- Choose tasks that require participants to speak, write, decide or create together.
- Move from individual reflection to pair or group dialogue.
- Close every activity with learning reflection.

Digital tools should serve learning

- Video conferencing for live contact.
- Shared documents for co-creation.
- Whiteboards for mapping and brainstorming.
- Forms for registration, quizzes and completion.
- Chat and polls for low-pressure participation.

Accessibility checklist

- Keep tools simple and browser-based where possible.
- Offer instructions before the session.
- Avoid requiring high bandwidth for every task.
- Use captions or written summaries where possible.
- Offer alternatives for participants who cannot speak or use camera.

Safety and data protection basics

- Do not record without clear consent.
- Explain how registration data will be used.
- Set group agreements before discussion.
- Use waiting rooms or registration lists where needed.
- Prepare an escalation plan for harmful behaviour.

Mini Virtual Exchange Plan

- Target group and countries involved.
- Topic and intercultural purpose.
- Learning outcomes.
- Interaction method and timing.
- Digital tools and accessibility measures.
- Facilitator roles and completion evidence.

Breakout task instructions

- Work in groups of three to five.
- Use the Design Canvas from the workbook.
- Choose one realistic virtual exchange idea.
- Prepare a two-minute presentation.
- Identify one risk and one mitigation measure.

Peer feedback method

- One strength: what works well?
- One question: what needs clarification?
- One suggestion: what would improve inclusion or interaction?
- Keep feedback specific, respectful and brief.

Preparation checklist

- Agenda and timing confirmed.
- Links, tools and backup channels tested.
- Participant instructions sent.
- Accessibility needs checked.
- Forms and evidence tracking ready.
- Facilitator and technical support roles clear.

Evidence for reporting

- Registration form = enrolled participants.
- Completion form = completed participants.
- Quiz and reflection = engagement evidence.
- Attendance list and platform analytics = supporting evidence.
- Completion rate = $\text{completed} / \text{enrolled} \times 100$.

Common design mistakes

- Starting with the tool instead of the learning outcome.
- Planning too much content and too little interaction.
- Ignoring accessibility and time-zone barriers.
- Not preparing group agreements or safety rules.
- Forgetting completion evidence.

Self-paced adaptation

- Upload this presentation and the Design Canvas.
- Provide a short introduction text on the platform.
- Ask participants to complete the quiz and reflection form.
- Use the completion form to record module completion.

Final reflection

- What is one design principle you will apply?
- Which tool will support your learning outcome?
- What risk do you need to prepare for?
- What evidence will show that participants completed the module?

Module 1 completion

- Submit the Mini Virtual Exchange Plan.
- Complete the Module 1 quiz and reflection form.
- Download the preparation checklist.
- Move to Module 2 when ready to practice facilitation.

Final reflection

- What is one design principle you will apply?
- Which tool will support your learning outcome?
- What risk do you need to prepare for?
- What evidence will show that participants completed the module?

THANK YOU

- DigiCreate Facilitator Training
 - Module 1: Designing and Preparing a Virtual Exchange Project
 - Next module: Facilitating and Moderating Online Intercultural Dialogue