



# Enhancing and Validating service related competences in Versatile learning environments in Western Balkan Universities (e-VIVA)

## External Evaluation Report

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# 1. Background

## 1.1 Goals of the E-VIVA evaluation

Since the E-VIVA approach had to be understood and accepted by the European partners and match with their needs and requirements it had to be explained and discussed carefully taking into account the partners' contexts and requirements in their fields.

A first draft of the evaluation concept was elaborated in February 2020 and presented to European and practice partners during a transnational meeting.

The evaluation included two wings:

- one concerning the evaluation dealing with the collection and valuation of the activities of the partner network and within the partner projects themselves,
- the second concerns the elaboration of specific criteria regarding the particular character of the E-VIVA main project deliverables.

## 1.2. Agreements

A first evaluation concept was developed during the development phase of the e-VIVA project. On this basis expectations and demands of research practice partners could be harmonised. First clarifications regarding further procedures were made and led to first action plans in the course of the following meetings. Following Action Research the general work frame and the evaluation approach were further refined in the first project phase.

It was expected that different methods of an inspecting assessments (evaluation by peering, by observing and dealing with the products, both internally and externally) should be applied.

These considerations led to the following distinction of three evaluation levels:

- Level 1: Process evaluation of developing teams and partners (Internal Evaluation)
- Level 2: Progress evaluation (Quality management and monitoring, internal)
- Level 3: Product evaluation (instruments and procedures developed and piloted instruments against quality indicators and acceptance of the users, here also the approach of competence validation in mobility/traineeship) (Internal/External).

### 1.3 Evaluation within the E-VIVA-Partnership

Primary Goal:

- Evaluation of the networking partners

Purpose of Evaluation:

- To prove the usefulness of the network and accompanying activities and products in order to support the partners' projects.
- This first evaluation level dealt with the kernel processes of the E-VIVA project, it was therefore called "process evaluation".

<i>Leading questions:</i>	
What is/has been done and achieved?	= How did the project E-VIVA realised its elements (approach, platform, conferences, etc.)
How is the satisfaction with the achieved outputs in the respective timeframe	= How do partners evaluate the achievements in the partnership
Crosscutting issues	
Communication processes	e.g f2f and online meetings
Collaboration processes	Planning, Working together, delivery, performance
Mutual understanding and intercultural issues	Intercultural impact (getting to know other partners' places)
Project Management	Financial and administrative issues

Activities:

Framework and questionnaire on process evaluation was presented and discussed during the first transnational meeting.

In general, it has been administered after each transnational meeting, and the results are being presented and discussed at the beginning of every following meeting.

This process evaluation is carried out internally and can be found integrated in this final evaluation report.

### 1.4 Evaluation of the Pilot Activities

Primary Goal:

Evaluation of learning projects as ultimate outputs of the competence oriented learning approach according to the E-VIVA approach for the final beneficiaries: the learners of the E-VIVA programme.

As the project is an approach to a "competence oriented learning approach" for students (including a traineeship or mobility experience, also quality criteria had to be developed that correspond to this rather innovative approach.

### Purpose of Evaluation:

To verify the own processes and effects of the learning projects

- For the students who participated in the pilots
- for the E-VIVA-partners themselves and their multipliers

### Leading Questions:

- What are the pilot projects about (contents, objectives, etc.)?
- What did they do to e-VIVA personal development and to create learning on mobility/traineeship? (what are the different project settings)
- Why do they want to evaluate their internal learning in the framework of E-VIVA
- What did they consider successful and not successful
- How can the quality criteria be applied in these rather informal and complex contexts?

### Activities:

- Discussion groups on main topics of evaluation within a project
- Creation of general reference system for each of the aspired competences
- Application and fine-tuning the whole evaluation procedure in the framework of test projects and pilot projects
- Setting up leading questions for experience reports
- Collection of lessons learnt

### Main outputs based on the existing procedure:

- Validation of the students of the partner countries in different learning contexts
- Experience reports

This evaluation of the mobility/traineeship projects was carried out internally by the partners. It is published both in pilot project descriptions and experience reports. These reports are integrated in the E-VIVA LEVEL5 platform (pilot reports) to give concrete and positive examples for future users of the approach.

