



SERVICE-LEARNING INCLUSION DIVERSITY & DIGITAL EMPOWERMENT

Training Manual

The }Online{ World Café Method

in the context of Service-Learning



Co-funded by
the European Union

This project has been co-funded with support from the European Commission.

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Training Manual

The }Online{ World Café Method

in the context of Service-Learning

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Date: April 2024

Format: Public Deliverable

Erasmus+ Project: SLIDE – Service-Learning as a pedagogy to promote Inclusion
Diversity and Digital Empowerment



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I. Introduction to the Training Book

This training material is aimed at all those who are interested in the (Online) World Café Method and who are involved in working with Service-Learning, i.e. teachers, students, trainers, educational leaders, and stakeholders. The following **objectives** are pursued with the handbook:



Figure 1: Objectives of the Training Book

A Reading Guide

If you are interested in the **World Café Method**, go to section II.

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| [II. World Café Method](#) |

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There you find the following topics:

| - Background |

| - Core Principles |

| - Phases and Description |

| - Online World Café |

| - Method Selection Guide |

| - Different Forms |

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If you are interested in **Service-Learning**, go to section III.

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| [III. Service-Learning](#) |

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In this section you will find

| - Definition and Components |

| - Fundamental Features |

| - Advantages |

If you know both the World Café Method and what Service-Learning is and you are interested in why the method should be used in this context, then go to Section III Chapter D **"Why World Café in Service-Learning?"**.

| - [Why World Café in Service-Learning?](#) |

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If you want to apply the World Café Method in the context of Service-Learning and need a **practical example**, go to Section IV.

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| [IV. Practical Example](#) |

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II. Introduction to the World Café Method

A. Origin and background

In 1995, a gathering of academic and business leaders took place at the residence of Juanita Brown and David Isaacs in Mill Valley, California. Unbeknownst to them at the time, this small group was on the brink of initiating a social innovation that would rapidly spread globally, revolutionizing various realms, including research. Unexpectedly, their initial plan for a large group dialogue in the morning was thwarted by the weather. Undeterred, the two dozen participants spontaneously engaged in small, intimate table conversations to delve into the issues that had brought them together. They documented their insights on makeshift paper tablecloths. Periodically, they switched tables, facilitating the circulation, deepening, and connection of the ideas that resonated with them. (The World Café Community Foundation, 2023)

Taking a further step, the evaluation of these table discussions allowed them to discern emerging patterns in their thoughts. This, in turn, enriched subsequent rounds of discussions. Throughout the morning, their improvised innovative process yielded a collective knowing experience that fundamentally transformed the depth, scope, and quality of their collaboration. (The World Café Community Foundation, 2023)

Since this time, the World Café Method has been used in a wide variety of settings, it is used by community-based organizations, nonprofit organizations, educational institutions and in government offices (e.g. Brown & Isaacs 2005; Aldred 2011), in different fields as diverse as community development (Brown & Isaacs 2005), the educational sector (Fullarton & Palermo 2008) and organizational development and strategic planning (Jorgenson & Steier 2013). It is also used in the context of research (Ozório et al. 2020; Albrecht et al. 2022; McGrath et al. 2023; Monforte et al. 2023). The key to success lies in the simplicity and power of the World Café process and its underlying principles. World Café implementers learn that the core design principles of the World Café can be applied in many different ways and that the process is consistent with traditional practices of dialogue in many different cultures. But what are the core principles and how can they be applied?

B. Core principles

The World Café method follows seven design principles. These principles are an integrated set of ideas and practices that form the basis of the pattern embodied in the World Café process (The World Café Community Foundation, 2023). Some questions are given to help to prepare the method in the used context.



Figure 2: Core principles of the World Café Method (The World Café Community Foundation, 2023)

C. Process of a World Café

The organization of a World Café consists of multiple stages. To execute a successful event, careful preparation of each of these stages is crucial.

1. Setting the scene

As a first step, think about how to set the scene. Creating a relaxing and informal atmosphere in a world café setting is crucial as it fosters open dialogue, encourages participants to share their perspectives comfortably, and helps in building trust among attendees. This environment promotes genuine engagement and allows for the free flow of ideas, leading to richer discussions and collaborative problem-solving. A coffee house atmosphere can be created in any room. This requires tables and armchairs that can be grouped together accordingly. The ideal group size for the tables and chairs would be about six, to have enough space but to also keep the casual setting. The tables can be equipped with paper-covered tablecloths to enable writing, drawing and note-taking during the relevant phases. There are also colorful pens and decorative elements on the tables. Music for settling into the room and as a non-binding element for opening conversations can create a pleasant atmosphere. A welcome poster can complement to the design of the room and to make participants aware of the program and the focus of the event. In addition to creating a coffee house atmosphere, it can be pleasant to provide drinks and small snacks such as cookies. When the guests arrive, they are welcomed and asked to sit at tables with people they do not know. The host(s) welcomes everyone.



Pictures 1: Examples of World Café Settings

Checklist for “How to create a café ambience” (The World Café Community Foundation, 2015):



Figure 3: Some ideas to think of the room design and atmosphere

Creating an atmosphere in an online setting

To enable people to get to know each other informally, it can be useful to open a pre-social space where people can stroll through the virtual space and talk to each other. [Spatial Chat](#), for example, is suitable for this. However, always take into account the exact purpose of use, instructions for use and communication beforehand so that the added value can be seen for the participants. Because after the informal get-together, a structured space is still needed to implement the Online World Café.

How to create a welcoming atmosphere in an online setting?

To create a similar setting online, elements such as the following can be helpful:

- a welcome message that is displayed;
- a request to have coffee and cookies ready;
- background music to help people settle into the room



Picture 2: Example of a slide

To create a pleasant atmosphere like in a Café, you can use the immersive view or backgrounds in the different tools like Zoom, Teams, and so on. Here are some examples, which can be an inspiration:



Pictures 3: Immersive views and backgrounds

To make your participants feel welcome and to encourage them to engage in the conversation, it is important to actively greet them and make the introductory words inviting. In advance, it can be relevant to enable the participants to understand the process and prepare for it via the tool used. That can happen in advance of the event, e.g. with an e-mail. This de-stresses the participants and enables them to settle into the room, thus creating an atmosphere of trust.

For some, it may be important to know that this is a collaborative process, and that they should be actively involved. To make this possible, an introduction to netiquette is important. Here is an example:



Figure 4: Example of a Netiquette for an Online World Café

To break the ice in an online setting, an introductory energizer or icebreaking questions can be a useful way of creating a confidential atmosphere.

Icebreaking examples:

- Last shot: Participants present themselves based on the last picture that they made with their mobile phone.
- Question wall: On a digital wall, participants can find a list of various questions. Participants chose one of these questions that they want to answer.
- Personal symbol: Each participant chooses a symbol (from the list of emojis in team meetings or Zoom) that symbolizes the discussed topic for them. The participants explain why they chose a specific symbol for this topic. This can be a start for further discussion.
- Digital map: All participants pin their location on a world/regional map. They all tell something about this location
- Color search: The moderator choses a colors. All participants have to find something in their surroundings with that color. If they want, they can tell something about this particular object.
- Similarities race: participants are divided in duo's. They get 2 minutes to find as much similarities between each other as possible. The duo that can write down most similarities wins the race. After the race, each duo tells the group about their most interesting/funny/surprising similarity.

2. The Process

Welcoming the participants

To make your participants feel welcome, greet them at the beginning of your event. Explain how the method is carried out. Depending on the setting, it can be helpful to visualize your instructions, e.g. by providing a poster or a slideshow. This allows the participants to easily follow the process in the different phases.

Here is an example of the introduction of the method:

