The Greek Version of the Blended Teaching Readiness Instrument (BTRI): Results of the Pretest Study and the Content Validation

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Abstract
During the COVID-19 pandemic, education systems policymakers realized the importance of being able to communicate using technology and to fulfill their academic obligations. As a consequence, a different approach to education followed: blended learning. A literature review revealed a lack of psychometric tools related to blended teaching readiness in Greece. Hence, the purpose of this study was the translation from English to Greek and the adaptation of the "Blended Teaching Readiness Instrument" (BTRI). The research instrument assesses five instructional modules: teacher attitudes, learning activities, use of digital data, learning environments, and online interaction. The present study showed that the two versions of the BTRI, the original and the targeted, are fully equitable in terms of conceptual and adaptation meaning, with concepts of the same meaning in the Greek language. The final translated version corresponds to the original English version.

Keywords: Questionnaire adaptation, translation, validation, blended learning, teacher readiness

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Humanity has experienced an unprecedented crisis due to the spread of the COVID-19 virus, characterized by uncertainty about the future. Without previous experience, all sectors of society were summoned to face periods of confinement, but in a way that bridges the new conditions with human processes (Giannoulas et al., 2021). Without exception, the education systems tried to adapt to this new situation in order to tackle difficulties in teaching and learning (Schleicher, 2020; Weeden, & Cornwell, 2020). The new adaptation brought to surface negative aspects of education, which were neither clearly visible in the past nor given the necessary importance, such as lack of technical know-how, difficulties in communication, social inequalities, lack of network access, workload, feelings of pressure and stress, etc. (Ceglie et al., 2022; Giannoulas, 2023, pp. 10–11; Deng et al., 2022; Fray et al., 2022; Leask & Younie, 2022, pp. xxvi, 10, 59, 227–228; Robinson et al., 2022; UNESCO 2023a; UNESCO, 2023b; VanLone, 2022).

At every level of education, students and teachers, while remaining away from physical classrooms, carried on with educational processes through online education modalities (Deng et al., 2022; Giannoulas et al., 2021; Leask & Younie, 2022, pp. 3, 10, 47, 118; Weeden & Cornwell, 2020). With regard to the gradual transition to this different educational method, teachers had to ensure teaching and learning activities, while correspondingly students had to adapt to new ways of content delivery and communication.

Despite the positive or negative aspects of the unexpected and mandatory adoption of this particular approach to education, it undeniably contributed to the educational community's better knowing and understanding many of the characteristics of distance communication and distance education (Leask & Younie, 2022, p. 50). One of its fundamentals is the independence it offers to the apprentice in terms of the "space" of choice of study, but also in terms of the "time." The concept of this kind of independence is understood for the younger students as freedom, a very well-known rule of their daily communication with each other through the use of technology like mobile phones (Zumbach, 2021, p. 14). It is precisely this different way of communication that transformed the world of education since the pandemic. It seems that the advent of the pandemic gave answers to the question about the necessity of educational reform. The ability to connect the physical presence in the classroom and the in-person communication with forms of distance communication is necessary.

Global education stakeholders realized the special importance of being able to communicate through technology in order to pursue the various educational activities. Students were able to access course materials before and after class; subsequently, teachers searched, discovered, and shared ideas for online resources that can support their distance teaching techniques (Leask & Younie, 2022, pp. 50–51). In other words, we met a different model of education, a totally flexible teaching and learning class, which can exist both in-person (learning inside a building) as in online forms. The reality is that this form of education as a concept has existed for decades— especially from the moment e-learning as a form of distance education was founded (Fedorova, 2021; Giannoulas, 2023, pp. 111–115). In this case, the building form of the conventional classroom, being the one part of the form, and the digital one, being the other part, artfully combined to create a new integrated educational field (Graham et al., 2019, p. 12). This is the "mixed educative form" or, as it is otherwise called, "blended learning."