## 1.5 Product Evaluation

### Primary Goal:

- Evaluation of the products developed within the project

### Purpose of Evaluation:

- To prove the usefulness of the central products of the project





Subjects of the product evaluation:

- Assessment and validation approach
- E-VIVA training concept
- E-VIVA programme

*Activities:*

- Creating a list of criteria to evaluate interactive learning, training and validation events
- Evaluating the aforementioned evaluation topics against these criteria
- Critical reading of other evaluated materials
- Reporting and summarising

## 1.6 Evaluation Philosophy

In order to understand the external evaluation approach it is important to outline the background ideas of the evaluator.

The evaluation on hand is very much in line with the definition set up by Smith (2006):  
"Evaluation is the systematic exploration and judgement of working processes, experiences and outcomes. It pays special attention to aims, values, perceptions, needs and resources."

In this connection Smith emphasises that evaluation:

1. is a research process gathering, ordering and judging information in a methodical way,
2. is more than monitoring since it "involves making careful judgements about the worth, significance and meaning of phenomenon" and
3. also involves developing criteria or standards that are both meaningful and honour the work and of those involved
4. must look at the people involved, the processes and any outcomes that can be identified (in a dialogical way)
5. has both a proving and an improving dimension<sup>1</sup>

Since the E-VIVA evaluation approach will be rather geared towards the enhancement of work undertaken with particular individuals (and partly also groups) and to the development of participants (including the students) one can speak of a *Practice Evaluation* in contrast to a rather work (and output) oriented *project evaluation*.

As E-VIVA is evaluating informal learning projects through the identifying learners' knowledge, attitudes and activities, and to understand the changes that have occurred in these the approach is a formative evaluation.

Finally, from a research perspective, the evaluation on hand is meant to be more than just a judgement of products by an external person. The research subjects – the learners, multipliers and project partners were actively integrated in the evaluation process – hence the approach is grounded on action theory principles.

## 2. Evaluation of Products and Outcomes

The external evaluation has been a part of the comprehensive evaluation concept developed and realised over the project lifetime.

The project partners carried out internal evaluations to assess their collaboration and their level of contentment with the project and the project deliverables.

Due to the expertise of the partners in the fields of project/network coordination and evaluation the external evaluator rather acted as a critical friend than as an independent monitoring instance. She had the opportunity to follow the project the whole lifetime and participated in the development and in some of the meetings during the project lifetime.

In scientific terms the evaluation was carried out in an action research way since it went hand in hand with the development processes and influenced them. Consequently, the external evaluation was carried out during the initial stages (year 1) and during the ultimate finalisation of the core project deliverables mentioned above to contribute to improvement of outputs.

In the following, the report on hand will shortly describe the intentions of the planned deliverables and describe the achievements from an external perspective.

In the final project phase the major stakeholders, multipliers, learners and intermediate persons were also actively involved in the evaluation, especially to deliver the pilot reports.

### 2.1 E-VIVA Assessment and Validation Approach

The assessment and validation system developed in E-VIVA has been based on the standardised LEVEL5 procedure:

1. A learning action has to be described in terms of the background, aims/goals, implementation of learning activities, expected impact and aspired competences.
2. Different competences were described and implemented in a E-VIVA inventory for competences for learners in mobility/traineeship.
3. Reference systems for each of these competences (semi opened and transferable) were developed, based on a 3-dimensional competence cube with cognitive, affective and activity related levels. For each of the dimension a competence plateau of five stages was described.

4. Competence developments were evidenced visually in the cube and documented in the LEVEL5 software as well as in individual learners' certificates.

## 2.2 E-VIVA Pilots

Selected pilot partners were supposed to carry out competence based learning actions (projects) and to apply the assessment and validation procedure.

Two kinds of reports were compiled:

- An experience report
- A comprehensive pilot report

The first report is delivered by each piloting partner at the end of the learning project, the comprehensive pilot report includes comments and recommendation on the approach.

## 2.3 E-VIVA Training Concept: the Course for Facilitators

The learning approach and the elaborated materials were delivered in a series of different events, both virtual and face-to-face. The learning concept related to the theme of assessment, validation and competence-oriented learning was broken down to a format of a two days workshop.

