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WP4 Deliverable D4.1 Assessment report on WP4 online CLLP resources

The deliverable D4.1 reports the development of DIALLS' teaching and learning materials as open access online resources and the assessment of these resources by analysing quantitative survey and qualitative communication data. The data was gathered from teachers who tested the online resources during WP4. Teachers gave their systematic feedback after testing the online resources during WP4. The data was then analysed to draw conclusions about the online resources and the sustainable teaching with the DIALLS resources beyond the project.

1. The goals of the WP4

The DIALLS project aims at promoting cultural literacy by teaching children to be tolerant, empathetic, and inclusive through argumentation and dialogue. Achieving this, it provides open educational resources (OERs) that can be used by teachers who wish to integrate DIALLS Cultural Literacy Learning Programme (CLLP) into their teaching (i.e., the project's educational materials are freely accessible on the website as the Teacher Resource Bank - https://dialls2020.eu/teacher-resources/). While the open access status of educational resources per se is likely to increase teachers' willingness to use them, the aim of WP4 was to adapt the DIALLS teaching materials in a way that allows teachers to use these materials successfully – meaning self-sufficiently and effectively – and even beyond the scope of the project (i.e., without formally integrated professional trainings such as in WP3). While being willing to use OERs, teachers often emphasise the need for technical and pedagogical support to handle these (Baas et al. 2019). Challenges of developing OERs are concerned with assuring their quality not only in terms of content but also in terms of their sustainable use (Hylén, 2006). Next to adapting the materials to stand alone, it is therefore important to assess whether they are easy and effective to use. In addition to the adaptation of the materials themselves, another goal of WP4 was to investigate chances of a DIALLS community of practice (CoP), in which teacher members could share their experiences with the DIALLS OERs, acting as a supportive structure. Conclusively, WP4 included not only the adaptation of the DIALLS resources as stand-alone materials and their evaluation, but also featured discussion spaces which allowed the participating teachers to exchange their experiences as part of a community. A new set of teachers was recruited to test the materials, discuss their teaching with colleagues and systematically reported about their experiences in using the materials for us to assess whether the resources can be used as OERs in the future.

2. Development of DIALLS online resources

2.1 Adaptation of DIALLS materials

To guarantee a long-lasting impact beyond the DIALLS project, in a first task of WP4, the teaching and learning materials from WP3 were adapted to create online resources allowing all teachers to freely access and use them in a meaningful way – meaning that teachers could access the resources without much effort and subsequently know how to promote their students' cultural literacy through dialogue and argumentation. In this sense, the partners of WP4 (UBER, UCAM, NOVA, HUJI, and CNRS) created stand-alone materials that were accessible for WP4 teachers. As mentioned above, online discussion spaces were integrated in the members' area on the DIALLS website for three of the partners (UBER, NOVA and UCAM). The partner responsible for the development of the DIALLS platform, HUJI, chose to repurpose the original platform to test it as a discussion forum resource for teachers with a view to their own project developments after DIALLS

In sum, the online resources for WP4 include:

1) An adapted version of the **Cultural Literacy Learning Programme** (CLLP),
2) A collection of 20 films from the DIALLS library (the Bibliography of Cultural Texts) as well as an online adapted version of the **professional development (PD) materials which were conducted face to face in WP3**,
3) **Newly developed Scales of Progression for Cultural Literacy Learning (SPCLL) drawing on evidence from WP5**,
4) and the **online discussion spaces** on the DIALLS website or the CLLP platform.

The adaptation of the resources was guided by key points concerning the sustainability inferred from teachers' reflections from WP3. See Deliverable 3.3 for further discussion (Bridging between WP3 and WP4).

2.2 Description of the online resources

2.2.1 The members' area on the DIALLS website

Access to all of the aforementioned online resources were centralised in a password-protected "members' area" of the DIALLS Wordpress website, specially created for WP4. The members' area was set up as a network of four sites for each language — English, German, Portuguese, and Hebrew — which were linked in the backend of the website so that

DIALLS researchers could manage them efficiently. The site was designed to be a "one-stop shop" where a teacher could quickly and easily find everything they needed to participate in WP4 in one place (Figure 1).

Teachers were sent a registration link to the site corresponding to their country where they could create a private account with an email address, username, and password. All of the site's content, in all languages, was only visible to registered users. All registrations were cross-checked with partner universities to ensure only the involved teachers had made accounts. The login mechanism was also equipped with reCAPTCHA anti-spam checks. Together, these precautions resulted in no spam, fake accounts, or breaches of privacy over the course of WP4.
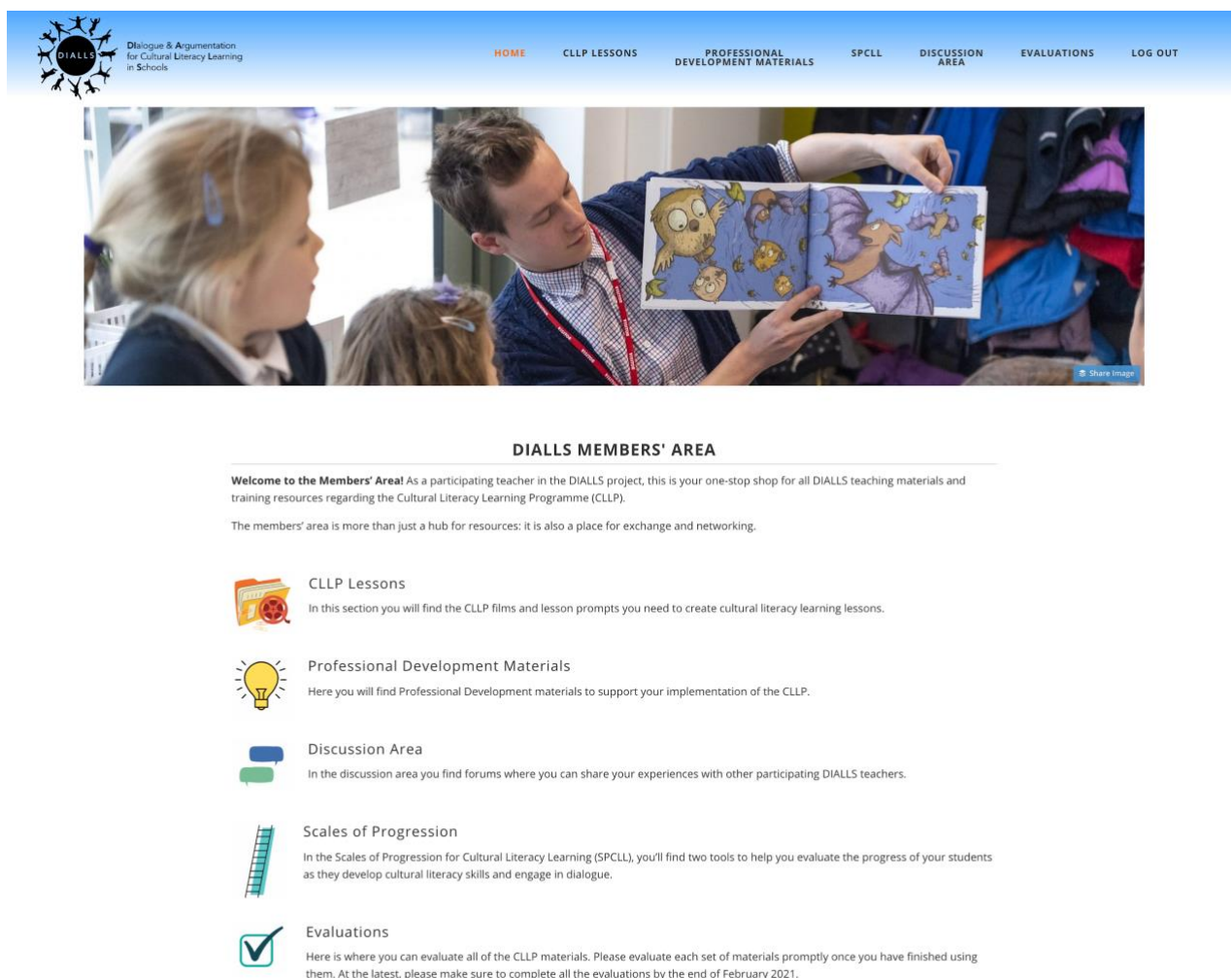

Figure 1. The homepage of the UK members' area specially created for WP4.

From the navigation menu as well as from the homepage, teachers could visit pages dedicated to each type of resource — the CLLP lesson prompts, the professional development materials, the discussion area, the Scales of Progression for Cultural Literacy Learning (SPCLL) — along with the page housing all of the evaluation forms teachers were asked to complete.

2.2.2 The Lesson Prompts of the CLLP

Content: The stand-alone CLLP incorporates 30 lesson prompts in PDF format: ten lesson prompts for the respective age groups addressed in DIALLS, 4 - 7 year-olds, 8 - 11 year-olds, and 12 - 15 year-olds. Each lesson prompt focuses on one wordless film from the bibliography. As only films were used (rather than additional book texts in WP3) we supplemented the original core texts selected (See Deliverable 2.3 Selection and Analysis of Cultural Texts), so selected appropriate films from the Bibliography of Cultural Texts (D2.2). These additional films were chosen to represent a breadth of topics from the Cultural Analysis Framework. Each prompt contains information about the cultural themes covered, displays learning goals, provides discussion and argumentation prompts, and gives ideas for cultural expressions and activities. This movement away from the more scripted lesson 'plans' in WP3 was designed to make the CLLP more flexible. Firstly, the age range was broader, so teachers would necessarily need to adapt the lessons to make them appropriate to the children. Secondly, feedback from teachers in WP3 indicated that they sometimes felt constrained by the plans (without enough time to complete them, or conversely, reported that the children had run out of things to say, but teachers felt obliged to 'follow the script'). An additional change meant that the Dialogue and Argumentation learning objectives were purposefully organised to lead to a progression of skills (reflected in the SPCLL Deliverable 7.1). Whilst recognising that these skills should not be presented as fragmented and linear, but are in fact context specific and overlapping, broad progression was included to present a more cumulative programme.

Design: Each lesson prompt is provided in form of a one-pager, presented as a downloadable PDF. file on the website. The structure is the same for each lesson plan and shows the respective content: Starting with the age group, the film, the cultural themes covered, followed by the learning goals of the lesson and the instructions on how to promote discussions and argumentation, and ending with ideas for cultural expressions (see Figure 2). For orientation, the background colours of the lesson plans vary for each age group.

Application: The online resources include a guidance on how to use the lesson prompts appropriately (see Appendix A).

Value: The lesson plans were created in order to help teachers to prepare lessons around cultural literacy learning with dialogue and argumentation, as they give suggestions and examples on how to engage their students in an interactive dialogue on cultural topics. They should further help the teachers who aim at teaching cultural literacy from a professional perspective, as they provide a foundation for flexibly building on when planning their lessons.

Presentation on the website: The website of the CLLP lesson prompts offered a brief introduction to the CLLP and directed the user to engage with the Professional Development materials (Figure 3). From there, teachers were able to select the age group they teach and could access the page housing materials for children aged 4-7, 8-11, or 12-15 (Figure 4). The films could be filtered by theme to allow teachers looking for materials to topics covered in particular.

LESSON PROMPTS KS3

7. Płoty [Fences]
Natalia Krawczuk, 2015, Poland

Dialogue and Argumentation:
To acknowledge changing one's mind
Offer opportunities for students to go back to their previously made comments and consider them in the light of other contributions. Model doing this to make it clear it is not only acceptable, it demonstrates high level thinking.

Cultural Understanding
Social Responsibility: social and civic competence
To consider the impact of boundaries on communities

Discussion Prompts
Set a viewing task where you ask students to note all the times in the film where boundaries are set up
About the film:
Students to work in groups and feedback:
- *What purposes do boundaries serve in the film?*
- *In what ways are the instances of 'fencing in' or 'creating boundaries' symbolic (eg a bird in a cage symbolises restriction of freedom of movement, dogs on opposite fence sides could symbolise community argument and difference)*

Beyond the film:
- *What boundaries do you encounter in daily life?*
- *Why do people put up 'fences' or barriers?*
- *Are they always necessary? What would happen If they were removed? (Consider the screenshot below)*

Ideas for Cultural Expression
Create artwork that represents 'fences'. Think symbolically as well as literally.
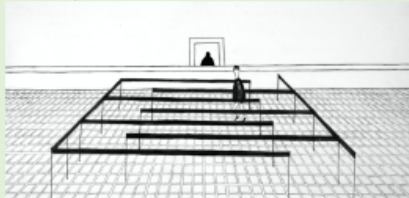
Figure 2. An example of the lesson plans: Lesson seven for KS3 about the film "Fences".
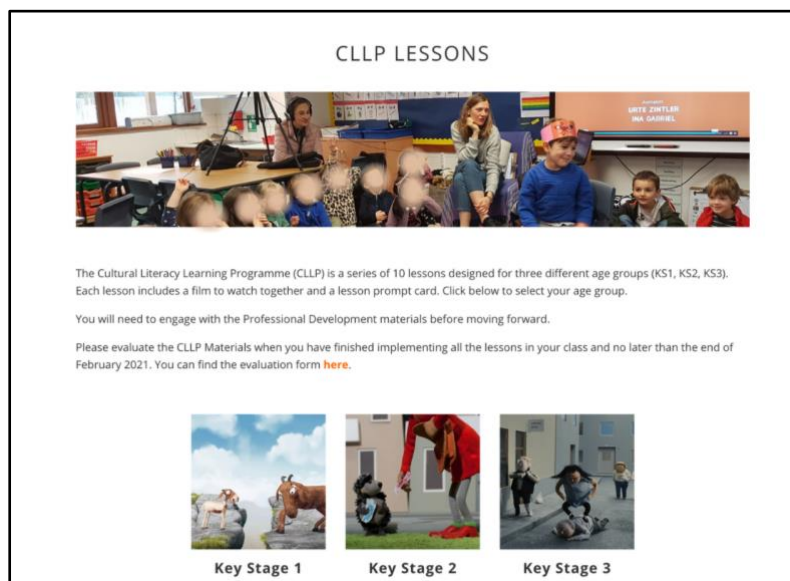
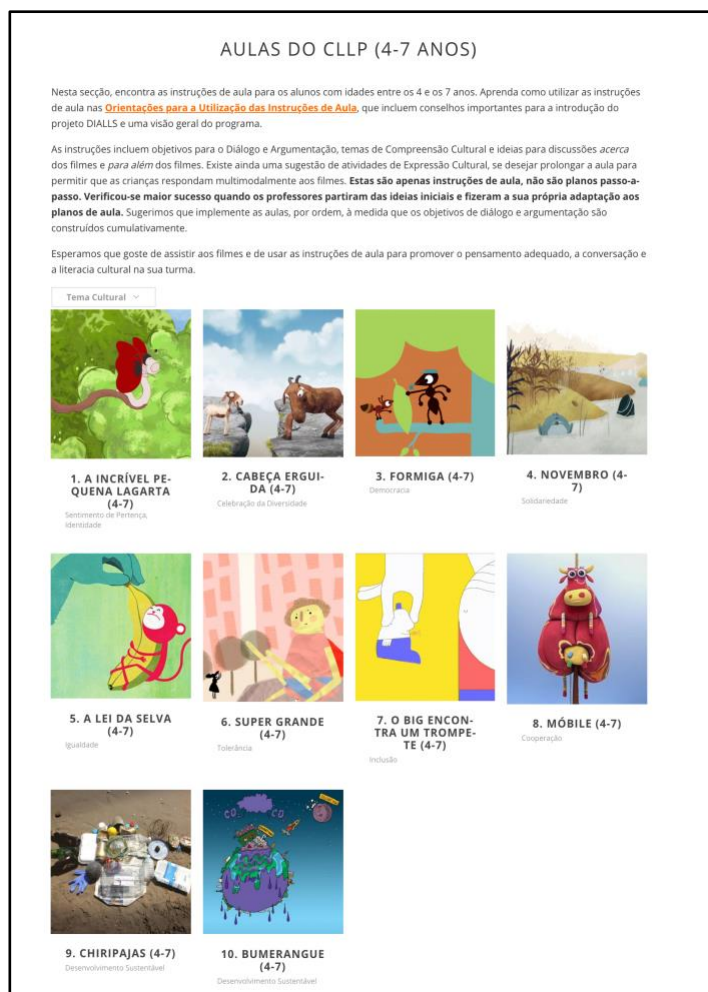*Figure 3*. The UK landing page for the CLLP lesson prompts.

