MANUAL
Validating learning outcomes and competence developments with

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1. Background and Procedure

The validation of non- or informally acquired social, personal and organisational competences is carried out along a standardised procedure developed by a community of evaluators specialised in informal and non-formal learning ("REVEAL").

1.1 REVEAL and LEVEL5

REVEAL is a transnational network of European experts from grass-root projects, adult education providers and universities working for more than four years on the question how the impacts of non-formal and informal learning can be measured and visualised.

In the framework of three European funded projects, the community developed **LEVEL5**, a formative *validation system* which enables stakeholders in European projects to assess and to display the impact of collaborative project work in transnational teams.
The effects (or the impact) of non-formal and informal learning can be displayed through the development of learners' competences (e.g. specific theme centred knowledge, improvement of "soft" skills like collaboration and intercultural communication, attitudes towards other groups etc.).

The **LEVEL5** evaluation procedure is on one hand standardised but at the same time enables users to establish individualised reference systems for assessing and evidencing relevant competences of their target groups in a process-orientated way.
With the help of **LEVEL5** one can measure, display and evidence individual competence developments and give proof of the range of effects resulting from cooperation in European projects.

1.2 Principles of LEVEL5

Initially 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

- cognitive,
- activity related and
- affective

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

The basic principle
Individual or group competences can be evaluated in a process orientated way, visualised in a 3-dimensional cube model and fully documented in a specific software system.

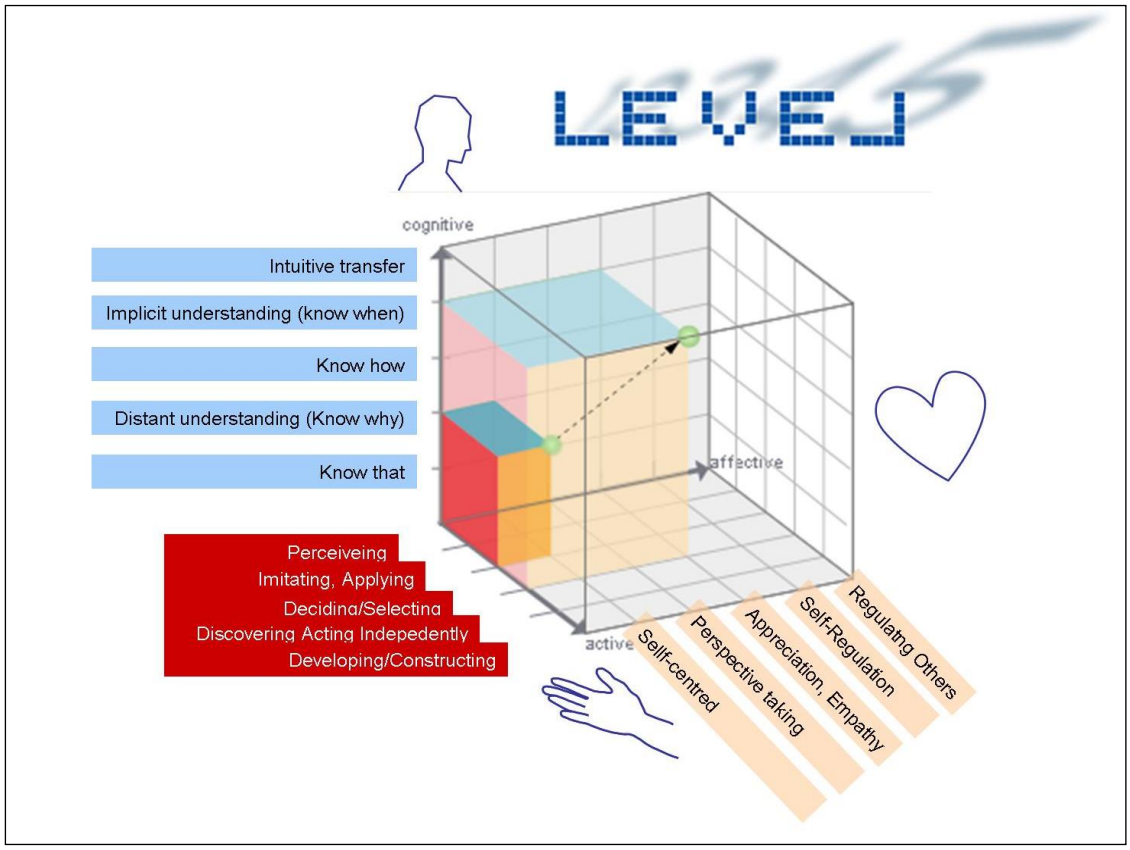


Fig. 1: The LEVEL5-cube

Based on this model LEVEL5 is grounded on the basic competence definition of the EU[1] that a competence is the ability to apply a synthesis of

- Knowledge,
- Skills and
- Attitudes

in a particular situation and in a particular quality.

[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

LEVEL5 is especially suitable to assess personal, social and organisational competences, hence exactly those, that are acquired in informal learning settings such as learning in mobility.