The evaluation of the course was an important part of the overall evaluation.

# 3. Methodology

## 3.1 Action Research

The E-VIVA evaluation was determined by the following factors:

- ★ The general setting of E-VIVA and the requirements arising through the practical oriented research and in particular by the potentially large variability of learning contexts, their settings, target groups and objectives,
- ★ The disposition of the internal evaluating teams and participants and
- ★ Considerations concerning transnational collaboration.

Action Research Procedure:

A typical Action Research procedure shows a circular (or better a spiral) sequence.



It is based on development circles or feedback loops that are typical for a large part of nowadays management systems like Quality Management<sup>2</sup> (ISO, EFQM) or Environmental Management Systems (EMAS<sup>3</sup>).

The first step is to set goals on a profound examination of the idea in the light of the means available. Frequently more fact-finding about the situation is required and more data must be collected to secure and back up the initial thesis.

If this first period of planning is successful, two items emerge: namely, “an overall plan” of how to reach the objective and secondly, a decision in regard to the first step of action. Usually this planning has also somewhat modified the original idea<sup>4</sup>.

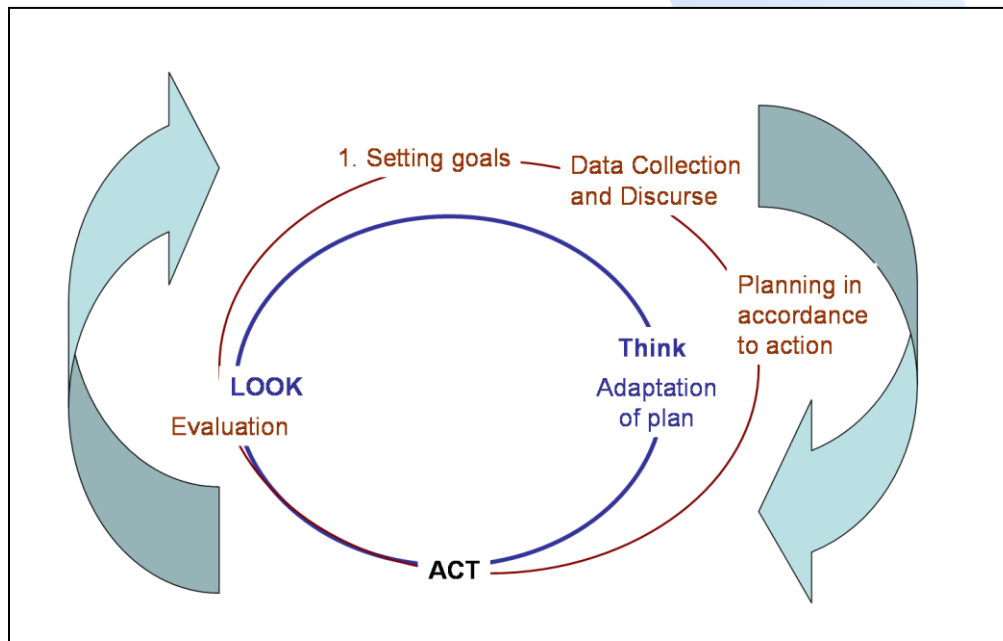


Figure 2: Action Research Circle (Spiral)

The next step is composed of a circle of planning, executing, and reconnaissance or fact finding for the purpose of evaluating the results of the second step, and preparing the rational basis for planning the third step, and if need be, to modifying the overall plan again.

### 3.2 Evaluation Concept

<sup>2</sup> QM-Systems: International Standard Organisation, European Foundation for Quality management, KTQ = German Hospital Quality Management System

<sup>3</sup> EMAS = Environmental Management Auditing System

<sup>4</sup> Smith, M. K. (1996; 2001, 2007) 'Action research', *the encyclopedia of informal education*, [www.infed.org/research/b-actres.htm](http://www.infed.org/research/b-actres.htm).

The internal evaluation was carried out by the lead partner as a monitoring activity to identify the level of contentment and the stage of the implementation in a regular way.

The external evaluation was carried out by an expert who worked in an action research way, being also linked to the development processes in year one. She also participated in the first transnational meeting. The product evaluation was based on a pre-formatted criteria catalogue defined in the initial stages of the project.

The action research principle described above was already invented at the beginning of the project. As such, the external evaluator was integrated in the final development and realisation phase of the project.

### 3.3 Timing of the Evaluation

Phase	Activities	2020												2021										
		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11
Conceptualisation																								
	Reading the application and documents																							
	Discussing the concept																							
	Coordination with Lead Partner																							
External evaluation																								
Programme/Impact Evaluation																								
	Quality Criteria Catalogue																							
	Critical reading programme level																							
	Critical reading unit level																							
	Compiling results																							
	Reporting																							
Meetings and Communication																								
	Online Meeting, Prep. of self evaluation																							

Table 1: Timing of the evaluation in E-VIVA

In the first phase a comprehensive evaluation concept was established and communicated with the project partners. The internal evaluation started then with continuous process evaluations during and after the project meetings.

In the first phase of the evaluation the external evaluator did a critical reading of the project application. A first bilateral meeting took place online in which the project concept was explained and discussed. As the external evaluation only comprises the main outputs of the project, the main activities took place mainly at the end of the project and at the application/piloting phase of the project's instruments. However, the initial phase was important to get to know the partnership, to understand the full scope of the project and

to agree on the general evaluation flow. The external evaluator presented the quality patterns that were used to evaluate the main outputs of the project.

Assessment and validation approach and training concept were also subjects of critical readings and findings were fed back to the partners.

The comments of the interim evaluation were also discussed between external evaluator and the partners and taken up in the conclusions in this report.

The pilots were accompanied on the level of the validation of competence developments. For this purpose a first critical reading of the used reference systems and the pilot reports was carried out followed by a check of descriptions, assessment settings and learning outcomes along fixed quality criteria.

### **3.4 Evaluation Instruments**

#### **Programme evaluation grids**

In order to assess and evidence the quality of the major components in E-VIVA a so-called programme evaluation grid was invented.

It describes and evaluates the major criteria in a Lickert scale (Annex 5.1).

#### **Learning unit evaluation grids**

The training concept and the assessment and validation approach were evaluated externally with a learning-unit evaluation grid (Annexes 5.2 and 5.3).

## **4. Results**

### **4.1 External Evaluation Results**

The external evaluation was carried out by one expert. One branch of the external evaluation was assigned to the project's educational "products", namely the assessment and the validation concept and the training.

The external evaluation consists of a report on the training concept evaluation with a programme and learning unit evaluation.

#### **4.1.1 Programme Evaluation**

The programme evaluation was carried out based on an extensive criteria catalogue defined by the external evaluator in the interim report and attached to this report as annex 5.1.

The external evaluator judged the overall E-VIVA concept (programme) according to the following criteria:

**Criterion 1: Variability (+++):**

The programme

- matches content to delivery methods,
- uses different didactic methods incl. e-learning,
- aims at cognitive, affective and activity related developments,
- considers different learning styles,
- changes between guided and self-directed learning,
- takes place in different places and
- motivates learners with different ways of learning.

**Criterion 2: Productivity (+)**

The programme (among others):

- avoids counterproductive effects like a negative attitude towards learning,
- converts much “teaching time” into effective learning time,
- builds up on the given knowledge and abilities of the learners

**Criterion 3: Adjustment to the given/expected situation (+++)**

The programme considers:

- language habits of the learners
- previous knowledge of the learners
- environment and the way of living (life styles)
- resilience of the learners
- available resources
- tasks which result from the specific life and professional context
- preferred ways of communication
- time preferences of the learners and of their learning environment
- interests of the learners to increase motivation

**Criterion 4: Productivity and utility (++)**

The programme

- supplies cognitive schemes (e.g. methods that can be generalised).
- helps the learners to gain more routine
- offers a line of orientation



- corresponds to external requirements (e.g. by external boards or experts)
- is adjusted/related to the purpose

### **Criterion 5: Self motivation: for teaching and learning persons (+)**

The programme

- shows the learner especially the positive effects of what he/she has already learnt
- delivers a suitable basis for fruitful questions
- is aiming also at learning in a social way
- is carried out without glancing too much at a certification
- is carried out without fearing to fail
- e-VIVAs the learning rather in competition with oneself and not to others

### **Criterion 6: Development of learners' abilities (++)**

The programme

- increases the moral sensibility of the learner (attitudes)
- increases the cognitive competences of the learners
- e-VIVAs the creativity of the learners
- helps to diminish fears of the learners
- increases the communication abilities of the learners
- gives the learners a better self-esteem (self confidence)
- e-VIVAs the decision-making ability of the learners
- increases the sense of responsibility of the learners

### **Criterion 7: Consistency (+++)**

The programme

- close distinction/distribution between the various modalities of blended learning
- teaching people themselves are experienced in handling the electronic devices
- no serious discrepancies between what is said and what is done
- the teaching people "live" what they are imparting/delivering
- high quality of written, visualised and audiovisual material
- high quality of activity related learning (tasks, games)
- delivers tasks which agree with the practical requirements





- gives learners as much room for acting as in professional practice of daily routine
- equally distributes the learning challenges (difficulty-grades)

From the instructional point of view the E-VIVA concept shows very good results:

The programme is very good (++) in regard to variability, productivity criteria and scores excellently (++++) in respect to consistency, relevance (adjustment to the given situation), utility and development of learners' abilities; a little bit less good evaluated concerning motivational sub-aspects.

#### **4.1.2 E-VIVA Evaluation of learning units**

As far as the learning units are concerned the single ratings can be retrieved from annex 5.2 and 5.3. In general they correspond with the high ratings of the programme.

The learning units related to the "assessment and validation approach" and the "training concept: the course for facilitators".

The units achieve high scores in regard to clarity, relevance, structural order, developing different competence dimensions (knowledge, skills, attitudes) and they offer in general opportunities of feedback and stimulus for further learning.

#### **4.1.3 Conclusions**

All learning units, as the well as the learning programme, showed good or very good results. This excellent result gains even more importance if one considers the background of diverse European contexts (the different frame conditions have to be taken in account). It could be achieved by the flexible approach: the concept of the training and especially the assessment and validation approach can be tailored to and applied in several different situations and contexts.

### **Transfer and Creation of Tools and Instruments**

One can state that the transfer of innovation idea, to connect the key competences for lifelong learning approach was well connected with the LEVEL5 validation approach. A rather "organic" approach could be set up which was well received by all participants (which revealed their feedback during the training and the pilot phase).

The recommendation 2006/962/EC of the European Parliament and of the Council on key competences for lifelong learning states that: "Key competences are essential in a knowledge society and guarantee more flexibility in the labour force, allowing it to adapt

more quickly to constant changes in an increasingly interconnected world. They are a major factor in innovation, productivity and competitiveness, and they contribute to the motivation and satisfaction of workers and the quality of work.“ To certify the acquisition of such key competences is fundamental but reference frameworks were inexistent when it came to validate mayor key competences, even though they are essential for our societies. E-VIVA aimed at closing this gap by using one of the most effective ways of learning – learning in mobility and in traineeship – and validating the learning outcomes in regard to those key competences.

To explore the full potential of the approach, the validation systems shall come into place on the state/European level.

The programme was very meaningful also for the resource persons involved in the administrative offices of the universities, in particular in regard to tutoring students and career coaching services. There is more and more recognition and emphasis on informal learning, an increasing request for collaboration within and between educational institutions and world of work and a pressing need for learner autonomy and self-directed learning. Therefore, also resource persons and tutors shall be prepared to guide students through a personalised and competence oriented learning experience. The E-VIVA course for facilitators helped creating several multipliers and it constitutes a learning offer that could be delivered again in the future. However, educational institutions should invest more on preparing resource persons to better design programmes and tools focused on competence based learning and to assist students on such learning path.

The possibility to easily connect the LEVEL5 certificates to the Europass CV was particularly appreciated by the students in the countries where the Europass CV is highly requested both at the academic and the professional level.