Figure 4. The overview of lessons for age group 4-7 on the Portuguese members' area.

2.2.3 The films in the CLLP

The new set of wordless films was presented on the DIALLS website next to the respective lesson prompt. Hence, teachers could directly see which film relates to which lesson. Additionally, teachers could select the films by choosing either age groups or cultural themes in order to find the films with their corresponding lesson prompt. All films in the CLLP used for WP4 were all licensed for access by DIALLS teachers..

2.2.4 The PD material

Content: The professional development material entails three separate but interrelated materials about 1) exploring cultural literacy, 2) promoting and building dialogue and argumentation, and 3) mediating wordless films.

Design: The PD materials come in various formats (such as PDFs, films, PPT.-presentation with and without voice-over) and do thus stimulate teachers' professional engagement through their diverse interaction options (see Table 1 for an overview of WP4 partners' PD materials). They were adapted from each partner's original face to face professional development for WP3.

Application: Each of the PD material is linked to the other parts of the entire PD material which were highlighted to provide the teachers with a clear structure among these materials. Furthermore, on the website the PD materials were embedded with instructions on how to get oneself familiar with the concepts of cultural literacy, argumentation and dialogue, and mediating before one is starting to use the lesson plans of DIALLS. The additional document 'Guidance for Using the Prompts' gave ideas for how teachers might start implementing the programme, in conjunction with an overview of the lessons and associated learning objectives (see Appendix A)

Value: The PD materials shall help teachers to learn about the particularities of promoting cultural literacy through dialogue and argumentation using wordless films. Therefore, they provide background information about the DIALLS project and its cultural themes as well as the teaching and learning concepts around argumentation. At the same time, the PD materials give additional ideas on how to practically instruct students to engage in dialogues about cultural themes in a meaningful way.

Presentation on the website: The page for the professional development materials simply described and provided linked access to each of the three PD materials (see Figure 5).

Table 1.

Overview of diverse media types of the PD materials implemented by partners.

Partner	Media type
HUJI	PDFs with notes on the lesson plans
NOVA	PPT.-presentation as PDFs with illustrations for CL, D&A, and WF, separate illustrations
UBER	Video with voice-over about CL, and PPT.-presentation as PDFs about CL, D&A, and WF, and mediating films
UCAM	PPT.-presentation as PDFs with illustrations for CL, D&A, and WF, and each PPT.-presentation as video with a presenter

Note. CL = Cultural Literacy, D&A = Dialogue and Argumentation, WF = mediating with wordless films.

Figure 5. Webpage for PD Materials in the German members' area.
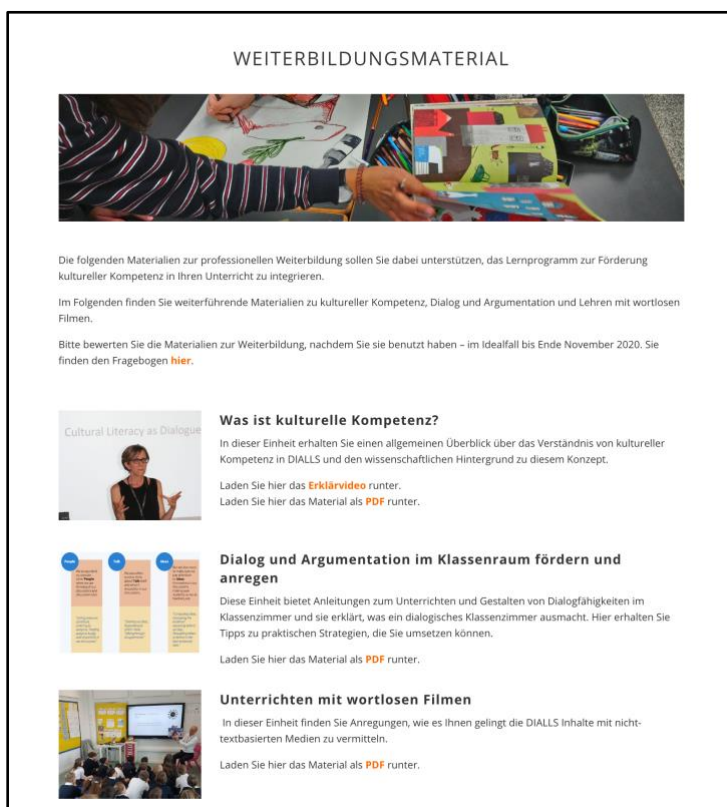
2.2.5 The Scales of Progression for Cultural Literacy Learning

The SPCLL was developed at the same time when teachers in WP4 started to test the DIALLS materials (see WP7 and D7.1).

Content: The SPCLL comprise two tools: The *Dialogue Progression Tool* and the *Cultural Learning Progression Tool*. The Dialogue Progression Tool draws on research about the

development of dialogue in classes and gives discussion examples for the progression of dialogue from realistic DIALLS lessons (data collected in WP5). The tool further entails teacher notes and examples for each of the dialogue indicators. The Cultural Learning Progression Tool draws on the cultural literacy/global citizenship/lifelong learning frameworks from UNESCO, Council of Europe, and Oxfam, and highlights considerations of cultural understanding that could be expected for different age groups and in terms of the diverse cultural themes in DIALLS. Additionally, the Cultural Learning Progression Tool gives examples for cultural expressions from the Virtual Gallery (data collected in WP3). For those teachers who are interested in additional information about cultural literacy, the Cultural Learning Progression Tool incorporates references that guided the development of this tool.

Design: The tools of the SPCLL come as interactive PDFs, with hyperlinks referring to the parts of interest. That means that teachers who want to see examples for dialogue indicators can click on this specific indicator (e.g., for encouraging everyone to contribute) and then see the respective discussion examples. Examples were gathered from discussions out of WP5 and show class discussions from each project partners' countries.

Application: Both tools of the SPCLL start with an instruction on how to use the respective tool.

Value: The Dialogue Progression Tool is designed as an assessment and planning tool for teachers to support them in improving their students' dialogue skills. As it provides examples of children talking together at different stages of progression, it also suggests ideas for 'next steps' to support planning. The Cultural Learning Progression Tool supports teachers to guide cultural learning discussions in their classes. It provides guidance on how differently aged children may respond to the different cultural themes of DIALLS during their discussions and how cultural themes can be conceptualized in non-verbal expressions (see Deliverable 7.1 for a full report about the creation of the SPCLL).

2.2.6 The online discussion spaces

2.2.6.1 The idea of Communities of Practices

As mentioned above, the online discussion spaces were integrated to facilitate teachers' handling of the OERs. For the purposes of WP4, these spaces functioned as spaces to facilitate the creation of a DIALLS Community of Practice (CoP). The participating teachers were enabled to exchange their knowledge and experiences and support each other. Furthermore, these discussions were used to evaluate the resources in addition to the quantitative data gathered by surveys. In the following, we outline why such communities

could be beneficial for helping teachers promote cultural literacy and how we approached creating a CoP for DIALLS.

As previously outlined, WP4 aims at providing high qualitative and meaningful OERs for teachers in Europe. With respect to achieving the intended benefits of any OER, UNESCO considers that OERs need to be embedded "by information and communication technologies, for consultation, use and adaptation by a community of users for non-commercial purposes" (UNESCO, 2002, p. 24). In line with this, we integrated the discussion spaces (a) to enable such an exchange and (b) to support the creation of a community – a DIALLS CoP.

CoPs describe a group of practitioners simultaneously participating in a learning process such as professional development (Lave & Wenger, 1991). To demarcate CoPs from any other community (e.g., a neighbourhood), three features are crucial: the domain (shared goals and competences such as delivering the CLLP), the community (building relationships that enable reciprocal exchange and learning in the discussion spaces) and the practice (developing shared practices by sharing teaching experiences with DIALLS) (Wenger 1998). Accordingly, WP4 teachers "would not only use the provided resources but would additionally develop and share their experiences with using the resources, including their successes and failures" in the sense of a CoP for DIALLS (Mayweg & Zimmermann, 2021).

Even in online settings, CoPs can fulfil their potential – indicating the approach of using online discussion spaces usefully. Wenger (2002) stresses that, although members need to connect regularly, they do not necessarily have to meet every day nor in person, as interactions can be promoted by the use of online discussion technologies which will allow for exchange and reflection. This is of particular importance, as teachers in WP4 were from different cities in the UK, Portugal, Israel, and Germany and had to be able to still exchange their experiences with the materials without any restrictions due to their location.

Meeting challenges of building a meaningful CoP such as time and assessing its success, Mayweg and Zimmermann (2021) describe how the development of the DIALLS CoP was supported from the beginning: The value creation framework (Wenger et al. 2011) inspired the design of the discussion spaces (see below) and led the assessment of the CoP's success. It describes five dynamic interrelated cycles of value creation in a CoP. Accordingly, whether the CoP in DIALLS was successful or not can be identified by analysing the discussions among the teachers and identify whether they act around any of these values of a DIALLS CoP:

  1) The *immediate value* (e.g., one teacher gets help from another on how to deal with a challenging teaching situation)

2) The *potential value* of increasing knowledge capital (e.g., a teacher improves skills in perspective taking or gaining knowledge on how to teach DIALLS lessons)

3) The *applied value* which refers to any changes in teaching practices (e.g., a teacher reuses and adapts DIALLS lesson plans to different classes)

4) The *realised value* which refers to any improvement in performance (e.g., a teacher changes practices but also reflects on how the application of their skills affects the students' achievement of cultural literacy) and

5) The CoP's *reframing value* which may be observed whenever the teachers in a DIALLS CoP redefine the success of the CoP (e.g., when teachers redefine what the CoP could be helpful for in the future).

To further support the creation of the DIALLS CoP, teachers' reasons for engaging in online CoPs were considered. Addressing these reasons explicitly could increase teachers' participation in the DIALLS CoP and motivate them to take part in the discussions. Such reasons are 1) exchanging knowledge and DIALLS materials, 2) developing a common project, being DIALLS, and the corresponding didactical methods, 3) sharing and experiencing psychological support from colleagues, and 4) overcoming loneliness and experiencing a sense of community (De Laat and Schreurs, 2013; Hur and Brush, 2009; Lantz-Andersson, 2018).

2.2.6.2 The implementation of the online discussion spaces

The online discussion forum was implemented on the DIALLS website (members' area) for NOVA, UBER, and UCAM and simultaneously discussion spaces were implemented in the DIALLS platform (HUJI).

In WP4, on the one hand, the DIALLS platform created in WP6 was further developed in order to provide space for teachers to exchange ideas. This was implemented and tested by HUJI. On the other hand, it was also important to test a "one-stop shop" for future teachers, where all materials and the space for exchange were available in the same place. This was assumed to be beneficial for the orientation of teachers. Additionally, it allowed us to test the preliminary materials in a password-protected area. NOVA, UCAM, and UBER have therefore tested the place for exchange as part of the website.

The discussion spaces facilitated the participating teachers to collaboratively work together without restrictions due to time or location. For example, teachers could express their interest

in bringing their classes together with others for inter-city or inter-country exchange about the cultural themes.

Initially, we provided topics for the DIALLS online discussion spaces that related to the intended values of a DIALLS CoP. In line with the value creation framework (Wenger et al., 2011) described above, the forum topics in the DIALLS online discussion spaces (forum on website and spaces in CLLP platform) allowed teachers to harness the immediate, potential, applied, realized, and reframing values and, thus, was helpful in considering how the materials could be adapted for long-term use. Creating the *immediate value*, i.e., enabling activities and interactions, was facilitated by all eight forums; teachers were able to get in touch with colleagues and exchange their experiences. The *potential value*, i.e., increasing knowledge capital, was addressed with the forums on the DIALLS resources (Lesson Materials, Dialogue and Argumentation, Scale of Progression) as well as "The Start of the CLLP", "Successes and Challenges: My Experience with DIALLS" and "Dealing with Sensitive Issues". All these forums offered teachers the chance to learn from each other by exchanging about their respective experiences. Promoting the *applied value*, i.e., the change in practices based on new (theoretical) knowledge, was supported by the forums on the DIALLS resources and additionally by the forum "What I have personally learned from DIALLS". Furthermore, the forum "Successes and Challenges: My Experience with DIALLS" invited teachers to address the applied value. Accordingly, in these forums, the teachers could reflect on their teaching practices and report how they experienced conducting the DIALLS learning programme. Again, with all forums, we addressed the *realised value*, i.e., individually perceived improvements in performance. The discussion spaces offered room to reflect on the teachers' behaviour during the course of the DIALLS project. Finally, realising the *reframing value*, i.e., redefining and reconsidering goals and values, was supported by the forum "What I Have Personally Learned from DIALLS". Here, teachers could report how they perceived the CLLP and how it changed the way they think about the addressed topics. Additionally, the reframing value was addressed by providing the teachers with the possibility of opening new forums. For example, teachers could express their wish for building the CoP. For an overview of all forums see Table 2.

Table 2.

Description of forums in the online discussion area and considered values for a CoP.

Forum	Description	Addressed value
The Start of the CLLP	Teachers shared their experiences and received support from colleagues.	immediate value potential value realised value

Successes and Challenges: My Experience with DIALLS	Teachers shared their (professional) experiences and received support from colleagues.	immediate value potential value applied value realised value
Dealing with Sensitive Issues	Teachers shared their experiences and received support from colleagues.	immediate value potential value realised value
On the DIALLS Lesson Materials	Teachers shared their experiences and exchanged open questions, critique, and suggestions with their colleagues.	immediate value potential value applied value realised value
On Dialogue and Argumentation	Teachers exchanged knowledge about improving their students' skills.	immediate value potential value applied value realised value
On the Scale of Progression	Teachers exchanged knowledge about improving their students' skills.	immediate value potential value applied value realised value
DIALLS in My School	Teachers shared their experiences and exchanged with their colleagues.	immediate value realised value
What I Have Personally Learned from DIALLS	Teachers shared their personal experiences and exchanged with their colleagues.	applied value realised value reframing value

In addition to addressing teachers' needs and, hence, continuously assessing what they expected from the CoP, the forums also offered a *netiquette* on how to communicate meaningfully (see Appendix B). Furthermore, teachers could easily view the CoP's own values which helped to promote teachers' awareness about the intended benefits and aims of the online discussion forum and the DIALLS CoP. Displaying such forms of communication rules and values were considered important not only for reducing redundancy but also for encouraging teachers to actively take part in the CoP and to react transactively to what their colleagues contributed (Apostolos & Alivisos, 2010).

Discussion area on the website: The discussion area was part of the members' area. It was password-protected and thus offered a private and confidential space for teachers to share their experiences and questions. Expectations about the discussions — including their privacy and guidance for participating effectively — were listed in a highlighted box on the landing page of the discussion area. The introductory text also included the aims of the discussion area that users were directed to read before participating (see Figure 6).

The discussion area itself featured eight forums (Table 2). Upon entering one forum, a teacher could choose to participate in the "general discussion" or in a discussion specific to the age group they teach. Within these subforums, teachers could make their own posts, including text and images if they liked, or could respond to posts others had made.

DISCUSSION AREA

The aim of the discussion area:

An important goal of the DIALLS project is to establish a joint and active community of DIALLS teachers. This discussion area offers a space for you to reflect and share your experiences with each other. This might involve sharing your experiences teaching DIALLS lessons or discussing how you have adapted the lesson prompts. Furthermore, taking part in the discussions might help you to reflect on your students' cultural literacy learning. Collaborating and learning together is a key part of DIALLS — we hope you enjoy the experience!