Blended learning is a form of education that combines independence in time and space, with respect to the pedagogical dimension of conventional teaching in-person inside a building class, with the aim of encouraging all students to actively participate in the learning process (active learning) (Joosten et al., 2021, pp. 9, 14). Its fundamental principle is the optimal combination of educational activities in-person with digital ones. It is a radical redesign that restructures the transactions of teaching and learning. It does not constitute a unilateral acceptance of distance education, but a reformation and an improvement of the traditional classroom (Garrison & Vaughan, 2007, pp. 5–7). However, it is very important to notice that this education approach with the combined in-person teaching and learning on the one hand and the distance learning on the other, give us the opportunity to have unlimited methods and practices available, due to this temporal and spatial independence (Conrad & Openo, 2018, p. 132).

Blended learning offers the possibility of maintaining education in any situation, even in the event of a crisis. The Ministry of Education in Greece must take advantage of this opportunity, strengthening the knowledge that it has acquired since the time of the pandemic and therefore consolidate this different approach to teaching and learning. On the other hand, the Greek educational community should understand that it is necessary to know "how" to smoothly combine the transition from pedagogical activities in the physical classroom, to digital formats and vice versa, in other words to be ready to use it in daily practice.

The purpose of this study is the translation from the English language and the semantic adaptation into Greek of the "Blended Teaching Readiness Instrument" with the aim of correspondingly measuring the degree of preparedness of Greek teachers.

Review of Literature

Social needs, like those that emerged at the time of COVID-19 and the current ones, have led to significant changes in the educational process. This means that the transition from a traditional teaching model to a blended learning model—combining characteristics from the distance learning and the face-to-face traditional model—cannot be possible without meeting these needs. For the educational community, such a transition is quite challenging meaning that modern pedagogical approaches should be combined with the use of technology in order to get the best of results.

Therefore, educators need to leverage the experience and knowledge gained during the pandemic and post-pandemic time to promote their teaching practices using both distance learning and conventional teaching principles—in other words, blended learning (Eteokleous, 2021). Blended learning constitutes a combination of conventional teaching with forms of distance education. This means that learning should not be optimized by simply adding some digital materials or by delivering nonstop information, but to an integrated pedagogical framework where the teachers collaborate with technology and students are introduced to the teaching format (Pizzi, 2014) that uses the best of in-person teaching combined with distance learning (Cleveland-Innes & Wilton, 2018, pp. 5–6)**.** Within the pedagogical framework, student-centered learning environments must be designed to provide optimal learning experiences that allow students to experience guided independent learning and sustained learning activity through

constant interaction between student-to-student, student-to-instructor, and student-to-learning resource (Eteokleous, 2021; Singh et al., 2021).

A well-integrated pedagogical environment in blended learning will encompass processes where students, in addition to being able to self-manage their learning time (Pizzi, 2014), will constantly have opportunities to develop learning communities (Skill & Young, 2002), which is a key element to student engagement (Eteokleous, 2021; McGee & Reis, 2012). For teaching in a blended learning environment to be successful, it is extremely important to focus on the capacity building of the teaching staff, not just to enable the sustainability of this teaching model at the educational and organizational level, but to develop measures and policies that will favor its better operation in the future (Batista-Toledo & Gavilán, 2022; Singh et al., 2021**)**. This means that educators must be prepared to be aware of the potential benefits and potential challenges of blended learning and implement strategies to effectively address these challenges (Zhang, 2023).

A literature review revealed a few studies in Greece for adults about blended learning environments, many years before COVID-19, highlighting that the entire educational approach has to be implemented under pedagogical conditions (Anastasiades, 2012; Mouzakis, 2008). In terms of the educational part of this model of education, the blended learning model in Greece before COVID-19 seems to be limited to the voluntary use of digital files (Kouvara et al., 2022; Mavroudi, 2021), implying that teachers were not being sufficiently trained for implementing blended learning methods (Kouvara et al., 2022), preferring to stick to the traditional teaching style (Mavroudi, 2021). Despite an increased interest of teachers in the use of technology during the educational process, Mavroudi's research (2021) showed that they ultimately tend to prefer conventional teaching.