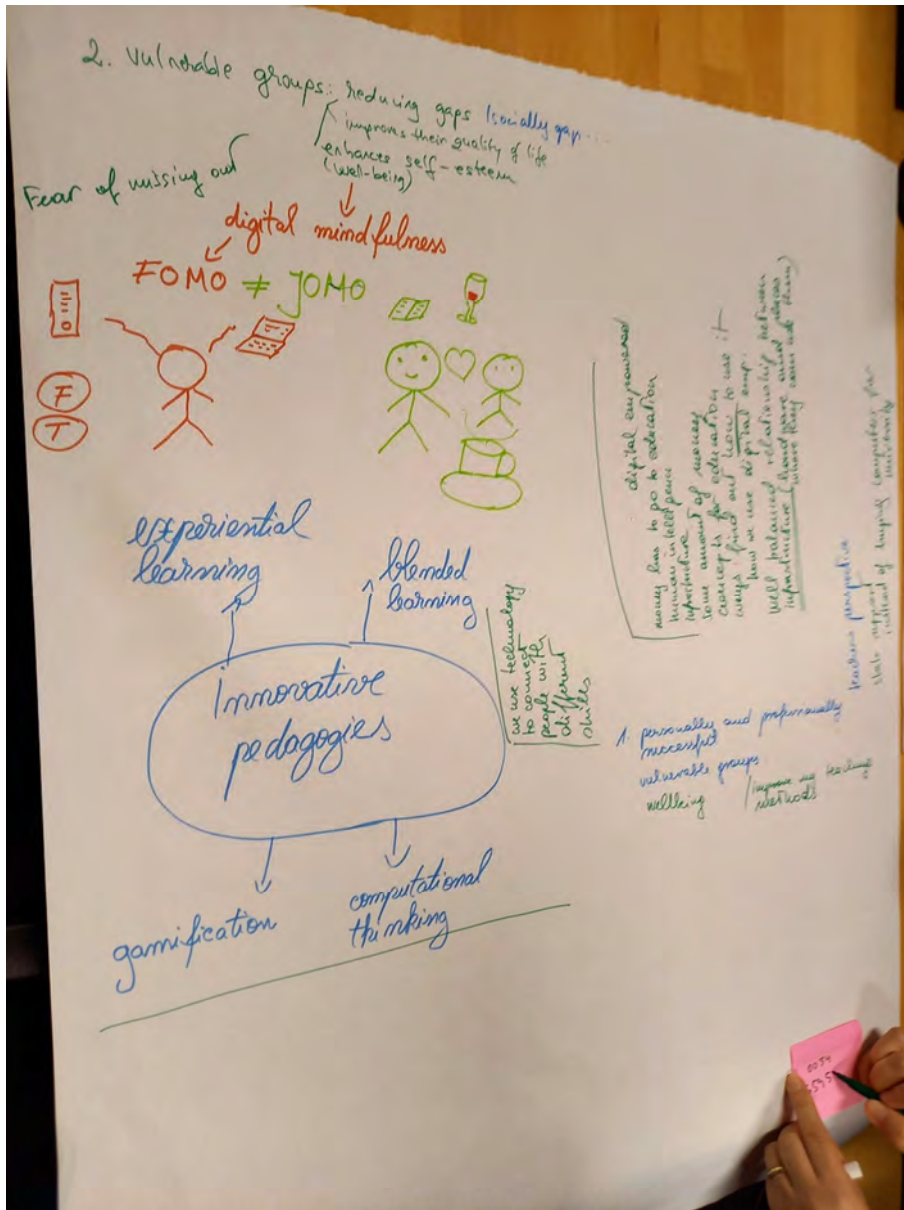
- 1) We have three rounds of conversation on "tables" (each round lasting 20 minutes);
- 2) After each round, we switch the tables randomly;
- 3) Each table has two hosts who welcome the participants and share the results of the previous round;
- 5) Participants at the table should be given a sequence of three questions during three rounds to build on and help deepen the exploration of the topic (try to avoid open questions);
- 6) All tables discuss the same question;
- 7) After each round, the participants move to a new table;
- 8) Participants are encouraged to scribble their ideas during each round - the table hosts use the scribbles for summarizing the results.
- 9) World Café harvest round takes place after all question rounds are completed (Brown & Isaacs, 2005).

Figure 5: Example of the general instructions

Figure gives an idea of how the general instructions can look like. You can make your own adaptations in time, number of hosts following the context of your event.

The 3 rounds

There are 3 rounds. Each round lasts approximately 15-20 minutes. Questions or problems are discussed. Each participant is welcome to write, draw or scribble on the paper or whiteboard provided.



Picture 4: Example of a scribbled paper

After each round, the participants redistribute themselves around the tables. The role of the tablehost is – as previously mentioned – to welcome the new guests and summarize the previous discussion points.

The discussion phase and the change of tables are key elements of this method. Here are some tips for the different phases:

For the discussion phases

| Formulate questions | Instructing the participants | Time management | Moderation |
|---|--|--|---|
| <ul style="list-style-type: none"> • Ask clear and open questions that deepen the topic! • Make sure that the questions are stimulating and take different perspectives into account! | <ul style="list-style-type: none"> • Explain the purpose of each discussion and encourage participants to express their thoughts freely! • Emphasize the importance of diversity in opinions and encourage open communication! | <ul style="list-style-type: none"> • Set clear time limits for each discussion to ensure that all questions can be addressed! • Make sure there is enough time to change tables! | <ul style="list-style-type: none"> • Be present as a tablehost to ensure that the discussion remains constructive! • At the end of each round, briefly summarize the most important points! |

Table 1: Tips for the discussion phase

Tips for changing tables

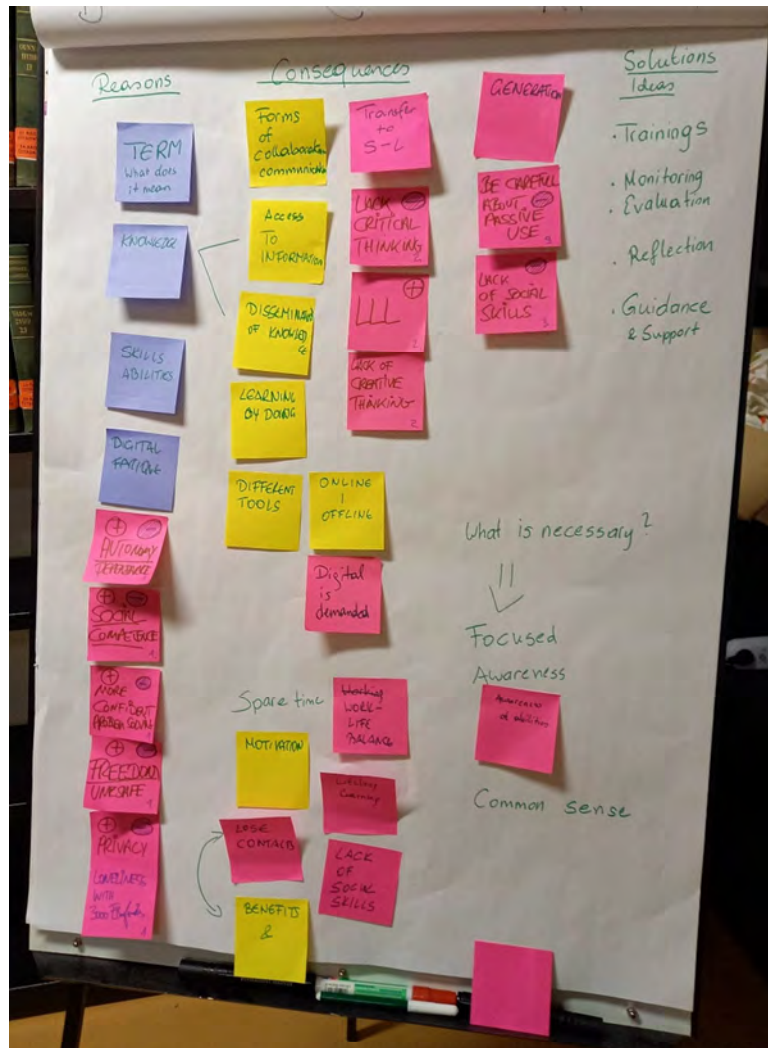
| Announcement | Dynamic Change | Conversation Transition | Maintain continuity | Collect feedback |
|--|--|---|---|---|
| <ul style="list-style-type: none"> • Announce the change of tables in advance to give participants time to prepare! • Briefly explain the purpose of the table change! | <ul style="list-style-type: none"> • Plan the change so that participants have the opportunity to bring in new perspectives! • Avoid groups becoming too homogeneous to encourage diversity in the discussion! | <ul style="list-style-type: none"> • Ask new participants to briefly summarize their previous conversation to allow for a seamless continuation! • Encourage new participants to bring their own ideas and perspectives to the table! | <ul style="list-style-type: none"> • Make sure that the topics of discussion maintains some continuity between table changes so that a common thread can be seen throughout the event! | <ul style="list-style-type: none"> • Include short rounds of feedback after each table change to make any adjustments! |

Table 2: Tips for changing the tables

Remember that flexibility is important. Tailor these tips to the group's needs and the specific goals of the event. The World Café is a dynamic method that benefits from an open and respectful atmosphere.

Plenary session

After the three rounds, everyone comes together in plenary. This is followed by the Harvest, where the collected results are shared and recorded. To ensure the sustainability of the process, you should think about how the results will be recorded beforehand. For example, the findings could be written down in the form of Post-Its and clustered during the joint collection. By photographing the associated visualization, the results can be stored for the longer term and shared with the participants.



Picture 5: Example of the harvest

Documentation and feedback

During the discussion phases, both the participants and the tablehosts and, if necessary, the assistants are encouraged to leave notes, drawings and comments on the tables, which then serve to secure the results. In an online setting, tools such as a [whiteboard](#), [padlet](#) or similar tools can be used for this purpose. In the harvest part, the results of the three rounds are

presented in plenary by the tablehosts. To secure the results of all discussion phases, it makes sense to save the most important content in a suitable way.

In order to be able to implement future events with the method, a feedback round at the end would be useful in order to be able to collect corresponding opinions. Various feedback methods can be used for this. For example, a flashlight could be started for the event, in which the participants briefly give their opinions. Short questions can be asked, and satisfaction can be assessed with the help of thumbs up or thumbs down. This allows initial impressions to be gathered and recorded in terms of quantity. In some cases, a feedback sheet could also be suitable. In an online setting, your surveys, which may also be integrated into the platform, are suitable for efficient feedback. Questions such as:

- What message will you take home with you?
- How satisfied were you with today's event? (Scale from 1 to 5, 1 for very good and 5 for very bad)
- What else would you like to say?

The following graphic illustrates the process and can be used as a template.