You will find forums for discussion below: for each of the forums, some topics may be relevant to all DIALLS teachers, others may be more interesting for colleagues who teach the same age groups. You can decide whether you want to take part in an existing discussion or whether you want to open a new topic.

On the right-hand side, you will find suggestions for working together in this forum.

To edit your profile, change your display name, or add a profile picture, you can go to the link members.dialls2020.eu/forums/users/[USERNAME] (insert your username). Alternatively, you can make a post in any forum and click on your username once your post is published. From there, you'll be able to edit your profile.

Please evaluate the discussion area **here** once you have used it extensively, and no later than the end of February 2021.

What we would wish for all the discussions:

- That you **enjoy the exchange** – trust yourself and participate. It won't work without you!
- That contributing **enriches your professional reflection** on your teaching practice.
- A professional discussion that **broadens perspectives and allows diversity of opinions** – in the spirit of DIALLS.
- Please exchange ideas constructively and share your perspectives with each other!
- Please support each other through asking and answering questions.
- **Participate in existing discussions.** Before you post a contribution, first check whether someone has already made a contribution to the same topic or even created a dedicated forum topic for your concern.
- **Take the lead** and open your own topics as new insights and challenges emerge.
- Please keep in mind: this area is not open to the public. Here you can exchange your feedback and share your experiences in **a safe space**, where only your colleagues who also teach DIALLS will read your contributions. As such it is important that all participants **respect the privacy of the views shared here.**

DIALLS Members' Area › Forums

Forum	Topics	Posts	Freshness
The Start of the CLLP This area is for discussions on how you started with the CLLP.	4	37	3 months, 3 weeks ago alison
Successes & Challenges: My Experience with DIALLS This open area is about your personal experiences. What have you experienced during the project and what do you want to share with other teachers?	6	16	1 month, 1 week ago rhodrievans
Dealing with Sensitive Issues DIALLS thrives on the fact that students discuss cultural topics relevant for us as Europeans. During the course of the discussions, topics might arise that require sensitive handling. The cultural themes and sub-themes (such as, for example, democracy, cultural identity or even globalization) could potentially negatively affect some children and it is very important that the discussions don't lead to stereotyping about cultural groups.	1	1	4 months, 3 weeks ago litcham20
On the DIALLS Lesson Materials This area is about any practical tips for using the teaching materials, but also about open questions, suggestions and critique of the lesson prompts. Importantly, this forum is NOT about providing feedback for the DIALLS researchers – it is about you exchanging with your fellow teachers.	6	25	1 month ago olivia
On Dialogue and Argumentation This area is about the progression of students' dialogue and argumentation skills.	6	12	3 months, 2 weeks ago nrobertson11
On the Scale of Progression This area is about the progression of students' cultural literacy skills.	2	5	1 month ago caroline23
DIALLS in My School This is about the conditions of your working environment which has influenced your successful participation in DIALLS.	1	2	4 months, 1 week ago cmcc
What I Have Personally Learned from DIALLS As a teacher in the DIALLS community, you are striking out in a new direction, beyond the typical curriculum. This applies to the content of the CLLP, but also in planning lessons to explicitly teach dialogue and argumentation skills. Last but not least, you have had the opportunity to share experiences with other DIALLS teachers in your country. What did you learn?	3	9	1 month ago caroline23

LOGOUT

Figure 6. The landing page for CLLP lessons in the UK members' area.

The same topics were provided for teachers in both discussion spaces (discussion area on the website and DIALLS platform). Thus, all teachers in WP4 had the chance to take part in a DIALLS community of practice.

3. Evaluation goals in terms of the DIALLS online resources

To paint a holistic picture of the stand-alone resources and their sustainability beyond the project, we collected quantitative as well as qualitative data. Participating teachers were asked to give their feedback to each of the materials (i.e., CLLP lesson prompts, PD material, SPCLL, discussion spaces). Qualitative data was inferred from open questions in the surveys as well as in the discussion spaces.

The evaluation of the DIALLS resources is guided by Kirkpatrick and Kirkpatrick's (2006) evaluation model. It highlights four levels to shine a light on when examining training measures. Since the evaluation of the DIALLS materials aims to determine whether the materials have been adapted in a way allowing for independent, flexible, and long-term use by teachers from Europe and beyond, the resources can be considered as *training materials* that enable teachers to teach cultural literacy to their students through dialogue and argumentation. Characterising the PD material as training material seems most plausible; but using the lesson prompts, the SPCLL, and the discussion spaces also demands teachers' reflective engagement with the teaching materials, as well as the concepts of cultural literacy and argumentation. Such coherent reflective engagements are considered conditional for a development of appropriate skills and knowledge to deliver the CLLP. The heuristic model of evaluation by Kirkpatrick and Kirkpatrick (2006) is widely used to evaluate levels of satisfaction and learning in online settings, such as for the context of using open educational resources online and collaborating together with colleagues online (e.g., Ebner & Gegenfurtner, 2019).

Kirkpatrick and Kirkpatrick's (2006) assumption is that an evaluation only offers added value if all four stages of the evaluation are considered. These depict the process that a training participant goes through. At the lowest level, the reaction of the teachers to the training should be queried. If they perceive the materials negatively, they have no motivation to learn (reaction level). The second step is to check the learning success of the teachers (learning level). Here it should be examined which knowledge is learned, which skills are developed and whether the attitude has been changed. On the third level, the actual change in teaching behaviour resulting from what has been learned, should be checked (Level of (teaching) behaviour). The question here is what happens when the teachers used the materials in classes. At the last stage, the final results that the training has brought for the teachers should be checked, meaning the teacher will be asked if they think that the materials helped in educating their students cultural literacy and argumentation skills, whether they see progress in students' skill development, as well as whether they want to use them in the future (level of (students' learning) results). In this vein, success at one level is a prerequisite

for success at a higher level, meaning that only if teachers are satisfied with the materials (i.e., like the design of the materials), they will be able to learn about, for example, cultural literacy as well as dialogue and argumentation: only if they learned about cultural literacy, they will be able to teach their students cultural literacy; only if teachers can teach cultural literacy, their students will become culturally literate.

Conclusively, the evaluation of all four online resources (incl. teachers' qualitative discussions on the discussion spaces) helped to draw conclusions about the four levels of evaluation according to Kirkpatrick and Kirkpatrick (2006). The individual resources made one package (what is now called the Teacher Resource Bank) and work together. From this perspective, some resources could be strictly assigned to a certain evaluation level. Due to the external valid nature of learning materials, the values and contents of the DIALLS resources overlap (e.g., the SPCLL has a clear relation to the learning success of the students, or the PD material is intended to teach teachers something about cultural literacy and is therefore related to the learning success of the teachers).

At the same time, focussing on the resources as teaching materials provides reason for solely relying on self-reported feedback from teachers for the evaluation, as teachers are experts in educating students. As our target group, they participated in WP4 by using the materials and subsequently educated their students' cultural literacy through dialogue and argumentation.

3.1 Specific evaluation of CLLP, PD materials, and SPCLL

To cover the levels from Kirkpatrick and Kirkpatrick (2006), we inferred four aspects according to the adaptation of the materials (see section 2.2 Description of the online resources): content, design, application, and value. The content was assessed to ensure that the materials provided complete information regarding their focus. On the application level, we were interested whether the teachers struggled with the easy and straightforward application of the (knowledge gained from the) materials in practice. Asking about the design of the materials, we aimed at the materials' respective usability in terms of format and design. The materials' value was assessed with the objective to cover DIALLS' and the CLLP's intended aims. Thus, we are not only assessing the teachers' mere reactions to the resources, but accounting for the teachers' learning success 1) at the level of teachers' professionalization (e.g., whether they know how to assess cultural literacy progress to their students, whether they know how to use the lesson prompts to promote dialogue and argumentation in class) and 2) at the level of the students' learning. Accordingly, the

evaluation surveys addressed four levels of evaluation (Kirkpatrick & Kirkpatrick, 2006) by focussing additionally on the content, design, application, and value of the materials.

3.2 Specific evaluation of online discussion spaces

The evaluation of the online discussion spaces is twofold: On the one hand, participation can be considered part of the professional development, and thus the training. On the other hand, as described previously, the discussion spaces serve as a condition for facilitating the creation of a CoP. Accordingly, we assessed the achievement of values from the value creation framework (Wenger et al., 2011) by especially focusing on the qualitative communication data gathered from the discussions among the teachers. Additionally, according to the research on the success of CoPs, we also assessed the teachers' motivation to participate, how they perceived the participation in the discussion spaces, their perception of the topics and the values of being part of the CoP (e.g., Apostolos & Alivisos, 2010).

4. Methods

4.1 Description of recruitment strategy

In order to evaluate the adapted online DIALLS resources from teachers' perspectives as professional experts, four partners in WP4 (UBER, UCAM, NOVA, HUJI) recruited a new set of teachers that were asked to engage with the adapted materials described above. In each country – UK, Portugal, Germany, Israel – the partners aimed at recruiting about 25 teachers (at minimum a total of 100). Table 3 below presents an overview of recruitment strategies that the partners applied when recruiting teachers in their countries.

Table 3.

Partners' recruitment strategies

Partner	Recruitment strategies
UCAM	The Centre for Literacy in Primary Education (CLPE) distributed information sheets on the DIALLS project to their database of primary teachers who had recently attended training courses. The teachers who were recruited via the CLPE came from 13 local authorities across England. In Wales, the Seren hub coordinator for Carmarthenshire and Pembrokeshire (a Welsh government initiative) distributed information on the project to head teachers in both primary and secondary schools.

	Interested teachers were invited to take part in an informal online event wherein UCAM gave further information about the DIALLS project.
NOVA	NOVA team contacted by telephone and e-mail school groups, trying to obtain a representative sample of both rural and urban areas, as well as private and public schools. NOVA also contacted professors already known to the research team, requesting them to pass on words through their contacts with other professors. NOVA also contacted our school cooperation partners, and teachers from WP3 contacted their colleagues that were already interested but could not, for some reason, participate during the first implementation phase. Interested teachers were invited to participate in an informal online event in which NOVA team presented the DIALLS project and further information on the implementation and dynamics of the project. All interested teachers signed a consent form to certify their commitment and participation in the DIALLS project.
HUJI	HUJI recruited teachers via offering teachers a course enabling them to earn continuing education credits upon completion of the course. The course required teachers to deliver the DIALLS lessons, to participate in the discussion forum, and to complete the surveys.
UBER	UBER aimed to recruit at least 25 teachers who were willing to conduct 10 DIALLS lessons, to use the SPCLL and PD materials, as well as to take part in the discussions with colleagues. UBER recruited teachers from three federal states (Berlin, Brandenburg, and North Rhine-Westphalia) to achieve diversity regarding the rural, urban and suburban regions. UBER contacted the Ministries of Berlin and Brandenburg to get the needed ethical approval for conducting WP4 in schools. Schools' principals and teachers were informed about the project by sending e-mails with information via e-mail lists from the respective federal states. At the same time, UBER's professional school of education was informed to contact their school cooperation partners. In addition, the teachers that took part in WP3 were asked to inform interested colleagues whether they would be interested to test the DIALLS materials in WP4. Interested teachers were invited to take part in two informal online events wherein UBER gave information about the DIALLS project.

4.2 Sample

From September 2020 until February 2021, $N = 140$ teachers were informed about the
participation, gave their consent, and took part in WP4 (Table 4). The teachers came from
different types of schools (i.e., pre-primary, primary, secondary) and from different areas (i.e.,
rural, urban, suburban). This enabled the research group to test the materials in different
school settings and thus draw conclusions from a diverse sample.

Table 4.

*Numbers of recruited schools, school forms, teachers, and students' age group in each
partner country.*

Partner	Schools	School from		Teachers
	How many schools initially participated?	How many schools in each school form initially participated?		How many teachers initially participated?
		Pre (Primary)	Secondary	
UBER	21	15 (in Berlin from 1st to 6th grade)	6	28
UCAM	21	18	3	38
HUJI	25	22 (Pre-Primary)	3 (Primary and Secondary)	46
NOVA	20	14	6	28

Due to the COVID-19 pandemic, schools in Portugal, Israel, the UK, and Germany were
closed for several weeks. Unfortunately, the COVID-19 situation with all its hurdles and
constraints also made some teachers decide not to participate in the programme anymore or
to give their feedback on only some of the materials. Table 5 displays the final number of
teachers who at least conducted a part of the DIALLS programme and who gave their
feedback on at least one of the materials. The numbers show that despite all challenges due
to the COVID-19 pandemic, more than 2800 students participated in the DIALLS programme.
Since this estimate is based on responses from $N = 67$ teachers in only one of the surveys
(approximately 48.02 % of the entire sample), we can infer that the real number lies much
higher. These 67 DIALLS teachers alone conducted a total of 668 lessons of the CLLP.
Looking at the age groups, we can see that we recruited teachers covering all three stages.
According to the estimated numbers gathered from responses and e-mail exchange with

teachers, mostly teachers conducted the CLLP for KS1 (age 4 to 7) (32.85 %) or for KS2 (age 8 to 11) (43.07 %).

Table 5.

Numbers of students' age group in each partner country.

Partner	Approx. number of age group taught	
UBER	4-7	8
	8-11	17
	12-15	7
UCAM	4-7	10
	8-11	20
	12-15	8
HUJI	4-7	12
	8-11	2
	12-15	8
NOVA	4-7	15
	8-11	20
	12-15	More than 10
Total	4-7	45 (≈ 32.85 %)
	(8-11)	59 (≈ 43.07 %)
	(12-15)	More than 33 (≈ 24.09 %)

Note. Some teachers conducted the DIALLS programme in more than one of their classes. The number of age groups taught is an estimate based on the e-mail contact with teachers and the responses towards the survey where we assessed these numbers. Unfortunately, only 67 teachers responded to this survey, meaning that the actual number is likely higher.

4.3 Procedure

4.3.1 Procedure of testing the materials

From September 2020 to February 2021, the participating teachers were asked to:

1) Conduct up to 10 lessons with their classes by using the online DIALLS materials. The delivery of realistic DIALLS lessons was important, as the feedback on lesson prompts and materials becomes more valid when teachers could share realistic experiences.

2) Engage actively in the discussion spaces.

3) Engage with the PD material in order to engage fully with the learning objectives for dialogue and argumentation as well as cultural literacy learning, and to learn how to effectively use the wordless films in the class.

4) Engage with the SPCLL. Again, this 'in-class' engagement allowed us to get valid feedback from teachers about how they perceived the PD material and the SPCLL.

5) Give systematic feedback through online surveys about the materials by the end of February 2021.

4.3.2 Procedure of evaluating the materials and measures

All teachers were asked to evaluate all four resources in terms of the aspects described above (see section evaluation goals in terms of the DIALLS online resources). As part of the described evaluation, all teachers were asked to evaluate the resources with regard to their application, design, content, and value and whether the forum was helpful in order to strengthen a community of practice that uses DIALLS' resources to develop students' cultural literacy. The feedback was assessed systematically via unipark.com. Teachers were instructed to test the materials first, and then evaluate it afterwards. They had time to use the resources at their own pace, and then were free to give their feedback by the end of February 2021 (see the list of items for the four online surveys in Appendix C).

Presentation of evaluation links on the website: The members' area included a page listing the links to the evaluations teachers needed to complete for each online resource along with the expected submission dates. These links were also on the pages for the corresponding resources (i.e. the PD materials page linked to the evaluation for PD materials), the valuations page centralised them in one place for ease.