The prevailing law of the Greek Ministry of Education states that every educational process has to be conducted exclusively in its conventional format at the Primary and Secondary levels of education (Greek Republic, 2022), but also in every form of Tertiary education—except for postgraduate studies and courses of the Open University (Greek Republic, 2021). There are studies pointing out the benefits of BL as an educational model compared to the traditional one, for the Greek educational community (Lymperis, 2021; Mavroudi, 2021; Zagouras et al., 2022). Moreover, surveys related to the readiness of teachers in distance education were conducted during the lockdown period or immediately after. Some of them measured the teacher's level of readiness for teaching online (Giannouli et al., 2021; Tympa et al., 2023), while others assessed the readiness to teach in times of crisis (Perifanou et al., 2022). However, there is lack of research on the readiness of Greek teachers in blended learning.

The Blended Teaching Readiness Instrument (BTRI) was constructed by Archibald, Graham and Larsen (2020) and consists of five sections of pedagogical content, namely the "Disposition" section that concerns teachers' attitudes and four additional sections related to teachers' teaching ability in a blended system, with a total of 43 items or questions that can be answered on a six-point Likert scale. BTRI has been used in several research studies (Borup et al., 2022, pp. 17–37; Graham et al., 2019a, pp. 33–158; Short et al., 2021). Specifically, it concerns the following sections (Archibald, et al., 2020):

(1) Disposition (for a blended design in practice): It assesses attitudes and beliefs of the

teacher towards blended teaching and learning (eight questions).
(2) Online Integration & Management: It evaluates the teacher's ability to function effectively by combining in-person activities in-person classroom learning with online classes and their ability to make and implement decisions (eleven questions—five for the online integration and six for the management).
(3) Data practices: It assesses the teacher's ability to use digital data to monitor each student's performance and intervene to achieve the pedagogical goals (eight questions).
(4) Personalizing instruction: It evaluates the teacher's ability to implement learning environments that allow the student to regulate pedagogical goals, one's pace of studying and learning, and make the best choice of the course content (eight questions).
(5) Online interaction: It assesses the teacher's ability to facilitate online interactions between all participants of the course (eight questions).

The BTRI was created as a measurement instrument in a blended program in primary and secondary classes in the U.S., with the aim of helping teachers tailor their training in distinct areas of their teaching ability in blended education, according to their needs. The responses from the survey, in each area of teaching domain of the proposed training model, converged and were valid (Archibald et al., 2020). In particular, BTRI meets, according to the confirmatory factor analysis in the above five pedagogical modules, the statistical limits defined by relative literature (before training: RMSEA = 0.045, CFI = 0.933, TLI = 0.929, SRMR = 0.043, and after training: RMSEA = 0.044, CFI = 0.911, TLI = 0.905, SRMR = 0.051), without any of the correlations exceeding the limit of 0.85 (Farrell & Rudd, 2009). Accordingly, Archibald, Graham, and Larsen's (2021) validation study of the BTRI showed that the model is acceptable as it fits the data adequately.

The BTRI has been used into other countries as well, such as in Turkey (Ayaydin & Kucuk, 2022) with a reliability score of 0.97, and in China (Deng et al., 2022), with a degree of reliability of 0.94, values that make it highly reliable (Johnson et al., 2022). The BTRI is based on the work of Graham, Borup, Pulham, et al. (2019), which concerns, apart from teachers' attitudes, a framework of abilities and measurement of readiness in blended learning. The instrument is simultaneously simple and pedagogically oriented. Hence, it has a strong impact and is accepted and adopted by the educational community.

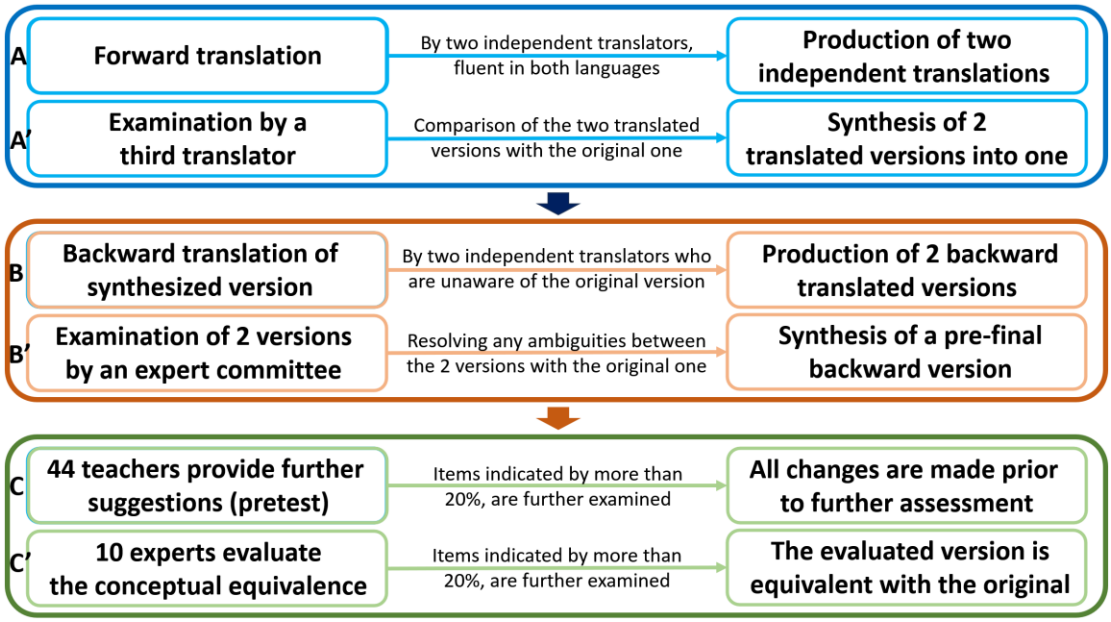
Method

Initially, after a written request, the research team received through email the consent of the creators of the BTRI for the translation from English to Greek and its use for the Greek educational community. Then, we additionally received the approval of the research ethics committee of the Higher School of Pedagogical and Technological Education (ASPETE)—protocol number 01/2022—to carry out the corresponding research project.

The methodology of translation, adaptation, and content validation of psychometric instruments that has been used in various studies was followed (Efstathiou, 2019; Kalamatianos & Canellopoulos, 2022; Lyrakos et al., 2010), including specific steps and defining procedures to achieve linguistic equivalence and validity content (see Figure 1).

Figure 1

Methodology for Translation and Adaptation of Research Instruments



Forward Translation and Synthesis of Translated Versions

Step A: Two independent bilingual translators were asked to translate the BTRI assessment tool from English (source language) to Greek (target language), both in terms of its concepts and of its terminology. The result was the production of two independent translations of the instrument into Greek.

Step A': The two independent translations were compared by a third bilingual translator to the original language of the research instrument (English) for any differences. After communicating and discussing with the first two translators about any discrepancy between them, the third translator composed and structured the first version of the translated form of the instrument into Greek (see attached file 1).

Backward Translation and Synthesis of the Translated Versions

Step B: Similarly to step A, two independent bilingual translators without knowledge of the original English research instrument, were asked to convert the translated instrument in Greek back into English. The purpose of this reverse translation is to check the conceptual

equivalence of the translated version with the original one. The result was the production of two independent backward translations of the research instrument into English.

Step B': The research team then discussed the two independent back-translations. They checked their equivalence with the original English version and combined them into a single one. When there were conceptual differences, the additional opinion of teachers of tertiary education with experience in technology-assisted education, as well as in research methodology, was requested in order to correct the Greek version in every aspect that possibly altered the original English meaning. The process continued until all members of the research team and the teachers, as expert review committee for the research methodology and the topic under study, jointly agreed on the backward pre-final version (second version) of the research instrument into the Greek language (see attached file 2).

Pretest of Synthesized Translated Backward Pre-Final Version and Cultural Equivalence

Step C: We also evaluated the research instrument in terms of clarity of instructions, questions, and content in the Greek language and a sample of 44 teachers of all stages of education (7 primary school and kindergarten teachers, 14 teachers of secondary education, and 23 teachers of higher education) was invited to participate and to further examine the pre-final version of the translated instrument. Four teachers from the primary and the secondary stage of education, two from each stage of education, had never taught in a distance learning course. The characteristics of the teacher's population who took part in the study are listed in Table 1.

Table 1

General Characteristics of Teachers Who Participated in the Pre-test

Sex	**N**	**N %**
Men	**23**	52.3
Women	**21**	47.7
Age		
25–35	**4**	9.1
36–45	**11**	25.0
46–55	**15**	34.1
56+	**14**	31.8
Educational level		
Primary	**7**	15.9
Secondary (& Post)	**14**	31.8
Tertiary	**23**	52.3
Professor	3	
Associate professor	4	
Assistant professor	3	
Lecturer	3	
Laboratory teaching staff	7	
Research fellow	2	
Higher School Teachers	1	
Total	**44**	**100%**

The backward pre-final version of the BTRI was converted into an online questionnaire form (Google Forms) and posted it at an open and shared link address. All members of the sample completed the online questionnaire between November 2022 and March 2023. When a

sample member clicked on the questionnaire link, before the appearance of the online questionnaire webpage, another webpage appeared with information on the reasons for conducting this research. In this first informative webpage, each participant was kindly asked for his or her assistance and the possibility to contact the members of the research team by an electronic message or telephone call, if there was any unclear or controversial concept, as well as his or her suggestions to change and/or correct the content, in order to achieve and enhance the conceptual understanding of the texts. The indication of each controversial or unclear element and the related highlights and suggestions, by at least 20% of the participants, meant its further processing by the research team. After completing all the changes, the pre-final version of the research instrument (third version) was generated (see attached file 3).

Step C': At a later stage the final form of the research instrument was distributed to a committee of ten experts in the field (Lynn, 1986) in order to achieve cultural equivalence and content validity (Davis, 1992; Efstathiou, 2019; Polit & Beck, 2006; Thinakaran et al., 2018). It is the last step of assessing the appropriateness and representativeness of the content and concerns the degree of relevance of each question, in terms of the measurement tool itself and of the section to which it belongs. All the experts in the field had many years of experience in research and teaching in education, both in a conventional and online classroom, in school, academic, or other educational programs (Davis, 1992).

To achieve content validity by the panel of experts, an electronic validation form was created (docx format), just for the content of the BTRI in the previous step (the pre-final version). In each panel member the validation form was sent via email, providing instructions for critically evaluating all items in the research instrument. Each member of the committee had to evaluate separately the conceptual agreement of the pre-final translated form in Greek and made all the necessary changes to adapt it to the educational reality in Greece. After the content evaluation every expert had to send his or her answers by email to the research team. The assessment of the relevance of each item (question) in terms of the measurement tool and the section where it belongs, involved the critical selection of a grade on a 4-point scale (1 = not relevant, 2 = somewhat relevant, 3 = quite relevant, and 4 = highly relevant) (Efstathiou, 2019; Lynn, 1986; Polit & Beck, 2006). As in the case in the pretest assessment for issues of ambiguity or inconsistency, any indication of inconsistency by at least 20% of the expert panel members, in our assessment for the selection of scales 1 or 2 (Lynn, 1986), meant, regarding the research team, the further conceptual elaboration of the item and its re-evaluation (Efstathiou, 2019; Marzuki et al., 2018; Sousa & Rojjanasrirat, 2010).

The overall scoring of the research instrument by the panel of experts produced the content validity index, both at item level content validity index (I-CVI) and at the instrument level, or scale level content validity index (S-CVI) that summarize item relevancy score (Roebianto et al., 2023). According to the international literature (Efstathiou, 2019; Marzuki et al., 2018; Sousa & Rojjanasrirat, 2010), in order to accept the aforementioned scoring procedure, the result must score content validity values equal to or greater than 0.8 per question section (see attached file 4).

It is noted that, upon receiving the evaluation by each member of the expert committee and the calculation of the score, there was a verbal or written communication with the research

team, encouraging each evaluator expert to indicate the reasons for his evaluation grade on each individual element of the research instrument (Yusoff, 2019).

Results

In the step C', a committee consisting of ten experts in the field evaluated the research instrument for content validity. Out of 43 questions in total, two (4.65%) in the first section were marked in a percentage greater than or equal to 20%, as "not relevant" or "somewhat relevant" (see red boxes in Table 2). The specific questions were modified according to the suggestions and re-evaluated. Subsequently, no items needed to be revised, as all questions have a degree of relevance of "quite relevant" or "highly relevant" (see Table 2).

Table 2

Relevance Rating of the Instrument Questions After the Pretest

Initial assessment (N = 43 questions)

Unit 1	1	2	3	4	5	6	7	8			
Unit 2	1	2	3	4	5	6	7	8	9	10	11
Unit 3	1	2	3	4	5	6	7	8			
Unit 4	1	2	3	4	5	6	7	8			
Unit 5	1	2	3	4	5	6	7	8			

Final assessment (N = 2 questions)

Unit 1			3		5						

Accepted
41
2
Total
43

Note. Green = approval, yellow = partial approval, and red = rejection.

Moreover, we calculated the content validity index (CVI). Specifically, the index for each item level question (I-CVI) was found to be greater than 0.90, and similarly the instrument (the scale) content validity index (S-CVI) was found to be greater than 0.95, which are completely acceptable indices (Efstathiou, 2019; Johnson et al., 2022; Sousa & Rojjanasrirat, 2010). More detailed results are presented in Table 3 (see also attached file 4).

In terms of the methodology followed for the specific study, there was immediate communication by the members of the research team with each member of the expert committee after the electronic receipt of each expert member evaluation. During communication (by e-mail or by telephone), all suggestions were discussed and taken into account, even those that were not changed (questions with a marking rate of less than 20% are indicated in orange in Table 2). In addition to the comments related to the relevance of the content, the elements of the research instrument in terms of clarity and understanding were also discussed and considered (see the final version of the translated BTRI in the Greek language—attached file 5).

Table 3

Content Validity by Module, Item-Level, and Instrument-Level

	I-CVI											S-CVI/Ave
Questions	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	
Unit 1	1	1	0.9	1	0.9	0.9	1	0.9	-	-	-	0.95
Unit 2	1	1	1	1	1	1	1	1	1	1	1	1.00
Unit 3	1	1	1	1	0.9	1	0.9	1	-	-	-	0.98
Unit 4	1	1	1	1	1	1	1	1	-	-	-	1.00
Unit 5	1	1	1	1	0.9	1	1	1	-	-	-	0.99

Note. Number of experts in the field = 10.

Discussion

The purpose of this study is to offer researchers, academics, and teachers the opportunity to calculate and to point out the level of preparedness of Greek teachers in mixed education. For this reason, the BTRI by Archibald, Graham, and Larsen (2021) was chosen.

BTRI has already been used in studies to calculate and to point out the level of preparedness of teachers in other countries as well. For example, in China, Deng, Tse, and Lok (2022) studied the attitude of 35 primary school teachers towards blended teaching. In particular, the researchers used the BTRI to find the factors that facilitate teachers to use a blended learning process and simultaneously identify the obstacles that inhibit it. Their study highlights the positive attitude of teachers towards the five BTRI factors that promote this educational model, but also the need to take part in professional training programs to maintain and strengthen these factors.

The BTRI was also adapted into Turkish language in order to measure the readiness of pre-service teachers and teachers from different branches, for blended teaching, by Ayaydin and Kucuk (2022). The researchers who carried out a survey of 446 teachers in Konstantinoupolis confirmed the five factors of the original instrument in the English language. As a result of the analysis, it was concluded that the BTRI, which was adapted into Turkish language, has the same structure as the original and it is a valid and reliable instrument that can measure the level of teachers' readiness for blended teaching in Turkey.

The adaptation of a research instrument includes its conversion into Greek and the Greek educational environment and a readability test. Thus, apart from the translation and linguistic equivalence, all elements, both conceptual and cultural, were checked and corrected, with the aim of the full equivalence of the research instrument in both languages, English and Greek, and in particular:

1. Conceptual meaning: appropriate words and/or phrases were chosen that give the same meaning in Greek as in the English version (e.g., "in-person" in English into "person to person" in Greek (see the "Vocabulary" section in attached file 1).

2. Cultural adaptation: the English concepts of technology and/or culture were replaced with concepts of the same meaning in the Greek language (e.g., "interact well" in English into "two-way interaction" in Greek).

The degree of content validity of the BTRI translated into Greek appeared to be acceptable. In this way, the process of its conceptual weighting is completed for possible use in future research studies and for the investigation of the degree of preparedness of Greek candidates or practicing teachers in mixed education and, in particular, the area or areas that need more attention. The BTRI may be used as an examination tool, not only in terms of the existing knowledge, but also as an investigation of the success of their efforts in professional development (Anoba & Cahapay, 2020; Archibald et al., 2020; Graham et al., 2019).

Overall, the final translated version of the BTRI in the Greek language, as completed through the aforementioned procedures of the evaluation steps of the methodology, is equivalent to the original version in the English language. Its items are relevant to the blended teaching readiness and representative to measure this behavior. In future studies, we intend to apply BTRI to teachers and verify that the Greek version has the same structure, with the original form, and that it is a reliable and valid tool to evaluate teachers' readiness for blended teaching.

Affiliate Contribution

We would like to express our sincere gratitude to all those who participated in the creation of the Greek version of the BTRI, at whatever step their contribution was made, without whom the study would not have been possible. Among the contracting parties are (only colleagues who agreed to have their names displayed are listed): Irini Tsapeloglou, Faculty of Education, Cambridge University, England, Alexandra Mella, École de Traduction et Interprétation ISTI-Cooremans, Free University of Brussels, Belgium, Paraskevi Lygkonis, Pedagogical Department of Primary Education, National and Kapodistrian University of Athens, Greece, Paraskevi Karavida, Faculty of Management and Administration, University of National and World Economy, Bulgaria, Sotirios Karatzimas, Department of Accounting and Finance, Athens University of Economics, Greece, Aikaterini Kasimati, Department of Education, School of Pedagogical and Technological Education, Greece, Dimitra Kavka, Department of Education, School of Pedagogical and Technological Education, Greece , Aglaia-Lia Stamboltzi, Department of Economics and Sustainable Development, Harokopion University, Greece, Nadia Kourmousis, Department of Education, School of Pedagogical and Technological Education, Greece , Vasilios Naoum, Department of Maritime Studies, University of Piraeus, Greece, Sandra Cohen, Department of Organization and Business Administration, Athens University of Economics and Business, Greece, Ria Klada, Department of Education, School of Pedagogical and Technological Education, Greece , Athanasios Sakkas, Department of Accounting and Finance, Athens University of Economics and Business Greece, and Stefania Fouska, Department of Education, University of Nicosia, Cyprus.

Contribution of Authors

All authors in this project are at the same time researchers who participated in the completion of the design of this study. All of them studied, gave and received comments and ultimately jointly approved the final version of the translated measurement instrument and the writing and publication of this study. This research received no specific grant from any funding

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Appendix

Attached to this study are the five successive versions of the translated research instrument, as they were formed according to the methodology followed. Each of the following editions concerns the conceptual adaptation in Greek of the previous one.

1. **Attachment 1:** The first synthesized version of two original translations (forward translations) from English to Greek.

2. **Attachment 2:** The second compiled version in Greek after the two backward translations and their synthesis into one.

3. **Attachment 3:** The third version like the research instrument was formed after conducting the pretest on a sample of 44 teachers of all educational stages.

4. **Attachment 4:** Content validity, item-level and scale-level by panel of experts.

5. **Attachment 5:** The final version of the BTRI in the Greek language.

   Access these attachments at https://drive.google.com/drive/folders/1Nj1kYAkrksY0Zkho9lc5T6csL1y_Cznz?usp=sharing

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