Best Practice All Media Didactic Design Manual

KA210-VET - Small- scale partnerships in vocational education and training : Vocational Education and Training

Project Title: Creation of a train - the -trainer format for digital multilingual webinars using AI- assisted multilingual simultaneous translation tools for the training of resilience educators in Europe.

Project Acronym : Edu2Help

A3 Learning Experience

A3.1 Peer Learning

3.1.3 Best Practice All Media Didactic Design Manual

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1. Objectives and pedagogical framework

1.1 Context of the Edu2Help project

The Didactic Manual was developed as part of the Erasmus+ project **Edu2Help** . The project focuses on the training of **resilience educators** who work with vulnerable target groups in various European contexts. These include, for example, people with refugee and migration experience, individuals in psychosocially challenging life situations, the long-term unemployed, the chronically ill, people in rehabilitation, and volunteers in the education and social sectors.

Many of these contexts are characterized by multilingualism, uncertainty, and sometimes institutional overload. At the same time, more and more educational work is taking place in the digital realm: online seminars , webinars, hybrid formats. The Covid pandemic has accelerated this trend, but by no means every organization has its own IT departments or technical teams.

This is where Edu2Help comes in. The project is developing a **train- the -trainer format** that empowers resilience educators to independently plan, conduct, and evaluate digital, multilingual training courses without getting bogged down in technical details. Microsoft Teams serves as the central platform, supplemented by selected AI tools for translation and transcription.

This manual is the media-didactic component of this overall package. It builds upon other project products.

- the **user guide** with step-by-step instructions
- the **qualification profile** for further training
- the **curriculum** for the Train the Trainer program

The aim is to combine technology and pedagogy so that resilience educators not only "operate" digital multilingualism, but **consciously shape it** .

1.2 Purpose of the manual

The handbook pursues three central goals.

1. **Providing guidance**
   : This describes how Microsoft Teams and complementary translation tools can be used to support **the educational goals of resilience work** . The focus is not on technology for its own sake, but on how digital tools can strengthen relationships, safety, self-efficacy, and participation.
2. The manual provides **very practical instructions for action, enabling concrete implementation**
   .
   - o Which function do I use when?
   - o How do I explain them in a way that is easy to understand?
   - o What are some typical pitfalls?
   - o How do I react when something doesn't work?

In addition, there are training designs, checklists and examples that can be directly reused in one's own context.

3. **Promoting reflective action:**
   The use of AI translation , live subtitles or transcription raises questions.
   - really understands anything ?
   - What errors occur.
   - How do we deal with the power of language, discrimination, and sensitive content?

The handbook aims to encourage trainers not to ignore these questions, but **to consciously address them** . Multilingualism and AI translation thus become learning topics in themselves.

In short, the handbook aims to enable resilience educators to work **confidently, technically competently, and ethically** with digital translation tools, instead of being controlled by them.

1.3 Target groups of the handbook

The manual is aimed at several levels of educational work.

1. **Resilience educators as trainers are**
   people who already have experience in psychosocial support and now want to guide others. They want to pass on their expertise in digital, often multilingual formats and need **clear, practical guidance to do so** .

2. **Multipliers in organizations :**
   Individuals who plan and conduct internal training in institutions such as rehabilitation centers, social organizations, NGOs, educational institutions, or church contexts. They should be able to train **teams or peer groups in the use of Teams translation functions.**

3. **Project managers and coordinators –**
   those responsible for management who are considering which licenses, resources, and framework conditions are needed to realistically implement

multilingual online education in their own institution. For them, this manual provides an **overview of the effort, benefits, and limitations** .

4. **Participants in Train the Trainer courses**
and trainees working with the qualification profile "Further training for resilience educators: Planning and implementation of digital, multilingual webinars." The manual is a **mandatory part of the course material** and serves as a reference for self-study.

The manual is intentionally written so that even people with **intermediate digital skills** can use it effectively. It does not require experts. IT knowledge is required. The focus is on practical teaching methods, not on deep dives into Microsoft 365 administration.

1.4 Pedagogical Guiding Principles

The handbook follows several guiding principles that are central to resilience pedagogy and to working with vulnerable target groups.

1. **Relationship-oriented**
resilience arises in relationships. Even in the digital realm **, contact, eye contact, voice, and resonance remain** crucial. Translation tools are aids, but they cannot replace human connection. The manual therefore repeatedly emphasizes that technology serves the relationship, not the other way around.

2. **Safety and orientation:**
Many target groups that resilience educators work with experience insecurity, loss of control, or being overwhelmed.
   o Clear structures.
   o transparent sequences.
   o understandable language.
   o Well-explained technical steps.

   These elements create **orienting framework conditions** that are crucial for successful learning and resilience processes .

3. **Empowerment and self-efficacy:**

   Participants should not only be "provided for," but experience that they can **actively shape their own experience** . This includes trying out technical functions themselves, being allowed to ask questions, and receiving help without being shamed.

4. **Inclusion and diversity:**

   Multilingualism, varying levels of literacy, hearing impairments, and digital illiteracy are taken seriously as **starting points for planning** , not as obstacles. The manual aims to design educational programs in such a way that as many people as possible can participate, regardless of language, educational background, or limitations.

5. **A culture of learning from mistakes:**

   In digital, multilingual settings, things can go wrong. Translations are inaccurate, connections drop, microphones are muted. Instead of striving for perfection, the handbook emphasizes an **open culture of learning** from mistakes. Errors are identified, resolved collaboratively, and used as learning opportunities.

6. **Ethics and Responsibility in the Use of AI:**

   AI translation can offer great opportunities, but it also carries risks. Distorted content, inappropriate word choices, and potential harm from incorrect translations are all possibilities. Trainers have a responsibility to minimize these risks, communicate transparently, and protect participants from harm.

1.5 Role of digital multilingualism in resilience pedagogy

In resilience work, language is not merely a means of transporting information. It is **a symbolic space** for recognition, interpretation, and self-understanding. Those who are allowed to speak in their own language often experience themselves as more empowered and better understood.

Digital multilingualism opens up new possibilities here.

- One person can listen to content in German, another reads subtitles in Greek at the same time, a third works with translated slides in Turkish.

- Trainers can lead groups that would otherwise not be able to participate together for language reasons.
- Refugees or newly arrived immigrants gain access to psychoeducational content without the need to establish local interpreting structures everywhere.

At the same time, it remains important to remember that translation is no substitute for genuine **language learning** or **cultural sensitivity** . It can facilitate communication, but it cannot capture all the nuances of the native language. Therefore, a conscious decision is necessary, especially in resilience pedagogy .

- Which types of content are well suited for automatic translation?
- interpreters or bilingual trainers needed ?
- Which exercises are so linguistically sensitive that they should possibly only be performed in the first language?

This manual makes suggestions on how digital multilingualism can be **supportive** without crossing critical boundaries.

1.6 Learning objectives for trainers working with this manual

At the end of a training course based on this manual, trainers should be able to do the following.

1. **Understand**
   - You are familiar with the most important translation functions of Microsoft Teams, Microsoft Translator and the Interpreter, and understand their capabilities and limitations.
   - They can explain how these functions can contribute pedagogically to promoting participation, safety, and self-efficacy.
2. **Plan**
   - They are able to plan a multilingual webinar in such a way that translation functions are meaningfully integrated.
   - They take into account target group, languages, technical equipment and time resources.

3. **Carry out**
   - o You can lead digital training sessions in which chat translation, live subtitles , transcription, PowerPoint Live and Translator are used in a targeted manner.
   - o You can clearly guide participants to use these functions themselves and react calmly and competently to technical difficulties.
4. **Reflect**
   - o Together with participants, you can reflect on translation quality, misunderstandings, and power issues surrounding language.
   - o They are able to critically assess AI translation and set limits where it is necessary in terms of content or ethics.
5. **Further development**
   - o You can adapt the methods, scenarios, and checklists described in the manual to your own context.
   - o Over time, they develop their own reflective style in using digital translation tools.

Chapter 1 is now fully and comprehensively formulated.

If you wish, in the next step I will continue with **Chapter 2. Technical basics and setup of Microsoft Teams** and expand it in detail and make it NA compatible.

Here follows **point 2** , detailed, didactically sound, practical, and completely rewritten. It is structured in such a way that it can be directly incorporated as **Chapter 2 into your teaching manual.**

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2. Technical basics & setup of Microsoft Teams for multilingual webinars

The success of a multilingual webinar depends significantly on trainers being able to use Microsoft Teams confidently and knowing which functions need to be configured beforehand. This chapter provides the necessary technical foundation – from installation and language settings to specific preparations for translation functions.

The goal is not to perfect the technology, but to provide **confidence in its use** . Technical clarity is crucial for pedagogical work: when trainers are competent in its application, a calm and reliable environment is created for participants.

2.1 Overview: Microsoft Teams as a platform for multilingual educational settings

Microsoft Teams is the central platform in the Edu2Help project because it combines four crucial qualities:

1. Integrated translation functions

Teams already offers the following in its basic license:

- Chat translation
- Live subtitles (one language)
- transcription
- PowerPoint Live with slide translation

These are cornerstones for accessible, multilingual education.

2. Expansion options through additional apps

In particular:

- **Microsoft Translator** (Speech- to -Speech)
- **Interpreter function** (simultaneous interpreting)
- possibly specialized AI tools such as Voicero

This allows teams to be used for groups with high linguistic diversity.

3. GDPR-compliant use

Most educational institutions in Europe already use Microsoft 365; therefore, Teams is compatible from a data protection perspective, provided institutional requirements are met.

4. Low entry barrier for participants:

For the target groups of resilience pedagogy, the following is important:

- simple operation
- Access via smartphone possible
- No installation is strictly necessary (recommended, but not required)

This makes Teams suitable for groups with mixed digital skills.