Approach and methodology

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

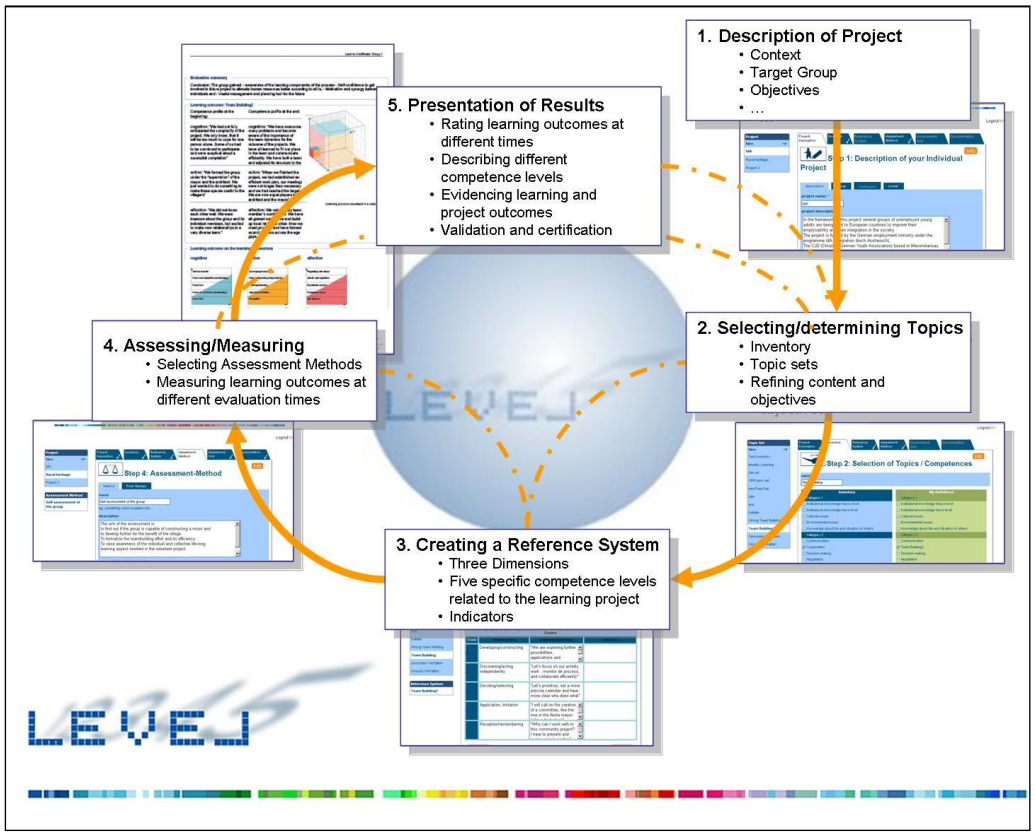


Fig. 2: LEVEL5 procedural approach

1. **Project Description**
   - Describing the properties of the project in a preformatted pattern and the profile of the group and the learners
2. **Selecting topics**
   - Selecting relevant competences to be assessed from an inventory specifically designed for your context and option to further refinement of the wording according to project's purposes
3. **Establishing an individualised reference system**
   - Adapting the reference system from the general inventory to the specifics of project and target group on the basis of a 3-dimensional (cognitive, affective, activity related) rating system with five individualised stages/levels
4. **Assessment**
   - Describing the evaluation procedure and its timing as well as the respective methods of data collection.
   - In the VILMA pilot-projects a broad range of assessment methods can be applied and combined, e.g. questionnaires and interviews to group discussions, assessment exercises, project work and observation by training staff. Besides the named there is a wide variety of further methods to apply for assessing data on competence development (see annex).
5. **Rating/Documenting/Visualisation**

- Inserting the ratings of a group or individual participants at the given time into the individualised reference system to later on be displayed in a 3-dimensional evidencing system (**CUBE**)
- The ratings are substantiated and documented in the software
- Results may be recorded internally and/or connected with learners' certificates
- Option of automatic generation of learners certificates.

1.3 Reasons to apply LEVEL5

Specific benefits at a glance:

- Not only validating learning outcomes but competence developments
- Contextualised validation possible (fit to purpose and learning environment and learners)
- Development of an extendable but still specific inventory for competences acquired through your context
- Reference systems designed in accordance to project's objectives and aspired learning outcomes, focused on cognitive, activity related and affective competence developments
- Preformatted reference systems for social, personal and organisational competences
- Evidencing, documentation and visualisation of the competence developments
- Certification: Competence developments of the learners can be evidenced and documented
    - in the web-based 3-dimensional visualisation and documentation system
    - in personal certificates either printed or as PDF.
- Accreditation: projects and learning activities may be accredited with the European LEVEL5 label after an external evaluation carried out by an accredited REVEAL evaluator.
- Possibility to evidencing the impact and learning progress of non-formal and informal learning activities and projects
- Possible integration of results in QM systems in HRM.

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 project-inventory
3. Adapting the 3-dimensional LEVEL5 reference system to the needs of specific project and target group
4. Selecting appropriate assessment methodology, setting up a time schedule
5. Rating and evidencing (documentation and visualisation)

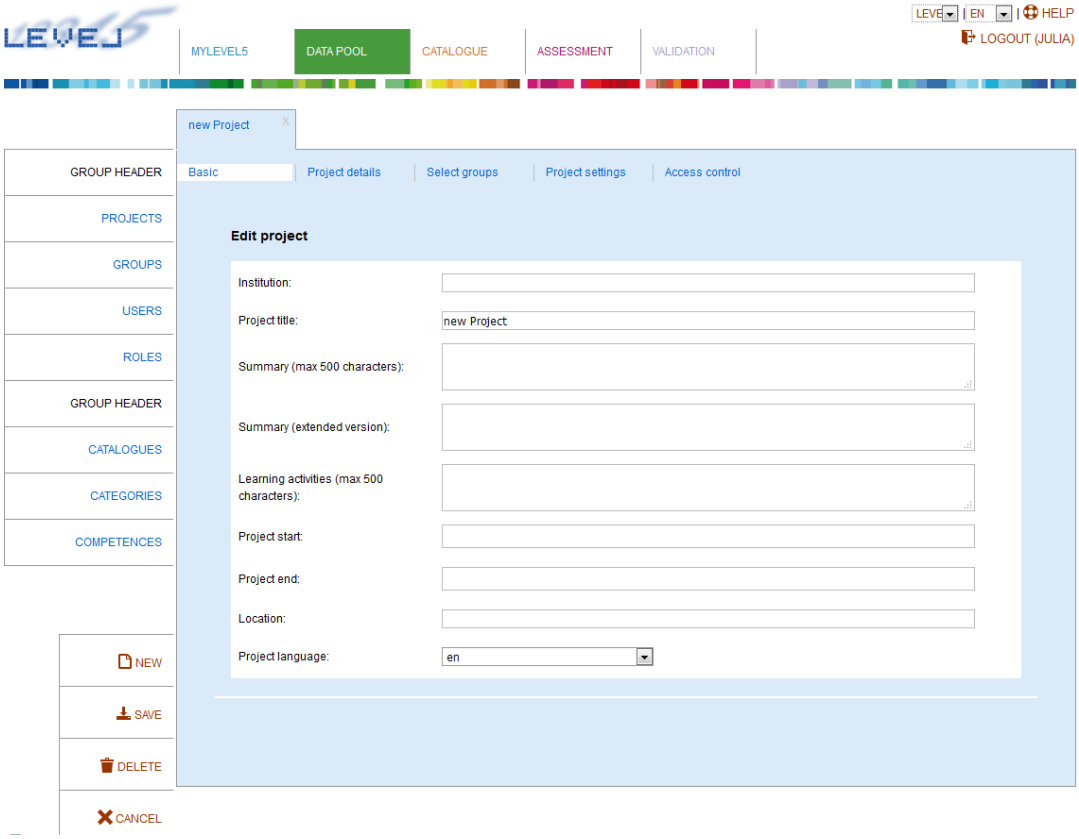
The project description, topics and reference system descriptors following in chapter 3 are based on preformatted patterns. All patterns in this manual will be displayed identical in the LEVEL5 software.

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 partners to compare similar projects/activities and to learn from each other
3. Parts of the description will be integrated into the certificate.
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. Additionally, this description will enable the REVEAL community to compare similar projects and when pertinent to learn from each other.
Accompanying to the project description you describe the specifics of your group of learners and the individual participants. This description is a precondition for the following rating of competences, as it creates the rating mask in the software-system in Step 5.



