



Mobility Learning Suite

Chapter 2



Description of Procedure and Instruments

1. Introduction: Principles of LEVEL5	2
2. How to validate competence developments with LEVEL5	6
2.1 STEP 1 - PROJECT AND LEARNERS DESCRIPTION	7
2.2 STEP 2 - SELECTION OF TOPICS/COMPETENCES	10
2.3 STEP 3 – REFERENCE SYSTEM	13
2.4. STEP 4 - ASSESSING COMPETENCE DEVELOPMENT.....	18
2.5 STEP 5 - RATING AND REASONING.....	21
3 How to use the Mobility Learning Suite.....	25



1. Introduction: Principles of LEVEL5

The **LEVEL5** evaluation system has been developed and piloted in more than 60 informal and non-formal learning projects since 2006 in order to assess

- knowledge,
- activity related and
- affective

learning outcomes to evidence and visualise competence developments of learners in informal and non-formal learning projects.

The basic principle

Competences can be evaluated in a process orientated way, visualised in a 3-dimensional cube model and fully documented in a specific software system.

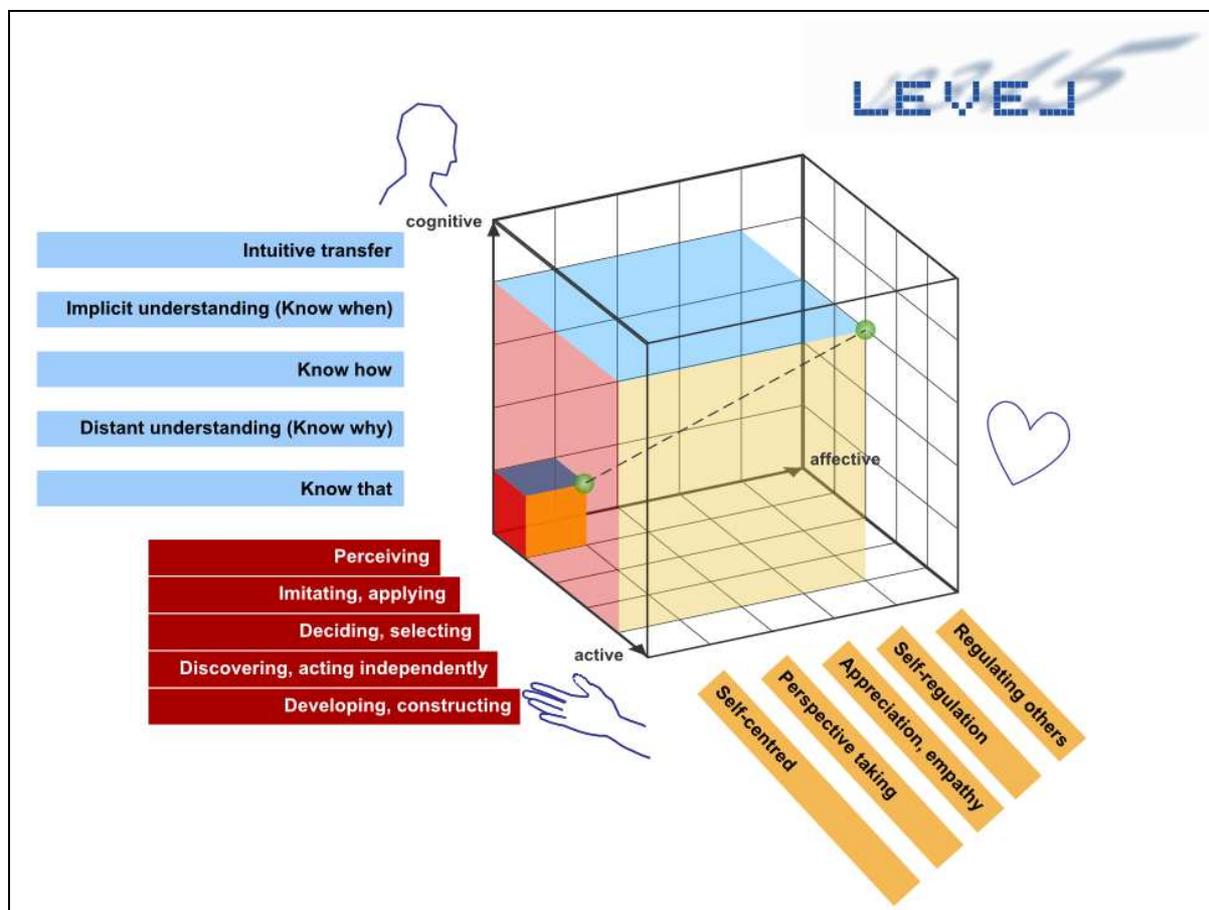


Fig. 1: The LEVEL5-cube

Based on this model, LEVEL5 is grounded on the basic competence definition of the EU¹ that **a competence is:**

the ability to apply a synthesis of

- Knowledge,
- Skills and
- Attitudes

in a particular situation and in a particular quality.

LEVEL5 is especially suitable to assess personal, social and organisational competences, hence exactly those, that are acquired in informal learning settings and that become increasingly important in European societies and service economies..

Approach and methodology

The LEVEL5 evaluation approach is based on a five step procedure (Fig. 2):

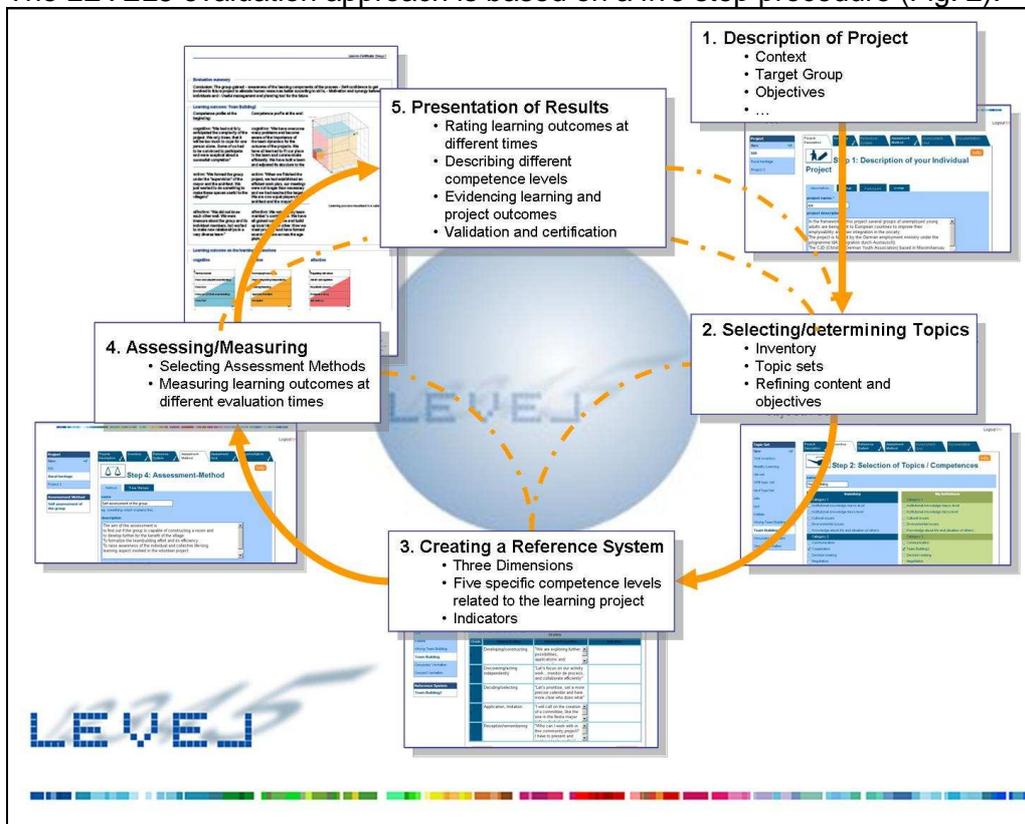


Fig. 2: LEVEL5 procedural approach

¹ The Key Competences for Lifelong Learning – A European Framework is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006

1. Learning Project Description

- An “informal learning project” is a planned activity that leads to concrete outcomes, for instance while learning in mobility, volunteering, while working (at the workplace) in an internship etc.
- Informal learning actions are not primarily oriented towards the achievement of formal “learning objectives” but rather work along “action related objectives” (e.g. to support somebody).
- The informal learning project is described in a predefined template in order to identify
 - Learners and their needs,
 - learning contexts,
 - available resources and
 - expected competences

2. Selecting and determining envisaged competences

- A number of competences are chosen from an inventory.
- These competences can be further substantiated and contextualised in order to fit them to different target groups and learning contexts.
- New competences that are not yet available in the inventory can be added.

3. Establishing or refining an individualised reference system

- LEVEL5 reference systems describe each competence with five levels on each of the three dimensions (cognitive, activity related and affective).
- For each competence included in the inventory a reference system is available.
- A reference system is the basic validation framework that facilitates the identification of competence levels at different stages of the learning process.
- By specific descriptors and indicators, inserted by the user, each reference system can be adapted to the given learning situation and target group.
- If new competences need to be included new reference systems can be developed and included in the inventory.

4. Assessment

- Assessment concept (self-, external, mixed assessment) and methods should be chosen according to the given context and objectives. A toolbox and extensive help materials are provided in LEVEL5.

5. Rating/Documenting/Visualisation (Online Documentation System)

- Following assessment the values from competence level 1 to 5 are recorded in the reference system and displayed as a LEVEL5-CUBE.
- The short descriptions of the (knowledge-, activity related and affective) learning outcomes are included in the respective level in the reference system. These ratings are documented in the software and, if needed, in certificates.
- Results of learners and project characteristics are recorded internally.
- Learners’ certificates will be automatically generated (as editable PDF).
- Projects may also be accredited (online and PDF-certificate).

The validation process and its instruments will be thoroughly described in chapter 2. The relevant reference systems can be found in Part 4 of the Mobility learning folder.

LEVEL5 as Holistic Informal Learning approach

The LEVEL5 system is more than a validation tool. It can be used as central instrument of an holistic competence based learning approach. Insofar it serves both as a planning tool for learning arrangements outside formal institutions (e.g. in mobility, volunteering, civic education but also in learning at the workplace, internships and practice phases in apprenticeships).

The learning is not based on a formal (standardised) learning objective including curriculum and instructional design models but on a simple circular process description (Plan – Do – Check (or Think-Act-Look), Fig. 3) known from all relevant management systems. So called Informal Learning Patterns support the learning providers who may rather act as counsellors or leaning companion than as teaching staff. This concept reflects the NEW WAY of learning which is essential to enable the learner to organise his/her learning in a self-sustainable way.



Fig. 3: Interlinking Informal Learning Design (Plan – Do – Check) with validation of personal and social competences with LEVEL5

The description of the procedure is subject of Chapter 3 of this manual and includes an exemplary case from mobility learning. The informal learning patterns are organised in an inventory (open catalogue) representing different learning situations and arrangements that may support the acquisition of different social and personal competences and propose suitable assessment instruments.

2. How to validate competence developments with LEVEL5

The evaluation consists of the following steps:

1. Developing a consistent learning project description and describing the learners
2. Choosing and specifying one or several competences from the inventory
3. Adapting the 3-dimensional LEVEL5 reference system to the needs of specific mobility project and target group
4. Selecting appropriate assessment methodology, setting up a time schedule
5. Rating and evidencing (documentation and visualisation)

The project description, topics and reference system descriptors following in the annexes (3) are based on preformatted patterns. All patterns in this manual will be displayed identical in the LEVEL5 software.

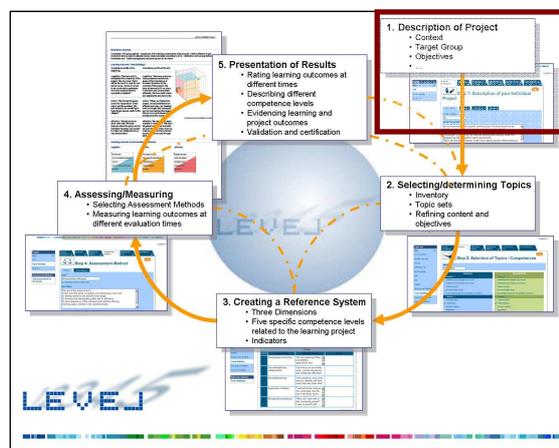
The LEVEL5 procedure will be thoroughly described in the following subchapters 2.1 to 2.5. Apart from all necessary forms they also contain screenshots and descriptions for users of the LEVEL5 software.

When using LEVEL5 we recommend to simply take the forms included in the manual and to fill the relevant data directly in the manual on hand.

2.1 Step 1 - Project and learners description

Step one of the LEVEL5 procedure has two main functions:

1. Describing your project/learning activity and bringing about the background and context, main elements, objectives, processes and aspired competences in order to create awareness and sharpen the focus for the evaluation process
2. It shall enable the REVEAL community to compare similar projects/activities and to learn from each other
3. Parts of the description will be integrated into the certificate, correspondent questions are marked italic.
4. Inserting the learners for the evaluation



Step 1 concerns the description of your informal/non formal learning action, following a pattern provided by the system. The aim of this step is to support you in documenting systematically the learning action in which the competences of the participant(s) are to be evidenced and assessed.

Information on the informal non-formal learning project

project name:

project description:

Start date

Start date

Content localisation (country):

Who are the participants of the programme/project?

Do you know your learners? Are there any special needs, preferences etc.?

Descriptions of participants' profiles? (please refer to special characteristics/needs)

Why do the learners participate in your course/learning offer? What is their motivation to participate?

Where does your project/programme take place (school, neighbourhood, club, home etc.)



Which resources do you need (e.g. equipment), what is available?

Who initiated the project/activity? Is it supported externally?

Aims/Goals

What are the aims of the project/learning activity from your institution's point of view?

Are there other aims and expectations related to your project/activities from external bodies or persons (donors, funding authorities?).

Is there a discrepancy between your goals and the goals of the external?

To what extent are the principal goals, objectives and guidelines of the project (programme) understood by the participants?

What is your motivation to evaluate your project? Why do you evaluate your project?

Project/Programme/learning activity Implementation:

What services/components are offered? Which activities are carried out?

Who are the trainers/teachers/guides/helpers? What roles and responsibilities do they have?

Duration of the learning offer: How many hours/days do you plan for the learning activities over which period of time?

What kind of methodology do you want to use? (See e.g. informal learning patterns)

Expected impact of the project/activity/training/programme, Aspired competences What is the expected impact of your services offered on participants?

Knowledge and skills (is there any extra knowledge they should acquire)

Affective competence dimension (change/development) of attitude?)

Activity level (change of behaviour/what do they do within the learning activity?)

Assessment method(s)

Experiences

Evaluation summary:

Future perspectives:

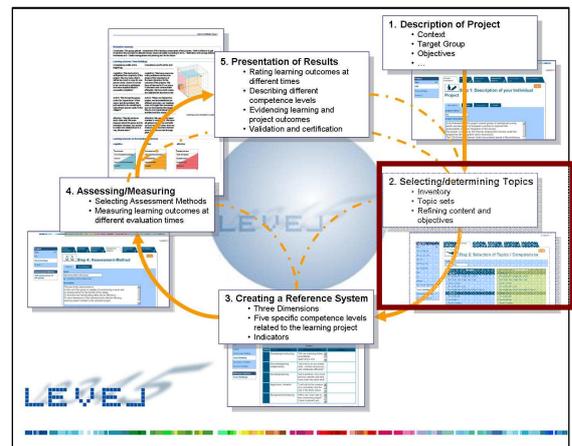
Annexes:

Please note: You don't have to fill all the fields here. However, the learning project description should show a good picture of what you are doing and aiming at and include the most necessary details.

2.2 Step 2 - Selection of topics/competences

This tool is a repository of topics (competences) that may be relevant for your project-evaluation. It is not a closed competency list but an open inventory in which you find topics that are important for your target group in their specific contexts. It shall serve both as

- a help tool for evaluators to select topics and to derive their learning objectives and as
- a growing catalogue that enables our community to compare similar reference systems of other micro-projects.



You can also add topics that you don't find in this inventory. Select one or more relevant competences for your project in regard to the specific situation and objectives.

- List of competences

- Communication
- Cooperation
- Autonomy
- Problem Solving
- Learning to learn
- Client orientation
- Diversity management
- Teamwork
- Flexibility
- Conflict management
- Decision making
- Intercultural Communication
-

You can personalise this list by introducing a new competence that you wish to evaluate...

)



General competences	Your specified competence	Description of your specific learning context
Social Competences		
Communication		
Communication <i>Specification 1</i>	e.g. didactic communication while accompanying mentees in a mentoring project	This refers to a mentoring project. A mentor acquires specific “instructional” or didactic competences that he/she applies in the communication with the mentee.
Intercultural communication (IC)		
Intercultural communication (IC) <i>Specification 1</i>	communication during a long term travel in a specific country	Specific IC competences acquired during travelling in a formerly unknown culture (as tourist/guest)
Intercultural communication (IC) <i>Specification 2</i>	Intercultural communication in a joint development project	IC acquired in a research and development project with different cultures working together (as partner, manager)
Teamworking		
Teamworking <i>Specification 1</i>	Teamwork competence acquired in a transnational mobility action.	Teamwork in an internship in an unknown placement situation
Client orientation		
Client orientation <i>Specification 1</i>	Client orientation in regard to persons with cognitive disorders	This is the competence that learners acquire in the SuperMAN project
Leadership		
Diversity management		
Personal Competences		
Flexibility	e.g. Adaptability	
Self-reliance/autonomy	e.g. self-management	
Readiness to be mobile		
Problem solving		
Learning to Learn		
Organisational Competences		
Networking		
Planning competences		
Problem solving		

Examples:

1. For a mentoring project the topic “communication” was specified in regard to a “didactic communication competence” since the mentors have to communicate with their mentees in a conscious way which facilitates a successful coaching situation.
2. For a project for employees of supermarkets who should deal with mentally disabled persons the topic “client orientation” was substantiated to “Client orientation in regard



to persons with cognitive disorders” because obviously there are important differences between the clients

3. The competence development regarding “Intercultural communication” is dependent on the learning context, example 1 while travelling alone, example 2: while communicating in a transnational team
4. Teamwork was specified in the aforementioned example in regard to “Teamwork in an internship in an unknown placement situation”. This specification is important for evidencing reasons: For a potential employer it is of course important to understand the situation in which the competence has been acquired in order to perceive the potential of the candidate.



2.3 Step 3 – Reference system

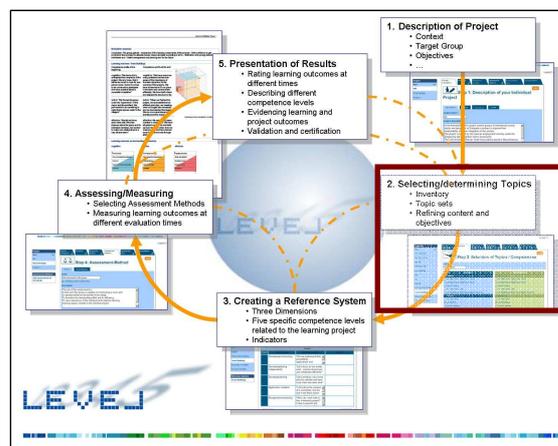
Each new competence is to be described related to its

- **cognitive**,
- **activity related** and
- **affective** dimension,

thus covering the relevant dimensions of competence development.

Each of the 3 dimensions is divided into 5 levels and pre-described with titles (column 2) indicating general stages of proficiency.

With the help of the descriptors in column 3 a competence can be described to create a system of reference against which one can rate the stages of knowledge, skills and attitudes.



Empty LEVEL5-Reference System

1	2	3
Grade	Corresponding Level Titles	Descriptor
5	Intuitive Transfer	
4	Know when (Implicit understanding)	
3	Know how (Theoretical understanding)	
2	Know why (Distant understanding)	
1	Know-that	

Grid for the **cognitive** dimension

1	2	3
Grade	Corresponding Level Titles	Descriptor
5	Developing/ constructing	
4	Discovering/acting independently	
3	Deciding/selecting	
2	Application, Imitation	
1	Perception	

Grid for the **activity** dimension

1	2	3
Grade	Corresponding Level Titles	Descriptor
5	Regulating (with) others	
4	Affective self-regulation	
3	Appreciation/Empathy	
2	Perspective taking	
1	Self centred	

Grid for the **affective** dimension

LEVEL5 offers reference systems with general descriptors for the main social, personal and organisational competences.

Following you find a general reference-system grid for the competence **Teamwork**.





VILMA

510577-2010-DE-GMP

Mobility Learning Suite, Chapter 2



Lifelong
Learning

Page 14/25

REFERENCE SYSTEM – Teamwork

COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE		
2	3	2	3	2	3	
L	Level Titles	Descriptor	Level Titles	Descriptor	Level Titles	Descriptor
5	Intuitive Transfer	Knowing how to enhance team processes in different teams. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills	Developing/constructing	Trying out and choosing new roles in a team and to act accordingly. To internalise the newly developed strengths and weaknesses. To contribute to the strategic team development	Regulating others	To feel the need to inspire others to take part in a team and to accomplish goals through mutual support. To encourage others to join and to improve their teamwork skills
4	Know when (Implicit understanding)	Substantial (practical) knowledge how and when to join/form teamwork and to be aware of the need to work cohesively with others in order to achieve the common goals.. Understanding strength and weaknesses of team members.	Discovering/acting independently	Ability to assign specific tasks and roles to team members on the basis of their strengths and weaknesses. Trying out new roles for oneself.	Affective self-regulation	To refrain from own preferences ((e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork.
3	Know how	Theoretically knowing how to act in a team. Understanding how to engage in a coordinated work flow where the skills, qualities and limits of each member are taking into account for the unity and efficiency of the work.	Deciding/selecting	Actively reaching out to join or help create a team according to one's interest. To perform on one's own decision according to the own strengths.	Appreciation Empathy	To have a positive attitude towards teamwork. To appreciate diversity in a team. To find it important to have a 'team spirit' introduced in your work.
2	Know why (Distant understanding)	Knowing that teamwork is a more effective way to work in a group. Knowing it involves individuals to harmonize their work and contributions towards a common goal.	Application, Imitation	Joining an existing team that one is invited to or instructed to. Full-filling tasks in a team	Perspective taking	Being interested in taking part in a team.
1	Know-that	Knowing that teamwork is a work performed by a group of people.	Perception	Recognising a situation in which teamwork is most appropriate without participating	Self centred	To feel the general need of team work but not relating it to the own situation



Contextualisation

Though the general reference system may fit well to many learning situations there will be others in which it has to be adapted since the descriptors are not fully displaying the learner's situation, the learning environment and the competence levels.

In these cases the reference systems have to be adapted, which means that the descriptors have to be specified.

In the following example the reference system for Teamwork competence shall be contextualised for a mobility learning situation in connection with a work placement.

The learner is placed in an unknown enterprise. He/She is supposed to work in a team of employees in a 3 months project.

L	Level Titles	General descriptor	Individual description/ Specified descriptor
5	Intuitive Transfer	Knowing how to enhance team processes in different teams. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills	Knowing how to support the teamwork in the specific placement situation. Knowing how to promote the teamwork efficiency with own contribution
4	Know when (Implicit understanding)	Substantial (practical) knowledge how and when to join/form teamwork and to be aware of the need to work cohesively with others in order to achieve the common goals.. Understanding strength and weaknesses of team members.	Understanding strength and weaknesses of the team members. Knowing how and when to contribute to the team.
3	Know how	Theoretically knowing how to act in a team. Understanding how to engage in a coordinated work flow where the skills, qualities and limits of each member are taking into account for the unity and efficiency of the work.	Understanding basic roles and functions of the persons working in the specific team. Understanding the goals and targets of the work in the team and the contributions of different members
2	Know why (Distant understanding)	Knowing that teamwork is a more effective way to work in a group. Knowing it involves individuals to harmonize their work and contributions towards a common goal.	Knowing why teamwork in the specific enterprise is important. Understanding different parts (units) of the work performed by the team.
1	Know-that	Knowing that teamwork is a work performed by a group of people.	Understanding that the learner has to collaborate with different persons in the enterprise

General and contextualised knowledge dimension of Teamworking competence

L	Level Titles	General descriptor	Individual description/ Specified descriptor
5	Developing/ constructing	Trying out and choosing new roles in a team and to act accordingly. To internalise the newly developed strengths and weaknesses. To contribute to the strategic team development	Promoting the team with new approaches. Extending the scope of the team by proposing additional activities.
4	Discovering/acting independently	Ability to assign specific tasks and roles to team members on the basis of their strengths and weaknesses. Trying out new roles for oneself.	Trying out new tasks.. Consciously supporting team members who need help or who have specific tasks that can be specifically supported.
3	Deciding/ selecting	Actively reaching out to join or help create a team according to one's interest. To perform on one's own decision according to the own strengths.	Deciding to taking over specific tasks according to the own interest
2	Application, Imitation	Joining an existing team that one is invited to or instructed to. Full-filling tasks in a team	Doing tasks for the team when instructed by the team leader
1	Perception	Recognising a situation in which teamwork is most appropriate without participating	Not taking part in the teamwork

General and contextualised activity dimension of Teamworking competence



L	Level Titles	General descriptor	Individual description/ Specified descriptor
5	Regulating others	To feel the need to inspire others to take part in a team and to accomplish goals through mutual support. To encourage others to join and to improve their teamwork skills	To encourage others to further develop the team.
4	Affective self-regulation	To refrain from own preferences ((e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork. To be ready to contribute to the team.	To feel the need to support and contribute to the team. To regulate own feeling in order to respect the team processes and the strengths and weaknesses of the team members
3	Appreciation Empathy	To have a positive attitude towards teamwork. To appreciate diversity in a team. To find it important to have a 'team spirit' introduced in your work.	To be motivated to work with the colleagues. To appreciate the different persons in the team
2	Perspective taking	Being interested in taking part in a team.	To be curious to work with the colleagues
1	Self centred	To feel the general need of team work but not relating it to the own situation	Not to relate the teamwork to the own situation. No personal attitude to the host team

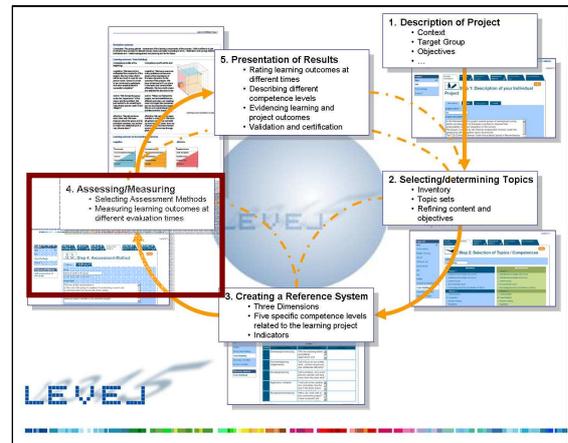
General and contextualised affective dimension of Teamworking competence

The contextualised descriptors relate the competence levels to the “learning reality” and connect the practical working and learning situation to a reference against which a validation can be carried out.

It also helps to describe and rate the initial state of the learner and the state at the end (or a later stage) of the learning activity. This way the reference system facilitates to identify the DEVELOPMENT of a learner in a specific situation.

2.4. Step 4 - Assessing competence development

Step 4 is about measuring. Competences are not static, while learning they (shall) evolve and develop. Therefore, especially when validating personal and social competences, it is important to show and evidence their **development**, the potential² of a learner regarding the competence. Hence we try to assess the learners' competences at the beginning and at the end of a learning activity/project. There are various methods suitable to assess competences and competence developments. In one of the previous projects we developed a toolbox, a compilation of different assessment methods that can be accessed here: <http://reveal-eu.org/index.php?id=105>.



To select the right assessment method one can fill a simple grid to come across suitable assessment methods (a catalogue will be presented below).

1	Project/Activity	Project title Context	
		Activities - Project activities - Learning activities	
2	Competences	What competences can be acquired in this project/activity/learning context?	
		What competence do you want to assess?	
3	Evidence	What indicators can make clear whether a specific competence level has been reached?	Cognitive Active Affective
5	How?	What method would be appropriate to measure the competence level you choose?	Preparation:
		How can you make the indicators visible? What does the instrument or method look like?	Instrument:

Starting from the description of project and activity (which we can skip because we already did this in LEVEL5-step 1) we come to the aspired competences and the competences that we WANT to assess. This would also be done by selecting the topics from the inventory (LEVEL5 - step2).

Also the indicators can be added to the LEVEL5-reference system in step 3.

² For employers the “potential” of a person is more important than just a snapshot of a status quo (e.g. for intercultural communication: how did somebody develop his/her communication/collaboration skills)



The crucial question is “HOW” to assess, or, in other words which method is fitting to what I want to measure.

Instruments for Assessment

Preliminary remarks:

- The following page shall give an overview of possible methods or instruments for assessment.
- Assessment instruments or tools are instruments for collecting or gathering the necessary information to rate learner's competence development.
- To assess a competence means to assess the quality of a performance in a certain context. This performance is the result of a certain level of knowledge, attitude and activity.
- No matter which tool one wishes to choose, the underlying thought should be a series of things one wishes to know. This implies that there always will be a list of questions behind any evaluation activity.
- Assessment activities may be either individual or collective or a mixture of both.
- Methods may be responsive. This means that the respondent is answering questions.
- Methods may be productive: the people involved produce their own views, comments or explanations.

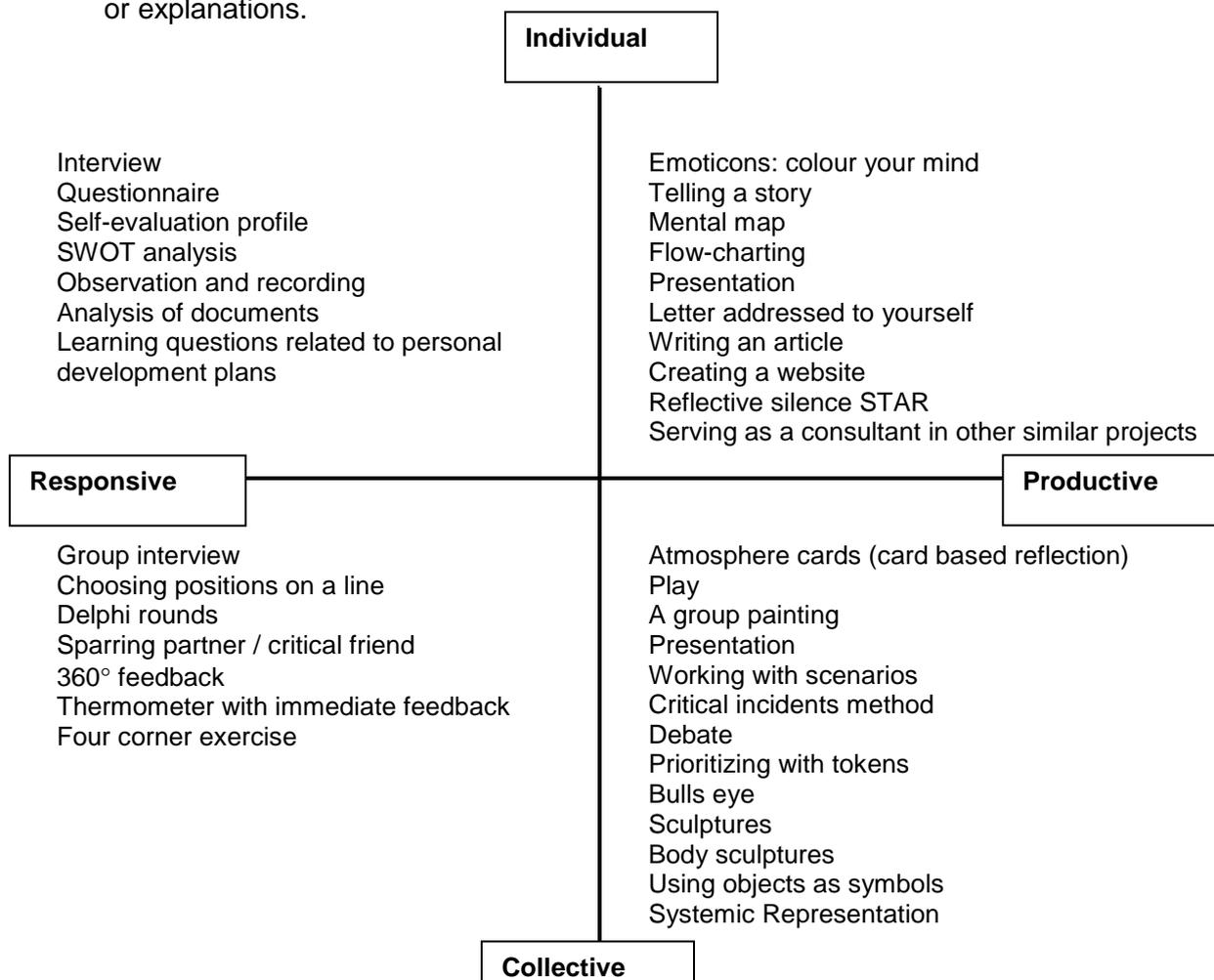


Fig. 8 Overview matrix of assessment methods

Detailed descriptions of the assessment methods can be retrieved from www.sealll.eu.

2.5 Step 5 - Rating and Reasoning

On the basis of the reference system the competence development can be assessed and should be evidenced in the following ways:

1. by selecting a grade (for the later display in the LEVEL5-CUBE) at the beginning and at the end of the learning activity (see columns 5 and 6 of the following LEVEL5 grids. The rating should be carried out on each of the three dimensions (knowledge, skills, attitudes).
2. by giving reasons for the rating at each stage in column 7. The levels before/after should be described in a brief way (max. 2 short sentences)
3. by describing the participant's learning progress for each dimension with one sentence.

The documentation of the progression of the learners will evolve automatically in the LEVEL5 software when all data is inserted and certificates could be established if needed.

According to our experiences in many cases it is necessary to fine-tune indicators (step 4) and sometimes even the individual descriptions (step 3) in the course of the assessment.

These are important actions to secure and improve the quality of your assessment.

If you feel that the descriptors are fine you are not obliged to insert indicators, however it is worth thinking about the “signs” when a person reached a specific level.

Descriptive pattern to rate competence levels regarding “Teamwork”

A) Cognitive Dimension: Learners knowledge concerning <Teamwork>

1	2	3	4	5	6	7*
Grade	Corresponding Level Titles ³	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes to be described at time one and 2)
5	Intuitive Transfer	Knowing how to enhance team processes in different teams. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills				
4	Know when (Implicit understanding)	Substantial (practical) knowledge how and when to join/form teamwork and to be aware of the need to work cohesively with others in order to achieve the common goals.. Understanding strength and weaknesses of team members.	To be able to reflect on different personal traits, properties strengths and weaknesses of a given team			
3	Know how	Theoretically knowing how to act in a team. Understanding how to engage in a coordinated work flow where the skills, qualities and limits of each member are taking into account for the unity and efficiency of the work.	Ability to name different abilities and personal traits that are positive/negative for teamwork			
2	Know why (Distant understanding)	Knowing that teamwork is a more effective way to work in a group. Knowing it involves individuals to harmonize their work and contributions towards a common goal.		X		
1	Know-that	Knowing that teamwork is a work performed by a group of people.				
Summary of the development on the cognitive level:						

³ Hints for describing the levels:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Level 1: Remembering (Recognising – Recalling)



B) Activity dimension; ->learners' activity potential and skills concerning <Teamwork>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ⁴	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes to be described at time one and 2)
5	Developing / constructing	Trying out and choosing new roles in a team and to act accordingly. To internalise the newly developed strengths and weaknesses. To contribute to the strategic team development. Ability to transform strengths of team members into opportunities for the team and to reduce threats.				
4	Discovering/acting independently	Ability to assign specific tasks and roles to team members on the basis of their strengths and weaknesses. Trying out new roles for oneself.				
3	Deciding/selecting	Actively reaching out to join or help create a team according to one's interest. To perform on one's own decision according to the own strengths.				
2	Application, Imitation	Joining an existing team that one is invited to or instructed to. Full-filling tasks in a team				
1	Perception	Recognising a situation in which teamwork is most appropriate without participating				

Summary of the development on the activity level:

⁴ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...