4.3.3 How WP4 faced the COVID-19 pandemic during the implementation

A major challenge WP4 faced was the COVID-19 pandemic which for all four partners was linked to closed schools and thus immensely affected the participating teachers. To meet the teachers' problems and help them deal with the situation, we have counteracted the constraints with different approaches. Nonetheless, participation dropped noticeable. For example, we encouraged the teachers to adapt the CLLP to distance learning if they wanted

to use the materials for this or to conduct only parts of the lessons (i.e., not all ten lessons) of the learning programme. In this context, we highlighted the importance of feedback no matter how far or how intensive the work with DIALLS ultimately was. Simultaneously, we were in continuous exchange with the teachers via e-mail enquiring about the individual situations and offering support. UBER invited the teachers to participate in a zoom meeting to enable the synchronous exchange of teachers. One of the partners (UCAM), more specifically, offered a live Q&A Zoom session with a teacher from WP3 who was already experienced with delivering DIALLS remotely.

Another obstacle WP4 was confronted with was the minimal participation in the discussion forums. Some partners (UBER, UCAM, NOVA) struggled more than others (HUJI). While teachers were understandably impacted by COVID-19 and have been under extreme stress during the pandemic, we actively tried to engage teachers in the discussion forum, and thus promoted the CoP as an important factor in context with using the open access materials. These actions included incentives, additional online events, or regular e-mail contact among others (Table 6). We were mindful of our ethical duty to teachers in not 'pestering' them when they were otherwise busy. The different country contexts led to differences in these actions.

Table 6.

Overview over actions to increase participation in the discussion forums.

Partner	Action					
	Moderation		**Contact**		**Agreements**	**Motivation**
UBER	Researcher as moderator	Discussion Tuesday	Regular e-mail exchange	Live Zoom meeting	At least two contributions	Incentive (DIALLS book)
UCAM	Researcher as moderator	Local coordinator from school as discussion prompter	Regular e-mail exchange	Live Zoom meeting	Regular involvement	Incentive (DIALLS book)
HUJI	Researcher as moderator		Regular e-mail exchange		At least one contribution after every lesson and responses to	Incentive (continuing education credit)

			at least two colleagues after every lesson	
NOVA	Researcher as moderator	Regular e-mail exchange	At least five contributions	Encourage sharing of students' artefacts

5. Results

To recapture, WP4 aimed at investigating the sustainability of the DIALLS resources as stand-alone materials. Furthermore, the discussion forum acted as central CoP where ideas could be shared and compared. Meeting these goals, the teachers' feedback from the evaluation was used to modify the DIALLS resources accordingly. The results include descriptive analyses of the quantitative data from the evaluation surveys as well as substantiating qualitative data. First, the sample sizes for each evaluation survey and a description of the characteristics of the discussion forums are illustrated (Table 7). Second, the numbers of discussions in discussion spaces for each country are displayed in Table 8.

Table 7.

Response rates in terms of the evaluation surveys.

	HUJI	NOVA	UBER	UCAM	Total
Lesson Plans	18	26	16	17	77
PD Material	41	32	23	25	121
SPCLL	16	22	11	16	65
Discussion Spaces	16	21	10	17	64

Table 8.

Number and characteristics of discussions in discussion spaces for each country.

	Discussion Threads (incl. moderators)	Comments (incl. moderators)	Total Word Count
UBER	14	20	2996
UCAM	29	78	11765
HUJI	8	826	52785
NOVA	68	91	22750

5.1 Results in terms of the CLLP, SPCLL, PD materials, and discussion spaces

5.1.1 Quantitative results from the survey data

Together for NOVA, HUJI, UCAM, and UBER data from 140 teachers were analysed. Not all of the 140 teachers have responded to each survey: some have conducted the survey, for instance, on lesson plans only. This means that we have less than 140 feedbacks in terms of the single materials.
All items ranged from 1 = 'I strongly disagree' to 5 = 'I strongly agree'.

The quantitative results from the teachers' feedback show that they liked all of the resources, and some of them even very much. In particular, the ratings in terms of the CLLP lesson prompts were very high and on average $M = 4.31$ ($SD = .53$). This means, the teachers strongly agreed that they were able to use them, that they liked the design and its content and appreciated the value of the lesson prompts. With respect to the feedback in terms of the SPCLL, the ratings are on average $M = 3.99$ ($SD = .60$). Thus, the teachers agreed that they were able to use both of the tools, that they liked the design and both tools' content and appreciated the value of the SPCLL. Similarly, the ratings in terms of the PD materials are high ($M = 4.07$; $SD = .50$). Here, again, the teachers agreed that they were able to use the materials, that they liked its design and content, as well as appreciated its value. There were no differences in terms of the single PD materials on cultural literacy ($M = 4.07$; $SD = .54$), argumentation and dialogue ($M = 4.03$; $SD = .56$) and mediating wordless films ($M = 4.13$; $SD = .53$). Finally, the ratings for the evaluation of the discussion spaces are on average ($M = 3.59$; $SD = .5$). This means that the teachers overall agreed that they were highly motivated towards participating in the forum, that they appreciated the others' participation and valued the topics as well as the discussion spaces itself.
In Table 9 to 14, the descriptive results regarding the quantitative feedback gathered from the teachers from HUJI, NOVA, UBER, and UCAM are reported. All descriptive values for each country are individually listed in Appendix D.

Interestingly, a multivariate ANOVA with *country* as independent and *evaluation of materials* as dependent variables revealed significant differences among teachers' ratings from different countries (the α error was set to α = 0.05). In particular, such differences are relevant regarding the resources with modalities being implemented by partners differently – namely, the PD materials as well as the discussion spaces (for a description of the differences in resources among countries, see section on Description of the online resources). With respect to these materials, countries evaluated the PD materials (F (3, 59) =

4.18, p = .010) as well as the discussion spaces significantly differently (F (3, 43) = 7.88, p < .001). Post hoc tests revealed that the teachers from Israel did not like the PD materials as much as those from the UK and Portugal (both comparisons: p ≤ .005). In terms of the PD material, no other difference among countries is significant. With respect to the post hoc comparisons regarding the discussion spaces, the results are ambiguous, as teachers from Germany and Israel did not like the discussion spaces as much as the teachers from the UK and Portugal (all comparisons: p ≤ .008). However, among the ratings of teachers from Germany and Israel, there are no significant differences in terms of their discussion spaces (p = .57). This is interesting as the modalities for Germany, Portugal, and UK vary in comparison to the discussion area in the CLLP implemented by HUJI. Presumably, the differences in the values can therefore not be traced back to the structure of the discussion resource itself, but rather to other aspects such as participation in discussion.

Table 9.

All countries: Evaluation of lesson plans in terms of application, content, design, value, and overall.

	n	*Min*	*Max*	*M*	*SD*
Lesson Plan – Application	77	1.33	5.00	4.25	.71
Lesson Plan – Content	77	2.33	5.00	4.40	.56
Lesson Plan – Design	77	2.33	5.00	4.28	.60
Lesson Plan – Value	77	1.67	5.00	4.30	.74
Lesson Plan – Overall	77	2.83	5.00	4.31	.53

Table 10.

All countries: Evaluation of SPCLL in terms of application, content (per tool), design, value, and overall.

	n	*Min*	*Max*	*M*	*SD*
SPCLL – Application	65	1.67	5.00	3.94	.70
SPCLL – Design	65	2.00	5.00	3.86	.66
SPCLL – Value	65	2.33	5.00	4.01	.65
SPCLL – Content Dialogue Tool	65	1.00	5.00	4.04	.74
SPCLL – Content Cultural Literacy Tool	65	1.00	5.00	4.09	.70
SPCLL – Overall	65	1.80	5.00	3.99	.60

Table 11.

All countries: Evaluation of Cultural Literacy PD Material in terms of application, content, design, value, and overall.

	n	*Min*	*Max*	*M*	*SD*
Cultural Literacy – Application	121	2.00	5.00	3.92	.62
Cultural Literacy – Content	121	2.00	5.00	4.02	.63
Cultural Literacy – Design	121	2.00	5.00	4.18	.61
Cultural Literacy – Value	121	1.00	5.00	4.14	.74
Cultural Literacy – Overall	121	2.00	5.00	4.07	.54

Table 12.

All countries: Evaluation of Dialogue and Argumentation PD material in terms of application, content, design, value, and overall.

	n	*Min*	*Max*	*M*	*SD*
Dialogue & Argumentation – Application	121	2.00	5.00	3.93	.68
Dialogue & Argumentation – Content	121	2.00	5.00	3.98	.62
Dialogue & Argumentation – Design	121	2.00	5.00	4.15	.62
Dialogue & Argumentation – Value	121	1.67	5.00	4.06	.74
Dialogue & Argumentation – Overall	121	2.58	5.00	4.03	.56

Table 13.

All countries: Evaluation of Wordless Films PD material in terms of application, content, design, value, and overall and PD material overall.

	n	*Min*	*Max*	*M*	*SD*
Wordless Films – Application	121	2.33	5.00	4.02	.62
Wordless Films – Content	121	2.33	5.00	4.05	.61
Wordless Films – Design	121	2.00	5.00	4.27	.59
Wordless Films – Value	121	1.00	5.00	4.13	.68
Wordless Films – Overall	121	2.75	5.00	4.12	.53
PD material – Overall	121	2.47	5.00	4.07	.50

Table 14.

All countries: Evaluation of Discussion Forum in terms of motivation, participation, topic, value, and overall.

	n	*Min*	*Max*	*M*	*SD*
Discussion Space – Motivation	64	1.67	5.00	3.58	.73
Discussion Space – Participation	64	1.00	4.60	3.37	.72
Discussion Space – Topic	64	2.33	5.00	3.67	.72
Discussion Space – Value	64	2.00	5.00	3.73	.60
Discussion Space – Overall	64	1.83	4.58	3.59	.59

5.1.2 Qualitative feedback on the materials from the survey data

In Appendix E, we present an excerpt from teachers' qualitative feedback gathered from all teachers at the end of each survey via open questions about what they would like to add about the materials and about the DIALLS programme in general. In the presented selection of comments, we outline both positive as well as critical feedbacks on the materials. Although the positive feedback was in the clear majority, we also used the rather critical feedback (e.g., on any additional wishes) in particular to check whether and how we can improve the materials.

Interestingly, with respect to the interrelation of the materials, some teachers stated in their early feedback on the PD materials – which they gave by the end of November 2020 – that they would prefer to have more practical orientation on how to foster argumentation and dialogue. Later, they reported in their feedback on the SPCLL that these tools were also helpful as orientation on how to foster dialogue and additionally to assess students' progression as it gives examples for dialogue and cultural literacy indicators. As the SPCLL tools were in the development phase (see WP7) when the WP4 teachers started to test the other materials, it is likely that future teachers who will access all the materials at the same time will probably take the advantages of using all materials together.

With respect to the discussion spaces of WP4 and in addition to the quantitative results, the qualitative feedback showed a differentiated picture of the participation of the forum. While some teachers reported the discussion spaces to be highly beneficial for their professional reflections about their teaching with the DIALLS materials, others reported that they struggled with the forum: A few teachers reported that they were not sure about whether they would benefit from their own participation, whereas others reported that they liked the idea of being part in a community but would have liked more participation from others as well. These

differences may, to some extent, explain that some teachers were highly actively engaged whereas others did not take part in the discussion online. Although, one important reason for the decreasing participation may be caused by the COVID-19 pandemic, with its hurdles for teachers even without being part of the DIALLS project. Additionally, the pandemic familiarised teachers with synchronous online communication, e.g., via Zoom. We experienced that teachers met the possibility of such meetings very positively. Not only the participation was high, the feedback we received also indicated how teachers enjoyed communicating synchronously which due to the pandemic became easier, tangible and more accessible . During the Zoom meeting with the German teachers, for example, participants explicitly told us that they would prefer taking part in Zoom sessions as compared to the discussion forums. Conclusively, we assume that more of these meetings - in addition to the discussion forums - could have increased teachers' engagement. Hence, with the background of the digital habits gained in the COVID-19 pandemic, the integration of such additional forms of synchronous meetings which teachers are now more familiar with, may benefit the development of a CoP in school projects similar to DIALLS.

5.2 Results in terms of overall usefulness of the DIALLS programme

At the end of WP4, all teachers were asked to give their feedback on the overall usefulness of the DIALLS programme. Accordingly, they were asked to state three items namely 1), whether they "would use the DIALLS materials in the future", 2) whether they "would recommend the DIALLS learning programme to colleagues" (both items: 1 – 'yes, definitely' to 5 – 'definitely not'), and 3) whether they think "DIALLS is a meaningful learning programme to promote students' cultural literacy and their argumentation and dialogue skills" (1 – 'strongly agree' to 5 – 'strongly disagree'). $N = 71$ teachers gave their feedback on these final three questions (NOVA: $n = 19$, UBER: $n = 16$; UCAM: $n = 18$, and HUJI: $n = 18$ teachers). Most of the teachers ($n = 58$) strongly agreed that DIALLS is a meaningful learning programme to promote cultural literacy and dialogue and argumentation skills ($M = 1.21$; $SD = 0.48$). Similarly, most of the teachers ($n = 57$) would definitely use DIALLS in the future ($M = 1.27$; $SD = .61$) and, further, most of the teachers ($n = 61$) would definitely recommend DIALLS to colleagues ($M = 1.18$; $SD = .52$). In figure 7 to 9, teachers' frequencies of answers regarding this overall usefulness are displayed for all teachers together.

DIALLS is a meaningful learning programme to promote students' cultural literacy and their argumentation and dialogue skills.

strongly agree; n = 58
agree; n = 11
neither agree nor disagree; n = 2

Figure 7. Teachers' feedback from Israel, UK, Portugal, and Germany on the overall meaningfulness of the DIALLS learning programme.

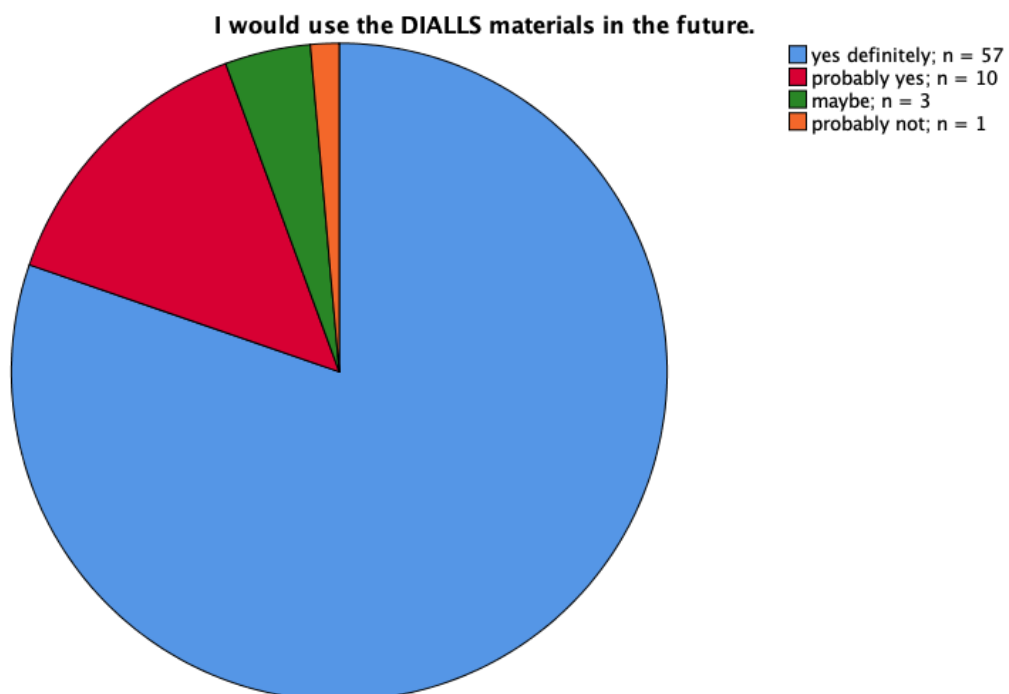**I would use the DIALLS materials in the future.**

yes definitely; n = 57
probably yes; n = 10
maybe; n = 3
probably not; n = 1

Figure 8. Teachers' feedback from Israel, UK, Portugal, and Germany on their willingness to use DIALLS in the future.