Institution:
project title:
project description:
Summary (max 500 characters)

Project start: Project end:

Summary (extended version):

Learning activities (max 500 characters):

Location:

Project language:

Target group:

Objectives:

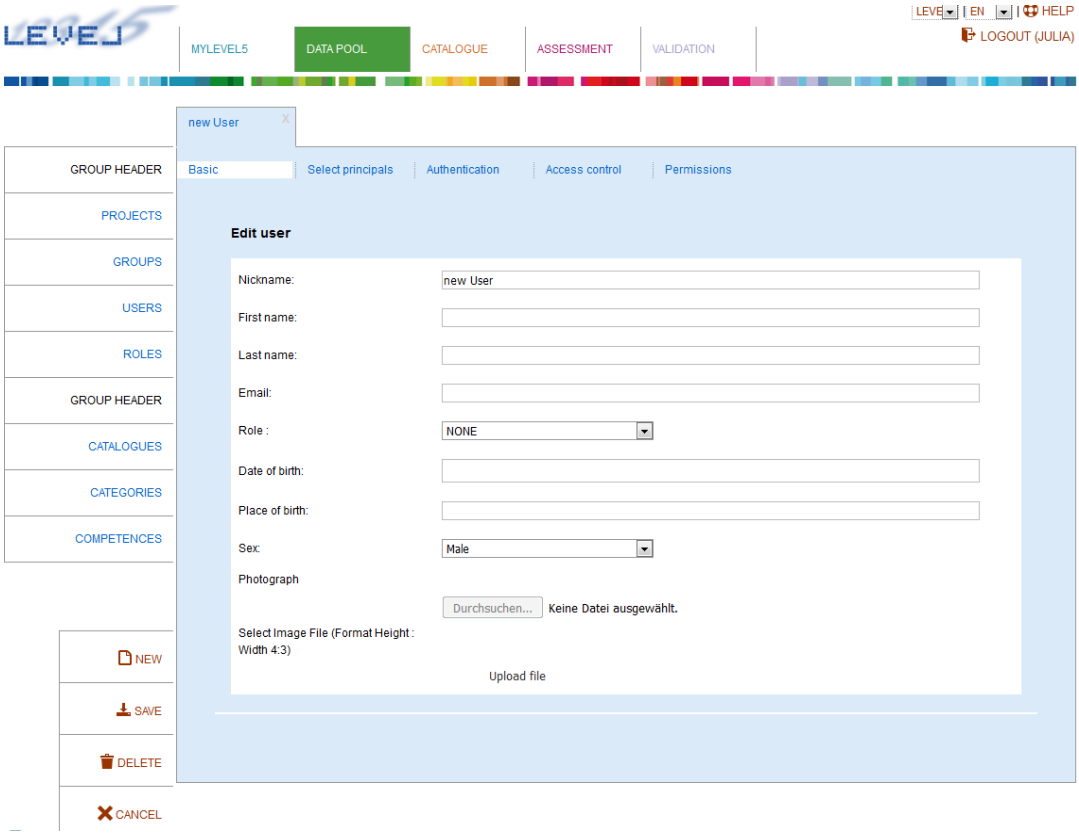
Motivation:

Assessment concept:

Project icon to upload

Step 1 – Edit user

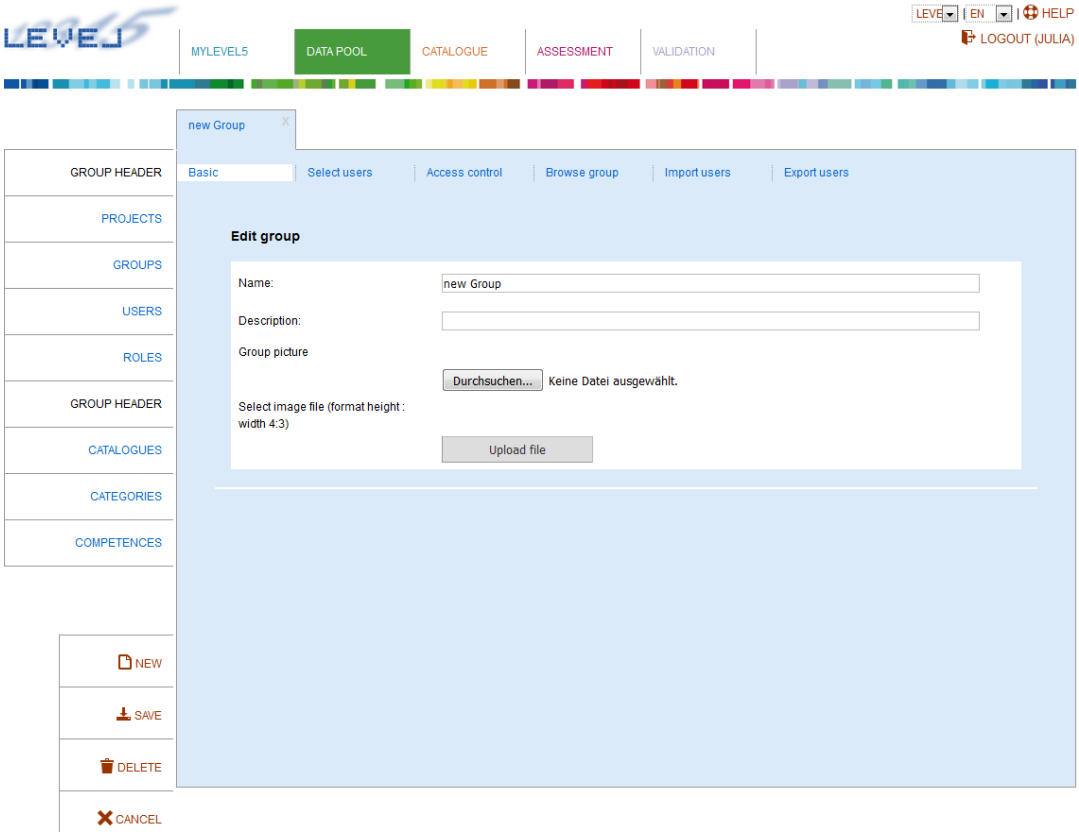
In this part of step 1 you prepare the system for inserting the evaluation results of your participants in Step 4. Therefore it is necessary to fill it for each learner you want to evaluate.



Information about the selected participants

Nickname: (participants name or code)
First name:
Last name:
Email
Day of birth:
Place of birth:
Gender:
Picture to upload

Step 1 – Edit group
Here you insert information about your group of learners and then select the learners you have described before, who belong to the group.



Name:

Description:

2.2 Step 2 - Selection of topics/competences

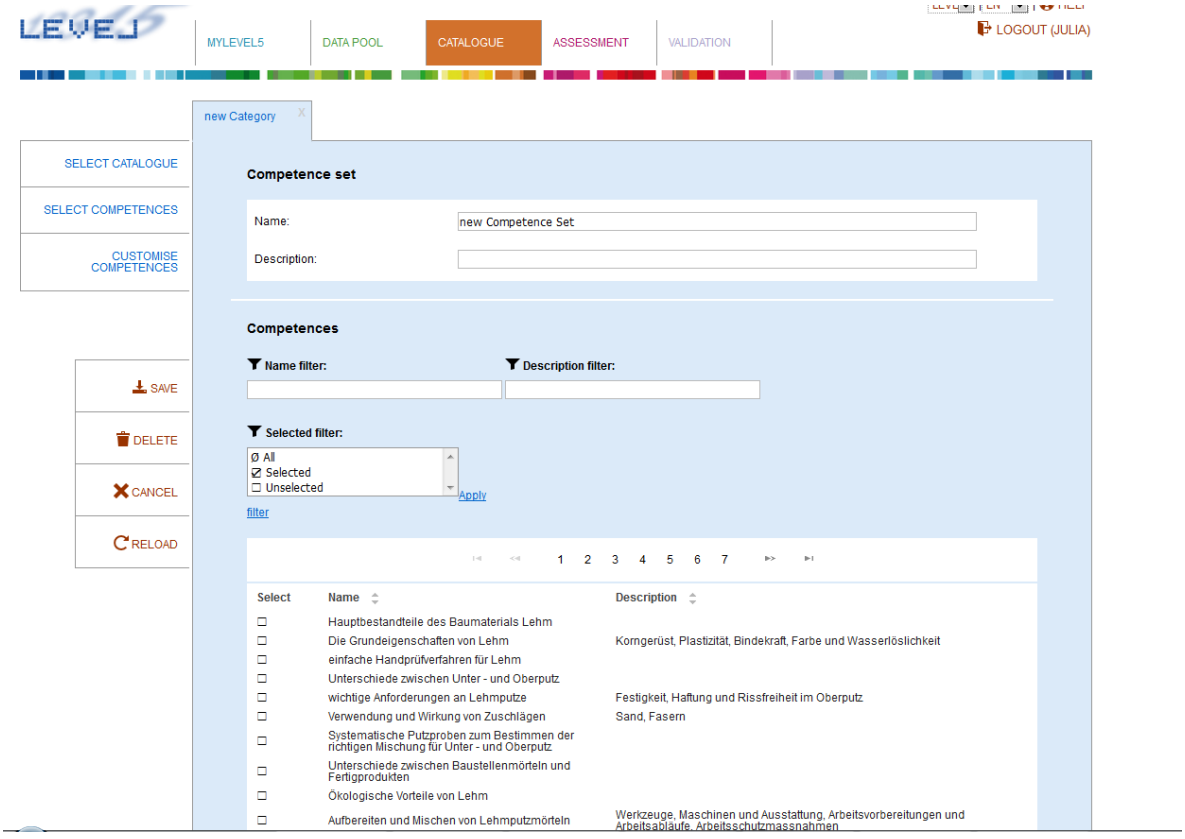
This tool is a repository of topics (competences) that may be relevant for your project-evaluation. It is not a closed competency list but an open inventory in which you find topics that are important for your target group in their specific contexts. It shall serve both as

- 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.
Name and describe your topic set, which may comprise one or several competences to be assessed. The naming of the competence-set is a function to facilitate the navigation in the software. Save it. With saving your own working copy of the selected reference systems is produced which you can then adapt to your context and target group.

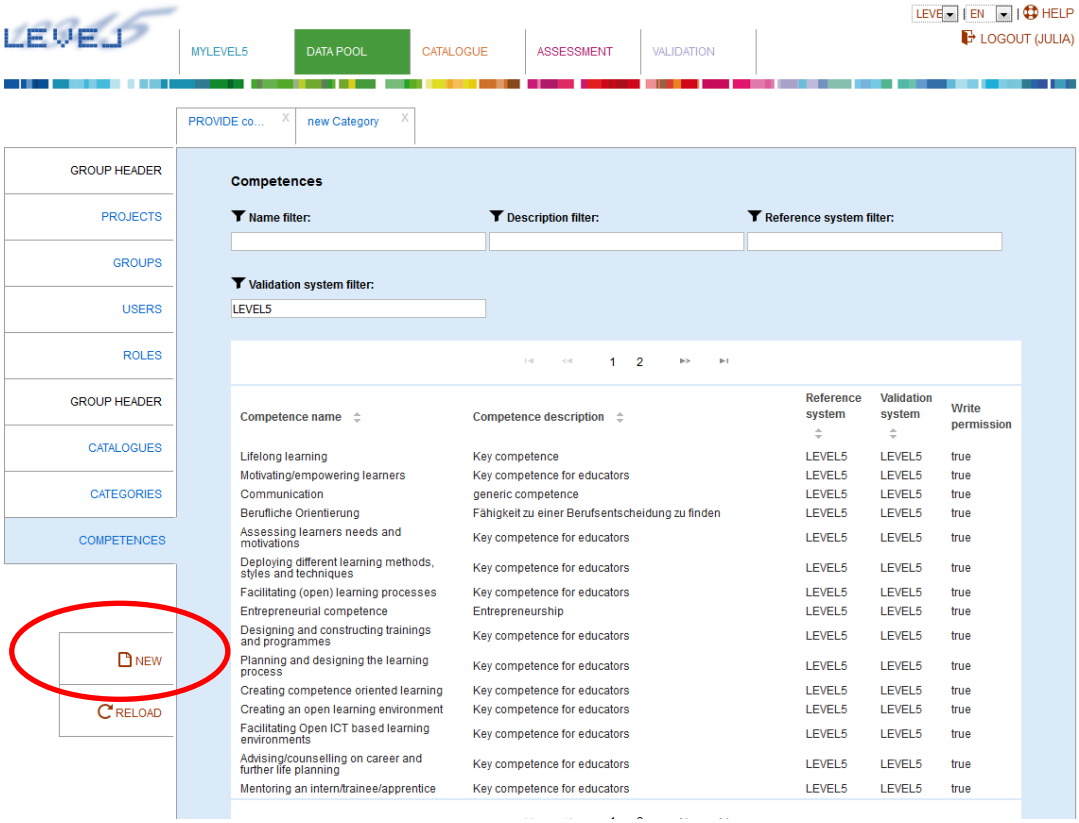
The description of the competence will be displayed in the certificate.

From a list of existing competences you can select the ones you want to assess and create your individual catalogue of competences.



2.3 Step 3 – Creating and customising a reference system

If you want to set up new reference systems select competences in the section data pool and click on new.



Create new reference systems

Each new competence is to be described related to its

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

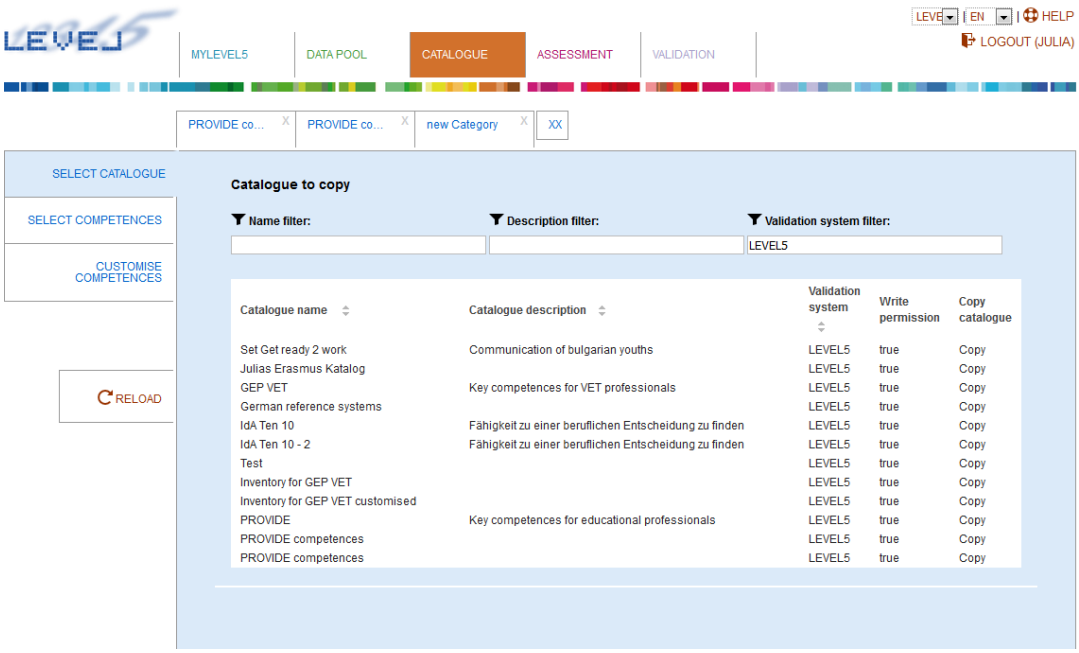
thus covering the relevant dimensions of competence development.