Eventually, as the developed approaches will be linked via ECVET interfaces (system built in the LEVEL5 software) one can state that E-VIVA links a competence oriented learning approach with validation of competences and converts it via learning units into a ECVET compatible system.

This compatibility, with the Europass and the ECVET systems, is particularly meaningful to close the gap between the academic education and the business world.

## Outreach into Practice

The project reacted on the comments of the interim evaluation, especially of the two first transnational meetings to bring more clarity on the pilot activities that were about to be designed. Partners shared ideas, tools and assessment material previously developed

on the common working space on the my-VITA platform and this proved to be a great support to the less experienced partners. The course for facilitator was then designed in a way to share experiences, clarify doubts and create individual pilot ideas with the support of the whole partnership. This strategy enabled the E-VIVA partnership to carry out the pilot projects in the most successful way.

## 5. Annexes

### 5.1 Annex: Learning Programme Grid

No.	Theme/questions	not at all	just a little	quite a bit	rather much	much	very much	not applicable
		---	--	-	+	++	+++	0
<b>1</b>	<b>Variability: The programme</b>							
1	addresses to several senses							
2	uses several didactic methods/models							
3	matches content to delivery methods							
4	aims at cognitive, affective and activity related developments							
5	changes between phases of tension and relaxation							
6	considers different learning styles							
7	includes individual and collaborative activities							
8	motivates learners with different ways of learning							
9	has opportunities to learn in other situations than sitting in a room							
10	changes between guided and self-directed learning							
11	allows for different learning locations							
<b>2</b>	<b>Productivity</b>							
1	avoids counterproductive effects like a negative attitude towards learning							
2	uses as far as possible simple and reasonable means and media (available)							
3	converts much "teaching time" into effective learning time							
4	delivers additional knowledge without greater efforts by the learners							
5	avoids learning disorders							
6	uses means which are trouble-free							
7	does not teach things as new that are already known to most learners							



	8	builds up on the given knowledge and abilities of the learners							
	9	has undergone a risk assessment for potential failure							
<b>3</b>	<b>Adjustment: to the given/expected situation ( in relation to)</b>								
	1	language habits of the learners							
	2	previous knowledge of the learners							
	3	ways of learning predominant among the learners (predominant learning styles)							
	4	environment and the way of living (life styles)							
	5	resilience of the learners							
	6	resources that learners are used to							
	7	those tasks which result from the specific life and professional context							
	8	preferred ways of communication							
	9	time preferences of the learners and of their learning environment							
	10	interests of the learners to increase motivation							
<b>4</b>	<b>Productivity and utility (the programme...)</b>								
	1	supplies cognitive schemes (e.g. methods that can be generalised).							
	2	helps the learners to gain more routine							
	3	offers a line of orientation							
	4	relates to key qualifications							
	5	creates and improves contacts (e.g. to other learners, practitioners)							
	6	corresponds to external requirements (e.g. by external boards or experts)							
	7	is adjusted/related to the purpose							
<b>5</b>	<b>Self motivation: for teaching and learning persons (the programme...)</b>								
	1	shows the learner especially the positive effects of what he/she has already learnt							
	2	delivers a suitable basis for fruitful questions							
	3	offers also learning in a playful way							
	4	is aiming also at learning in a social way							
	5	also contains recreational features							
	6	is carried out without glancing too much at a certification							
	7	is carried out without fearing to fail							
	8	e-VIVAs the learning rather in competition with oneself and not to others							

	9	takes the joy in intellectual/artistic games into account						
<b>6</b>	<b>Development of learners' abilities (the programme...)</b>							
	1	increases the moral sensibility of the learner (attitudes)						
	2	increases the cognitive competences of the learners						
	3	e-VIVAs the creativity of the learners						
	4	helps to diminish fears of the learners						
	5	strengthens the conflict abilities of the learners						
	6	increases the communication abilities of the learners						
	7	gives the learners a better self-esteem (self confidence)						
	8	e-VIVAs the decision-making ability of the learners						
	9	increases the sense of responsibility of the learners						
<b>7</b>	<b>Consistency</b>							
	1	close distinction/distribution between the various modalities of blended learning						
	2	teaching people themselves are experienced in handling the electronic devices						
	3	no serious discrepancies between what is said and what is done						
	4	the teaching people "live" what they are imparting/delivering						
	5	high quality of written, visualised and audiovisual material						
	6	high quality of activity related learning (tasks, games)						
	7	delivers tasks which agree with the practical requirements						
	8	gives learners as much room for acting as in professional practice of daily routine						
	9	equally distributes the learning challenges (difficulty-grades)						