I would recommend the DIALLS learning programme to colleagues.

- yes definitely; n = 61
- probably yes; n = 8
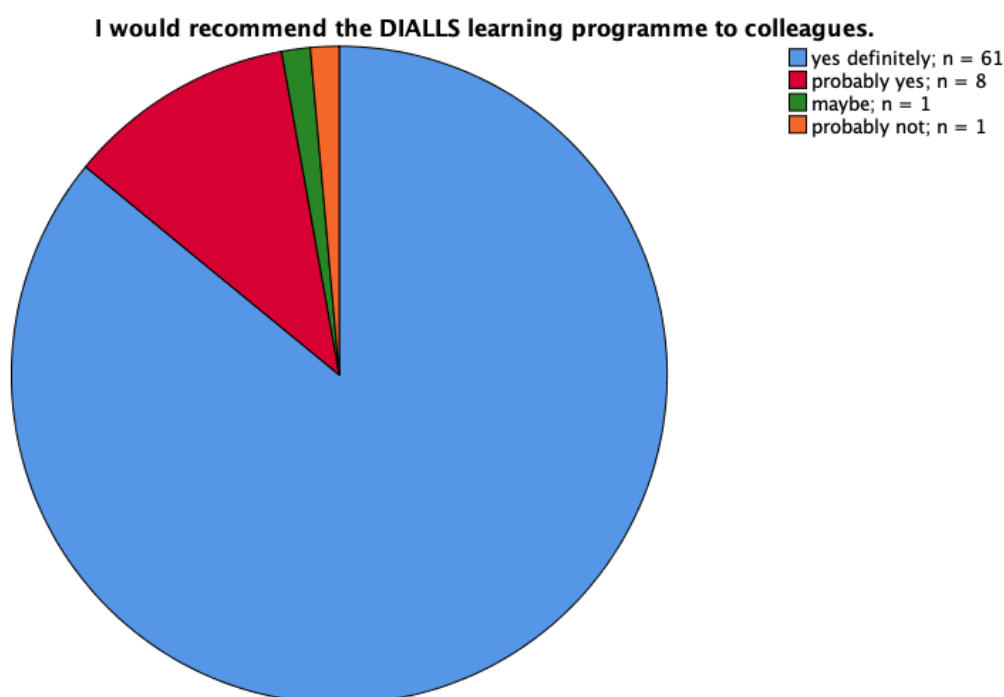- maybe; n = 1
- probably not; n = 1

Figure 9. Teachers' feedback from Israel, UK, Portugal, and Germany on their willingness to recommend DIALLS to their colleagues.

5.3   Results in terms of teachers' discussions in the Community of Practice

As shown above, the discussion spaces were well accepted by the teachers. Overall, 80 teachers participated in the discussions and engaged in 119 different threads (see Table 8). In this section, we provide examples of these discussions to give a better insight into the teachers' collaboration. The examples convey a comprehensive picture of what the teachers discussed, how their discussions helped the DIALLS CoP, and finally, allow reference to the value creation framework (Wenger et al., 2011). Thus, from them, we can infer whether the DIALLS CoP was valuable for the teachers in that it was used to its potential. Section 2.2.6.2 illustrates how the respective forums support the creation of the respective values. In the following, we give examples from the discussion forums that hint at the values. All examples can be found in Appendix F.

The *immediate* value, for example, was created by a German teacher who was actively looking for exchange in the forum "The Start of the CLLP" (Example 1). Other teachers followed their prompt and reported their practices with regard to the question. The teachers discussed how to introduce ground rules for talk to create a common understanding for the following discussions around the cultural themes. Within this discussion, teachers interacted with each other and collectively prepared for their common goal – delivering the CLLP. Example 2 from the forum "The Start of the CLLP" illustrates how the participating teachers used the discussion forum to talk about their increasing knowledge capital, i.e., creating

potential value. The teacher highlighted the value of the DIALLS materials for delivering the learning programme; they emphasised the usefulness of the PD materials for feeling confident to adapt their teaching practice. This example shows how teachers took on the materials and shared their experience to facilitate the start of the learning programme for the other members of the CoP.

Further, we aimed at facilitating the creation of the *applied* value for teachers in the DIALLS CoP. Example 3 shows how the teachers exchanged about changes in their teaching behaviour and how they adapted themselves. In this particular dialogue from the forum "Successes and Challenges: My Experience with DIALLS", teachers talked about how they could apply their DIALLS knowledge in an online context which was inevitable due to lockdowns in all countries. The example nicely illustrates how the teachers' experience with DIALLS can be applied to changing circumstances. They built on their knowledge gained from the DIALLS materials and used it in their practice. Furthermore, the teacher shared resources adapted to the application of their knowledge.

The Israeli teachers described how the DIALLS CoP was able to promote *realised* value. In a discussion about "Promoting cultural values", they reported that during the course of DIALLS, their lessons improved (Example 4). In this example, it is pointed out that the teachers and the class grew while working with the DIALLS project with its demands and how the project participation asked for reflection on the role of the teachers. They thus realised how to change their behaviour to deliver the learning programme well.

Finally, Example 5 illustrates how the DIALLS CoP achieved *reframing* value. The Portuguese teachers reflected on the project and concluded that it will affect their teaching practices in the long-term. According to them, the DIALLS programme will not only affect change in the students but helped the teachers realise the value of teaching with dialogue and argumentation.

The extent of discussions in the online discussion spaces in WP4 highly varies among the partner countries involved. Research hints on similar challenges are often observed in online teacher communities: For instance, online teacher communities often consist of many passive participants (i.e., lurkers) who observe rather than actively engage (Lantz-Andersson et al. 2018). While participating only passively, this inhibits rich perspective taking among all members. Further, it prevents the full potential of a CoP from developing (Cuthell, 2005), although passively reading others' contributions in a CoP may have increased an individual teacher member's knowledge. This was also explicitly mentioned by some of the teachers (e.g., „I found it really useful reading other people's posts. It was useful to see how people were getting on and I could gain some ideas from what other people wrote": A UK teacher).

6. Discussion and implications

6.1 Summary of results

Overall, the quantitative as well as the qualitative feedback in terms of the materials indicate that the teachers as experts for teaching and learning were very satisfied with all of the resources. According to the Kirkpatrick and Kirkpatrick's evaluation model (2006), the first level of satisfaction with the materials, especially the quantitative data about how the teachers perceived the design and application of the material speak for a successful adaptation of the materials as stand-alone resources. Such positive perceptions towards the materials are also reflected in teachers' qualitative feedback about the materials where they, for instance, stated that they were highly motivated to use the DIALLS learning materials. At the second level of the evaluation, we were interested in whether the teachers learned how to teach DIALLS in their classes. Accordingly, it is interesting to see that they especially appreciated the lesson prompts as well as the PD material and favoured the respective concepts about cultural literacy, argumentation and dialogue, or the mediating films. Similarly, their feedback on the lesson prompts shows that they perceived them to be helpful in order to flexibly prepare a lesson around cultural themes and discussions. With respect to the actual knowledge the teachers may have learned, the qualitative data from the discussions show that teachers do not only report about their adaption of lessons or how they faced challenges during their classes but also how reflectively they have discussed about their teaching experiences with DIALLS. Such examples for discussions also provide insights regarding the third level of our evaluation – meaning the actual change in teaching behaviour. From the discussion we can clearly see what happened when the teachers used the materials in classes and how they used the materials for their teaching. Finally, the teachers also reported on whether the materials helped in educating their students cultural literacy and argumentation skills (students' learning results). The quantitative results in terms of the SPCLL shows that they think the tools are very helpful not only to plan a DIALLS lesson around argumentation but also to identify progress in their students' skill progression. Similarly, some teachers discussed the actual students' learning during their participation in the discussion spaces and thereby reported that their students, after getting used to the style of the lessons, have learned how to use dialogue and argumentation appropriately. Teachers mentioned that the right prompts led to great discussions among the students. They were able to improve their students' skills over the scope of DIALLS. With respect to the implementation of the discussion spaces – as part of the resources – which provided a platform for exchange for teachers, the successful support of the development of a DIALLS CoP (see section Results in terms of teachers' discussions in the Community of Practice) promoted teachers' critical reflection about their teaching, as well as their students' learning.

Overall, most of the teachers expressed their future willingness to use the DIALLS materials in order to educate their students' cultural literacy and argumentation skills, which all together, emphasizes their satisfaction with the materials as well as that they think the materials are useful for educating their students' cultural literacy through argumentation and dialogue.

Since teachers tested the materials with diverse students (e.g., diverse age groups or in rural or urban regions) and even under the challenges of the COVID-19 pandemic (e.g., distance learning), the results indicate that the DIALLS materials are appropriate for children between 4 and 15 years and for the flexible adaptation towards specific teaching and learning needs.

6.2 Final adaptations of materials following the evaluation, feedback, and changing contexts of learning

6.2.1 Final adaptations of CLLP lesson prompts, PD materials, SPCLL, and DIALLS library

Feedback and evaluation about the DIALLS resources used in WP4 were overwhelmingly positive and we were assured that they would work well as independent, open-access resources to be used after the project, accessed through the project website. As such we have licensed the films for a further five years (until April 2026) moving beyond our original GA commitment of three years. To be a successful sustainable resource in itself, the website was redesigned in April 2021 to remove the password-protected members' area and instead create a central Teacher Resource Bank where all resources can be accessed by anyone. The resources are available in each of the languages of the WP3 and WP4 partners (English, Welsh, Portuguese, German, Lithuanian, Catalan, Spanish, Cypriot Greek, Hebrew and Arabic)

The materials included in the Teacher Resource Bank and their adaptations are included in the table 15. They can be accessed fully here: https://dialls2020.eu/teacher-resources/
Due to the need for maintaining the discussion area on the website, the forum not included to the Teacher Resource Bank beyond the project.

Table 15.

The Teacher Resource Bank and adaptions made to WP4 materials.

Resource	Adaption for sustainability beyond the May 2021
Professional Development Materials	Each partner has adapted their own materials as appropriate to their context. For partners who were in WP4 this has been a small amendment to include reference to the SPCLL tools which were developed during WP4 and thus after the PD for WP4 had been developed. Partners involved in WP3 have drawn on their original PD materials as well as the examples developed by WP4 partners. There is no uniform approach here, as the teaching and professional development contexts for each partner are very different. However, all PD includes the three central areas: an exploration of cultural literacy, building dialogue in the classroom, mediating visual texts (films). In terms of the PD material from HUJI – which was rated less well than the PD material from UCAM and NOVA (see 5.1.1 Quantitative results from the survey data) –, the partners identified that the Israeli teachers were not aware about the importance of the PD material during WP4. Thus, we provided clear instructions about the importance of the PD materials on the final website in all languages.
The CLLP lesson prompts	Few adaptations to the lessons were necessary, as we received positive feedback about them. There was no consensus about necessary changes to the lessons themselves. One change that was made based on researcher discussions and the refinement of the cultural themes through the work on the SPCLL (Deliverable 7.1) was to slightly reorder the films so that themes of tolerance, empathy, and inclusion were shifted to the early stages of the programme for each age group, with further reinforcement of these themes through the lesson objectives for Dialogue and Argumentation. These small tweaks have enabled a further coherence in the programme.

Resource	Adaption for sustainability beyond the May 2021
The SPCLL	The two tools, The Dialogue Progression Tool and the Cultural Learning Tool, were developed alongside WP4. Teachers evaluated them positively, even though at that time schools were in lockdown due to COVID-19. Some teachers commented that they wished that they had received them earlier in the programme, which we take as a positive confirmation of their use. Partners in WP3 have now also developed the SPCLLs in their own languages (drawing on examples from their lesson observation in WP3 – see Deliverable 7.1) for inclusion in the Teacher Resource Bank.
The DIALLS library	The grant agreement refers to a 'Bibliography of Cultural Texts' and this was the focus of D2.2. We have been able to add innovation beyond the state of the art to the project by making this a useable resource. Called the 'DIALLS Library' on the website, the original 'library' included descriptions of a set of both wordless picturebooks and wordless films, developed in Europe and with culturally relevant themes. WP3 used a core selection of these books and films in classes (with schools being supplied with the books and accessing the films online). The DIALLS library of books remains as an important record of wordless picturebooks available at the time of WP3 that reflect the cultural themes of DIALLS.

For WP4 to be independent and fully accessible we refined the programme to include only films – and 20 were licensed for use and included in the programme (see section 2.2.2 and 2.2.3). This meant that the programme was not dependent on books remaining in print, or schools needing to purchase them.

To enhance the freely available resources, we have further licensed 38 additional films that were part of the original Bibliography of Cultural Texts and created 'discussion prompts' to sit alongside them, for teachers to extend cultural literacy learning beyond the CLLP. This innovation furthers the legacy of DIALLS with useable, accessible, and properly licensed resources available until April 2026. Though not included in WP4, this development is very much a result of it and is designed with an eye to the future. |

6.2.2 Contact with other schools

An original plan for WP4 was to suggest that teachers might collaborate with DIALLS lessons (taking their own initiative but assisted by the DIALLS teams if needed). This was not a central aim of the WP4, as its goal was to look at the longer-term widening impact of the project resources. We had planned to offer scenarios for learning that might demonstrate to teachers how they could connect through video-platforms to work together. At the time of considering that activity in the planning stages of WP4, this was a novel and interesting idea. The context of learning between Spring 2020 and the end of the project in May 2021 changed the context of teaching, and accelerated teachers' use of live-video platforms for teaching. There were two factors that meant we did not move forward with this. Firstly, the pressure that teachers were under to connect with their own classes was immense – some teachers were able to adapt DIALLS to online live learning, but it would have been unreasonable to expect them to try to connect across classes or countries at that time. Secondly, an interesting shift in pedagogy meant that as the world suddenly became 'Zoom' literate, the idea of suggesting video-conferencing as an exciting innovation to teachers was somewhat moot. Teachers who were engaging effectively with their own classes using online video would not need this advice. Teachers who were unable to work with their own classes in this way would not be helped by suggestions that they contact another class.

As such, in the redesigned website, we have included a page where teachers interested in sharing ideas might access a number of European networks (such as e-twinning, or the democratic schools network) – thus pointing towards the connections that could be made using DIALLS as a connecting programme, but leaving the methods of connection up to the teachers. This opportunity could present a rich and interesting project beyond DIALLS and post-COVID when schools and teachers are in a better position to connect across countries.

7. Sustainability and impact of the DIALLS project

The results of the evaluation of the resources point out the prospect of a sustainable future for European teachers' self-reliant and autonomous use of the materials which is important for the sustainability of DIALLS – beyond the time of the project. WP4 played a major role in this and on the one hand prepared the materials in such a way that they can be used over the long term. On the other hand, a systematic evaluation was carried out to determine whether the materials were also considered useful by teachers and whether they could be used independently and flexibly. The WP4 teachers who extensively tested the materials in class were extremely satisfied and reported predominantly positive feedback on the materials and the learning success of their students. Even more so, since teachers tested the materials

with diverse students (i.e., from different cities and countries, in rural and suburban regions, and for different age groups) and even under the challenges of the COVID-19 pandemic, the findings of WP4 indicate that the DIALLS materials are appropriate for the flexible adaptation towards specific teaching and learning needs which promises a successful, long-term and adaptable use of the materials in the future. The systematic evaluation of Open Educational Resources (i.e. here, The Teacher Resource Bank) by teachers – who are experts in teaching – is an essential contribution to the long-term success of these materials (Hylén, 2006) and is therefore an enriching benefit for the entire DIALLS project.

With respect to the exchange among teachers who are using the DIALLS materials, the discussions in the DIALLS CoP were found very helpful and useful by many teachers. In this sense, the many discussions show how reflective and committed most of the actively engaged teachers were, sharing their experiences with the OERs. The mere reading of these contributions from the discussion spaces (i.e., posts) has already helped some teachers in WP4 to engage with DIALLS materials by themselves. The expected advantages of any community of practice are considered very beneficial. Future teachers could, for instance, benefit if they could read how other teachers dealt with challenges in the past or get inspiration. For this reason, numerous reflections by teachers from WP3 and WP4 are described on the DIALLS website, see for example https://dialls2020.eu/blog/

As most of the WP4 teachers expressed their future willingness to use and recommend the DIALLS materials in order to educate their students' cultural literacy and argumentation skills, WP4 has also laid the foundation for DIALLS to continue to be used in the future and thus to be used in teaching in Europe. Through the adaptation and systematic evaluation of the DIALLS materials in WP4 as open "stand-alone" materials, WP4 contributed to the fact that teachers throughout Europe can sustainably promote their students' cultural competence and the ability to argue with the help of valuable and useful teaching and learning materials. WP4 has served an important role as the bridge between the project implementation and future sustainability, providing a key piece of the jigsaw puzzle as we look beyond the end of the project. We have ensured that all efforts that went into DIALLS, the programme and the materials, are valuable long after the project end date. Additionally, we extended the reach of the project by including 140 teachers in WP4, thus promoting cultural literacy as a dialogic practice even further for young people in and beyond Europe. The sustainability and impact of DIALLS was thus met on the levels of open educational resources, teachers' professional engagement with the materials, and students' learning.

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9. Appendices

Appendix A. Guidance on how to use the CLLP lesson prompts

Cultural Literacy Learning Programme
Guidance for Using the Lesson Prompts (Primary)

We hope you enjoy watching the films and using the lesson prompts to promote good thinking, talking and cultural literacy in your class.

You will need to engage with the professional development materials before moving forward so that you can set the prompts in a context and consider:

- Exploring Cultural Literacy: Themes and Principles
- Promoting and Building Dialogue in the Classroom
- Mediating Wordless Texts: The Wonders of the Wordless

This guidance is designed to support you to make the most of the prompts.

The prompts include objectives for Dialogue and Argumentation, Cultural Understanding themes and ideas for discussions 'about' the films and 'beyond' the films. There is an additional idea for some Cultural Expression if you want to extend the lesson to enable the children to respond multimodally to the films. These are lesson *prompts*. We have found most success where teachers were able to take initial ideas and put their own spin on lesson plans. No one wants to follow a step-by-step script, as this can end up feeling restrictive. So, we've given ideas around which you'll be able to plan DIALLS lessons according to yours and your children's needs and interests. We would suggest you take the lessons in order as the dialogue and argumentation objectives build cumulatively. However, you could swap films around if you keep the order of these objectives in mind. Remember these are very broad prompts for each age phase of children (KS1 or KS2) the ideas will need adapting dependent on your children's experiences. Some films are used for more than one age group, we have just adapted the discussion themes.

Sensitive Issues

It is strongly recommended that you watch the films before planning your lessons. A couple of the films have some slightly odd moments in them eg. in *The House* (KS2), there is a moment where a dog gets tied to the leg of the house and is left dangling when the house moves; similarly in *Hedgehog and the City* (KS2) there is a moment where reindeer drink cans of beer in the park. School cultures differ in terms of what would be acceptable to show, so think about your class! If you decide not to show a film, you could extend another lesson to build in the dialogue progression. As with any discussion that happens in a classroom, if you feel that a discussion is taking an uncomfortable turn for any of the children, then this should be addressed, and the discussion ended.

Getting started

Before starting on the lesson prompts, take some time to tell the children about the DIALLS project. Explain that it is a project involving children all over Europe with a focus on learning about ourselves, how to live together kindly and how to be responsible for others – we call this Cultural Literacy. You could look at the Virtual Gallery of artwork that has been created by children around the countries involved in the project on the www.DIALLS2020.eu website. Teachers of KS2 age range might want to establish some 'Ground Rules for Talk' before starting, this is part of the first session for KS1.

If you teach older children, you might want to share with the children the DIALLS wheel, which has different cultural themes included, and you could talk about the meaning of some of these:
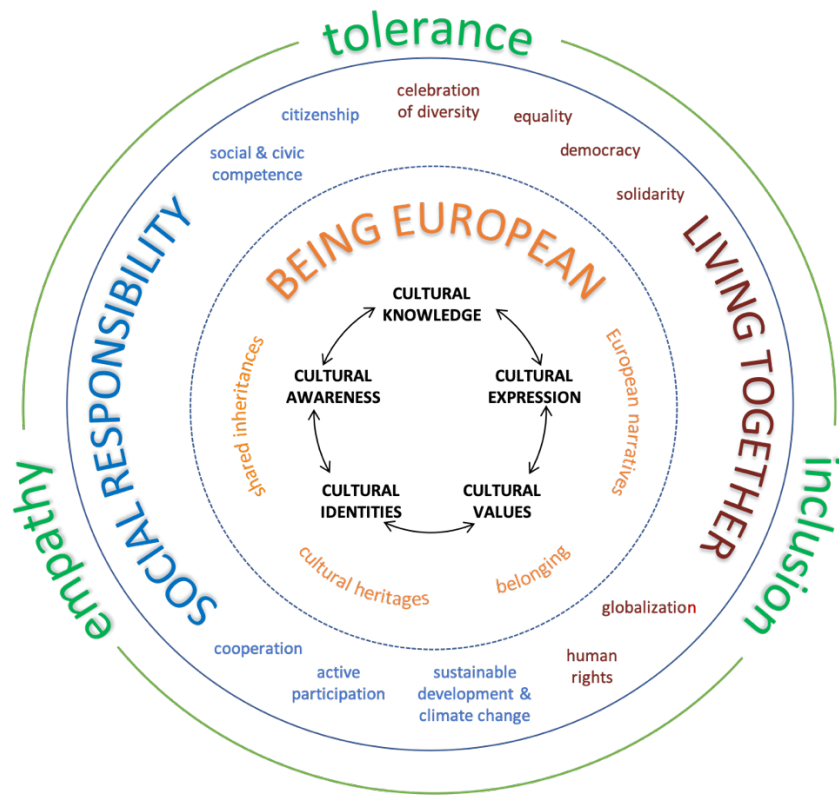
For younger children you could look at the DIALLS logo – What does it remind them of? Some children in the project last year had a go at making their own!

The Prompts explained

We've included the title in its original language first. The translations have been given by the film distributor

LESSON PROMPTS 8-11
2. La Loi du Plus Forte
[The Law of the Jungle]
Pascale Hecquet, 2015, Belgium/France

Dialogue and Argumentation:
We respect the ideas of each other
Discuss how we can show this – what phrases can we use? (*'I like your idea', 'X had a good idea'* etc)

Each session concentrates on objectives for talk skills in addition to the content of the discussion. These should be shared with the students and reviewed at the end of lessons. Think about how they can be achieved through group work and whole class talk

The Cultural Understanding themes are drawn from our DIALLS wheel. They all broadly fit within the cultural concepts of Living Together and Social Responsibility. Sometimes they are about the core dispositions of Tolerance Empathy and Inclusion, transactive themes that might be reflected in the content of the films AND the way that students engage with each other.

Cultural Understanding
Living Together: equality
We can discuss the ideas of equality and fairness

Discussion Prompts
About the film:
- *Were the animals being fair?*
- *Who should have received the biggest share? Does it matter who put in the most effort?*
- *Why did the bigger monkeys not realise what was happening?*

Beyond the film:
- *Is life always fair?*
- *Are fairness and equality the same thing?*
- *What can we do to promote equality?*

About the film prompts are to explore interpretations and gather responses to the film itself, giving the chance to understand the wordless text. **Beyond the film** prompts take the discussion to a new level, moving into more philosophical and values driven discussions which might pose challenges to the students as they listen to and engage with the ideas of each other

Ideas for Cultural Expression
Plan a class event (a tea party? a picnic?) Think about who will do the work, and how the food will be shared. Is it as simple as it seems?

These ideas are for extensions beyond the lesson where children might respond to the theme of the lesson through art and drama. The ideas are just that – they are starting points for your own imaginative explorations!

Overview of Sessions

	Key Stage 1			
	Film	**Cultural Theme**	**Cultural Understanding**	**Dialogue and Argumentation Learning**
1	Amazing Little Worm	Being European: Belonging and Identity	I like being me!	We can learn to talk together
2	Head up	Living Together: Diversity	We can all learn from each other whether we are big or small	We can share our ideas
3	Ant	Living Together: Democracy	We can all have good ideas to make things better	We can listen carefully to each other
4	November	Living Together: Solidarity	We can work together to overcome problems	We can encourage each other to join in
5	Law of the Jungle	Living Together: Equality	We can think about how fair things are	We can give reasons using 'because'
6	Superbig	Dispositions: Tolerance	We should not judge people by how they look	We can think about the ideas of others
7	Big Finds a Trumpet	Dispositions: Inclusion	We can include the things that other children like	We can respect the ideas of others
8	Mobile	Social Responsibility: Cooperation	We can cooperate to make sure everyone is happy	We can build on the ideas of others
9	Chirpajas	Social Responsibility: Sustainable Development	We understand how litter affects the environment	We can work together to agree on an idea
10	Boomerang	Social Responsibility: Sustainable Development	We understand rubbish has to go somewhere	We can sometimes disagree - and that's okay

	Key Stage 2			
	Film	**Cultural Theme**	**Cultural Understanding**	**Dialogue and Argumentation Learning**
1	Ant	Living Together: Democracy	We understand how democracy gives everyone a voice	We can encourage everyone to contribute
2	Law of the Jungle	Living Together: Equality	We can discuss the ideas of equality and fairness	We respect the ideas of each other
3	Papa's Boy	Dispositions: Tolerance and Empathy	We understand the importance of tolerance and empathy	We can justify our ideas
4	Superbig	Dispositions: Tolerance	We understand the importance of not judging people without knowing them	We can relate to the ideas of others
5	Falling Letters	Dispositions: Empathy	We understand the importance of seeing the world through the eyes of others	We can build on ideas
6	Boomerang	Social Responsibility: Sustainable Development	We understand the impact of consumerism	We can challenge ideas respectfully
7	Chiripajas	Social Responsibility: Sustainable Development	We understand how litter affects the environment	We can find out more about ideas to seek common ground
8	Hedgehog and City	Social Responsibility: Social and Civic Competence	We can discuss ways to improve communities	We can negotiate ideas to seek agreement
9	Free Art	Social Responsibility: Social and Civic Competence	We can reflect on the value of street art	We can change our minds
10	The House	Being European: European Narratives	We can reflect on the concept of home and belonging	We can discuss alternatives and evaluate them

Appendix B. Netiquette and rules for online discussion areas

The aim of the discussion area:

An important goal of the DIALLS project is to establish a joint and active community of DIALLS teachers.

This discussion area offers a space for you to reflect and share your experiences with each other. This might involve sharing your experiences teaching DIALLS lessons or discussing how you have adapted the lesson prompts. Furthermore, taking part in the discussions might help you to reflect on your students' cultural literacy learning.

Collaborating and learning together is a key part of DIALLS - we hope you enjoy the experience!

You will find forums for discussion below: for each of the forums, some topics may be relevant to all DIALLS teachers, others may be more interesting for colleagues who teach the same age groups.
You can decide whether you want to take part in an existing discussion or whether you want to open a new topic.

On the right-hand side you will find suggestions for working together in this forum.

To edit your profile, change your display name, or add a profile picture, you can go to the link members.dialls2020.eu/forums/users/[USERNAME] (insert your username). Alternatively, you can make a post in any forum and click on your username once your post is published. From there, you'll be able to edit your profile.

What we would wish for all the discussions:

- That you **enjoy the exchange** – trust yourself and participate. It won't work without you!
- That contributing **enriches your professional reflection** on your teaching practice.
- A professional discussion that **broadens perspectives and allows diversity of opinions** - in the spirit of DIALLS.
- Please exchange ideas constructively and share your perspectives with each other!
- Please support each other through asking and answering questions.
- **Participate in existing discussions.** Before you post a contribution, first check whether someone has already made a contribution to the same topic or even created a dedicated forum topic for your concern.
- **Take the lead** and open your own topics as new insights and challenges emerge.
- Please keep in mind: this area is not open to the public. Here you can exchange your feedback and share your experiences in **a safe space**, where only your colleagues who also teach DIALLS will read your contributions. As such it is important that all participants **respect the privacy of the views shared here.**

Appendix C: Items in evaluation surveys

Respondent Generated Personal Code	
RGPC 1 Name	First letter of your first name (e.g., Tony = T or Claire-Anne = C)
RGPC 2 Birthday	Number of your birth**day** (e.g., November 27th = 27 or March 3rd = 03)
RGPC 3 City	First letter of the city you were born (e.g., London = L or Torquay = T)
RGPC 4 Number	Last number of your personal mobile phone number (e.g., 01632 960371 = 1 or 01632 960627 = 7)

Demographic Items Assessed (across all surveys)	
Age Group	Which age group(s) do you teach?
Age Group number	How many classes/groups do you teach in each age group?
Number of students	How many students participated in DIALLS (estimated)?
Number of lessons	How many DIALLS lessons have you taught (if more than one class took part, across all of them)?
Realistic use	Did you have the chance to use the SPCLL tools to assess or plan your DIALLS lessons?
Prior Experience 1	I read posts on online discussion areas on various topics.
Prior Experience 2	I read articles in online discussion areas on educational topics (e.g., about teaching tips).
Prior Experience 3	I actively participate with my own posts in online discussion areas on various topics.
Prior Experience 4	I actively participate with my own posts in online discussion areas on pedagogical topics (e.g., teaching tips).
Prior Experience 5	How would you rate your level of expertise when it comes to cultural literacy as defined by DIALLS (attitudes and skills that people need to get along with each other in everyday living, such as being emphatic for others' cultural identity)?
Prior Experience 6	How would you rate your level of expertise when it comes to dialogue and argumentation in class as defined by DIALLS (e.g., students having discussions where they interactively respond to each other)?
Prior Experience 7	How would you rate your level of expertise when it comes to mediating wordless films in your classroom?
Prior Experience 8	How long have you been working as a teacher?
Prior Experience 9	Did/Do any of your colleagues participate in the DIALLS project?

Open Feedback Collected in each survey	

| Feedback | Finally, is there anything else about the PD material that you want us to know?

You can provide written feedback on how you experienced the PD material in the text box below. |
|---|---|

PD Material – Cultural Literacy

Cultural Literacy Application 1	I need additional support to be able to use the PD material about cultural literacy.
Cultural Literacy Application 2	I can apply the knowledge I gained from the PD material on cultural literacy in my classroom without any problems (e.g., discuss cultural topics from the DIALLS wheel with my students).
Cultural Literacy Application 3	With the help of the PD material about cultural literacy, I can engage with the topic "cultural literacy".
Cultural Literacy Content 1	The information from the PD material about cultural literacy is a good preparation to promote cultural literacy in the classroom.
Cultural Literacy Content 2	I feel that important information about cultural literacy was missing in the PD material about cultural literacy.
Cultural Literacy Content 3	The PD material about cultural literacy includes information about the goals of DIALLS regarding cultural literacy.
Cultural Literacy Design 1	The structure of the PD material about cultural literacy confuses me.
Cultural Literacy Design 2	The PD material about cultural literacy looks appealing.
Cultural Literacy Design 3	The design of the PD material about cultural literacy inspires me to engage with the topic "cultural literacy".
Cultural Literacy Value 1	The PD material about cultural literacy is valuable for my students (e.g., they become aware of different cultural topics addressed in the material).
Cultural Literacy Value 2	The PD material about cultural literacy is valuable for me from a professional perspective (e.g., I know how to promote cultural literacy in the classroom).
Cultural Literacy Value 3	The PD material about cultural literacy encourages me to promote my students' cultural literacy in the long run.

PD Material – Dialogue and Argumentation

Dialogue and Argumentation Application 1	I need additional support to be able to use the PD material about dialogue and argumentation.
Dialogue and Argumentation Application 2	I can apply the knowledge I gained from the PD material on dialogue and argumentation in my classroom (e.g., promote dialogue and argumentation in the classroom).

Dialogue and Argumentation Application 3	With the help of the PD material about dialogue and argumentation, I can engage with the topics "dialogue and argumentation" (and know, for example, that dialogue and argumentation are different).
Dialogue and Argumentation Content 1	The information from the PD material about dialogue and argumentation is helpful to promote dialogue and argumentation in the classroom.
Dialogue and Argumentation Content 2	I feel that important information about dialogue and argumentation was missing in the PD material about dialogue and argumentation.
Dialogue and Argumentation Content 3	The PD material about dialogue and argumentation includes information about the goals of DIALLS regarding dialogue and argumentation among students.
Dialogue and Argumentation Design 1	The structure of the PD material about dialogue and argumentation confuses me.
Dialogue and Argumentation Design 2	The PD material about dialogue and argumentation looks appealing.
Dialogue and Argumentation Design 3	The design of the PD material about dialogue and argumentation inspires me to engage with the topic "dialogue and argumentation".
Dialogue and Argumentation Value 1	The PD material about dialogue and argumentation is valuable for my students (e.g., they experience dialogic practices themselves).
Dialogue and Argumentation Value 2	The PD material about dialogue and argumentation is valuable for me from a professional perspective (e.g., I know how to promote dialogue and argumentation in the classroom).
Dialogue and Argumentation Value 3	The PD material about dialogue and argumentation encourages me to promote my students' argumentation skills in the long run.

PD Material Wordless Films

Wordless Films Application 1	I need additional support to be able to use the PD material about mediating wordless films.
Wordless Films Application 2	I can apply the knowledge I gained from the PD material on mediating wordless films in my classroom without any problems (e.g., use wordless films as starting points for discussions).
Wordless Films Application 3	With the help of the PD material about wordless films, I can actively engage with mediating wordless films in the classroom (and know, for example, about their potential).
Wordless Films Content 1	The information from the PD material about mediating wordless films is a good preparation to mediate wordless films in the classroom.

Wordless Films Content 2	I feel that important information about mediating wordless films was missing in the PD material about wordless films.
Wordless Films Content 3	The PD material about wordless films includes information about what DIALLS expects from mediating wordless films in the classroom.
Wordless Films Design 1	The structure of the PD material about mediating wordless films confuses me.
Wordless Films Design 2	The PD material about mediating wordless films looks appealing.
Wordless Films Design 3	The design of the PD material about wordless films inspires me to engage with mediating wordless films in the classroom.
Wordless Films Value 1	The PD material about mediating wordless films is valuable for my students (e.g., they can easily access the topics).
Wordless Films Value 2	The PD material about mediating wordless films is valuable for me from a professional perspective (e.g., I know how to start discussions based on wordless films).
Wordless Films Value 3	The PD material about mediating wordless films encourages me to draw on wordless films again in the future.

Lesson Plans

Lesson Plans Application 1	I need additional support to be able to use the lesson prompts.
Lesson Plans Application 2	I can successfully apply what I've learned from the lesson prompts in the classroom (e.g., stimulate dialogue among students by asking questions).
Lesson Plans Application 3	I feel comfortable conducting a DIALLS lesson based on the lesson prompts.
Lesson Plans Content 1	The ideas on how to plan a DIALLS lesson mentioned in the lesson prompts are appropriate (e.g., the suggestions for dialogue are helpful for discussing the cultural issues from the films).
Lesson Plans Content 2	From looking at the lesson prompts, it is difficult for me to see which cultural themes are covered in the DIALLS lesson.
Lesson Plans Content 3	The lesson prompts make clear the goals of each respective DIALLS lesson.
Lesson Plans Design 1	The structure of the lesson prompts is confusing me.
Lesson Plans Design 2	The lesson prompts look appealing.
Lesson Plans Design 3	The design of the lesson prompts inspires me to engage in planning my DIALLS lessons.
Lesson Plans Value 1	The lesson prompts are valuable for my students (e.g., through the suggestions for discussion they have learned to engage in an interactive dialogue on cultural topics).

Lesson Plans Value 2	The lesson prompts are valuable for me from a professional perspective (e.g., I have a good foundation I can flexibly build on when planning my lessons).
Lesson Plans Value 3	I want to apply my experiences working with the lesson prompts to my future teaching.

Scale of Progression for Cultural Literacy Learning (Dialogue Progression Tool and Cultural Literacy Progression Tool)

Scale of Progression for Cultural Literacy Learning Application 1	I need additional support to use the SPCLL.
Scale of Progression for Cultural Literacy Learning Application 2	The Dialogue Progression Tool helps me to understand the different dimensions of dialogue as they are explained in the introduction, and how the dialogue indicators reflect the DIALLS dispositions of tolerance, empathy, and inclusion.
Scale of Progression for Cultural Literacy Learning Application 3	The Cultural Learning Progression Tool helps me to pick up how different cultural themes might be discussed with older and younger children, and to guide the content of the discussions.
Scale of Progression for Cultural Literacy Learning Design 1	The structure of the SPCLL is confusing for me.
Scale of Progression for Cultural Literacy Learning Design 2	The SPCLL looks appealing.
Scale of Progression for Cultural Literacy Learning Design 3	The SPCLL inspires me through its design to reflect on the dialogue and cultural learning progression of my students.
Scale of Progression for Cultural Literacy Learning Value 1	The examples of the SPCLL enable me to reflect on my students' learning journey during the course of the CLLP (e.g., they offer starting points to observe my students' behaviour).
Scale of Progression for Cultural Literacy Learning Value 2	The SPCLL is valuable for my students, as it makes it possible for me to react to my students' developments in cultural literacy learning.
Scale of Progression for Cultural Literacy Learning Value 3	The SPCLL encourages me to monitor the cultural literacy learning progress of my students in the long term.
Scale of Progression for Cultural Literacy Learning Content 1 Discussion Progression Tool	The Dialogue Progression Tool incorporates helpful indicators for discussions which I can build on to improve my students' dialogue skills.
Scale of Progression for Cultural Literacy Learning Content 2 Discussion Progression Tool	The Dialogue Progression Tool gives relevant examples of children talking together at different stages of progression.
Scale of Progression for Cultural Literacy Learning	The Dialogue Progression Tool displays what my group of students needs to learn next.

Content 3 Discussion Progression Tool	
Scale of Progression for Cultural Literacy Learning Content 1 Cultural Literacy Progression Tool	The Cultural Learning Progression Tool describes progression in cultural literacy and the knowledge, skills, and understanding that underpin it.
Scale of Progression for Cultural Literacy Learning Content 2 Cultural Literacy Progression Tool	The Cultural Learning Progression Tool highlights how differently aged children may respond to the different cultural themes of DIALLS during their discussions.
Scale of Progression for Cultural Literacy Learning Content 3 Cultural Literacy Progression Tool	The Cultural Learning Progression Tool gives examples for how cultural themes can be conceptualized in non-verbal expression (i.e., it gives examples for Cultural Artefacts related to the cultural themes of DIALLS).

Discussion Forum

Discussion Forum Motivation 1	The exchange with other DIALLS teachers motivates me to take part in the discussion area.
Discussion Forum Motivation 2	In the DIALLS discussion area, I want to get tips and support.
Discussion Forum Motivation 3	I want to share my experiences with the DIALLS program with other teachers.
Discussion Forum Participation 1	I often contribute to the DIALLS discussion area.
Discussion Forum Participation 2	I often read the posts of others in the DIALLS discussion area.
Discussion Forum Participation 3	I receive prompt answers to my questions in the DIALLS discussion area.
Discussion Forum Participation 4	The exchange in the DIALLS discussion area enables me to formulate my contributions more constructively than in a personal dialogue.
Discussion Forum Participation 5	The contributions in the DIALLS discussion area refer to each other.
Discussion Forum Topic 1	The topics in the DIALLS discussion forum are helpful for dealing professionally with DIALLS.
Discussion Forum Topic 2	I have the feeling that I can bring my own topics that were important to me into the DIALLS discussion forum.
Discussion Forum Topic 3	The topics in the DIALLS discussion area are of no personal interest to me.
Discussion Forum Value 1	In exchange with my DIALLS colleagues, I get ideas for my own teaching.
Discussion Forum Value 2	The posts in the DIALLS discussion area can help me with solving problems.

Discussion Forum Value 3	Because of the exchange with other DIALLS teachers, I can critically question my own teaching behavior.
Discussion Forum Value 4	The DIALLS discussion area makes it possible to exchange different perspectives from teachers.
Discussion Forum Value 5	Because of the DIALLS discussion area, I feel like a part of a DIALLS community.

Note. RGPC = Respondent Generated Personal Code; The code was generated by participants to assign each of participant's survey responses anonymously to the same participant.

Appendix D: Summarized quantitative data form the evaluation for teachers from NOVA, UCAM, HUJI, and UBER

1. **Summarized data for NOVA**

Together for NOVA, data of 39 teachers were analysed. All items ranged from 1 = 'I strongly disagree' to 5 = 'I strongly agree'.

Table D1. Evaluation of *Lesson Plans* regarding application, content, design, value, and overall from NOVA.

	n	Min	Max	M	SD
LP application	26	3.67	5.00	4.56	.42
LP content	26	3.33	5.00	4.68	.41
LP design	26	3.67	5.00	4.54	.42
LP value	26	3.00	5.00	4.76	.46
LP overall	26	3.92	5.00	4.63	.31

Table D2. Evaluation of *SPCLL* regarding application, content (per tool), design, value, and overall from NOVA.

	n	Min	Max	M	SD
SPCLL application	22	3.33	5.00	4.35	.55
SPCLL design	22	2.67	5.00	4.06	.62
SPCLL value	22	4.00	5.00	4.50	.42
SPCLL content Dialogue Tool	22	3.33	5.00	4.45	.47
SPCLL content Cultural Literacy Tool	22	3.67	5.00	4.44	.45
SPCLL overall	22	3.67	5.00	4.36	.40

Table D3. Evaluation of *Cultural Literacy PD material* regarding application, content, design, value, and overall from NOVA.

	n	Min	Max	M	SD
CL application	32	3.33	5.00	4.19	.43
CL content	32	3.33	5.00	4.10	.54
CL design	32	3.33	5.00	4.43	.48
CL value	32	4.00	5.00	4.53	.41
CL overall	32	3.67	5.00	4.31	.37

Table D4. Evaluation of *Dialogue and Argumentation PD material* regarding application, content, design, value, and overall from NOVA.

	n	*Min*	*Max*	*M*	*SD*
DA application	32	3.33	5.00	4.25	.49
DA content	32	3.33	5.00	4.24	.54
DA design	32	3.33	5.00	4.43	.49
DA value	32	3.67	5.00	4.44	.48
DA overall	32	3.50	5.00	4.34	.40

Table D5. Evaluation of *Wordless Films PD material* regarding application, content, design, value, and overall from NOVA.

	n	*Min*	*Max*	*M*	*SD*
WF application	32	3.33	5.00	4.25	.54
WF content	32	3.00	5.00	4.10	.58
WF design	32	3.33	5.00	4.47	.47
WF value	32	2.67	5.00	4.32	.56
WF overall	32	3.58	5.00	4.29	.44

Table D6. Evaluation of *PD material overall* from NOVA.

	n	*Min*	*Max*	*M*	*SD*
PD overall	32	3.67	4.92	4.31	.37

Table D7. Evaluation of *Discussion Forum* in terms of motivation, participation, topic, value, and overall from NOVA.

	n	*Min*	*Max*	*M*	*SD*
DF motivation	21	3.33	4.67	3.97	.42
DF participation	21	2.40	4.40	3.50	.58
DF topic	21	3.67	4.67	4.19	.29
DF value	21	3.40	5.00	4.06	.42
DF overall	21	3.33	4.58	3.93	.32

2. Summarized data for UCAM

Together for UCAM, data of 27 teachers were analyzed. All items ranged from 1 = 'I strongly disagree' to 5 = 'I strongly agree'.

Table D8. Evaluation of *Lesson Plans* regarding application, content, design, value, and overall from UCAM.

	n	*Min*	*Max*	*M*	*SD*
LP application	17	3.33	5.00	4.51	.50
LP content	17	4.00	5.00	4.45	.35
LP design	17	2.33	5.00	4.20	.73
LP value	17	2.67	5.00	4.29	.68
LP overall	17	3.25	5.00	4.36	.46

Table D9. Evaluation of *SPCLL* regarding application, content (per tool), design, value, and overall from UCAM.

	n	*Min*	*Max*	*M*	*SD*
SPCLL application	16	3.00	4.67	4.06	.55
SPCLL design	16	3.00	5.00	3.94	.64
SPCLL value	16	2.33	5.00	3.92	.68
SPCLL content Dialogue Tool	16	3.00	5.00	4.10	.53
SPCLL content Cultural Literacy Tool	16	3.00	5.00	4.15	.60
SPCLL overall	16	3.00	4.87	4.03	.51

Table D10. Evaluation of *Cultural Literacy PD material* regarding application, content, design, value, and overall from UCAM.

	n	*Min*	*Max*	*M*	*SD*
CL application	25	2.33	5.00	4.19	.57
CL content	25	3.00	5.00	4.16	.64
CL design	25	3.00	5.00	4.20	.46
CL value	25	3.00	5.00	4.33	.57
CL overall	25	2.83	5.00	4.22	.48

Table D11. Evaluation of *Dialogue and Argumentation PD material* regarding application, content, design, value, and overall from UCAM.

	n	*Min*	*Max*	*M*	*SD*
DA application	25	3.33	5.00	4.40	.49
DA content	25	3.33	5.00	4.23	.47
DA design	25	3.33	5.00	4.33	.53
DA value	25	3.33	5.00	4.32	.57
DA overall	25	3.58	5.00	4.32	.41

Table D12. Evaluation of *Wordless Films PD material* regarding application, content, design, value, and overall from UCAM.

	n	*Min*	*Max*	*M*	*SD*
WF application	25	3.00	5.00	4.16	.57
WF content	25	3.00	5.00	4.19	.62
WF design	25	3.67	5.00	4.40	.43
WF value	25	3.33	5.00	4.35	.51
WF overall	25	3.42	5.00	4.27	.45

Table D13. Evaluation of *PD material overall* from UCAM.

	n	*Min*	*Max*	*M*	*SD*
PD overall	25	3.35	4.94	4.27	.41

Table D14. Evaluation of *Discussion Forum* in terms of motivation, participation, topic, value, and averall from UCAM.

	n	*Min*	*Max*	*M*	*SD*
DF motivation	17	2.33	4.67	3.73	.67
DF participation	17	2.40	4.40	3.52	.53
DF topic	17	2.33	5.00	3.84	.75
DF value	17	2.60	4.80	3.74	.62
DF overall	17	2.62	4.50	3.71	.60

3. Summarized data for HUJI

Together for HUJI, data of 46 teachers were analyzed. All items ranged from 1 = 'I strongly disagree' to 5 = 'I strongly agree'.