Each of the 3 dimensions is divided into 5-levels and pre-described with titles (2) indicating general stages of proficiency deducted from learning theory.
It is recommended to adapt the given reference systems to your group of learners and the learning context. You know best their situation, where they are as far as competence development is concerned and to which point they can get in the framework of your learning offer. Also of course you can create new reference systems according to your needs.

Describe possible indicators that help you to differentiate between the Levels for rating your learners.

Don’t forget to save.

To contextualise reference systems you take a copy of your competence catalogue.



Select your catalogue and copy it to customise

You should reflect very carefully on your objectives and the achievable learning outcomes. This step is the most important and most difficult stage in the process. Take your time to develop and to rethink your descriptions and indicators. Later in the process you may modify them to adapt to the reality of your context (circular approach, fig. 2).

In the annex you find an unfilled reference-system grid for setting up an individual reference system for a competence of your choice.

2.4. Step 4 - Assessing competence developments

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 potential[2] 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 tool-box, a compilation of different assessment methods that can be accessed here: http://reveal-eu.org/index.php?id=105 .

We can make use of the results of the project SEALLL that created a range of instruments for assessment and self-assessment:
(http://www.sealll.eu/docs/manual/Sealll01_UK_web.pdf)

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	

[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)

		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? How can you make the indicators visible? What does the instrument or method look like?	Preparation:
			Instrument:

Also the indicators can be added to the LEVEL5-reference system in step 3.
The crucial question is “HOW” to assess, or, in other words which method is fitting to what I want to measure.

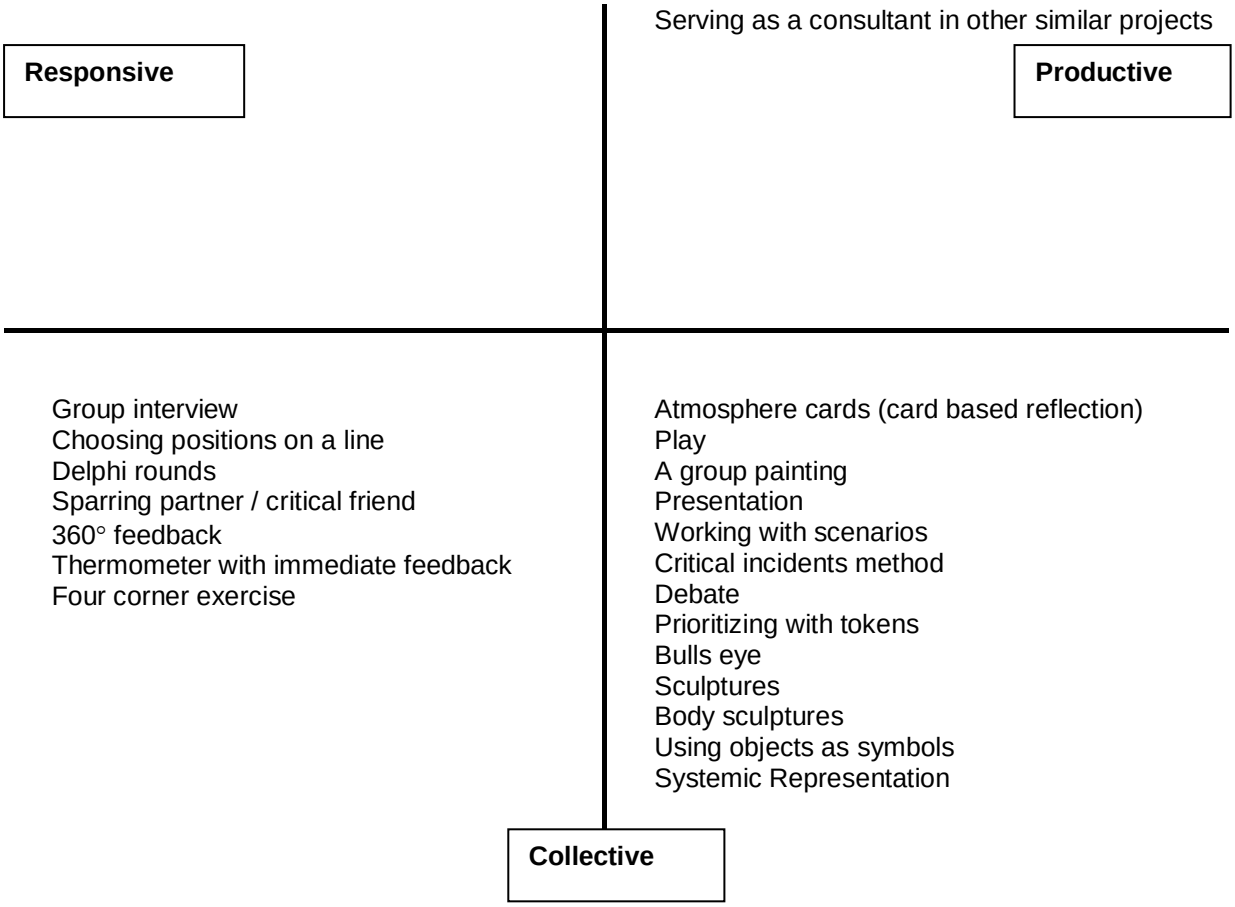
Instruments for Assessment

Preliminary remarks:

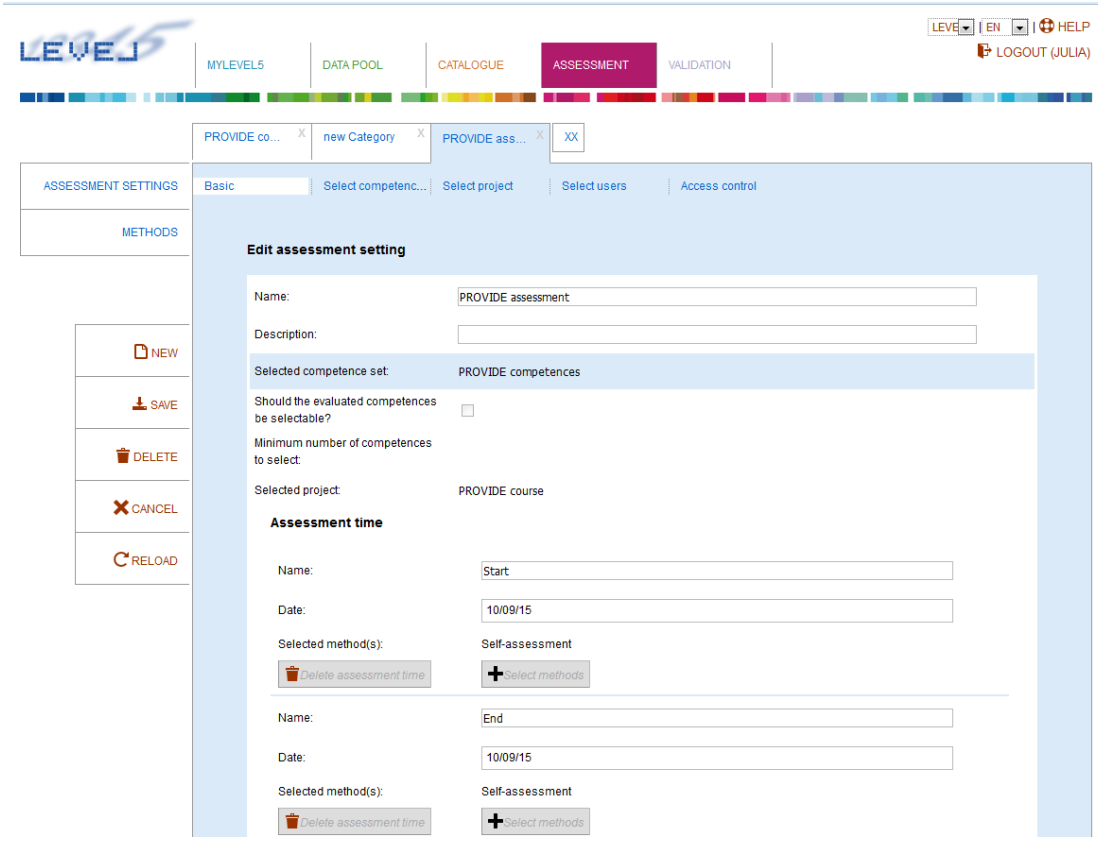
- The following page shall give an overview of possible methods or instruments for assessment compiled in the SEALLL project and specified for your project.
- Assessment instruments or tools are instruments for collecting or gathering the necessary information to rate learner’s competence development.
- 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.

Individual

Interview Questionnaire Self-evaluation profile SWOT analysis Observation and recording Analysis of documents Learning questions related to personal development plans	Emoticons: colour your mind Telling a story Mental map Flow-charting Presentation Letter addressed to yourself Writing an article Creating a website Reflective silence STAR



Detailed descriptions to be retrieved from www.sealll.eu



Edit assessment setting

Name

Description

Selected competence set

Should the evaluated competences be selectable?

This option applies only in some cases, e.g. when you plan to let your learners do self-assessments directly in the software

Assessment time

Name

Date

Select methods (drop down menu) If you want to set up ypir own method move down in the navigation menu on the left and choose “Methods”

Name

Date

Select methods (drop down menu)

Make sure that your assessment setting is connected to your learning project and competence catalogue.

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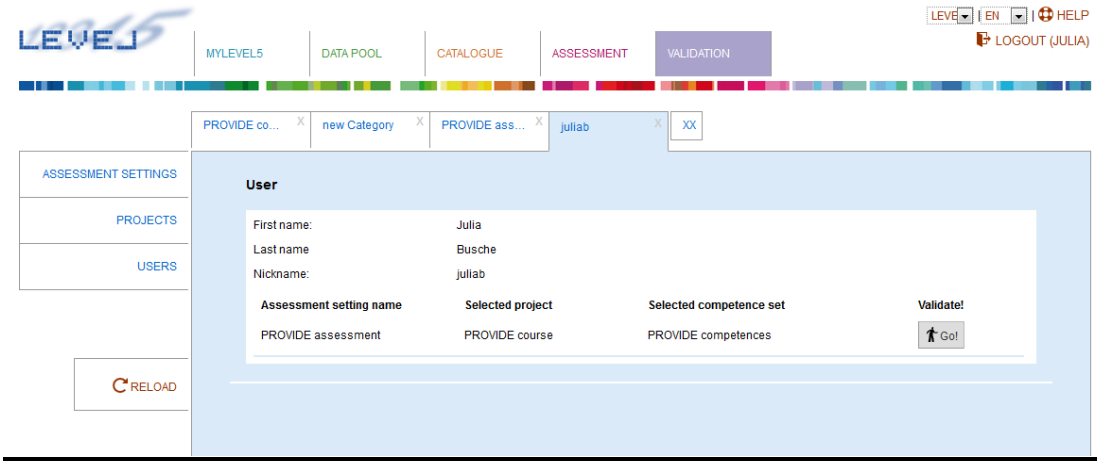
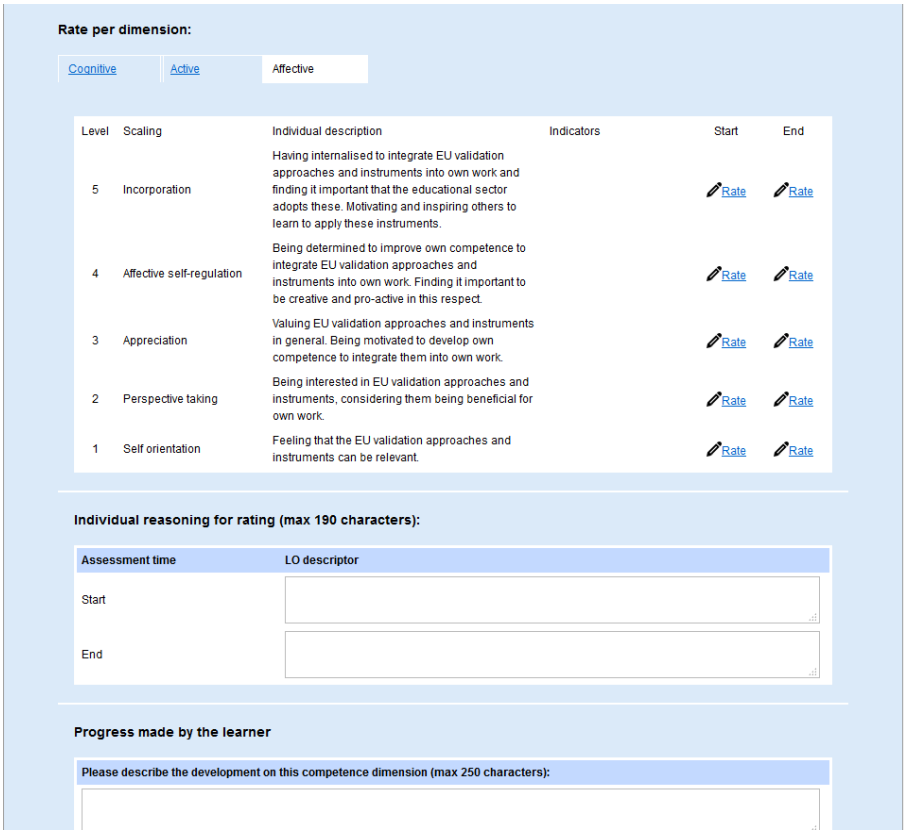
2.5 Step 5 - Rating and Reasoning



Select user to validate

To do the final step, the rating of the competence development, go to Validation and select the user you want to rate. Click on Validate.