2.2 System requirements

To conduct a professional multilingual webinar, certain minimum technical requirements must be met:

Coaches need:

- **Microsoft Teams Desktop App**
  (browser version does not reliably support many features)
- **Stable internet connection** , at least 10 Mbps upwards;
  for live subtitles + translator, 20–30 Mbps is better.
- **a headset**
  (reduces reverb, improves translation accuracy)
- **a camera with adequate lighting**
  (resilience work thrives on nonverbal communication)
- **current version of Windows or macOS**

Participants need at least:

- Smartphone or laptop
- working microphone & speaker
- stable network connection
- Teams app or browser (app recommended)

For groups with low digital skills, these requirements should be communicated in advance – clearly, in simple language, with examples.

2.3 Licenses & Functionality

There are three relevant license levels.
The following table provides an overview:

function	A1–A5 (Standard)	Teams Premium	Additional tools
Chat translation	✓	✓	–
Live subtitles (one language)	✓	–	–
Multilingual subtitles simultaneously	–	✓	–
transcription	✓	✓	–
PowerPoint Live	✓	✓	–
interpreter	✓ (for assigned persons)	✓	–
to -Speech Translator	–	–	Microsoft Translator App
AI speech optimization, AI protocols	–	✓	–

Important:
Participants **do not need a premium license** to access features such as multilingual subtitles. It is sufficient for trainers or moderators to have one.

2.4 Installation & First Steps (Step-by-Step)

These are the steps that coaches should take: Perform the following **before the first webinar** :

1. **Install the Teams desktop app.**
   Download: https://www.microsoft.com/de-de/microsoft-teams/download-app
2. **Sign in with a Microsoft 365 account**
   . Trainers should be logged in via their institutional address.
3. **Check language and region settings**
   - Profile > Settings > Language
   - "App language" in: German / English / Native language
   - Correctly set the "date and time format".
   - Select the appropriate region

   The system's language choice affects:

   - the language of the subtitles
   - the language of the surface
   - the standard translations in the chat
4. **Test camera & microphone:**
   Under: Devices > Test call.
   There you can optimize the audio quality in a quiet environment.
5. **Open test meeting**
   - "Start a new meeting"
   - Check presentation features
   - Try live subtitles
   - Test the translator app alongside it.
   - recreate the scenario with colleagues.

2.5 Setup for multilingual training

1. Prepare language settings

Participants should know at the beginning of the training:

- where they activate subtitles
- how they choose their language
- how to display translated slides
- where to find chat translation

Coaches should therefore:

- Prepare screenshots
- Step-by-step demonstration
- make a mini-demo

2. Prepare PowerPoint Live

Requirements:

- File in .pptx format
- clear structure
- little text
- large font

Upload:

- In the meeting: "Share" > PowerPoint Live
- or upload in advance to the calendar appointment

3. Prepare live subtitles

Coaches should:

- Set subtitle language
- Explain English terms beforehand
- Taking breaks
- Speak slowly when mentioning names.

4. Set up the interpreter function

If a:e Interpreter:in is used:

- Create a meeting
- Select "Add interpreter"
- Assign source and target languages
- Confirm interpreter as role

In the webinar:

- Participants demonstrate how to select their audio channel.

5. Prepare Microsoft Translator

Coaches must:

- Install the translator app (PC or smartphone)
- "Start conversation"
- Share code with participants

Participants join and choose their language.
Ideal for heterogeneous groups or very text-heavy presentations.

2.6 Recommendations for technical accessibility

Since many participants in resilience education target groups experience digital insecurity or even fear of technology, the technical introduction should be designed in such a way that no one is overwhelmed.

Recommendations:

- simple language
- Clear icons show
- *one function* at the beginning , then increase the number.
- slow speaking style when explaining
- Try out microphone checks and subtitles in the plenary session
- short breaks between technical steps
- Allow open questions at any time

Important:

A calm introduction to the technique increases pedagogical trust and positively influences the entire training.

2.7 Test meeting: The heart of every good training session

Coaches: should *Always* conduct a test meeting:

- 1-2 days beforehand
- possibly with participants who are unsure
- especially important for interpreter or translator scenarios

Objectives of a test meeting:

- Try audio channels
- Translate slides
- Test chat translation
- Clarify which devices the group uses.
- Offering support to all who need help

This allows many problems to be solved in advance – a crucial factor in groups where stress, uncertainty, or low technical competence are present.

2.8 The role of trainers during the technical introduction

The trainers are:

- Navigator:innen
- Translation facilitators:
- Stress- reducing moderation instances

They provide:

- clarity
- Quiet
- Availability
- appreciative language

Technology is not self-explanatory.

It is *communicated* .

It is *introduced pedagogically* .

It is *experienced in relation to others* .

This chapter forms the basis for that.

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3. Chat translation as a tool for written communication in multilingual webinars

Chat is one of the most important communication spaces in digital training. Especially in resilience education, it enables a low-threshold, written form of expression that is safer, more structured, and less stressful for many people than free speaking.

However, a barrier quickly arises in multilingual groups: not everyone is equally proficient in the common language of instruction. Here, Microsoft Teams offers a highly effective feature that is pedagogically much more than a technical "extra": **automatic chat translation** .

This chapter explains how the function works, how it can be used didactically, and how trainers can promote a safe, multilingual communication culture.

3.1 Importance of chat translation in resilience pedagogy

resilience work, written communication provides a space for stability and self-efficacy. Reasons:

1. **The text is slowed down,**

   allowing participants to consider how to formulate what they want to say.
2. **Writing is less exposing**

   ; people who are inhibited about speaking are more likely to participate in writing.
3. **Writing can be done in one's own language.**

   Translation eliminates the pressure to write "perfect German" or "perfect English".
4. **Writing creates documentation.**

   Chat saves thoughts and questions that can later be reflected upon or included in the transcript.
5. **Writing makes the invisible visible**

   ; people who would otherwise "go unnoticed" are more likely to respond in chat.

Especially in sensitive contexts – trauma, migration, illness, insecurity – chat is a protected space.

3.2 How chat translation works in Microsoft Teams

Chat translation works **locally on the reader's device** .
This means:

- The original message remains unchanged.
- Only the person translating can see the translated version.
- Translations can be reset at any time: *"Show original"* .
- The feature uses the AI of Microsoft Translator (over 100 languages).

Here's how participants activate the translation:

1. Move the mouse over the desired message.
2. Click on *"…" (More options) on the right.*
3. *"Translate"* .
4. The message appears in the system's own language.

If someone receives the message in Italian, but Teams is set to German, the German translation will appear automatically.

3.3 Technical Requirements

- Teams Desktop App (browser does not support all features stably)
- Correct app language setting
- stable internet connection
- Sufficient space in the chat window (small mobile devices are limited)

Coaches should check the following **before starting :**

- Is the chat visible?
- Do participants know how to open the chat?
- Does everyone have a basic idea of how the translation works?

3.4 Introduction of the function in the webinar (pedagogically sound)

The feature should be introduced deliberately and gently during the webinar.
A good introduction takes 5–8 minutes.

Suggested procedure:

1. **The coach writes a message in a foreign language.**
   Example:
   "Buenos días a todas y todos . ¿ Cómo están hooy ?"
2. **Participants immediately realize they don't understand anything.**
   This creates a deliberate, didactic sense of confusion.
3. **The trainer explains in a calm tone:**
   "If you read something in the chat that you don't understand, you can translate it automatically. I'll show you how."
4. **Go through step-by-step**
   → Mouse over message → three dots → Translate

5. **Participants try it out**

   ; the trainer deliberately waits 20-30 seconds.

6. **Brief reflection:**
   - o   Did it work ?
   - o   How does it feel to be understood?
   - o   How does it feel to be allowed to write in your own language?

This reflection strengthens trust, self-efficacy, and group dynamics.

3.5 Didactic applications

Chat translation can be used in various phases of a webinar.

1. Activation / Getting Started

- Welcome round in the chat
- Short question in several languages (trainer or participant)

2. Substantive discussion

- ask questions
- Clarify any comprehension problems
- Collecting associations
- Defining terms together

3. Group work

- Work assignments in chat written in simple language
- Multilingual small groups can still collaborate.

4. Emotional relief

Participants can express in writing what they do not want to say orally.

Example:

"I can't speak very well today, so I'd better write it down."

5. Reflection and Conclusion

The chat can be used for the following questions:

- *"What was important to you today?"*
- *"What insight are you taking away?"*
- *"How do you feel now?"*

These answers can later be translated and included in the documentation.

3.6 Quality & Limitations of Chat Translation

Chat translation is a powerful but not perfect AI.
Trainers should be aware of these aspects:

Strengthen:

- very fast translation
- supports over 100 languages
- good recognition of everyday phrases
- Individually usable without impact on others

Weaken:

- Technical terms are sometimes translated incorrectly.
- Irony or humor can be lost.
- Cultural meanings are not always recognized.
- Texts containing a lot of colloquial language can be distorted.
- Emojis are not always interpreted correctly.

What coaches can do:

- Use short, clear sentences
- Avoid using metaphors if they are culturally sensitive.
- Please allow follow-up questions:

  "Do you understand my sentence as I intended it?"
- Collect chat terms and clarify them together

3.7 Best practice tips for trainers

Practical:

- Prepare sample messages in advance
- Showing appreciation for multiple languages spoken in the chat!
- Share screen and demonstrate the steps live

Educational:

- Don't hide translation errors – address them instead.
- Value the participants' native language:

  "Feel free to write in your own language. We can translate everything."
- Creating social warmth: Praise for every first chat message
- Encourage participants to experiment

3.8 Exercises that are particularly suitable

Exercise 1: "Tower of Babylon" (5 minutes)

The trainer asks the group:

"Now everyone write down a word that accompanies you today – but not in German."