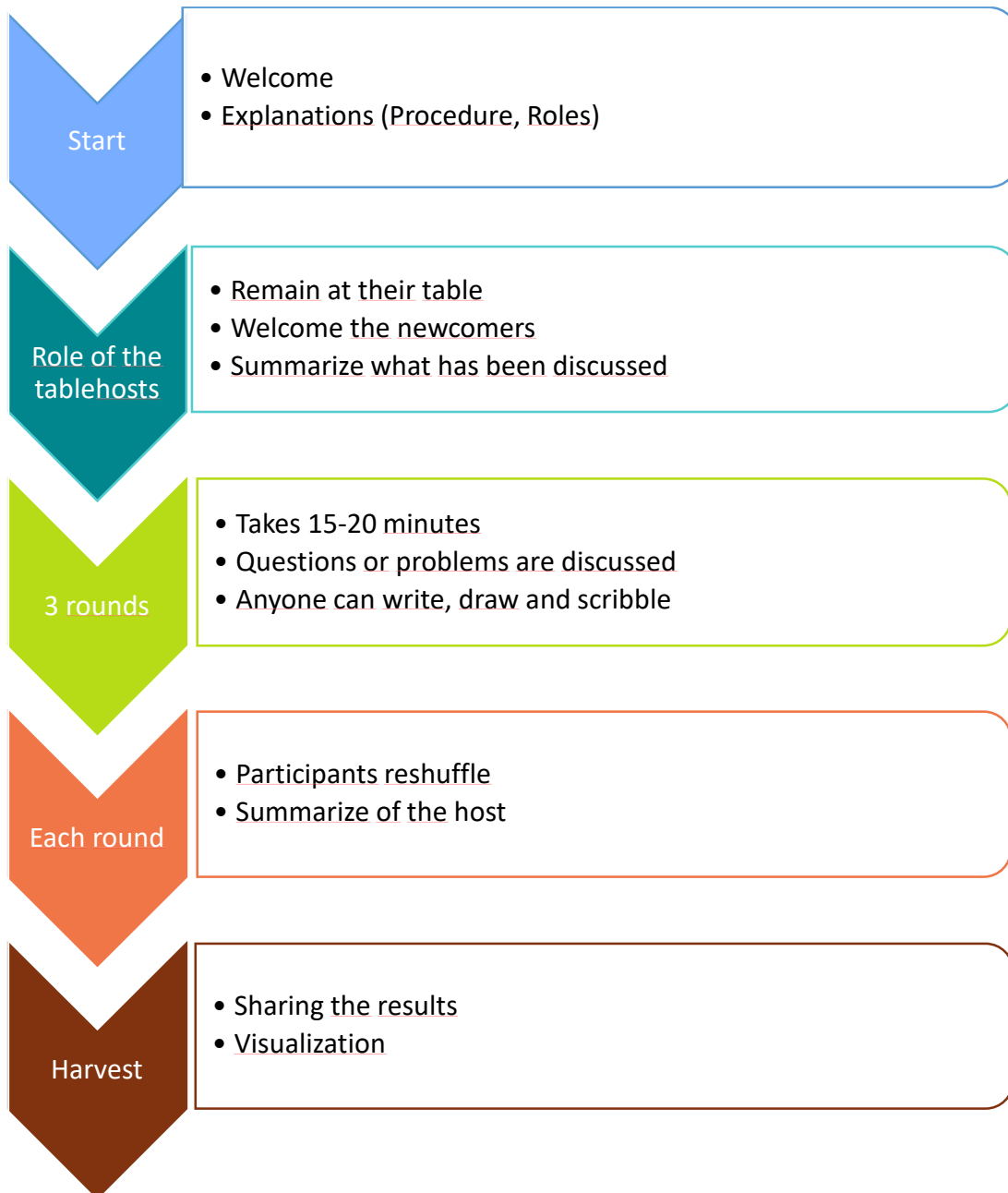


Figure 6: Process of a World Café

3. The different roles

In general, a distinction can be made between 3 groups of people and their associated roles involved in the World Café method:

1. moderator
2. table hosts
3. participants

Depending on the objective and setting, further groups can be added. In the version described here, these are

4. presenters
5. assistants


Here is a more detailed description of the different roles and useful templates.



Moderator

- Welcoming the participants
- Moderation of possible icebreaking sequences at the beginning in the plenum
- Moderation of possible presentations
- Presentation of the netiquette
- Introduction to the method
- Moderation of table allocation and changeover
- Consolidation of the results in the harvest part
- Conclusion of the event

Figur7: Role of the moderator




Tablehosts

- Welcoming the participants at the tables
- Moderating of possible icebreaking sequences at the beginning of the rounds
- Introducing the questions
- Time keeping
- Summarizing the results at each round and in plenary at the end

Figure 8: Role of the tablehost

The moderator is responsible for moderating the general process, while the table hosts are responsible for moderating and conducting the discussions at the tables. To ensure that the World Café runs smoothly, you can organize a training event for the tablehosts in advance of the event. Particularly in the case of an Online World Café, where technical know-how is required, prior training is crucial for the success of the event (see Appendix: 'Troubleshooting' handbook for the tablehosts).

For the discussion phases on the tables, support from assistants can be useful in order to enable as many participants as possible to participate actively.




Assistants

Assistants can be to

- help with inhibitions in the use of the written tools
- record key content in writing
- to structure the speeches accordingly
- help with technical difficulties in the online setting

Figure 9: Role of the assistants

To embed the content of the topic, it can be useful to give the participants brief input at the beginning of the event in the form of presentations.



Presenter

- Presentation of content that is also relevant for the World Café

Figure 10: Role of the presenter

D. Online World Café

Imagine bringing people together virtually to share ideas and co-create a shared future. Virtual World Cafés offer the ultimate way to draw on this collective intelligence and enable change.

Reasons for an Online World Café:

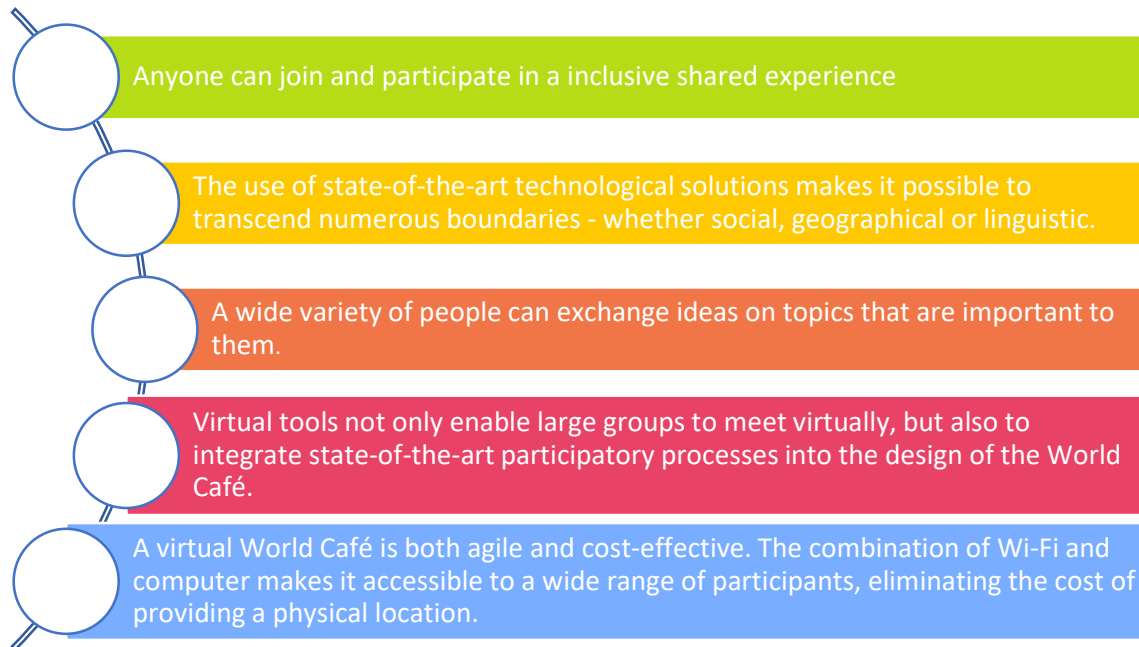
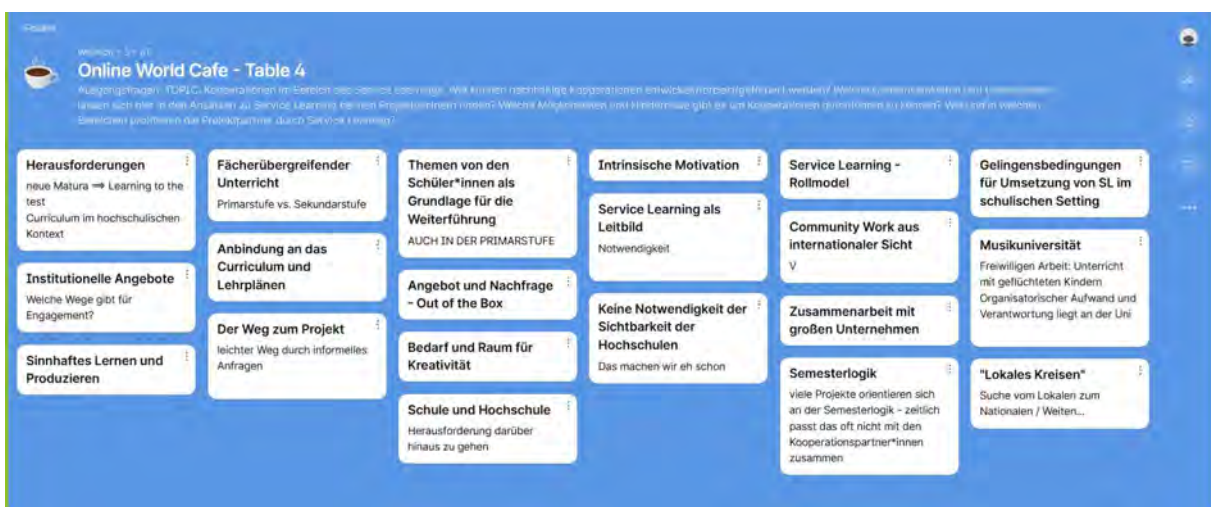


Figure 11: Advantages of using an Online World Café

The process of an Online World Café is similar to the World Café method and follows the same principles. Instead of tables, breakout rooms are created. The rooms are chaired by the tablehosts, with the help of a technical supporter. The content is written, designed and drawn on, for example in the form of whiteboards, Padlets or similar tools.



Picture 6: Example of the use of a Padlet

Harvest can offer visual support for securing results using various technologies, such as flinga.fi. Chapter 4 offers a practical example of the implementation of the OWC method.

| Tools for virtual rooms | Tools for the discussion phases | Tools for the harvest |
|-------------------------|---|---|
| MS Teams | Whiteboard | Whiteboard |
| Zoom | Padlet | Flinga.fi |
| Webex | Miro.com | Notion.io |
| Google Meet | Google Drive / Docs | Slack.com |
| Skype | Google Jamboard | Airtable.com |
| Blackboard Collaborate | Canva.com Mural.co sketchboard.io/ etherpad.org | |

Table 3: Examples of Tools

E. Is it the right method?

To be sure the World Café Method is the right one. Here a checklist to find it out:

| Topic | Use World Café | Use an online World Café | Don't Use World Café |
|------------------------------|--|---|---|
| Objective | ✓ You have a clear topic, set of questions you want to discuss. | ✓ You have a clear topic, set of questions you want to discuss. | ✗ You want to have a clear result, or you need to agree or decide something at the end of the discussion. |
| Participants | ✓ The participants are familiar with the topic selected. | ✓ The participants have experience with the topic but are bound to a specific location and the online setting enables them to participate | ✗ Participants are not familiar with it. |
| Level of facilitation needed | ✓ A minimal level of facilitation is required to generate conversation and insights from the participants. | ✓ Technical requirements are given and can therefore enable participation for everyone. | ✗ The topic or questions requires skilled facilitation to get the participants to actively involve in the discussion. |
| Group size | ✓ You have a large group | ✓ Due to the technical conditions, an even | ✗ You expect a smaller group. |

| | (30 people and more) | larger group than 30 people can participate | |
|---------------------|---|---|--|
| Room setup | <ul style="list-style-type: none"> ✓ Tables and chairs can be moved to create spaces for round table discussions | | <ul style="list-style-type: none"> ✗ Furniture is not flexible. ✗ There is not enough space for small group conversations |
| Room setup (online) | | <ul style="list-style-type: none"> ✓ There is the possibility to make breakout-rooms and there is enough space for the number of participants. | <ul style="list-style-type: none"> ✗ The tool for the online room is not flexible enough to build up different rooms. ✗ The license is only for a small group of participants. |

Table 4: Checklist for the use of the method

F. Forms

Depending on the objective of the implementation of the method, it may make sense to use a specific type of World Café.

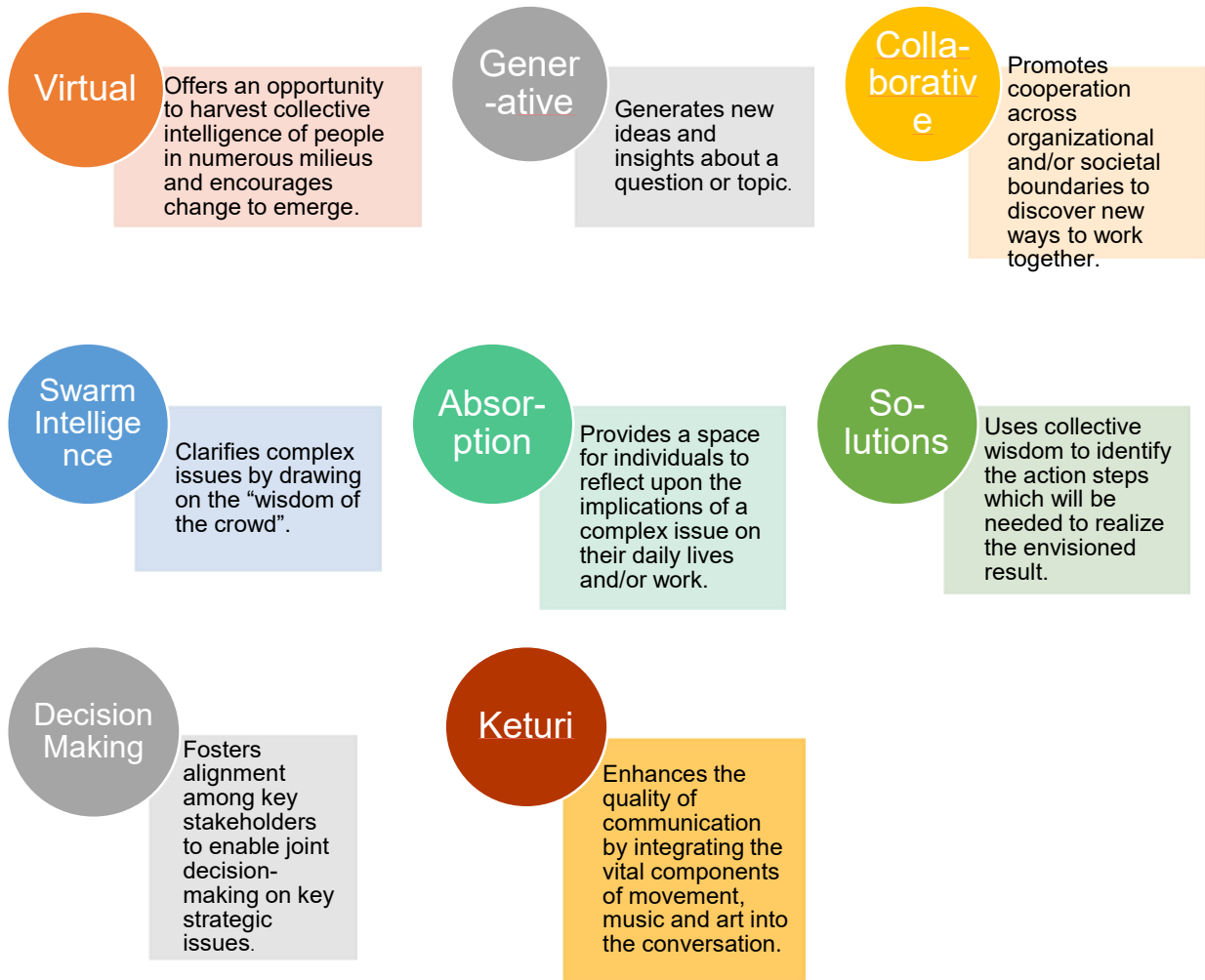


Figure 12: Forms and Aims of the World Café (World Café Europe 2022)

Since the method consists of 3 rounds, a combination of several types can be useful in the objective. For example, the Generative Café could be used in the first phase to generate ideas, challenges, etc. In a further round, the focus could be on the Absorption Café to reflect on the general ideas, challenges, etc. that have been submitted or to absorb them. In the final round, the Solution Café could be used to stimulate joint solution ideas in order to focus on the participants' own experiences.

In summary, it can be said that the different forms can be combined as desired depending on the objective. Chapter 4 offers a practical example that involves different World Café formats explained in more detail.

II. Basics of Service-Learning

There are different ways to promote community engagement in Higher Education. However, Service-learning refers to a particular pedagogical approach based on substantial evidence regarding its transformative impacts (Furco et al., 2010).

A. Definition and key components

The European Association for Service-Learning in Higher Education defines Service-Learning as follows:

“Service-Learning (SL) in higher education is an experiential educational method in which students engage in community service, reflect critically on this experience, and learn from it personally, socially and academically. The activities address human, social and environmental needs from the perspective of social justice and sustainable development, and aim at enriching learning in higher education, fostering civic responsibility and strengthening communities. Service-learning is always recognized with ECTS” (EASLHE 2023)

As its name suggests, Service-Learning blends “service” to the community, always focused on real needs, and “learning” adapted to the academic curriculum and expected level competences. The linking of the service experience with academic learning is done through critical reflection.