On the basis of the reference system(s) and the assessment the competence development is to be described in 3 ways:
1. by selecting a grade (for the later display in the LEVEL5-CUBE)
2. by giving reasons for the rating (by referring to the indicators) at the bottom of the page, reasoning also being part of the final certificate (optional)
3. by describing the participant's learning progress for this dimension at the bottom of the page, also being part of the final certificate (optional).

The documentation of the progression of the learners will evolve automatically in the LEVEL5 software when all data is inserted.

According to our experiences in many cases it is necessary to fine-tune the 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.

Give it a try. We're looking forward to your feedback.
Please contact us, if you have questions or need help under jbusche@bupnet.de

Good luck wishes the team of REVEAL

3. Assessment Approaches based on Informal learning patterns

No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
1	Travelling	Travelling consists of multiple elements: decision of where to go, organisation and use of transport, deciding on the accommodation, creating a programme at destination, finding information as well as orientation in an unknown environment. It requires organisation and flexibility, as unforeseen events can happen at any time when somebody leaves his/her familiar action space. Beyond one gets insight into other countries and cultures having an impact on the personal consciousness, which is described with a number of well known proverbs: „Travel teaches how to see", „He that travels far knows much", "Travel broadens the mind, and raises the spirits"	Participants, accompanying stuff, hosts, guides, companion travellers, local residents	Excursion, organizing a trip, planning, getting information about destination, getting in contact to others in order to exchange experiences, anticipating what to expect and what will be needed for and during the trip, getting in contact to travel organizers or providers, photography, creating artworks	*Cognitive:* knowledge and understanding of aspects of the foreign country/surrounding reflection on what to expect *Active:* Actively moving in the foreign country/unknown surroundings, discovering new things, exploring, gathering information, exchanging with others, solving problems, communicating , searching *Affective:* Perspective change: getting an attitude towards the people in the visited country, gaining experiences/ self-confidence, experiencing a range of new feelings	Readiness to be mobile, problem solving, autonomy, flexibility, self-reflection, virtual communication	Interview, test, evaluation of correspondence, questionnaire, observation, report, diary, self-evaluation

No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
2	Excursion	An excursion is a visit to a place related to a topic of learning activity. The relevance is dependent on life situation and context. It may be a museum or a region (e.g. in regard to cultural competences), a visit to a town administration, etc. Dependent on the level of formality the excursion may be rather spontaneous or well planned including guides and other learning facilitators. Excursion is a form of travel, but mostly much shorter in time and distance to destination, also having a clear objective of what is happening at destination.	Organizer, supplier, receiving institution, participant, guide	Moving into unknown contexts, packing luggage according to destination and duration of stay, taking walks, gathering information on travel and topic, lectures, visits, discussions, video documentary, taking pictures, guided tours	*Cognitive :* Understanding functionalities by an artificial haptic model, know how creation and deeper understanding Active: Trying out, activation, moving, watching, listening *Affective:* Curiosity, getting interested, getting a sense for different environments	Readiness to be mobile, cultural awareness, flexibility/adaptability, intercultural communication	observation, questioning, tasks, reporting, discussion, photos, self-evaluation
3	Video feature/ documentaries on foreign countries/cultures	Documentaries show what it looks like in other places, how people live elsewhere, display conditions of life different from participants living context. Learning from videos happens by consuming it as well as by	producer, trainer participants/viewers	Selecting, watching, discussing, reporting, visualizing, doing further research, producing videos, contests	*Cognitive :* Understanding, forming a mosaic of knowledge-particles, analysing, comparing *Active:* Dreaming, discussing, researching, sharing	Readiness to be mobile, cultural awareness, flexibility/adaptability	observation, tasks like answering questions, creating posters or reports

No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
		producing it			*Affective:* Creation of curiosity, getting interested, motivation, conviction		
4	Newscast, newspaper, magazines	Learning from print messages/texts. The contextualisation has to be established by the reader. Newspapers and magazines report about different aspects of life, esp. political, social, economic, cultural life with different time scopes: newpapers on current events, magazines concluding on longer term developments.	Publisher, author, distributor, reader	Reading, discussions with others about the articles, writing a reader's letter to the editor, creating posters or website contents, blogging, presentations , visualisations, contest	*Cognitive :* Understanding, forming a mosaic of knowledge-particles, analysing, comparing, contextualising *Active:* Reading, discussing *Affective:* Creation of curiosity, getting interested, motivation, conviction	Readiness to be mobile, cultural awareness, flexibility/adaptability	Knowledge and understanding tests, questions, discussions, observation, reporting, self-evaluation
5	Book, written text, report	Learning from a book, knowledge gained from reading or studying rather than from practical experience Narratives as well as nonfictional books. The first relates to “story telling” and arouses the reader’s phantasy, the	author, reader designer (if pictures or graphics), sales person or stuff of library	Reading, taking notes, discussing, displaying information gathered, reporting to others, book summaries written or oral, recommending, literature research on defined topics, contest	*Cognitive :* Knowledge, understanding, analysing, concluding *Active:* Reading, concentrating, reporting, further research, passing it on, self-reflection	cultural awareness, self-reflection, self-reliance	test, essay, report, summary, discussion, visualisation, self-evaluation

No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
		second to describing and/or discussing specifics of life in other environments. In difference to newspapers and magazines books have often less actuality but show their topics/information more broadly and deeply			*Affective:* Perspective change, interest, empathy for persons in a book, motivation to learn/read more		
6	Role model, idol	Someone known personally or from media who inspires imitation by showing new/different ways of behaving, speaking, acting,… Imitation is a fundamental form of learning (Albert Bandura). It takes place through passive observation or actively by provoking reactions which will then be imitated. Learning from a role model is rather complex, it implies not only opinions, argumentations etc. but also ways of expressive behaviours, like moving, making gestures etc.	Idol/role model, observer/learner	Observation, role plays, interviews, imitation, drama, contests	*Cognitive :* Knowledge of variety of behavioural patterns, evaluating different approaches Understanding and knowledge creation rather as side effect *Active:* Evaluating, imitating *Affective:* Perspective taking, inspiration, admiration, envy	Readiness to be mobile, problem solving, intercultural communication, self-reliance, flexibility, networking, teamworking, intercultural communication	Interviews, self-evaluations, questions, comparisons, observation