C) Affective Dimension: ->learners' affective competence levels concerning <Teamwork>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ⁵	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes to be described at time one and 2)
5	Regulating (with) others	To feel the need to inspire others to take part in a team and to accomplish goals through mutual support. To encourage others to join and to improve their teamwork skills				
4	Affective self-regulation	To refrain from own preferences ((e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork.	To act in respect of the other team members' strengths and weaknesses			
3	Appreciation Empathy	To have a positive attitude towards teamwork. To appreciate diversity in a team. To find it important to have a 'team spirit' introduced in your work.				
2	Perspective taking	Being interested in taking part in a team.				
1	Self centred	To feel the general need of team work but not relating it to the own situation				
Summary of the development on the affective level:						

⁵ Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)



3 How to use the Mobility Learning Suite

The LEVEL5 system is more than a validation tool. It can be used as central instrument of an holistic competence based learning approach. Insofar it serves both as a planning tool for learning arrangements outside formal institutions (e.g. in mobility, volunteering, civic education but also in learning at the workplace, internships and practice phases in apprenticeships).

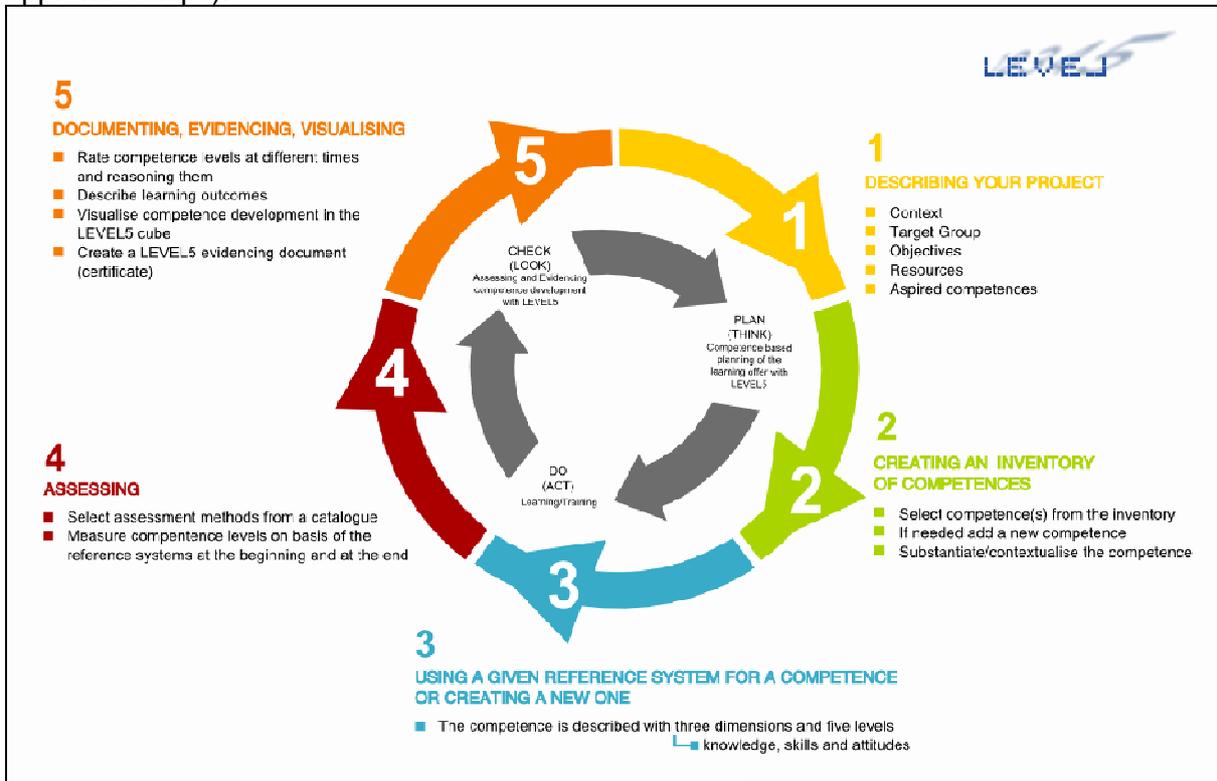


Fig. 4: Interlinking Informal Learning Design with validation of personal and social competences

While LEVEL5 as validating tool is described in chapter 2 (outer circle), chapter 3 will deal with the integration in a learning process (inner and outer circle).

Chapter 4 is an inventory of competences and related reference systems as central validation and planning devices.

Additionally, “informal learning patterns” as planning tools for informal learning situations with links to the relevant competence dimensions and suitable assessment methods.

A compendium of good practice projects (mobility learning projects) presents 10 projects of European mobility in different sectors be it related to job-skills, volunteering, networking or in service trainings.

The quality criteria guide is also annexed to the mobility learning suite as help-tool for assessors, be it in case of external, peer-, or self assessment with LEVEL5.