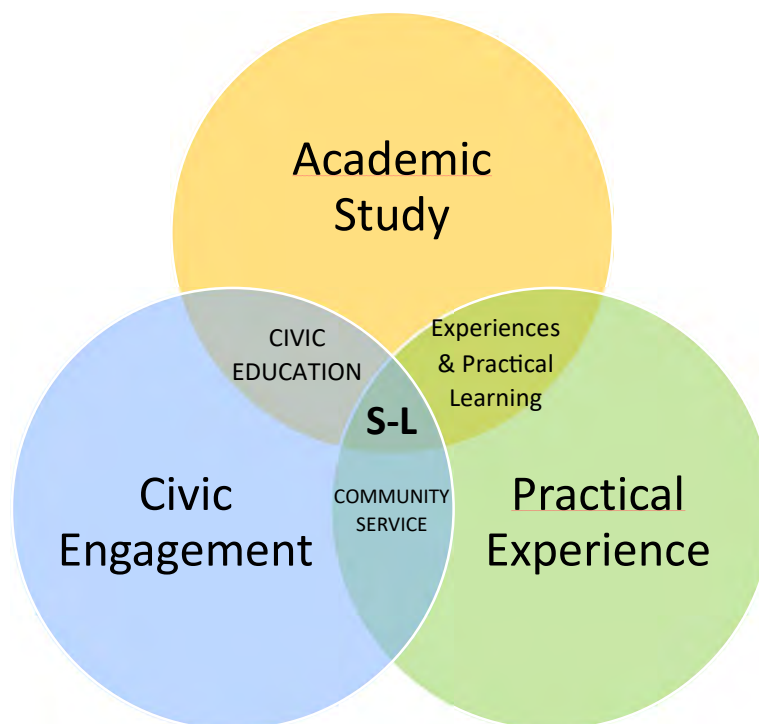


Figure 13: Conceptual framework for service-learning based on Ash and Clayton (2009).

B. Service-Learning fundamental features

There are some fundamental features regarding service-learning (Bringle & Hatcher, 1996, Ribeiro et al., 2021):

- **Learning** is designed, organized throughout the project, and related to the competences stated in the academic curriculum. Meaningful learning is sought while developing social responsibility skills.
- **Service** to the community is developed in an effective way, based on real needs and searching for transformation.
- It has a **pedagogical intention** with a high ethical commitment. This happens because SL places special emphasis on critical analysis and understanding of social problems and needs, allowing students to get involved in their resolution creatively.
- It requires an **active role of students** in all stages of this educational practice, from the design phase to the final celebration. This aspect requires teaching staff to be trained in SL.
- **Reflection** is a key process, because SL requires a self-assessment and/or evaluation of the process followed with the aim of becoming aware of the learning acquired and improving the quality of this knowledge.

C. Benefits of Service-Learning

SL produces benefits at the micro, meso, and macro levels. This benefits not only impact the counterparty and the student, but also the teaching staff, the academic institution and the society. A local-global perspective and a critical-transformative approach are needed to harness the potential of service-learning in a deeper and more meaningful way.

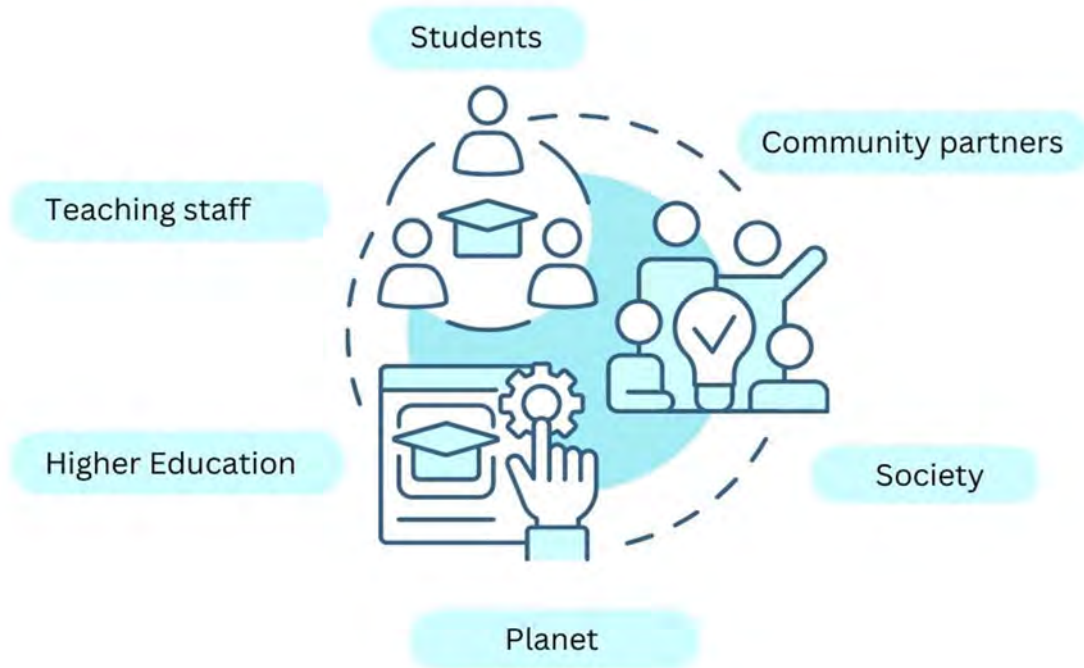


Figure 14: Benefits of Service-Learning

In short, the benefits could be listed as:

For students: Produces meaningful learning, improves motivation and academic results, and promotes their personal and social development as an asset in the community (Celio et al., 2011; Gordon et al, 2022; Case et al., 2021).

For teaching staff: Encourages the involvement of teaching staff in real problems and promotes teaching innovation (Swan, 2019).

For community organizations: Gives support to the dissemination of their values, causes, and produces services to reinforce their critical and transformative action (Geler et al., 2016).

For Higher Education institutions: Fosters the relationship between the universities and the community, encourages networking, improves academic quality, gives visibility to social responsibility, and contributes social prestige (Ribeiro et al, 2021)

For the society: Improves people's living conditions, reinforces members' sense of belonging and encourages citizen participation (Conwey et al, 2009).

For the planet: In the so-called Anthropocene era, it contributes to a closer and more sustainable look at the reality that surrounds us (Aramburuzabala & Cerrillo, 2023).

D. Why World Café in Service-Learning?

Here are **several reasons** why the World Café method can be useful in Service-Learning trajectories:

Promoting reflection and discussion: Service-Learning is about in-context learning through meaningful community service. The World Café approach encourages group reflection and discussion about these experiences. By sitting together in small groups at different tables and talking to each other, participants can share their experiences, ask questions, and learn from each other (Estacio & Karic 2016).

Diversity of perspectives: The World Café makes it possible to gather different perspectives and opinions on a specific topic (Brown et al 2005). This is particularly relevant in Service-Learning as students are often working in different communities and contexts (Jagla & Tice 2019). By sharing views and ideas, they can develop a broader understanding of the challenges and opportunities in their areas of service.

Active participation: The World Café approach encourages the active participation of participants. A discussion question is posed at each table and participants have the opportunity to share their thoughts and experiences. This helps the participants to become more involved in the learning process (Jagla & Tice 2019).

Promoting social skills: Service-Learning is not just about gathering subject knowledge, but also about developing social skills such as communication, collaboration, and empathy (Berman 2016, 16). The World Café approach promotes these skills as it focuses on dialogue and interaction between participants (Brown et al 2005).

Designing action steps: After the discussions at the different tables, participants can jointly develop action steps and recommendations on how to improve or further develop their Service-Learning project. This promotes the implementation of what has been learned into concrete measures.



Figure 15: Reasons for the World Café in the context of Service-Learning

Overall, the World Café approach in the context of Service-Learning can help to **enrich participants' learning experience**, encourage reflection and discussion, and help them to **become active citizens** who are able to effect positive change within their communities. The World Café is helpful as a method in the different stages of the development of a Service-Learning project:

- **Diagnosis:** The informal format of the World Café allows for the different stakeholders to get to know each other and to explore the community needs together in a safe and pleasant setting. The method encourages active participation of all stakeholders, giving them the opportunity to voice their views on the issue at hand.
- **Design and Planning:** The three-phased approach of the World Café method helps to focus the attention of participants towards design-thinking principles, encouraging them to develop actions steps for the design and planning of the Service-Learning project. The method ensures that all stakeholder perspectives are taken into account.
- **Implementation:** The World Café can be used as an intervision method to monitor the progress of the Service-Learning project throughout its implementation. The informal, yet structured format allows stakeholders to signal difficulties, and to actively engage in finding new and alternative solutions.
- **Evaluation:** At the end of a Service-learning Project, the World Café can be a casual and open way for stakeholders to look back at the activities undertaken the project. The method ensures all stakeholders get the opportunity to evaluate the project from their own perspective and it helps them to think about improvement for future projects.