Table D15. Evaluation of *Lesson Plans* regarding application, content, design, value, and overall from HUJI.

	n	Min	Max	Mean	SD
LP application	18	1.33	5.00	3.91	.88
LP content	18	3.33	5.00	4.37	.43
LP design	18	3.67	5.00	4.19	.47
LP value	18	1.67	5.00	3.74	.88
LP overall	18	2.92	4.92	4.05	.53

Table D16. Evaluation of *SPCLL* regarding application, content (per tool), design, value, and overall from HUJI.

	n	Min	Max	M	SD
SPCLL application	16	1.67	5.00	3.56	.80
SPCLL design	16	3.00	5.00	3.79	.54
SPCLL value	16	2.33	4.67	3.75	.58
SPCLL content Dialogue Tool	16	1.00	5.00	3.73	1.04
SPCLL content Cultural Literacy Tool	16	1.00	5.00	3.85	.89
SPCLL overall	16	1.80	4.93	3.74	.68

Table D17. Evaluation of *Cultural Literacy PD material* regarding application, content, design, value, and overall from HUJI.

	n	Min	Max	M	SD
CL application	41	2.00	5.00	3.63	.62
CL content	41	2.00	5.00	3.85	.66
CL design	41	2.33	5.00	4.17	.50
CL value	41	1.00	5.00	3.96	.87
CL overall	41	2.00	4.83	3.90	.56

Table D18. Evaluation of *Dialogue and Argumentation PD material* regarding application, content, design, value, and overall from HUJI.

	n	Min	Max	M	SD
DA application	41	2.00	5.00	3.43	.64
DA content	41	2.00	5.00	3.68	.61
DA design	41	2.33	5.00	3.93	.53
DA value	41	2.00	5.00	3.77	.75
DA overall	41	2.67	5.00	3.70	.51

Table D19. Evaluation of *Wordless Films PD material* regarding application, content, design, value, and overall from HUJI.

	n	Min	Max	M	SD
WF application	41	2.33	5.00	3.76	.70
WF content	41	2.33	5.00	3.84	.65
WF design	41	2.67	5.00	4.15	.60
WF value	41	1.00	5.00	3.85	.82
WF overall	41	2.75	5.00	3.90	.57

Table D20. Evaluation of *PD material overall* from HUJI.

	n	Min	Max	M	SD
PD overall	41	2.47	4.78	3.84	.49

Table D21. Evaluation of *Discussion Forum* in terms of motivation, participation, topic, value, and overall from HUJI.

	n	Min	Max	M	SD
DF motivation	16	1.00	4.33	3.38	.89
DF participation	16	2.00	4.80	3.59	.64
DF topic	16	1.33	5.00	3.63	.89
DF value	16	2.40	4.80	3.71	.64
DF overall	16	1.68	4.73	3.58	.71

4. Summarized data for UBER

Together for UBER, data of 28 teachers were analyzed. All items ranged from 1 = 'I strongly disagree' to 5 = 'I strongly agree'.

Table D22. Evaluation of *Lesson Plans* regarding application, content, design, value, and overall from UBER.

	n	*Min*	*Max*	*Mean*	*SD*
LP application	16	2.33	5.00	3.85	.73
LP content	16	2.33	5.00	3.92	.76
LP design	16	3.00	5.00	4.04	.70
LP value	16	3.33	5.00	4.21	.54
LP overall	16	2.83	5.00	4.01	.60

Table D23. Evaluation of *SPCLL* regarding application, content (per tool), design, value, and overall from UBER.

	n	*Min*	*Max*	*M*	*SD*
SPCLL application	11	2.67	4.00	3.48	.55
SPCLL design	11	2.00	4.33	3.42	.79
SPCLL value	11	3.00	4.00	3.55	.48
SPCLL content Dialogue Tool	11	3.00	4.00	3.58	.47
SPCLL content Cultural Literacy Tool	11	3.00	5.00	3.67	.63
SPCLL overall	11	3.00	4.27	3.54	.49

Table D24. Evaluation of *Cultural Literacy PD material* regarding application, content, design, value, and overall from UBER.

	n	*Min*	*Max*	*M*	*SD*
CL application	23	2.33	5.00	3.77	.67
CL content	23	3.00	5.00	4.06	.63
CL design	23	2.00	5.00	3.84	.89
CL value	23	1.67	5.00	3.70	.72
CL overall	23	2.33	5.00	3.84	.61

Table D25. Evaluation of *Dialogue and Argumentation PD material* regarding application, content, design, value, and overall from UBER.

	n	*Min*	*Max*	*M*	*SD*
DA application	23	2.67	5.00	3.87	.55
DA content	23	2.33	5.00	3.86	.67
DA design	23	2.00	5.00	3.94	.81
DA value	23	1.67	5.00	3.74	.86
DA overall	23	2.58	5.00	3.85	.61

Table D26. Evaluation of *Wordless Films PD material* regarding application, content, design, value, and overall from UBER.

	n	*Min*	*Max*	*M*	*SD*
WF application	23	3.00	5.00	4.01	.48
WF content	23	3.00	5.00	4.19	.52
WF design	23	2.00	5.00	4.07	.77
WF value	23	3.00	5.00	4.13	.57
WF overall	23	3.00	5.00	4.10	.51

Table D27. Evaluation of *PD material overall* from UBER.

	n	*Min*	*Max*	*M*	*SD*
PD overall	23	2.83	5.00	3.93	.53

Table D28. Evaluation of *Discussion Forum* in terms of motivation, participation, topic, value, and overall from UBER.

	n	*Min*	*Max*	*M*	*SD*
DF motivation	10	2.00	5.00	3.27	1.00
DF participation	10	1.80	3.80	2.60	.63
DF topic	10	3.00	5.00	3.50	.74
DF value	10	2.20	4.80	3.48	.67
DF overall	10	2.25	4.57	3.21	.70

Appendix E: Open responses on materials from teachers gathered via surveys

Table E1. Examples for qualitative feedback on the materials gathered by teachers from Israel, Portugal, Germany, and UK.

Material	Positive feedback	Critical feedback
Lesson Plans	"I found the lesson prompts a good starting point and they helped me to focus on the learning of the lesson. I could then take them on and develop my lessons to cater for the needs of my own cohort and think about how I might want to expand the learning beyond discussion anticipated by the prompts." (UK teacher) "The lesson instructions helped me a lot, they were essential for the success of the lesson, as they clarified the goals and the means to achieve them." (Portuguese teacher) "The instructions are very clear and easy to put into practice. When made public, they will be very valid for Citizenship classes in particular and any subject in general" (Portuguese teacher) "Easy to use, versatile and appealing" (Portuguese teacher) "I would like to note that the lesson prompt cards are very good and effective. They are very helpful in understanding the message of the videos and express ideas for activities with the students in the classroom" (Israeli teacher) "The children whom I teach enjoy the lessons and the videos very much and relate to them and (to my great surprise) manage to understand many of the values and messages presented, in spite of their communication disability" (Israeli teacher) "The students learn so many meaningful and relevant values concerning their school and the school system from the DIALLS lesson prompt cards and content. It is stylish and suitable for every level of teaching and for every teacher, in every sector and	"The lesson prompt cards served as a good basis for me when building the lessons. The goals are clear both in terms of content - the values and in terms of discourse skills. However, in each lesson, I had to develop the card, think about additional educational activities, because the card is lacking, it's too concise! It is worthwhile to provide a database of activities, a wider range of questions for discussion, various suggestions for the course of the lesson, so that each teacher can choose what she relates to" (Isreali teacher) „The questions about the film were often helpful. However, I lacked more practical suggestions beyond the design of cultural artefacts - like for the film Ant" (German teacher)

for every level. Well done." (Israeli teacher)

"Liked the flexibility - Suitable for online learning in live lessons, but worked better in a classroom environment" (UK teacher)

PD Materials	"I think that the teaching materials are very appealing and with them we can easily approach the themes and values that are so important for the child's day-to-day life. All materials are very well structured" (Portuguese teacher)	"I find the design and structure of the materials quite confusing. Accordingly, I have to do a lot of jigsaw puzzles to put the contents together into a picture. In order for the further education materials to benefit the students better, it would be nice if they included specific exercises, for example for arguing on a specific cultural topic. Overall, a lot of the materials are kept very general. I would like to see more depth in some places. But to understand the goals of DIALLS, the materials are definitely helpful" (German teacher)
	"I have not thought about using wordless films in class before and am glad that the DIALLS project gave me the inputs to do so. I now see the many possibilities and areas of application for such films. I find the training material for the wordless films appealing and clearly understandable. The information can be easily transferred to other subject areas, so that one has added value from the training material that goes beyond the DIALLS project" (German teacher)	
SPCLL	"It helps to understand the levels at which students are at. And they help guide the work to be done" (Portuguese teacher)	"I feel it did not suit the ages at which I taught" (Israeli teacher)
	"The SPCLL tool was a kind of indicator for me, both to track the progress, and to direct me towards the goals" (Israeli teacher)	"It could have shown up earlier to see where we wanted to put ourselves, like the next objective" (Portuguese teacher)
	"I enjoyed expanding my horizons using the tool and used it when dealing with ideas/concepts and when preparing for the children's watching of the videos" (Israeli teacher)	"There are some issues with the Welsh translations - titles missing and incomplete. - Cultural learning progression tool not yet available in Welsh on the website" (UK teacher)
	"The SPCLL and the Dialogue Progression Scale, in addition to being an asset for me and my students, in all the valences already mentioned in the survey, contain excellent indicators that can be used as items for reflection and self-assessment tool for students. students / groups" (Portuguese teachers)	"The SPCLL document is very long. It is very valuable as a reference before a lesson and helpful in guiding the children to different understanding of the values. It would be helpful to have an assessment grid which incorporates all of the values. A summary of values to highlight." (UK teacher)

	„Again, useful tools that will enable the development of DIALLS beyond the scope of this project, which I think is the most exciting element of this!" (UK teacher)	
Discuss-ion Spaces	„For me it was nice that I was able to develop the DIALLS materials together with a colleague. Over a longer period of time, I kept looking at the suggestions for the lessons along with the other materials. Suddenly I had a good overview, the whole thing seemed sensible and good to me. From this point on, I was able to set individual accents for the classes / groups. Overall, I followed the suggestions quite closely" (German teacher: also talking about the Lesson Plans) "Posts were interesting - Many posts gave ideas and suggestion which inspired me - Victoria replied to questions quickly – A zoom meeting was scheduled after I posted asking about how to use DIALLS when remote learning which was great" (UK teacher) „I found it really useful reading other people's posts. It was useful to see how people were getting on and I could gain some ideas from what other people wrote" (UK teacher) "It was clear to me the diversity of approaches that teachers can take when promoting dialogue and debate on the same topic of cultural literacy. Just as it was clear the diversity of responses / paths that a class can give / follow during the dialogue on a certain topic. Discussions between teachers and sharing experiences are always enriching and help us to improve our teaching practices" (Portuguese teacher)	"Since I generally do not use any forums, the DIALLS forum was of no help to me. This is not due to the design, but to my user behavior. Nevertheless, I wrote two articles for it." (German teacher) "I didn't feel this area was very helpful-realistically I didn't expect much engagement, there wasn't much useful discussion and it seemed like comments were being made to fulfil that aspect of the course. I wasn't particularly motivated myself to contribute to be honest" (UK teacher) "I have little experience of an online discussion forum. I do like to discuss ideas and experiences with other teachers. Perhaps it is my age but I am not very drawn to online discussions. For me the remote nature means it is not very spontaneous so you have to make time when perhaps you are not feeling totally in tune with the lesson, there is not an immediate response necessarily. On the other hand without this, if you are working alone on the project in school there is no one really to talk to and this is definitely better than nothing at all" (UK teacher) "I think it could be more dynamic. Exchanges between participants should be intuitive" (Portuguese teacher)
DIALLS in general	"The structure has provided a valuable platform for us to develop cultural literacy in the classroom. As a Welsh Medium class I often find that new and inspiring projects are out of reach for us due to language constrictions. Being wordless enables my pupils to engage with an enriched form of developing literacy and therefore enabling further	Nothing critical reported about DIALLS in general

cross-curricular links and activities. We have thoroughly enjoyed the programme so far and pupils have also shared valuable information with their families from the sessions. This was apparent during our virtual parents evening as parents were very impressed with the depth of knowledge and their ability to discuss current issues. I feel that the programme gave us a platform to intertwine some current affairs. Thanks for the opportunity." (UK teacher)

- "I think the use of these pedagogical materials enhances new practices and dynamics in the classroom, which is extremely positive to reach today's students, challenging them to new ways of interacting and participating in Portuguese classes" (Portuguese teacher)

- "I found the initiative very rewarding, as it allows us to use different resources from those normally used in the classroom and, at the same time, leads us to reflect on the pedagogical practices applied until now" (Portuguese teacher)

- "I enjoyed expanding my horizons using the tool and used it when dealing with ideas/concepts and when preparing for the children's watching of the videos." (Israeli teacher)

Appendix F: Qualitative communication examples from teachers in discussion spaces.

Value	Discussion Forum	Turns
Immediate enabling activities and interactions	**UBER Discussion 1** "The Start of the CLLP"	GermanTX September 22 at 8:10 am s Hello, How did you introduce talk rules in your classes? Greetings GermanTX GermanM1 October 20 at 11:08 am Hello GermanTX, Cool that you're starting. Probably not everyone is ready yet, but I thought I'd jump into the discussion... Have you perhaps already started and would like to share your experiences? Maybe the other teachers feel the same way? Kind regards, GermanM1 GermanTY October 22 at 9:26 am Hi GermanTX, I briefly told the children about the project, then showed them the Dialls logo and asked them what it meant. Then we watched the first film together and discussed it. Afterwards, the pupils discussed in pairs what rules they would like to see in the classroom: [Screenshot] The children presented the results briefly, we derived rules from them together and wrote them on a large poster. Many greetings GermanTY GermanTZ November 24 at 7:51 pm Dear GermanTX, dear all, I think this is an important question. […] When I start in a class, rules have usually already been set by the class teacher. For life skills, we change the rules over time, so there are the normal rules and the life skills rules. That happens anyway, so I don't make it less or more of an issue for DIALLS than usual. In the training we got the recommendation to collect rules - if we want to work on rules in our lessons - what the pupils might want as rules. Then a process should take place in which a maximum of six rules remains, e.g., avalanche democracy. For the six rules, a big poster can then be designed by everyone together.
Potential	**UCAM Discussion 1**	As we are nearing the end of the first half of term, I'm sure some of you are feeling uncertain,

Value	Discussion Forum	Turns
increasing knowledge capital	WelshT1 October 16, 2020 at 8:51 am "The Start of the CLLP"	overwhelmed and tired. The thought of having to complete PD materials and experimenting with a pedagogy I was quite unfamiliar with was slightly daunting. I was certainly wrong, the PD was very useful and inspiring, in particular the final unit, 'Mediating Wordless Text: The wonders of wordless films.' It put the CLLP and lesson prompts into a classroom perspective and gave ideas and suggestions on how to structure lessons. I feel more confident starting the project with my pupils next week after completing the PD. If you are feeling uncertain, I highly recommend having a look at the PD Materials.
Applied change in practices based on new knowledge	**UCAM Discussion 5** "Successes and Challenges: My Experience with DIALLS"	WelshM2 January 19, 2021 at 1:50 pm Has anyone had the chance to teach their DIALLS lessons online? I would be interested to know how you found it and what the challenges/successes were? Thanks WelshM2 WelshT1 January 26, 2021 at 12:41 pm I have, and I would say it was a success. [...] I shared some useful sentences on the screen to encourage pupils to develop their oracy. You can view it in the link below. [...] Also, at the start of the lesson I went over a few rules. [...]
Realised individually perceived improvements in performance	**HUJI Discussion 4 (Cultural Values)** IsraeliT9 – December 1, 2020 "Purpose of the content: Promoting cultural values"	The difficulties associated with conducting a dialogue around cultural values that I encountered were mainly at the beginning of the program. The children at first did not quite understand how they were supposed to have a conversation and express their opinion in a way that their opinion would be heard and also in a way that their friends would not be hurt. Over time as I taught the lessons, I feel like this issue disappeared. Students have a civilized conversation, tell stories, share and listen to each other. In one of the lessons one of the students made a remark that greatly hurt another student. When we explained why the student was hurt, he apologized and realized his mistake. I taught the students that their opinion can and should be voiced, but care should be taken not to hurt anyone around them.
Reframing redefining and reconsidering goals and values	**NOVA DIALLS project in my school (secondary schools)** PortugueseT25 – February 25, 2021	I can only conclude that the added value presented by these activities will have repercussions not only on the students but also on the way in which it made me reflect on varied and productive activities, implementing with this regularity the debate of ideas that they liked so much.

Value	Discussion Forum	Turns
	"DIALLS in My School"	