## 5.2 Annex: Learning unit grid – Assessment and validation approach

	not at all	just a little	quite a bit	rather much	much	very much	not applicable
	---	--	-	+	++	+++	
Theme/Questions	1	2	3	4	5	6	0





	<b>Clarity</b>								
1	knowledge								
2	learning steps/processes								
3	classification								
4	questions and assignments to the learners								
5	aims and criteria for judgments								
6	positions and roles (authenticity, e.g. teacher/trainer as model)								
	<b>Relevance and reference: creating/delivering valid knowledge/awareness/competences</b>								
1	the subject/profession								
2	the state of the art								
3	the further learning process								
4	forthcoming examinations								
5	the learners' situations								
6	the society and subsystems (professions e.g.)								
	<b>Structure and sequential order: delivering knowledge and skills "in measured doses"</b>								
1	resumes what is already known								
2	accentuates of main points								
3	considers time management								
4	considers space management (learning environment)								
5	considers continuity								
	<b>Representational forms of instruction: using aids for learning and thinking</b>								
1	visualisation (images, charts, metaphors etc.)								
2	examples								
3	analogies								
4	concrete experiences for learners								
5	impulses for reflection by the learners								
	<b>Practising: application of knowledge</b>								
1	is proving knowledge in practice								
2	has well defined assignments								
3	has opportunities to train`/exercise								
4	offers insight into the practical application and usefulness								
	<b>Feedback: information about the learning process and one's personal status</b>								
1	through praise and reproach								
2	by products								
3	by certifications								
4	by the natural environment („natura docet“)								
	<b>Further stimulus: perspectives for more than mere knowledge and a more far-reaching learning</b>								
1	by consideration of learners' interests and needs								
2	by teachers'/trainers' enthusiasm								
3	with a certain irony and self-criticism								
	addresses cognitive dimension								
	addresses affective dimension								
	addresses activity related dimension								

### 5.3 Annex: Learning Unit grid – Training concept: the Course for Facilitators

		not at all	just a little	quite a bit	rather much	much	very much	not applicable
		---	--	-	+	++	+++	
	Theme/Questions	1	2	3	4	5	6	0
	<b>Clarity</b>							
1	knowledge							
2	learning steps/processes							
3	classification							
4	questions and assignments to the learners							
5	aims and criteria for judgments							
6	positions and roles (authenticity, e.g. teacher/trainer as model)							
	<b>Relevance and reference: creating/delivering valid knowledge/awareness/competences</b>							
1	the subject/profession							
2	the state of the art							
3	the further learning process							
4	forthcoming examinations							
5	the learners' situations							
6	the society and subsystems (professions e.g.)							
	<b>Structure and sequential order: delivering knowledge and skills "in measured doses"</b>							
1	resumes what is already known							
2	accentuates of main points							
3	considers time management							
4	considers space management (learning environment)							
5	considers continuity							
	<b>Representational forms of instruction: using aids for learning and thinking</b>							
1	visualisation (images, charts, metaphors etc.)							
2	examples							
3	analogies							
4	concrete experiences for learners							
5	impulses for reflection by the learners							
	<b>Practising: application of knowledge</b>							
1	is proving knowledge in practice							
2	has well defined assignments							
3	has opportunities to train/exercise							
4	offers insight into the practical application and usefulness							
	<b>Feedback: information about the learning process and one's personal status</b>							
1	through praise and reproach							
2	by products							
3	by certifications							
4	by the natural environment („natura docet“)							
	<b>Further stimulus: perspectives for more than mere knowledge and a more far-reaching learning</b>							
1	by consideration of learners' interests and needs							
2	by teachers'/trainers' enthusiasm							
3	with a certain irony and self-criticism							



	addresses cognitive dimension							
	addresses affective dimension							
	addresses activity related dimension							