Result:

The chat explodes.

Everyone tries out translation.

This strengthens the sense of belonging.

Exercise 2: "Two languages – one idea" (10 minutes)

TN write the same thought twice:

- once in one's own language
- once in German translation

Reflection:
What remains the same? What changes?

Exercise 3: "Language Window" (5–7 minutes)

Participants write a sentence in their own language on a topic, e.g.,
"What does resilience mean to you?"

The group reads the diversity of perspectives through translation.

Very powerful in intercultural contexts.

3.9 Dealing with challenges in chat

1. Participants write illegibly or chaotically.

→ The trainer structures the process with short prompts:
"First, I'll collect all the answers, then we'll go through them in an organized way."

2. Participants post in a language the translator doesn't know.

→ Solution: Briefly ask the person for a slower paraphrase.

3. Misunderstandings caused by AI translation

→ The trainer addresses it respectfully:

"I think the translation wasn't entirely clear here. Could you write your thought again in different words?"

4. Flooding due to too many posts

→ The coach deliberately stops:

"Everyone take a short break . I'll read up on it and summarize."

3.10 Reflection questions for trainers

- What role does the chat function play in my own moderation?
- Do I find written leadership easy or difficult?
- How do I deal with silence in a chat?
- How do I support participants who write little?
- How do I ensure that multilingualism in chat doesn't fragment, but connects?

These questions support the development of a confident, reflective training practice.

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4. Live subtitling & transcription in Microsoft Teams

Digital translation features such as live subtitles and transcription are among the most effective inclusive tools offered by Microsoft Teams. They not only support linguistic understanding but also play a crucial role in resilience pedagogy , providing orientation, safety, and accessibility. This chapter demonstrates both the technical operation and the pedagogical use of these features.

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are indispensable in resilience pedagogy

For many people in stressful life situations, the spoken word is more difficult to access than the written word. Reasons for this include:

• **Stress and emotional strain**

Stress reduces the ability to process auditory information. Written text supports this processing.

• **Different first languages**

Participants can better understand content in a second or third language if they read it simultaneously.

• **Hearing impairments**

Subtitles increase participation for hard-of-hearing or deaf people.

• **Digital uncertainty**

Subtitles eliminate barriers such as poor audio quality, dialects, unclear pronunciation, or technical glitches.

• **Cognitive relief**

Subtitles provide structure because they make the phases of the conversation easier to follow.

For work in the areas of resilience, trauma and psychosocial support, these functions are therefore more than just technology: they create a **safe, understandable and participatory learning environment** .

4.2 Live subtitles: How does it work?

Live captions in Teams recognize spoken language and display it in real time as text at the bottom of the screen.

The technology is based on Microsoft's AI speech recognition.

Key features:

- Subtitles appear *synchronously* with the spoken word.
- They can be displayed in multiple languages.
- Accuracy depends on microphone quality and speaking speed.
- Participants can turn the subtitles on and off themselves.

What doesn't work live:

- subtitles are not automatically *translated* into other languages.
- Only Teams Premium offers parallel multilingual subtitles.

Why this function is important:

Live subtitles allow learners to follow difficult passages in the text, even if they only understand parts of it acoustically.

4.3 Step-by-step: Activating live subtitles

Activation by trainer:

1. Start meeting
2. Open the menu at the top: *"More actions (…)"*
3. Click " **Activate live subtitles** "
4. Optional: *Change language selection* (e.g. German → English)

Activation by participants

1. Click on *"…" in the bottom right corner*
2. Select " **Activate subtitles** "
3. Set your preferred language

Trainers should demonstrate this process **live** and then lead a short exercise.

4.4 Transcription: The "memory" of the webinar

A transcription creates a continuous record of all spoken content during the meeting, including timestamps. After the webinar, it can:

- downloaded
- I read up on it
- translated
- integrated into the documentation
- to be used for group reflection

This is particularly helpful for groups in psychosocially stressful situations because the content is often emotionally dense and cannot be fully processed immediately.

4.5 Step-by-step: Starting and using transcription

During the meeting

1. Open menu bar: *"More actions (…)"*
2. Select *"Start transcription"*
3. Teams will automatically start generating the transcript.
4. The text appears on the right side of the transcript window.

After the meeting

1. Open the relevant meeting in the Teams calendar.
2. Click on the *"Recording & Transcript"* tab .
3. Click " **Download transcript** "
4. Choose format:
   - **.docx** → for Word, best for later **translation**
   - **vtt** → with timestamps, ideal for **logs**

Translate transcript

In Microsoft Word:

- *Review → Translate → Translate document*
- Select target language
- Word creates an automatic translation

This creates a multilingual learning environment *even after the webinar* .

4.6 Didactic use of live subtitles

Subtitles are more than a technical aid — they are a learning tool.

Subtitles are particularly suitable for:

- complex issues
- emotional content
- Exercises with clear instructions
- international groups
- Groups with hearing impairments
- any situation with high information density

Didactic recommendations:

- Speak slowly, clearly and with good articulation
- Avoid longer sentences
- Consciously structure exercises ("Step 1… Step 2…")
- Incorporate regular short breaks.
- Repeat important messages

Subtitles increase the **reliability** of the learning environment because no one has to worry about "missing out" on something.

4.7 Didactic use of transcriptions

Possible uses:

- Rereading emotional passages
- Deepen understanding
- Analysis or reflection at the end of the session
- Materials for supervision and team reflection
- Basis for multilingual protocols
- Participants ' learning portfolio

Examples of reflection:

- "Which sentences from the transcript appeal to you?"
- "Which part of the discussion was important to you?"
- "What was made easy/difficult to understand through the translation?"

Transcripts make learning content transparent and give participants more control over their own process.

4.8 Exercises for use in training

Exercise 1: Subtitle Check (5 minutes)

Trainer activates subtitles
→ Participants turn on subtitles → Trainer deliberately speaks slightly faster and then slower
→ Participants observe differences

Goal: To raise awareness of the quality of AI recognition.

Exercise 2: Transcript Reflection (10–15 minutes)

After training:

- Open transcript
- Highlight sentences that were important
- Let's look at the translation together

Goal: Deepening and increasing language awareness.

Exercise 3: "Invisible Hurdle"

The trainer reenacts an acoustically challenging situation (noise, dialect).
Participants activate subtitles.

Goal: To experience how subtitles lower barriers.

4.9 Limits & Challenges

Typical problems:

- Inaccurate recognition due to dialect
- Technical terms are transcribed incorrectly.
- bad microphone → bad subtitles
- Language switch mid-sentence
- background noise
- technical delay due to weak internet connection

Solution strategies:

- Headsets are mandatory for trainers.
- short, clearly structured language
- Explain important terms in advance
- Subtitles should be understood as *an aid* , not as a replacement for moderation.
- Ask in the chat: "Is this sentence clearly understandable?"

4.10 Psychosocial impact of subtitles & transcripts

Especially for people with traumatic experiences , stress, or a history of displacement, subtitles are a safety net.

They have an effect:

- **stabilizing**
- **relieving**
- **structuring**
- **reassuring**
- **orienting**

Reading restores control.
The information is visible, tangible, not fleeting.

Transcripts make it possible to review emotionally challenging content again later at leisure — an important aspect in resilience pedagogy .

4.11 Best practice recommendations

- Activate subtitles right at the beginning
- Always offer a transcript, but don't force it.
- Turn off subtitles during breaks to avoid screen overload.
- Combine subtitles with PPT Live for groups with many native languages
- Upload transcripts after each session (please observe data protection regulations!).
- Provide translations afterwards

4.12 Reflection questions for trainers

- How does subtitling affect my own way of speaking?
- What role does written communication play in my teaching style?

- How do I deal with AI errors?
- How can I use transcripts to deepen group processes?
- What risks do I see with sensitive topics?

If you'd like, I can now write **Chapter 5: PowerPoint Live & Slide Translation – comprehensive, pedagogically and technically integrated** .

With pleasure — here is **Chapter 5** , completely new, comprehensive, didactically sound, technically clear, and directly integrable into your manual.
It combines PowerPoint Live, slide translation, and media-didactic concepts of resilience pedagogy .

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5. PowerPoint Live & Slide Translation in Microsoft Teams

PowerPoint Live is one of the most powerful tools for multilingual online education.
Unlike traditional screen sharing, PowerPoint Live allows **each participant to view the presentation in their own language** , regardless of the language of the instructor or the group.

This creates an **individualized learning environment** in which people with different first languages, educational backgrounds or cognitive impairments can participate equally.

, especially in resilience education . Because here, it's about orientation, emotional security, transparency, and the ability to absorb content in a way that suits one's personal situation.

5.1 Why PowerPoint Live is a didactic revolution

Traditionally, everyone sees the same presentation.
But people don't learn at the same speed, in the same structured way, or with the same language.

PowerPoint Live enables:

- individual slide translation
- Individual navigation (page forward and backward)
- Read at your own pace
- Enlarging text sections
- More accessible presentation for people with visual impairments
- Take notes without disrupting the lecture

These features make PowerPoint Live a tool for **true differentiation** in the digital space.

It is especially helpful for:

- Groups with many first languages
- Participants with low literacy skills
- People with stress or trauma experience
- Learners with visual impairments
- heterogeneous target groups who would otherwise have to be taught separately

PowerPoint Live thus helps to create **pedagogically fair learning environments** .

5.2 Prerequisites for use

PowerPoint Live is included in all Microsoft 365 licenses (A1–A5).

Requirements:

- The presentation is in **.pptx format .**
- Use via the **Teams desktop app** (not browser)
- The instructor uses *Share → PowerPoint Live* (not screen sharing!)
- stable internet connection for all participants

Optional for extended translations:

- Teams Premium
  (multilingual subtitles, AI summary features)

5.3 Step-by-step: Sharing a presentation with PowerPoint Live

For coaches :

1. Start meeting
2. Top menu bar → **Share**
3. Select in the lower section: **PowerPoint Live**
4. Select file
   - either from OneDrive
   - or " **Upload from this device** "
5. The presentation loads in Teams and appears interactive.

Why not just split the screen in the traditional way?

Because:

- No slide translation possible
- Poor text quality
- Participants have no navigation
- Accessibility is reduced

PowerPoint Live *must* be used if multilingual support is required.

5.4 Step-by-step: Displaying slides in your own language

For participants:

1. In the live slides window, click " **…** " (more options) in the bottom right corner.
2. " **View slides in my language** "
3. Select target language

4. Presentation will be automatically translated

60 languages are supported , including:

- German
- English
- Greek
- Spanish
- Bulgarian
- Turkish
- Ukrainian
- Arabic
- Farsi
- French
- Albanian
  ... and many more.

Each person sees the slide in **their own** language – and no one else.

5.5 Designing accessible presentations

PowerPoint Live is only as good as the slides themselves.
Therefore, a **clear, pedagogically sound design is** essential.

Recommendations for good slide design:

- Minimal text, large font
- clear structure, short sentences
- simple language (no complicated subordinate clauses)
- consistent color choice
- few, but meaningful images
- Avoid text-image combinations that are difficult to translate.
- Display headings in every language
- Add alt text to images (for screen readers)

- Highlight keywords in bold or color

What to avoid.

- Embedded text in images → cannot be translated
- overloaded slides
- Animations that disappear during translation
- complex tables with multiple levels
- Technical jargon without explanation

The rule is: **clarity before complexity.**

5.6 Didactic use of PowerPoint Live in training

PowerPoint Live is not just a presentation tool – it's a **learning tool** .
Trainers can integrate many methods directly.

Types of use:

1. Language-sensitive knowledge transfer

Participants adapt the slides to their language
→ Trainer explains the topic
→ Comprehension questions in chat or verbally

2. Self-directed learning

Participants browse individually
→ Trainer collects observations
→ Participants share what they notice.

3. Emotional ground anchors

For difficult topics (trauma, biographical work , stress):

- clear graphic symbols

- calming structure
- little text
- Color coding for orientation

4. Reflection phases

Participants highlight what interests them on their slide

→ the trainer gathers feedback

→ further discussion in breakout rooms

5. Multilingual group work

Small groups each use their own language

→ Slides serve as a common basis → Results are compiled orally or in writing

6. Exercises with claim pairing :

- Participants explain a concept (e.g., resilience factors).
- Partner checks slide in their language
- Differences in meaning become apparent.

PowerPoint Live can therefore not only transport content — it becomes part of the learning process itself.

5.7 Example: Procedure of a PowerPoint live exercise (15–20 minutes)

1. Introduction (2 minutes)

The trainer says:

"You can now view the presentation in your own language. I'll show you how."

2. Activate the translation (3 minutes)

The trainer demonstrates everything live.

Participants adjust their language settings.

3. Structured learning sequence (5–8 minutes)

Participants read the slides in their own language.
The trainer explains slowly and clearly.

4. Exchange (4–6 minutes)

Questions in chat or plenary session:

- What was translated well?
- Where were the stumbling blocks?
- Which words have a different meaning?

This discussion is extremely valuable from an intercultural perspective.

5.8 Combined use with other translation functions

PowerPoint Live unfolds its full potential in combination with:

Chat translation

→ Ask comprehension questions in your own language

Live subtitles

→ oral explanation + written presentation simultaneously

transcription

→ Slide content can be recorded later

Microsoft Translator

→ Groups with low reading skills also hear the translation

interpreter

→ professional interpreting + slide translation → maximum precision

This combination enables **multifaceted access** to content.

5.9 Challenges in practical use

1. Space problem on small devices

Smartphones can display slide translation, but not all functions at the same time.

Solution:

- Ask the participant to rotate horizontally.
- Send important content in advance as a PDF

2. Translation errors

AI can misinterpret terms.

Solution:

- Define important terms in advance
- Clarify through chat reflection

3. Slow internet

Slides load with a delay.

Solution:

- Consciously taking breaks
- Release the slides for download beforehand

4. Information overload

Too many simultaneous translations are overwhelming.

Solution:

- Clear sequences: read first, then speak.

5.10 Educational Opportunities of PowerPoint Live

PowerPoint Live creates learning spaces that:

• individual

Participants control their own learning.

• inclusive

Language proficiency will not be an exclusion criterion.

• safer

Structure helps in times of stress or uncertainty.

• dialogic

Different language versions encourage exchange.

• diversity-sensitive

All languages are given space.

PowerPoint Live is therefore one of the most powerful elements for building multilingual resilience .

5.11 Reflection questions for trainers

- What effect does it have if participants can view slides in their own language?
- How can I give more space to language differences?

- What does comprehensibility mean for my target audience?
- Which slides are particularly suitable for translation?
- Where do I need to be careful?
- How do I use slides without overwhelming participants?

---

6. Microsoft Translator – Real-time speech- to -speech translation

Microsoft Translator is one of the key tools for accessible, multilingual webinars in the Edu2Help program. It enables **live translation of spoken language** : participants hear or read content in their first or preferred language, even if trainers are speaking in another language.

For resilience pedagogy, this function is a major step forward. Many target groups—such as people with refugee experience, functionally illiterate individuals, people with psychosocial stress, or older learners—benefit particularly strongly from spoken translation rather than purely text-based translation.

This chapter explains the setup, use and didactic benefits of the translator tool, which trainers can use in webinars in parallel with Teams.

6.1 What is Microsoft Translator?

Microsoft Translator is an AI-powered translation tool that supports three modes:

1. Speech- to -Text

Spoken language is displayed as text.

2. Speech- to -Speech

Spoken language is rendered as a spoken translation.

3. Multilingual Conversation Mode

Several people speak different languages and listen or read everything **in their own language** .

This mode is the most important for webinars.
Participants enter a digital translation room via a code or QR code and automatically receive the translation.

This creates **equal opportunities for participation** , even if language skills vary greatly.

6.2 When is a translator pedagogically useful?

These features are especially valuable for:

1. Groups with low reading skills

People who have difficulty reading subtitles benefit enormously from spoken translations.

2. Target groups with trauma or stress levels

Stress makes reading more difficult — listening is easier and more emotionally immediate.

3. Intercultural groups with many first languages

Instead of having to moderate 5 languages, everyone can participate simultaneously.

4. International events

A global team or European cooperation groups can work together without the need for interpreters .

5. Exercises that take place on a relationship level

The voice conveys emotional nuances — important in resilience work .

6. People with visual impairments

For them, a translator is often more suitable than subtitles.

6.3 Requirements & Installation

Hardware

- PC, laptop or smartphone
- stable internet (at least 10 Mbit/s, ideal from 20 Mbit/s)
- Headset for clear speech recognition

software

Coaches need:

- **Microsoft Translator app** (Windows, iOS or Android)
- Microsoft Teams (Desktop app recommended)

Participants need:

- Smartphone with the translator app
  or :
- Browser access via join.ms

Language support

Microsoft Translator supports over **80 languages** (an increase compared to PowerPoint Live).
Even some less common languages are available, such as Hausa, Thai, Khmer, etc.

6.4 Step-by-step: Using the translator in the webinar

The following instructions describe the recommended procedure for trainers .

A) Preparation before the webinar

1. Open the app

Launch the translator app on your PC or smartphone.

2. Select mode: "Start conversation"

This is the group mode for webinars.

3. Set language

The trainer chooses the **main spoken language** , e.g.

- German
- English
- Greek

4. Generate code

Translator shows:

- a **conference code**
- optionally a **QR code**
- a **direct link**

5. Incorporate codes into the webinar

Post in the Teams chat or display on the slide:

- QR code
- Join link

B) During the webinar

1. Participants join the translation space

They scan the QR code or open the link.
Then they select their language — e.g., Ukrainian, Arabic, Polish, Farsi.

2. The trainer begins to speak.

Meanwhile, Translator shows:

- **Text translation**
- **Spoken translation** (depending on the language)

3. Participants can speak for themselves.

The translator translates everything into the trainer 's primary language .
This greatly facilitates participation.

4. Recordings are possible

The chat in Translator can later be saved as a document.

C) After the webinar

Download documentation

Coaches can:

- Export a **multilingual transcript**
- Use the process for follow-up.
- Share content in multiple languages

This is particularly valuable for NGOs, rehabilitation centers and educational institutions that have documentation obligations.

6.5 Didactic applications in webinars

The translator is particularly well suited for:

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1. Input phases

The trainer explains the content; participants hear the message in their own language.

Example:
"Imagine a place where you feel safe." → Ukrainian, Greek, Arabic, Turkish possible simultaneously.

---

2. Emotional Exercises

In imagination or resource exercises, voice has a more intense effect than subtitles.

---

3. Biographical work

Participants can talk about personal experiences without any language barriers.

---

4. Partner and small group work

Participants communicate in their own language; the translator adjusts meanings.

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5. Accessible services

Suitable for:

- People who cannot read
- older learners
- People with hearing or visual impairments

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6. International Teams

Translator does not replace professional interpreting — but it significantly facilitates communication.

6.6 Practical exercises for the train -the -trainer context

Exercise 1: Greeting round in many languages

Participants introduce themselves briefly, each in their own language.
A translator automatically translates everything into German/English.

Goal: To build trust and make diversity visible.

Exercise 2: Mini-Input + Translation Measurement

Trainer speaks for 60 seconds
→ Participants observe quality, delay, and comprehensibility.

Goal: To understand the technology and set realistic expectations.

Exercise 3: Joint Reflection

Question:

"How did the translation feel to you?"

Goal: to consciously perceive the emotional impact.

Exercise 4: Bilingual small group work

Participants work in mixed groups
→ Translator translates back into the main language.

Goal: Reliable operation of the tool.

6.7 Limits & Risks of Translator Use

The translator is powerful, but not infallible. Trainers need to be aware of its typical limitations.

Technical limitations

- Delay (latency) due to poor connection
- Recognition difficulties with dialects
- Background noise affects translation
- AI voices sometimes sound impersonal.
- Some languages are only available as text, not as audio.

Didactic limits

- Intimate, trauma-related content should *not always* be translated live.
- Cultural meanings are being lost
- A word-for-word translation is not always accurate.

- Humor, irony, and emotional nuances are toned down.

Ethical and data protection boundaries

Coaches must communicate clearly:

- that audio is transmitted to Microsoft servers for translation
- that content is not saved, but processed.
- that participation is voluntary

Transparency is essential, especially in psychosocially sensitive contexts.

6.8 Best practices for professional use

✓ **Speak clear, short sentences**

✓ **Take frequent breaks**

✓ **Explain key terms beforehand**

✓ **Technical introduction without time pressure**

✓ **Allow follow-up questions**

✓ **Reflect together on translation**

✓ **Use translation errors as a learning opportunity**

The translator is most effective when trainers use it confidently and calmly.

6.9 Reflection questions for trainers

- How do I change my language when a translation tool is active?
- Which types of content are NOT suitable for AI translation?
- How can I ensure safety when technology fails?
- Am I using the translator as a tool — or is it replacing my moderation?
- How do I integrate translated content into the follow-up?

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7. Training Scenarios & Didactic Designs for Multilingual Webinars

Multilingual webinars are complex learning environments. They combine technical, linguistic, and social requirements. Professional training design ensures that all participants – regardless of language, educational background, or emotional stress – can follow along, contribute, and learn equally.

This chapter presents tried-and-tested formats, methods, lesson plans, and didactic models for trainers in resilience pedagogy . It builds on the previous chapters and integrates all translation tools (chat, subtitles, transcription, PPT Live, translator, interpreter) into coherent overall formats.

7.1 Basic principles of multilingual training design

Every multilingual webinar – whether 30 minutes or 3 hours long – should be based on three basic principles.

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1. Transparency and orientation

Participants need clarity at all times regarding:

- Sequence
- Goals
- Roll

- language tools used

This reduces stress, promotes trust and ensures participation.

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2. Differentiation via multiple access routes

People learn differently. A high-quality teaching unit combines:

- Hearing (speech)
- Reading (subtitles, chat)
- View (slides, visuals)
- Interaction (Chat, Breakouts)
- Reflection (Transcript, Discussion)

This creates **redundant access points** , which enhances security.

---

3. Social space & relationship building

Multilingualism must not fragment the group.
Trainers ensure that:

- all languages become visible
- cultural diversity is valued,
- so that no one feels excluded
- A culture of learning from mistakes is practiced openly and respectfully.

Resilience pedagogy thrives on relationships – including online ones.

7.2 Basic Methodological Model: The Three-Zone Design

This model is suitable as a basis for all training:

Zone 1: Information Zone

Content is conveyed through:

- PowerPoint Live
- Subtitles
- language-sensitive speech
- Visualizations

Goal: **To enable understanding** .

Zone 2: Interaction Zone

Actively involve participants via:

- Chat translation
- Breakout rooms
- Discussions
- Partner exercises
- Translator for dialogic phases

Goal: **To strengthen exchange and relationships** .

Zone 3: Documentation Zone

Secure your learning via:

- Transcript
- Translated summaries
- Documents in multiple languages
- Chat logs

Goal: **Sustainability & Transfer** .

7.3 Example training scenarios

The following scenarios are designed so that they can be used immediately in practice.

Scenario 1: International online training (60–90 min)

Target audience: Resilience trainers from various countries.
Tools: PPT Live, chat translation, subtitles, transcription

Process:

1. Welcome & Language Check (5 min)
2. Introduction: The concept of resilience as a universal model (10 min)
3. Presentation via PPT Live, participants choose language version (15 min)
4. Chat activation: Everyone writes in their own language (5 min)
    → automatic translation
5. Breakout rooms: 2–3 people per group (10 min)
6. Feedback in plenary session (10 min)
7. Download transcript & joint reflection (5 min)

Benefits:
Enables intercultural exchange without language barriers.

Scenario 2: Workshop with educationally disadvantaged people (45–60 min)

Target group: People with low reading and language skills.
Tools: Translator, speech- to -speech, icons/slides, subtitles (optional).

Process:

1. Warm-up with emojis (5 min)
2. Brief overview of the translation function (2 min)
3. Input via translator (10 min)
4. Partner exercise with spoken translation (10 min)
5. Resource exercise ("Safe Place") oral (10 min)
6. Final round via audio translation (5 min)

Benefit:

Audio translation enables understanding without reading skills.

Scenario 3: Multiplier training (120 min)

Target audience: Trainers who teach themselves
: Tools: All tools (PPT, subtitles, chat, transcript, translator)

Process:

1. Check-in: Making languages visible (5 min)
2. Technical demo of all functions (20 min)
3. Small groups: Each group tests 1 tool (30 min)
4. Presentation of results (20 min)
5. Micro-design: Participants create their own mini-sequences (30 min)
6. Peer feedback: "Critical Friend" (10 min)
7. Conclusion with feedback form (5 min)

Benefit:

Trainees learn the tools not only technically, but also didactically.

Scenario 4: Resilience training for refugees (60 min)

Target group: People in acute stress situations.
Tools: Translator + highly visual slides + chat option.

Process:

1. Greeting in your own language (courageous space)
2. Introduction to resilience using symbol slides
3. Translator for dialogic passages
4. Short exercise: Breathing technique ("4-6-8")
5. Chat session: What felt good ?
6. Conclusion: Resource word in your own language

Benefit:

Translator reduces stress reactions because there is no language barrier.

Scenario 5: Team training in bilingual organizations (90 min)

Target group: Teams that work in a hybrid German-English environment.

Tools: Slide translation, subtitles, chat translation.

Process:

1. Presentation with PPT Live (bilingual)
2. Working groups (German & English)
3. Chat reflection collectively bilingual
4. Joint Synthesis (subtitles active)
5. Transcript as documentation

Benefits:

Teams experience multilingualism as a resource rather than an obstacle.

7.4 Templates for trainers

Here you will receive fully developed **training modules** that can be used immediately in the field.

Module 1: Introduction & Language Awareness (20 minutes)

Goals:

- Making languages visible
- Breaking down barriers
- Strengthening group climate

Process:

1. Greeting in two languages
2. Everyone in the chat says a word in their own language.
3. Try chat translation
4. Brief reflection:
   - What feels familiar?
   - What is new and unfamiliar?

Module 2: Technical Introduction (30 minutes)

Goals:

- Develop confidence in using tools
- Reduce tech anxiety

Process:

- Trainer presents PPT Live
- TN convert slides to their own language
- Activate subtitles
- Test chat translation
- Start translator
- Providing guidance: "When do I use what?"

Module 3: Working phase with linguistic diversity (30–40 minutes)

Goals:

- Experience tools in real interaction
- Overcoming language barriers

Process:

1. Form small groups
2. Each group uses its own tool
3. Task: "Explain a resilience concept "
4. Feedback in plenary session
5. Comparison of the tools

Module 4: Reflection & Consolidation (15–20 minutes)

Goals:

- Secure transfer
- Deepen understanding

Process:

1. TN read transcript
2. mark important passages
3. summarizes :
4. Chat question: "What are you taking with you?"

7.5 Principles of group moderation in multilingual environments

, trainers must not only lead, but **also moderate with an awareness of translation** .

1. Speak slowly, clearly, and politely

Not artificial – but calmer, more structured.

2. Frequent breaks

Translation and thinking take time.

3. Multilingual Recognition

"Thank you for your contribution in Greek , thank you for the translation."

4. Symbolic Equivalence

All languages are of equal value.

5. Translation errors are normal.

They will be calmly resolved together.

6. Allow follow-up questions

"Did you understand the sentence that way?"

7. Create space for silence

Not everyone can speak immediately.

7.6 Barrier-free working in emotionally sensitive groups

Special notes:

• Stress reduces language comprehension
→ Automatically activate subtitles & slide translation.

• Trauma triggers disorientation
→ Structure sessions clearly, use step-by-step moderation.

• **Cultural codes differ**

→ clarify terms together.

• **Incorrect translations can be hurtful**

→ correct sensitively, never shame.

• **Adjust volume & speed**

→ Translator requires clear input.

7.7 Didactic recommendations for trainers

✓ **Do not use tools simultaneously**

Avoid overexertion.

✓ **First technology, then content**

Technology stress blocks resilience learning .

✓ **Respect individual language areas**

Participants should be allowed to write and think however they wish.

✓ **Clearly structure group work**

Tasks are simple and the language is clear.

✓ **Allow for open-endedness**

Not everything has to be "translated correctly" – it's about understanding.

✓ **Use documentation**

Transcripts + chat as a resource.

7.8 Reflection questions for trainers

- Which method has had the most impact today?
- Did everyone participate on an equal footing?
- Where was language a barrier — where a resource?
- Which translation tools were helpful?
- How do I deal with my own language bias?
- How can I make my training more language-sensitive in the future?

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8. Troubleshooting and dealing with typical challenges

Multilingual webinars are technically and pedagogically demanding. Even with thorough preparation, situations inevitably arise where technology malfunctions, translation quality fluctuates, or participants seem overwhelmed. Chapter 8 offers structured troubleshooting advice to help trainers react confidently, calmly, and with a focus on solutions. The guiding principle is: problems are normal, solvable, and part of the learning culture.

8.1 Basic attitude towards dealing with technical difficulties

Technical problems arise for many reasons: different devices, internet connections, language modes, licenses, or user errors. The crucial factor is not whether problems occur, but how trainers react to them.

The basic principles are:

1. Stay calm.

A calm and measured approach has a stabilizing effect.
Excitement increases uncertainty.

2. Clearly identify problems.

Don't hide or apologize.

Briefly explain what happened and how it will be resolved.

3. Give it time.

Multilingual tools sometimes take a few seconds longer.

Patience is part of the process.

Include group 4.

Many participants have valuable technical experience.

Accepting help is not a sign of weakness.

5. Lead by example in learning from mistakes.

"This is perfectly normal. We'll tackle this together."

This creates security and psychological stability.

8.2 Common problems and quick solutions

The following problems occur particularly frequently and can be quickly resolved.

Problem 1: Chat translation is not working

Causes:

- Browser instead of desktop app
- outdated Teams version
- Language settings incorrect

Solution:

- Open desktop app
- Teams update

- Check language settings
- Show instructions live

Problem 2: Subtitles appear delayed or inaccurate

Causes:

- bad microphone
- background noise
- fast speaking
- unstable internet connection

Solution:

- Use headset
- Speak slowly and clearly
- Reduce background noise
- Disable and re-enable subtitles

Problem 3: PowerPoint Live cannot be used

Causes:

- Presentation not in .pptx format
- Presentation shared via screen sharing
- insufficient internet bandwidth

Solution:

- Save file as .pptx
- Select PowerPoint Live from the "Share" menu.
- Upload slides to OneDrive beforehand

Problem 4: Translator does not recognize language

Causes:

- unclear pronunciation
- high dialect content
- Background noise
- Microphone incorrectly adjusted

Solution:

- Reduce speech rate
- Avoid dialect
- Select microphone again
- Restart translator

Problem 5: Interpreter channel not audible

Causes:

- Participants selected the wrong channel
- Interpreter not correctly assigned
- Teams meeting not planned with interpreter

Solution:

- Show channel selection instructions again
- Leave meeting and rejoin
- Check the calendar to see if the interpreter is correctly entered .

8.3 Dealing with participants being overwhelmed

Technical overload is one of the most common problems in multilingual training. Typical symptoms include:

- silence
- repeated inquiries
- Confusion in facial expression
- Withdrawal from interaction

Practical measures:

1. Slow down.

Short sessions, clear steps, short breaks.

2. Use fewer functions simultaneously.

First chat translation.
Then subtitles. Then slide translation. Translator only later.

3. Incorporate repetition.

"I'll show that again, very slowly."

4. Give recognition.

"It's perfectly fine if it takes time."

5. Provide alternatives.

- Chat for quiet people
- Subtitles for the hearing impaired
- Translator for reading difficulties

The goal is relief, not perfection.

8.4 Dealing with technical malfunctions on the trainer's side

Coaches are key figures for the stability of the group. Therefore, they must know the most important self-help steps.

Rapid action:

1. Leave the meeting and rejoin.

It often works wonders.

2. Turn off the camera.

Saves bandwidth.

3. Release the presentation as a PDF only.

When PPT Live is not working.

4. in case of complete failure:

- Use chat
- Give tasks in writing
- Share slides via file
- Keep participants occupied while the problem is solved.

8.5 Educational crisis situations and how to deal with them

Technical problems can exacerbate educational crises, for example when:

- a sensitive topic is being addressed
- Participants already experience stress
- Translation errors lead to misunderstandings.

Strategies:

1. Regulate your emotions .

"We'll stop briefly. A moment to breathe."

2. Clarify the meaning.

"What did you understand? How did you interpret the sentence?"

3. Take responsibility.

"The technology was inaccurate here. Thank you for your patience."

4. Shift the priority.

Don't force technique.
Content is more important than perfection.

8.6 Prevention of difficulties

Many problems can be avoided if the webinar is well-prepared. Prevention is the most important form of troubleshooting .

Prevention checklist:

Before training

- Perform technical test
- Prepare presentation in .pptx format
- test translator
- Assign interpreter
- Check your own internet connection
- Create a welcome slide with QR codes

During training

- clear moderation
- Explaining functions step by step
- Build in breaks

- Watch chat
- Pay attention to nonverbal signals

After training

- Save transcript
- Gather feedback
- Create technical notes

8.7 Best-practice failure scenarios

For coaches, it is helpful to know standard solutions that always work.

Scenario 1: PPT Live is cancelled

Solution:

- Share slides as PDFs in the chat
- Screen sharing as a last resort
- written instructions in the chat

Scenario 2: Subtitles are not working

Solution:

- Reduce speed
- Use slides
- Use chat for questions and clarification

Scenario 3: Translator crashes

Solution:

- Use chat translation
- The trainer speaks very slowly
- short break for restart

Scenario 4: All participants are lost

Solution:

- Give a stop signal
- start anew
- Proceed step by step
- pick everyone up

Multilingual webinars don't get worse when they're interrupted. They get better when trainers consciously restart them.

8.8 Reflection questions for trainers

- What are some typical difficulties I encounter in my webinars?
- How do I react emotionally to technical problems?
- What strategies can help me stabilize the group?
- Where can I simplify my moderation process?
- How can I reduce technical complexity?

These questions strengthen the self-efficacy and professionalism of trainers.

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9. Licenses, cost models and organizational framework

Digital multilingualism in Microsoft Teams depends not only on pedagogical concepts but also on available licenses, budget, and organizational infrastructure. This chapter provides a comprehensive overview of the most important licensing models, their features and costs, as well as the organizational requirements that educational institutions, NGOs, or rehabilitation centers must consider.

The aim is to provide trainers and project managers with a solid basis for decision-making. At the same time, this chapter is intended to help create technical and financial

planning certainty, especially within the framework of Erasmus+ projects, where licensing costs may be eligible for funding.

9.1 Why licenses play a central role

Microsoft Teams offers many features in its basic license. However, some key tools for multilingual webinars – such as multilingual subtitles or advanced AI features – require a higher-level license.

The license type determines this:

- which translation functions are available
- how smoothly webinars run
- whether Teams Premium features such as live multilingual subtitles can be used
- whether AI is allowed to participate (summaries, intelligent references)
- how to design a training program to be accessible

For Edu2Help and similar programs, this means:
Choosing the right license determines the quality of digital multilingualism.

9.2 Overview of Microsoft 365 licenses

There are three licensing areas that are particularly relevant for educational organizations. The following overview is simplified for didactic purposes, omitting technical details, but comprehensive in terms of its relevance to training.

A) Microsoft 365 A1 to A5 (Standard licenses for education)

These licenses are often already in place, especially in public educational institutions.

Included features:

- Chat translation
- Live subtitles (one language at a time)
- transcription
- PowerPoint Live
- File and screen sharing
- Integration of Microsoft Translator as an additional app
- Interpreter function (if the meeting is set up accordingly)

Not included:

- Multilingual subtitles simultaneously
- AI summaries
- enhanced security features

These licenses are already perfectly sufficient for the majority of Edu2Help use cases.

B) Microsoft Teams Premium

Teams Premium is an add-on subscription. It extends Microsoft Teams with advanced features that are particularly helpful for professional webinars.

Key multilingual features:

- Automatic **multilingual subtitles** for all participants
- Real-time subtitle translations
- AI Meeting Summaries
- intelligent chapter markers
- expanded personalization and branding options

Cost:

Guideline: approximately 7 euros per person per month
(depending on national and organizational agreements)

Advantage:

Only moderators need a license.
Participants do not.

Recommended use:

For training sessions with multiple native languages;
for webinars with high information density; for organizations with professional online courses; for sensitive content where comprehensibility needs to be optimized.

C) Additional tools and external apps

1. Microsoft Translator App (free)

Essential for speech -to -speech translation.
Works independently of Teams.
No license fees.

2. Voicero (commercial add-on)

Real-time audio translation.
Enhanced AI voices. Ideal for training with high language diversity. Cost: approximately from €9.90 per month (as of 2025).

3. Accessible tools (screen readers, live captions , immersive readers)

Included in Microsoft 365.
No additional costs.

9.3 Decision-making aid: Which license does which target group need?

The following table provides practical guidance:

Target audience or scenario	Recommended license
Internal team training (bilingual)	A1–A5 sufficient
International peer learning groups	A1–A5 + Translator
Webinars with a large number of native languages	Teams Premium
Sensitive psychosocial content	A1–A5 + PPT Live + Subtitles
Accessibility (hearing impairment)	A1–A5 + Transcription
Participants with low reading skills	A1–A5 + Translator
Professional online courses	Teams Premium

This allows for technically correct planning of a training concept.

9.4 License management and organizational responsibility

For digital multilingualism to work, clear organizational processes are needed.

Tasks of the organization:

- Check license status regularly
- Teams Premium can be booked on a case-by-case basis for female moderators.
- Create privacy policies
- Documenting training sessions
- Archive content

Tasks of the coaches:

- Check which license is active before each session.
- Inform participants about which functions are available.
- Adapt tool selection to the license framework

Tasks of the IT team (if any):

- Keeping teams up to date
- Grant permissions

- Activate interpreter function
- Offer support during critical training phases

9.5 Cost planning within the framework of Erasmus+ projects

License costs can be recognized as project costs in many Erasmus+ projects.

Typical cost categories:

- Teams Premium for female presenters
- external AI translation services like Voicero
- Purchase of headsets and webcams
- IT support or training assistance

Important:

Costs must be *necessary and reasonable* .
For Edu2Help, this means: Multilingual training without these tools is not feasible.
Therefore, they are logically justified within the project framework.

9.6 Data protection and legal framework

Microsoft Teams is subject to intensive scrutiny by data protection authorities in Europe.
Nevertheless, trainers and organizations must comply with certain measures.

Key information:

- Participants must be informed about the transcription.
- Audio is processed for translation, but not permanently stored.
- Do not record sensitive content without consent.
- Share documents only via secure channels
- careful handling of transcript exports

Recommendation:

transparency at the beginning of each session :

- Which tools do we use?
- What data is processed?
- What happens after training?
- Participation is voluntary

This strengthens trust and reduces uncertainty.

9.7 Minimum technical requirements for professional webinars

These requirements should be standardized in every organization:

Coaches need:

- current team
- stable internet connection (at least 10 Mbit upload)
- Headset
- quiet surroundings
- Camera at eye level
- Light from the front

Participants need at least:

- working microphone
- Smartphone or laptop
- Basic competence in the digital space
- ideally the Teams app

9.8 Best practice recommendations from Edu2Help

- Admins should centrally manage 1 or 2 Teams Premium licenses.
- Coaches should conduct a technical test before each new module.
- Licenses should be flexible in their application
- Translator should be seen as a supplement, not a replacement.
- For intensive modules, a co-host should be responsible for technical support and chat management.
- Every licensing decision should be based on educational grounds.

9.9 Reflection questions for organizations

- Do we have the right license for our target groups?
- Are female coaches adequately supported technically?
- Can we handle spontaneous translation needs?
- How do we handle sensitive data?
- How do we ensure that no one is excluded?
- How do we plan our budget and resources for the long term?

These questions help with the sustainable implementation of digital multilingualism.

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10. Multilingual feedback and evaluation with Microsoft Forms

Feedback is a key component of professional learning processes. It reveals how learners have understood the content, where barriers existed, and what can be improved for future training sessions. Feedback is particularly important in multilingual webinars, as linguistic, cultural, and digital differences can lead to varying perceptions. Microsoft Forms offers an ideal tool for this because it **automatically adapts to the user's language** and is easily accessible.

This chapter shows how trainers and organizations can successfully conduct multilingual feedback and use Microsoft Forms as an integral part of the Edu2Help training design.

10.1 Why feedback is particularly important in multilingual settings

In multilingual groups, misunderstandings, cultural biases, or uncertainties can arise that are often not apparent in a live setting. Feedback makes these dynamics tangible.

With multilingual feedback, we can:

- measuring the **accessibility of the content**
- determine whether translation functions were sufficient
- understand how different language groups felt
- Identify which didactic elements were particularly helpful.
- Reducing learning barriers for future modules
- To give female trainers a realistic picture of the effect

Psychological safety is a core element of resilience pedagogy . Feedback is a tool that makes this safety visible.

10.2 Why Microsoft Forms is ideal for multilingual use

Microsoft Forms was designed to be intuitive for international groups to use.

Key advantages:

1. Automatic language switching

Forms detects the browser language of the participants and automatically displays the form in that language.

2. No account required

Participants do not need a Microsoft account.

3. Mobile compatible

Feedback can be conveniently entered via smartphone.

4. Barrier-free

Simple user interface, large buttons, screen reader support.

5. Live evaluation

Trainers receive immediate feedback and can address it during the session.

6. Export functions

Answers can be:

- Excel
- Word document
- PDF

  export and translation if required.

10.3 Structure of a multilingual feedback form

A good multilingual feedback form is clearly structured and reduces linguistic complexity. The following are recommended building blocks:

Block 1: General Impression

- "How satisfied are you with today's webinar?"
  (Scale 1 to 5)

Block 2: Comprehensibility

- "How well were you able to follow the content?"
- "How helpful were the translation functions?"

Block 3: Educational Quality

- "How clear was the moderation?"
- "Were the exercises useful?"

Block 4: Emotional Security

- "Did you feel safe during the webinar?"
- "Were you able to contribute well?"

Block 5: Language barriers

- "Were there any parts that were linguistically difficult?"
- "Which tools helped you?"

Block 6: Open feedback

- "What was particularly helpful?"
- "What should be improved?"

The more openness, the better the qualitative feedback.

10.4 Step-by-step: Creating a multilingual feedback form

1. Open Microsoft Forms

https://forms.microsoft.com

2. Select "New Form"

3. Add title and description

e.g.
"Feedback Webinar: Digital Multilingualism".

4. Add questions

Types:

- Evaluation
- Selection
- text
- matrix
- Likert scale

5. Check language and accessibility

Forms automatically uses browser default languages.

Trainers should use simple language.

6. Generate a link or QR code

Under "Share":

- Copy web link
- Show QR code
- Generate embed code

7. Include a QR code in the webinar

Ideally on:

- last slide
- in the chat
- as an image in the presentation

8. Display results in real time

Coaches can see the answers immediately.

10.5 Didactic use in webinars

Feedback is not just data collection. It is an **educational moment** .

Recommended procedure (5–10 minutes):

1. The trainer explains the purpose of the feedback.
2. Share QR code
3. Allow a rest period for filling out the form
4. Show anonymized results
5. Reflecting together on initial learning points

This strengthens transparency and participation within the group.

10.6 Handling multilingual results

Microsoft Forms displays responses in a grouped format. Open-ended responses often lead to:

- different languages
- culturally varying tonalities
- Translation mixing

Coaches can proceed in a structured manner here.

Step 1: Export as Excel

Sort answers by language.

Step 2: Local translation

Translator integrated via Microsoft Word or Excel.

Step 3: Recognizing patterns

- Where were there problems of understanding?
- Which exercises work across cultures?
- Which tools were particularly helpful?

Step 4: Document learning points

These will be recorded in the project report or webinar log.

10.7 Example: Complete feedback form for Edu2Help

Title:

Feedback on our webinar: Multilingual digital resilience building

Questions:

1. How satisfied are you overall with the webinar
   (scale 1 to 5)?
2. How well were you able to follow the content?
3. How well did you understand the translation functions?
4. Which features were particularly helpful
   (multiple choice)
5. Were there moments when you felt unsure of your language skills? (
   Yes / No) If yes: please describe briefly.
6. How clear and understandable was the moderation?
7. How safe did you feel during the webinar?
8. What did you like best?
9. What would you like to see in the next webinar?
10. In which language did you follow the webinar?

Optional:

Audio feedback via translator → improved accessibility.

10.8 Ethical aspects of dealing with feedback

Feedback is a sensitive process. Coaches should:

1. Emphasize voluntariness

No one is obliged to give feedback.

2. Ensure anonymity

Anonymous responses promote honesty.

3. Create transparency

"We use your feedback to improve our service."

4. Do not criticize publicly

Never directly attribute individual opinions.

5. Respect cultural differences

Criticism styles vary depending on the culture of origin.

6. Interpret results with appreciation

Feedback is an invitation to further development, not a judgment of the person.

10.9 Reflection questions for female trainers

- What patterns do I discover in the feedback?
- What linguistic or cultural barriers became apparent?
- Which translation functions worked well?
- How can I improve my next webinar?
- How can I integrate feedback into learning processes?
- How can I provide emotionally safe support to participants?

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11. Multilingual feedback with Microsoft Forms

Multilingual feedback is an essential component of professional online training. It enables trainers to assess the impact of the webinar and highlight differences across

language groups. Microsoft Forms is particularly well-suited for this purpose because it is user-friendly, intuitive, and internationally applicable. This chapter describes the functions, process, and didactic benefits of multilingual feedback in Microsoft Forms.

11.1 Why multilingual feedback is important

Multilingual training situations give rise to different perceptions that cannot be captured by a monolingual feedback tool. Multilingual feedback is therefore crucial because it:

- It reflects the perspectives of all language groups equally.
- Linguistic barriers to feedback eliminated
- The trainers provide feedback on whether translation tools worked well.
- makes the emotional security of the group visible
- Feedback without translation stress is made possible
- cultural differences in communication styles are taken into account.

It creates an inclusive evaluation space that contributes to educational quality assurance.

11.2 Automatic language switching in Microsoft Forms

Microsoft Forms detects the browser language of the participants and automatically displays the form in that language.

That means:

- Participants provide feedback in their native language.
- Coaches do not need to create multiple versions of the form.
- Filling out forms becomes easier, safer, and less barrier-free.
- Participants do not need a Microsoft account.

This automatic localization is one of the biggest advantages of Forms for international groups.

11.3 Low-threshold operation

Microsoft Forms is designed so that even people with low digital or linguistic skills can provide feedback.

Advantages of operation:

- large input fields
- clear choices
- Responsive display on smartphones
- Accessible for screen readers
- simple navigation without complex menus
- short loading times
- No installation required

For many target groups of resilience education, this simplicity is crucial, as it reduces stress and overload.

11.4 Ideal for international groups

Microsoft Forms is particularly suitable for:

- European cooperation groups
- Groups from multiple language areas
- Webinars with refugees or migrants
- Training in heterogeneous teams
- bilateral and multilateral project situations

Forms ensures that every person, regardless of language, origin, or digital competence, can participate equally in the evaluation process.

11.5 Procedure of a multilingual feedback process

A successful feedback process consists of four steps.

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1. Share QR code or link

The trainer shares at the end of the webinar:

- QR code directly on the screen
- the link in the Teams chat
- Optionally, include the QR code in the presentation.

Example text:
"Please scan the QR code or click on the link to submit your feedback anonymously."

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2. Answers in any language

Participants write their feedback in:

- German
- English
- Greek
- Spanish
- Turkish
- Arabic
- Ukrainian
- and all other languages that their browsers support

Forms handles both input and display in the respective language.

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3. Exporting the results

After the webinar, the trainer downloads the results:

- as an Excel file (ideal for overview)
- as a Word document
- as PDF
- directly from the Forms backend

The export functions are well suited for documentation in Erasmus+ reports.

---

4. Translation into the language of the trainers

The trainer translates the answers – if necessary – using:

- Microsoft Word (translate document)
- Excel's integrated translation function
- ChatGPT, if it is permissible under data protection law.

It is important that the tone of the answers is preserved and never interpreted.
The goal is a **content-based, not a stylistic, translation** .

11.6 Didactic added value of multilingual feedback

Multilingual feedback is not only functional, but also profoundly effective from a pedagogical perspective.

It enables:

1. Equal participation

All voices can be heard, regardless of language barriers.

2. Multilingual reflection

The diversity of languages is acknowledged and appreciated.

3. precise analysis

Trainers can identify which tools have worked well for which language group.

4. Cultural reflection

Different feedback styles reflect cultural perspectives.

5. direct improvement

Trainers can still make adjustments within the same module.

6. Documentation for Erasmus+

Feedback is an essential element in the quality management of the project.

11.7 Recommendations for practice

- Keep the form short and clear
- Use simple language
- Ask at least one open-ended question
- Announce QR code early
- Give 2 to 3 minutes of quiet work time
- Do not comment on results in front of the group.
- Take feedback seriously, but don't judge it.
- Making feedback visible in subsequent modules
  : "Thanks to your feedback, we have improved today…"

This strengthens trust and participation.

11.8 Reflection questions for female trainers

- What does the feedback reveal about the needs of different language groups?
- Which translation functions were rated as helpful?

- What language barriers became apparent?
- How can I make my training less barrier-free?
- How does feedback influence my planning for the next module?
- How can I integrate feedback as a fundamental part of my teaching methods?

These questions help coaches to continuously improve the quality of their work.

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12. Appendix: Checklists for multilingual webinars

Checklists are an essential tool for preparing, conducting, and following up on professional, multilingual webinars. They provide reassurance, reduce stress, and ensure that technical and pedagogical elements function reliably. A calm and clear structure is particularly crucial in resilience training so that participants feel secure.

This chapter contains comprehensive checklists that have been tested in practice and summarize the most important didactic and technical steps.

12.1 Checklist before training

This checklist helps trainers with their technical and pedagogical preparation.
It can be reviewed the day before the webinar or immediately beforehand.

A. Technical Preparation

☐ Teams desktop app launched and updated

☐ Stable internet connection (10–20 Mbps recommended)

☐ Headset tested

☐ Camera checked (lighting, background, position)

☐ Microphone correctly selected

☐ Test call made

☐ Laptop charged or power connected

B. Platform and tool preparation

☐ PowerPoint Live presentation open

☐ File is in .pptx format (not PDF)

☐ Slide translation tested in multiple languages

☐ Live subtitles checked

☐ Transcription tested

☐ Chat translation tested in advance

☐ Microsoft Translator opened and tested for functionality

☐ Interpreter correctly assigned (if interpreters are participating)

C. Preparation of work materials

☐ Presentation designed with language in mind (short sentences, clear structure)

☐ Screenshots prepared (e.g., subtitles enabled)

☐ Links and QR codes for tools prominently placed

☐ Feedback form created in Microsoft Forms

☐ Notes ready for moderator

☐ Training schedule created

D. Communication with participants

☐ Advance email sent with

- technical note
- agenda
- Note regarding translation functions
- clear expectations

☐ Participants were advised to install the Teams app

. ☐ Language options were explained (simply and understandably).

E. Spatial organization

☐ Quiet environment chosen

☐ Distractions excluded (phone on silent, notifications off)

☐ Water, notepad and timer ready

☐ Backup device available if needed

12.2 Checklist during training

This checklist helps trainers to lead the webinar in a focused and structured manner.
It serves as an internal guide for clarity and didactic coherence.

A. Initial phase

☐ Participants welcomed

☐ Translation options explained

☐ Subtitles activated

☐ Slide translation explained (PPT Live)

☐ Chat function demonstrated

☐ Test question asked (e.g., starting in the chat)

☐ Time allotted for questions

B. Main part

☐ Clear structure maintained

☐ Slow, clear speech

☐ Pauses planned for translations

☐ Translator or interpreter activated if planned

☐ Chat actively moderated

☐ Emotional safety considered

☐ Nonverbal cues of the group observed

☐ Technical problems addressed calmly

☐ Redundant access methods used (listening, reading, seeing)

C. Interactive Phases

☐ Breakout rooms clearly explained

☐ Tasks formulated in a language-sensitive manner

☐ Participants allowed to write in their own language

☐ Chat translation activated and reflected upon

☐ Group work clearly structured in terms of time

☐ Encouraging and positive feedback given

D. Final phase

☐ Transcript option mentioned

☐ Feedback QR code shared

☐ Participants given time to complete it

☐ Key findings briefly summarized

☐ Thanks and closing ritual performed

12.3 Checklist after training

This checklist ensures that documentation, reflection, and administrative closure are carried out professionally.

A. Documentation

☐ Transcript exported and saved

☐ Chat log saved (if relevant)

☐ Important slides or PDFs shared

☐ Recorded files archived (if legally permitted)

☐ Learning materials provided in multiple languages

B. Feedback evaluation

☐ Answers downloaded from Microsoft Forms

☐ Results sorted by language group

☐ Qualitative feedback translated

☐ Patterns and learning points identified

☐ Results transferred to project report

C. Pedagogical Reflection

☐ What went well

☐ Where were there technical hurdles

☐ How did the translation functions work

☐ What emotions were noticeable

☐ Which people needed special support

☐ What should be adjusted in the next training session

D. Communication & Follow- up

☐ Thank you message sent to participants

☐ Materials shared in cloud or email

☐ Invitation to the next training announced

☐ Individual feedback or support offered as needed

E. Improvement of one's own practice

☐ Personal notes updated

☐ New hacks or solutions documented

☐ Checklists for future training sessions adapted

☐ Ideas for methodological development gathered

13. Glossary of the most important terms

This glossary explains all the key terms used in the manual. It makes it easier for trainers, participants, and organizations to get started with digital multilingualism and ensures that everyone uses the same definitions. The terms are deliberately simple, practical, and linguistically sensitive.

PowerPoint Live

A presentation mode in Microsoft Teams.
It allows participants to view slides individually in their own language, navigate forward and backward independently, and better understand the content. PowerPoint Live

creates an inclusive, personalized learning experience and replaces traditional screen sharing.

Slide translation

A feature in PowerPoint Live that automatically translates slides into the language of the participants. Each person sees the presentation in their preferred language. This is especially helpful for international or multilingual groups.

Live subtitles

A Teams feature that automatically recognizes spoken language and displays it as text. Subtitles support people with hearing impairments, improve intelligibility, and help to break down language barriers.

Multilingual subtitles

An enhanced feature (in Teams Premium) that displays subtitles simultaneously in multiple languages. This facilitates training sessions with many native languages and interculturally diverse groups.

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transcription

An automatic transcript of the spoken word during the webinar. It is created in Teams and can be downloaded after the meeting. Transcripts are important for documentation, reflection, and accessibility.

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interpreter

A dedicated interpreting channel in Microsoft Teams. Interpreters can provide simultaneous translation. Participants select the appropriate language channel during the meeting. The original audio is played at a lower volume so that the translation is clearly audible.

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to -Speech Translator

A Microsoft app that translates spoken language into another language in real time. It supports both text and audio output. Participants can speak in their own language and still follow a shared discussion.

Chat translation

A feature in Teams chat. Participants can automatically translate messages into their own language. The translation appears only locally on their device; the original text remains. Ideal for low-threshold written interaction in multilingual groups.

Feedback form

A digital form (e.g., in Microsoft Forms) where participants can provide feedback on the webinar. Forms can be automatically displayed in the respective browser language and are therefore particularly suitable for multilingual feedback.

Accessibility

Measures and digital tools that ensure people with different physical, cognitive, or linguistic abilities can reach their full learning potential. These include subtitles, transcripts, screen reader support, and plain language.

Multilingualism

The simultaneous use and appreciation of different languages in a webinar. Multilingualism is not just a technical issue, but a didactic principle that promotes social participation, equity, and cultural diversity.

Resilience pedagogy

An educational approach that supports people in building inner strength, managing stress, discovering personal resources, and developing psychological resilience. Digital multilingualism facilitates access to learning content and creates a sense of security.

14. Concluding remarks

This manual shows how digital tools in Microsoft Teams significantly expand the possibilities of multilingual education. With PowerPoint Live, subtitles, transcription, translator, chat translation, and interpreting functions, a learning environment is created that reaches people regardless of language, origin, age, or educational background.

Digital multilingualism is not just a technological innovation. It is an educational approach. It demonstrates that every language is valuable and that learning succeeds when people feel understood.

The tools themselves are not an end in themselves. Their true strength unfolds only through effective teaching methods, clear moderation, and a keen awareness of cultural and emotional dynamics. Building resilience thrives on relationships, trust, and clarity. The features presented here support precisely these qualities and enable inclusive, safe, and participatory webinars.

Trainers who use this manual contribute to making digital education more equitable, accessible, and humane. They empower people who often face linguistic, emotional, or social barriers. They create spaces where diversity is visible and valued.

This is how not just a good webinar is created. It creates a learning space that empowers and connects people and opens up new opportunities for them.

If you wish, I can now
✓ create a complete table of contents
✓ prepare the entire manual as a clear PDF
✓ design a layout (colors, header, footer)
✓ create an English version
✓ generate a second compact short manual.

Vienna, October 2025

Kofinanziert von der Europäischen Union

Responsible for the content :

Susanne Leitner.