IV. Practical Example

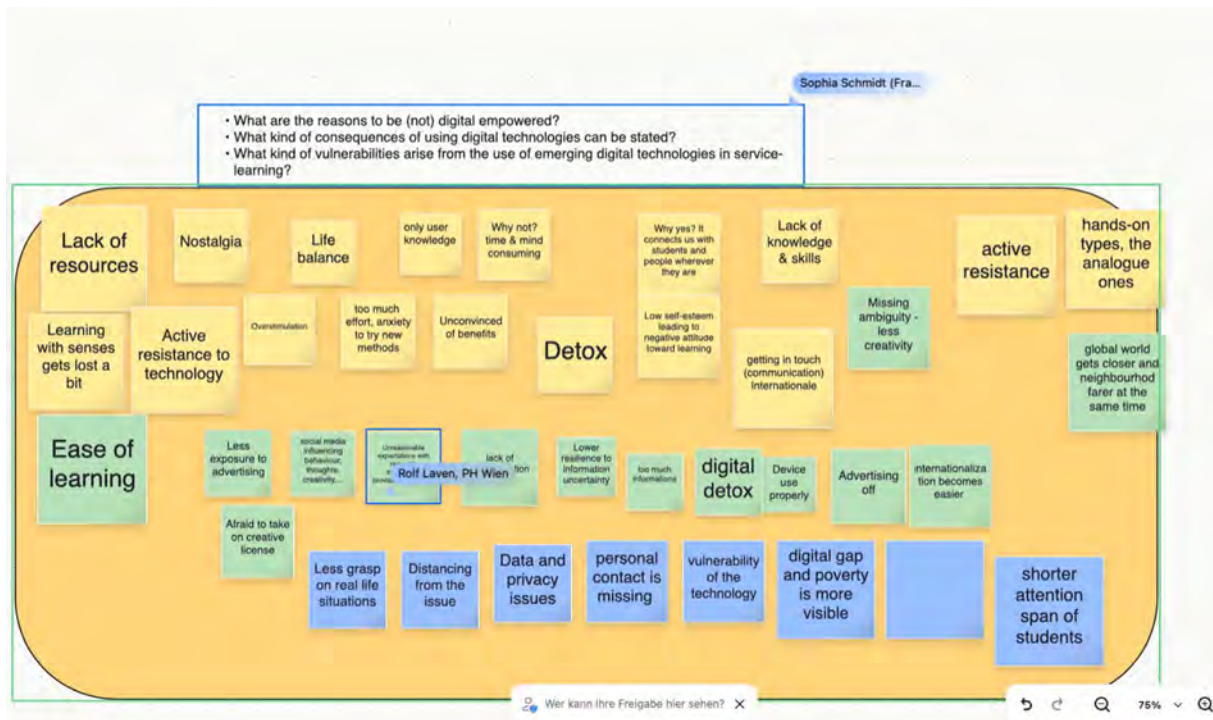
As part of the Erasmus+ project SLIDE, an Online World Café was developed on the topic of 'Service-Learning and Digital Empowerment'. The process of the preparation, implementation and evaluation of this event is described as an example for practitioner's who wish to make use of the Online World Café method themselves.

A. Introduction of the SLIDE Online World Café

The Erasmus+ project SLIDE – *Service-Learning as a pedagogy to promote Inclusion, Diversity and Digital Empowerment* (1/01/22-31/12/24) aims to intertwine the Service-Learning pedagogy with digital empowerment in order to promote inclusion and diversity. Motivation for this project has been the needs of contemporary higher education that came in to focus in light of the COVID-19 pandemic:

1. A need to digitally empower university teachers who rapidly have to transform from teaching professionals into designers of learning experiences and experts on emerging technologies;
2. A need to close the gap between the often misguided self-perception and the actual digital competences of university students by equipping them with appropriate digital skills, and raising their awareness of digital inclusion of underprivileged and underrepresented groups;
3. A need to combine the digital empowerment of teachers and students with the service-learning pedagogy, while establishing connections between higher education institutions and communities at risk.

One of the outputs of the SLIDE project was the development and execution of an Online World Café on the topic of 'Service-Learning and Digital Empowerment'. During this Online World Café teaching staff of higher education institutions all over Europe were brought together to discuss the opportunities for digital empowerment of teachers and students through the Service-Learning pedagogy to foster more inclusion and diversity.



Picture 6: Results of the discussion process in one breakout room

B. The Development process

First of all:

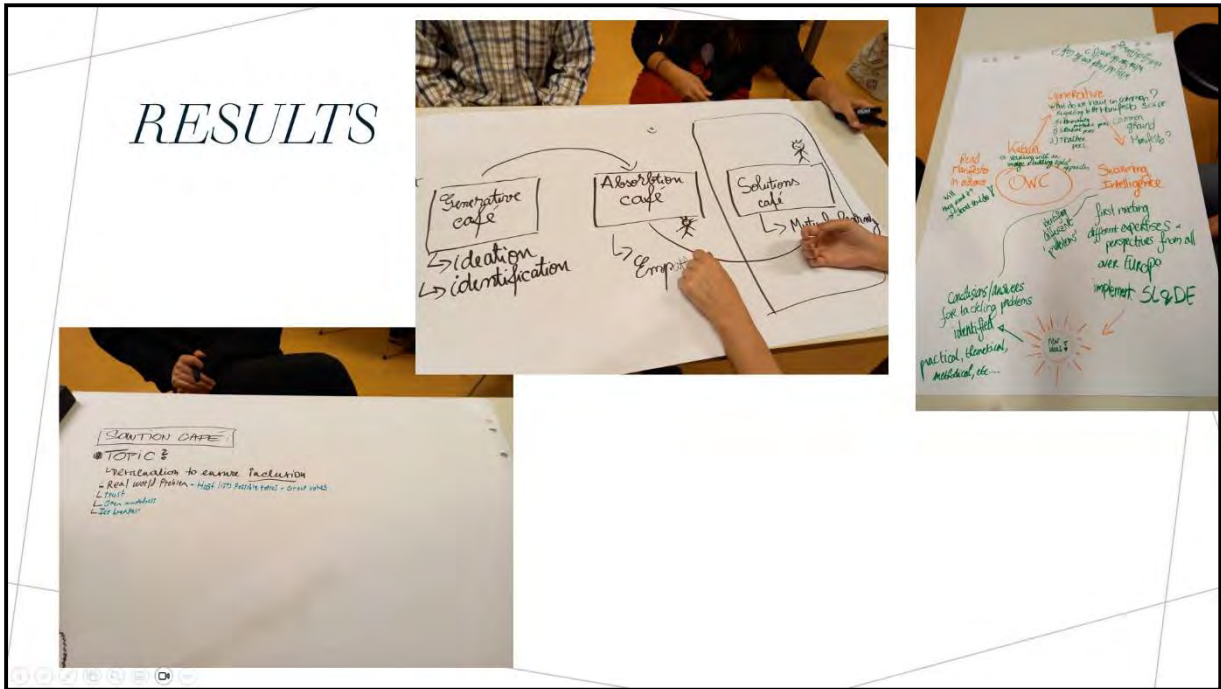
- the target group (teachers, trainers & educational leaders) was defined. In order to achieve this, strategies were developed that focus on publicizing the event at conferences, events, etc., but also via online channels such as newsletters, Facebook, etc. Thanks to the registration form, documentation of the registrations and the associated participants could be guaranteed and thus corresponding further strategies for recruiting participants could be developed and implemented.

- the Online World Café method was selected for the following reasons:

- It will help to effectively utilize HEI teachers, assess potential vulnerabilities and negative unforeseen consequences, which might arise from the use of emerging digital technologies.
- The methodology of the innovative transfer of the World Café tool to an online environment using state-of-the-art interactive distance-learning technologies will be tried in the context of Service-Learning and the results published.
- It will provide an opportunity to all participants to work closely on hosting selected digital challenges and plan service-learning projects for HEI teachers in sustainable and ecologically responsible ways, addressing accessibility inclusively, and gradually moving from pilots to full-fledged projects.

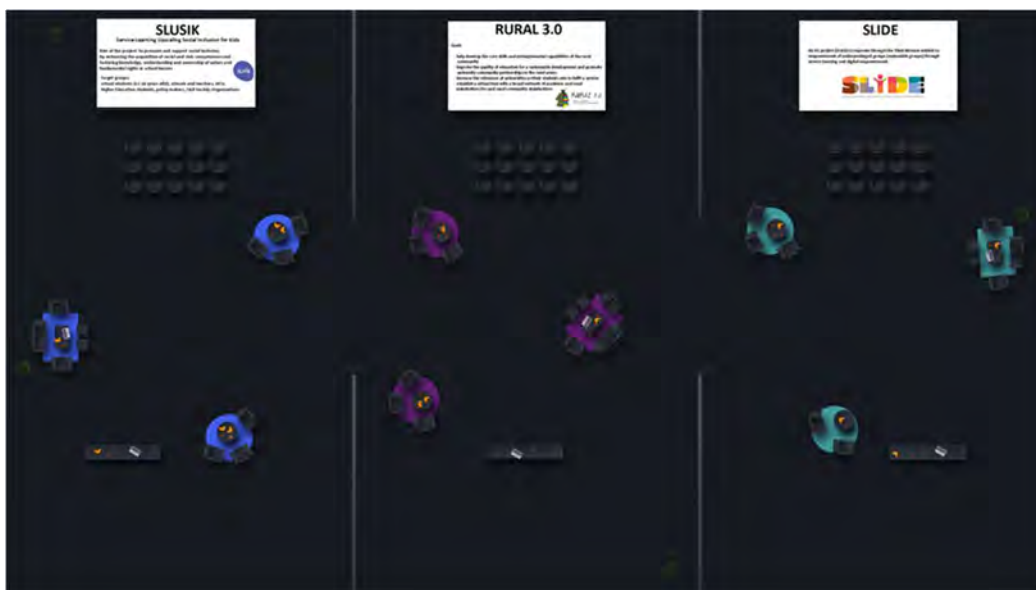
- the date was fixed at an early stage and a corresponding plan with sub-steps was carried out.

For the design development, the different forms of the World Café were presented at a Transnational Project Meeting (TPM) to consider in small groups how they could be integrated into the World Café process. The results were then recorded and discussed further in the project team and the design was adapted accordingly.



Picture 7: Results of the discussion about the use of different forms of the World Café Method

To test the design ideas, which primarily related to the support options and digital tools, a trial run was carried out in advance. The PreSocialSpace ([Spatial Chat](#)), the program flow (opening, presentations on the topic and implementation), the [Padlet](#) tool for the joint collection of contributions in the breakout sessions, and the [whiteboard in Zoom](#) for securing results in the plenary (Harvest) were tested.



Picture 8: Image of the background for the PreSocialSpace Spatial Chat

The design was developed from the results of the discussion rounds at the TPM and the PreOnlineWorldCafé. three stages were implemented:

1. Round 1: Generative Café: Identification of challenges regarding the topic, questions (not too general), and ideas. In the different rooms, the three questions are presented.
2. Round 2: Absorption Café: empathize, reflection. The results of the first round are presented by the moderator, and together the questions, ideas, and so on are organized in a structured way, and the possibility to go in-depth is offered.
3. Round 3: “Solutions Café” as “Idea Café”: Mutual learning is the focus. “We don’t have the answers” Therefore the focus is on sharing experiences, inspirations, ideas of solutions, good practice, and overcoming the mentioned challenges.

The following objectives were defined:

- Identify potential weaknesses that may arise from the use of new digital technologies in service-learning
- Identify potential negative consequences of the use of digital technologies in service-learning
- Identify useful strategies for digital empowerment through service-learning
- Identify useful strategies for digitally empowering communities through service-learning

The following questions were formulated for the tables regarding the aims:

- What are the reasons to (not) be digital empowered?
- What kind of consequences of using digital technologies can be stated? -
- What kind of vulnerabilities arise from the use of emerging digital technologies in service-learning?

it was decided to start the event with a query in Zoom to allow the different participants to get to know each other as briefly as possible and to open up the focus of the topic. The following questions were formulated for this purpose:

- How experienced are you in digital technology in Service-Learning?
- Who you are? (Teacher, educational leaders, ...)
- How do you feel?

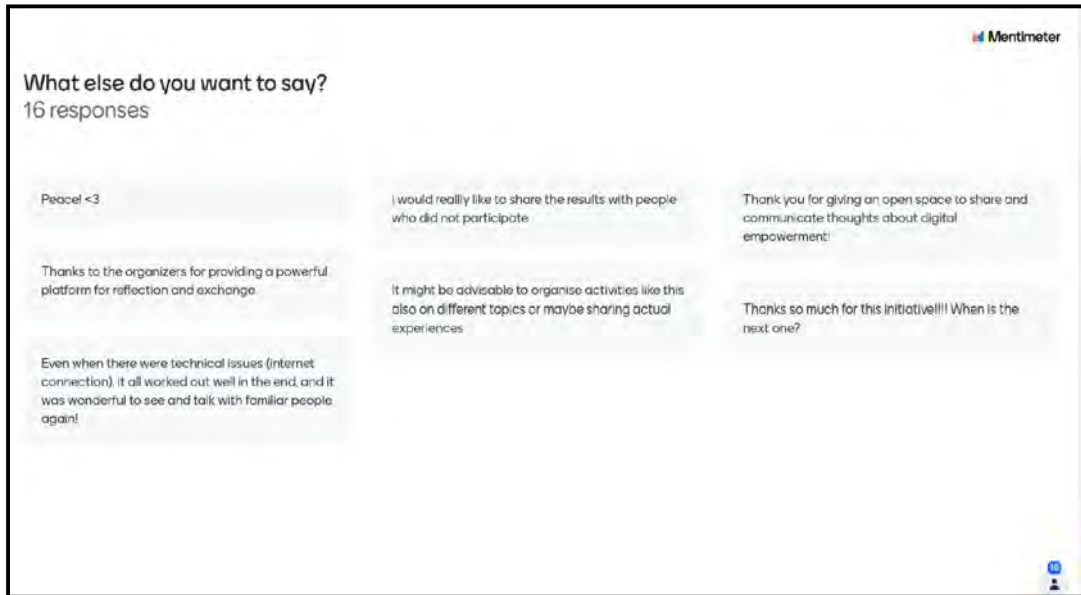
The following way of implementation was decided:

- Per table whiteboard in Zoom is used to collect ideas, contributions and so on.
- After each session, the participants change the room.
- Advantages of this way:
 - In every round there are new groups, and the group dynamics lead to other thoughts about the leading input.
 - It is the general way of doing a World Café, because of the dynamic processes.

To gain an insight into the results of the discussion, the questions were tested in a face-to-face setting 4 months before the event and evaluated as useful for securing the results.

For the evaluation process of the event, the tool [Mentimeter](#) was decided and the following questions were formulated:

- What do you take home as a message?
- How are you satisfied with the event today?
- What else do you want to say?



Picture 9: Response to the question “What else do you want to say” with Mentimeter

Two months before the event, the invitation was designed and sent out to the relevant target group.

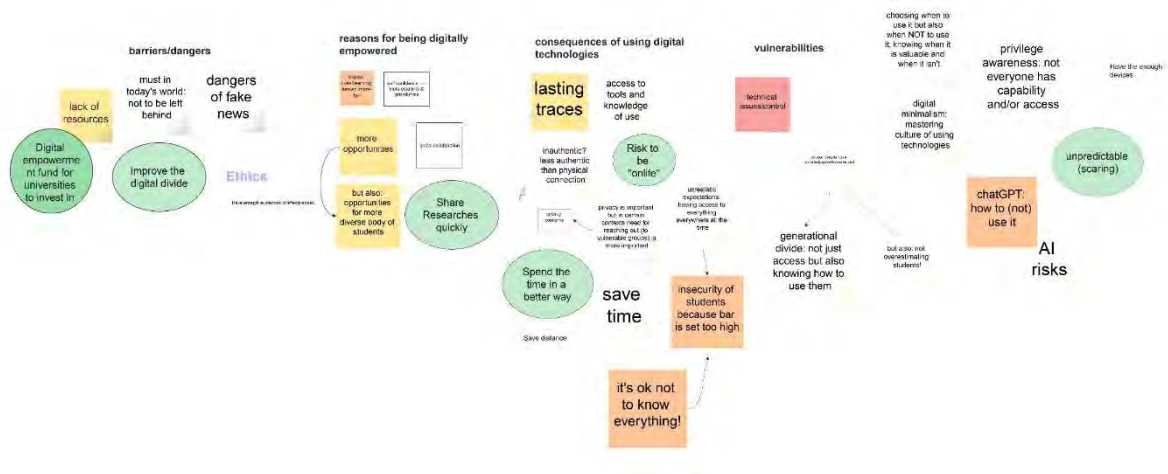


Picture 10: Example of the invitation of the event

A separate workshop was initiated for the tablehosts in which the most important information was discussed, and the tools were tried out. In addition, a basic 'troubleshooting' handbook for the tablehosts was written to summarize the most important information in writing. The entire handbook can be found in the [appendix](#).

One hour before the event started, all the people involved (moderator, presenters, table hosts) were asked to get into Zoom to try out the technical tools again. Thanks to the timely and precise preparations and the exact briefing of the moderators, the Online World Café worked wonderfully. Difficulties can be addressed in the unknown number of participants. Only when the event starts can it be said with certainty how many participants will attend. In this respect, a high degree of flexibility is required, which can also lead to a change of roles. For example, it could be that not so many table hosts are required and therefore they take part in the event as participants. A high degree of flexibility and adaptability is also required in the event of technical difficulties, which then require more time for the discussion phases. The moderator must make sure that everything works and therefore walk through the rooms as a silent participant.

Here are some results of the table sessions:



Picture 11: Whiteboard with the results of all three rounds



Picture 12: Another example of the output of the OWC



Picture 13: Results of the harvest

The evaluation at the end of the event showed a high level of satisfaction with the event 8.8 out of 10. Most participants were able to take something home with them from the event. The following take-aways were given:

- Ambiguity and critical thinking should be learned.
- Critical thinking while using digital tools is important.
- Inclusion and deeper understanding of what is happening in education and world today regarding access and use of digital technology.

- The need to find a right balance between digital empowerment and traditional methods.
- Sharing expectations and skills at the beginning of the World Café is a good idea.
- It's great to get the impact of so many professionals at the same time. The mix is so important.
- Great way to organize a meeting! I like the method and can see its potential for future events.

In particular, the organization and the possible transfer of the OWC method were mentioned by some participants, especially in the last open question. On the whole, the event can be considered a success.

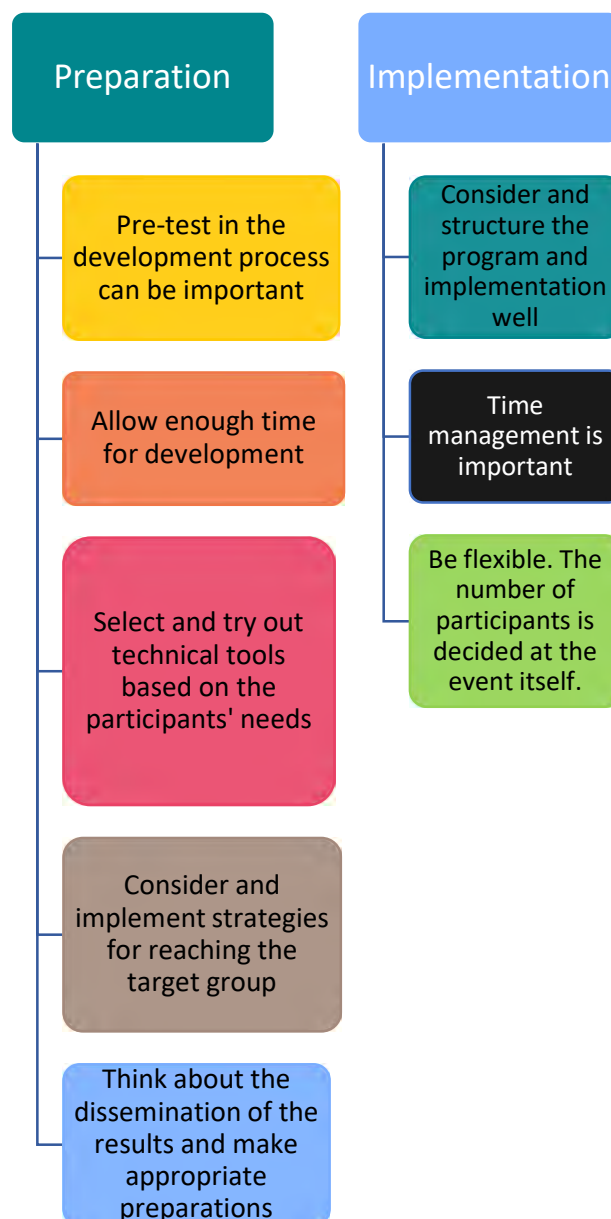


Figure 16: Lessons learned (Albrecht et al. 2022).

In summary, the following steps can be considered particularly important for the implementation of the event.



Figure 17: Steps for the implementation

XI. Appendix

A. 'Troubleshooting' handbook for the tablehosts

Core Topics for the Tablehost' Workshop

- General information
- Explaining the procedure
- Testing the tools

General Information

- Introduction of the programme

Explanation of the Process of the Online World Café

Introduction of the Online World Café

- 1) We have three rounds of conversation on "tables" (each round lasting 20 minutes);
 - 2) In each round, we switch the tables randomly;
 - 3) Each table have two hosts 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 discuss the same questions;
 - 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 summarizing the results.
 - 9) World Café harvest round should take place after all question rounds are completed (Brown & Isaacs, 2005).
- Netiquette for the OWC is explained.



Figure 18: Netiquette for the online setting

Initial questions for all sessions are given

Specific instructions for the table host

Thank you for participating as a table host :)

Below you will find the most important information for table hosts.

Since it depends on the number of participants, we can only determine the number of tables directly in the online World Café. Please be prepared.

Information:

After the main meeting (plenary), the groups are divided into breakout sessions in Zoom. There will be 3 sessions. After each session, all participants return to the main room for the next round.

As a table host you should:

- Welcome the participants and share the results of the previous round.
- Participants are encouraged to jot down their ideas using the Whiteboard during each round. Therefore, it should be explained by one of the moderators.
- The table moderators use the visualization to summarize the results of the 3 sessions after the last session.

Roles of the two hosts:

- One host is responsible for the oral discussion part and the summary of the results of the rounds (also at the end in the harvest)
- The second host is for the technical issues for the whiteboard (explanation and to write on it, if the people don't do it), to write notes for the results, and to use it as additional data for the publication.

How to use the whiteboard:

- <https://www.youtube.com/watch?v=jQ4-wrwHAXk>
- <https://www.youtube.com/watch?v=Et36eaGMSbk>

7 basic principles of the World Café are explained.



Figure 19: Core principles of the World Café Method (The World Café Community Foundation 2023)

Below are instructions for the Online World Café:

- 1) Conduct three rounds of table conversations (each round lasts 20 minutes);
- 2) In each round the tables are changed randomly;

First round

- 1) Tablehost 1: Welcome the participants.

2) Tablehost 1: Start with the Icebreaking: Participants present themselves based on the last picture that they made with their mobile phone.

3) Tablehost 1: Lead on to the questions and the generative café

IMPORTANT to guide to audience to stay at the generative café to identify ideas, questions and challenges!

Initial questions:

What are the reasons to be (not) digital empowered?

What kind of consequences of using digital technologies can be stated?

What kind of vulnerabilities arise from the use of emerging digital technologies in service-learning?

Generative Café

Identification of ideas, questions and challenges

4) Tablehost 2: Puts the questions into the chat.

5) Tablehost 2: Opens the Whiteboard for all participants.

There are two ways:

Open up with screen sharing or

Open up with the button at the bottom: Whiteboard

6) Tablehost 2: Explains the functions of the Whiteboard

7) The discussion begins.

If nothing is coming, then tablehost 1 gives some ideas. And at the beginning, it is normal that there is some kind of silence for thinking. No worry.

Tablehost 2 helps to collect the ideas and to write on the whiteboard the main aspects. If the participants don't write then the tablehost 2 collects the ideas, ...

8) After 15 minutes there comes a sign that tablehost 1 should summarize the main results.

9) Tablehost 2 saves the whiteboard. There are two ways:

If you open up with screen sharing, then there is a button in the task line of the function of the whiteboard to save it. Then press it.

If you open up with the button whiteboard, then it should be saved in the background. But to be sure you can save it with the help of the task line next to the title of the whiteboard.

There are three lines and then you can click on export and save it as a pdf.

All documents are saved in the folder: Documents- Zoom – Date from today.

10) The room is closed.

Second round

- 1) The tablehosts first go into their rooms. It is always the same number.
- 2) After the participants are in the room and the amount fit, tablehost 1 welcomes the participants.
- 3) Tablehost 1 starts with the Icebreaking:

Personal symbol: Each participant choses a symbol (from the list of emoji's in Zoom) that symbolizes the discussed topic for them. The participants explain why the chose a specific symbol for this topic.

- 4) Tablehost 1 leads on to the questions and the absorption café

IMPORTANT to guide to audience to stay at the absorption café to reflect and emphasize the results from the previous group

Initial questions:

What are the reasons to be (not) digital empowered?

What kind of consequences of using digital technologies can be stated?

What kind of vulnerabilities arise from the use of emerging digital technologies in service-learning?

Absorption Café:

empathize, reflection part (organize the mentioned questions, ideas and challenges and go in depth)

- 5) Tablehost 2 puts the questions in the chat.
- 6) Tablehost 2 opens the whiteboard from the first round. There are two ways:
You can share the screen with the saved whiteboard. Then after tablehost 1 has summarized the results, you open up a new whiteboard or
You can share the whiteboard from the first round by clicking on the button whiteboard on the main function task line and clicking on the previous whiteboard. Then after the summary of tablehost 1, anyone can write on it.
- 7) Tablehost 2: Explains the functions of the Whiteboard if necessary.
- 8) The discussion begins.
Tablehost 2 helps to collect the ideas and to write on the whiteboard the main aspects. If the participants don't write then tablehost 2 collects the ideas, ...
- 9) After 15 minutes there comes a sign that tablehost 1 should summarize the main results.
- 10) Tablehost 2 saves the whiteboard. There are two ways:

If you open up with screen sharing, then there is a button in the task line of the function of the whiteboard to save it. Then press it.

If you open up with the button whiteboard, then it should be saved in the background. But to be sure you can save it with the help of the task line next to the title of the whiteboard. There are three lines and then you can click on export and save it as a pdf.

All documents are saved in the folder: Documents- Zoom – Date from today.

11) The room is closed.

Third round

1) The tablehosts first go into their rooms. It is always the same number.

2) After the participants are in the room and the amount fit, tablehost 1 welcomes the participants.

3) Tablehost 1 starts with the Icebreaking:

Pick up a nearby red object and introduce it.

4) Tablehost 1 leads on to the questions and the idea café

IMPORTANT to guide to audience to stay at the idea café to share experiences.

Initial questions:

What are the reasons to be (not) digital empowered?

What kind of consequences of using digital technologies can be stated?

What kind of vulnerabilities arise from the use of emerging digital technologies in service-learning?

Idea Café: Mutual learning, sharing experiences

Social dialogue

5) Tablehost 2 puts the questions in the chat.

6) Tablehost 2 opens the whiteboard from the first round. There are two ways:

You can share the screen with the saved whiteboard. Then after tablehost 1 has summarized the results, you open up a new whiteboard or

You can share the whiteboard from the first round by clicking on the button whiteboard on the main function task line and clicking on the previous whiteboard. Then after the summary of tablehost 1, anyone can write on it.

7) Tablehost 2: Explains the functions of the Whiteboard if necessary.

8) The discussion begins.

Tablehost 2 helps to collect the ideas and to write on the whiteboard the main aspects. If the participants don't write then tablehost 2 collects the ideas, ...



9) After 15 minutes there comes a sign that tablehost 1 should summarize the main results.

10) Tablehost 2 saves the whiteboard. There are two ways:

If you open up with screen sharing, then there is a button in the task line of the function of the whiteboard to save it. Then press it.

If you open up with the button whiteboard, then it should be saved in the background. But to be sure you can save it with the help of the task line next to the title of the whiteboard.

There are three lines and then you can click on export and save it as a pdf.

All documents are saved in the folder: Documents- Zoom – Date from today.

11) The room is closed.

Harvest

Tablehost 1 summarize the results of the three rounds regarding the questions. Moderator tries to visualize all results in one.

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