No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
7	Small talk	Small talk is a form of communicating with people one doesn't know very well on random topics. It requires finding common interests and serves to fill breaks and happens on informal occasions. It helps getting to know each other and to create trust. It mostly stays superficial but can be the start for a deeper exchange or acquaintance.	Strangers, people one hardly knows, colleagues, anyone, customers, employers	Courses, conferences, meals in groups, breaks during meetings, online chats, in the street, supermarkets, in transport, generally can happen anywhere	*Cognitive:* Knowledge and opinion exchange, new information, knowledge and reflection about life and situation of others *Active:* Approaching unknown people, finding topics of common interest *Affective:* Openness towards others, motivation to get in contact, empathetic concern	Networking, teamworking, self-reflection, intercultural communication, flexibility	Observation, diary, questionnaire, interviews, self-evaluation
8	Living in a group/flat share	People sharing a flat or room. Therefore it's necessary to communicate about the ways and needs of living together, respecting each other's needs, solving conflicts and sharing resources. A certain amount of trust is necessary to live together.	Friends, strangers, host families, peers	Keeping the flat/apartment/house clean, time scheduling, shopping food, searching for an accommodation, communication or conflict training, talking to eachother, cooking	*Cognitive:* Knowing needs of oneself and others, understanding that respect is required, knowing aspects of impendent life (e.g. paying rent, contracting,…), knowing communication strategies	Teamworking, intercultural communication, problem solving, self-reliance, flexibility	Observation, photos, videos, questionnaires, interviews, reports, self-evaluation

No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
					Active: Deciding on and fulfilling tasks and timing, behaving respectful, communicating, recognizing and solving conflicts, managing resources, ability to adapt, finding compromises *Affective:* Being motivated to get along well, accept compromise, feeling comfortable		
9	Social networks	Social networks are virtual tools of communication with indefinite spacial range, varying from near to very far, thus also for communication across cultural borders. They serve to exchange information about any topic of interest and contribute greatly to a global society. Depending on the system used	Anyone who has access to computers	School, private life, workplace, university, cooperations. enterprises, civic and political initiatives, promotion, private networks, discussions, information exchange, support	*Cognitive:* Technical knowledge, understanding of functions and information transmission, knowing of critical aspects and dangers (eg. Computer worms and viruses), knowing one's purpose of using it, knowing rules of respectful virtual communication	Readiness to be mobile, problem solving, intercultural communication, intercultural awareness, self-reliance, flexibility, self-reflection, virtual communication	Observation, photos, videos, questionnaires, interviews, reports, self-evaluation, discussions

No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
		(facebook, google + etc.) specific technical skills and an understanding of the functioning of the system is required. These networks experienced a tremendous boom in recent years, leading to ambivalent effects on personal relationships, society and communication patterns.			*Active:* applying social networks, using a range of functions, communicating, time management *Affective:* Motivation to exchange, openness towards new techniques, interest, appreciation		
10	Job search	To find a job is a complex task with no formalised approach. It is rather an individually developed strategy in line with general recommendations and experiences. It comprises self-reflection, research skills and clarity of ones own capacities and expectations/goals, what opportunities are available, in which region	Participant, family, friends, suppliers of information	Often part of mobility projects with focus on employability: Courses or classes in school, research, games and exercises	*Cognitive:* Having an idea of ones abilities, goals and priorities, knowing sources of information and research methods, strategic thinking *Active:* Planning, structuring information, self-directed acting, developing strategies	Problem solving, self-reliance, flexibility, networking, self-reflection, teamwork	Observation, report, questionnaire, interview, discussion, presentation, self-evaluation

No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
		one looks for work and setting up an adequate strategy. Further it's necessary to retrieve, structure and select information before getting into the application process. Also one has to know sources of information, which can be formal like newspapers and databases, but informal as well, like asking among ones social contacts.			*Affective:* Interest, motivation and self-discipline in order to find a job, optimism to have a chance		
11	Job application	The application process itself is a complex task which requires a number of abilities by the applicant. Applying for a job is a formal or informal declaration of interest and readiness of the applicant towards the offerer of the job. It includes setting up the contact, offering information about ones abilities and interests in a competitive situation with other applicants one doesn't know. Application can be either in a written form or orally by making phone calls or talking to the offerer directly.	Applicant, offerer of job, supporters	Courses or classes in school, research, games and exercises, phone talks, interviews, writing texts, presentations	*Cognitive:* Having an idea of ones abilities, goals and priorities, knowing methods of self-presentation, strategic thinking, knowing expectations of offerer, codes of conduct *Active:* Planning, structuring information, self-directed acting, developing strategies, communication, asking	*Problem solving, readiness to be mobile, intercultural communication/awareness, self-reliance, flexibility, self-reflection, virtual communication*	Observation, assessment centres, report, questionnaire, interview, discussion, presentation, self-evaluation

No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
					Affective: Interest, motivation and self-discipline, optimism to have a chance, courage to face failiure		
12	Diary	A diary is a very personal document. One writes about own experiences and feelings, reflecting on events, interactions and philosophical questions. It helps to get rid of inner constraints and gain clarity on questions one is moved by. Normally a diary is secret.	writer	Travelling, excursions, visits, culture events, courses etc. can be occasions for adding entries to a diary	Cognitive: reflecting, analysing, understanding, questioning Active: Trying out new ways Affective: Inner calmness, awareness, motivation, self-confidence	*Intercultural communication, teamwork, networking*	Self-evaluation

4. Annex

4.1 Template for competence description

Name of the competence

General description:

Essential knowledge, skills and attitudes are:

Knowledge: The learner…

- has knowledge of

Skills: The learner…

- is able to

Attitudes: The learner…

- is

4.2 Template for writing reference systems

Cognitive Dimension: Learners knowledge concerning _____

Level	Level title	Level description/ explanation	Indicators
5	Knowing where else (knowledge for transfer)		
4	Knowing when (Implicit understanding)		
3	Knowing how		
2	Knowing why (Distant understanding)		
1	Knowing-that		

Activity dimension: Learners' skills/behaviour concerning _____

Level	Level title	Level description/ explanation	Indicators
5	Developing/ constructing		
4	Discovering /acting independ-ently		
3	Deciding/ selecting		
2	Applying/ imitating		
1	Perceiving		

Affective Dimension: -Learners' attitude towards _____

Level	Level title	Level description/ explanation	Indicators
5	Incorporation		
4	Self-regulation/ determination		
3	Appreciation/ motivation		
2	Perspective taking		
1	Self - orientation		

4.3 Template for rating competence developments offline

Cognitive Dimension: Learners knowledge concerning <your selected competence >

	Level Titles	Level description/explanation	Indicators	Time 1
5	Knowing where else (knowledge for transfer)			
4	Knowing when (Implicit understanding			
3	Knowing how			
2	Knowing why (Distant understanding			
1	Knowing what			

Summary of the development on the cognitive level:

Activity dimension: ->learners' activity potential concerning < your selected competence >

	Level Titles	Level description/ explanation	Indicators	Time 1
5	Developing/ constructing/ transferring			
4	Discovering/ acting independently			
3	Deciding/ selecting			
2	Applying/ imitating			
1	Perceiving			

Summary of the development on the active level:

Affective Dimension: ->learners' affective competences concerning < virtual communication >

	Level Titles	Level description/ explanation	Indicators	Time 1
5	Incorpora-tion			
4	Self-regulation/ determination			
3	Empathy/ appreciation			
2	Perspective taking			
1	Self oriented			

Summary of the development on the affective level: