



Exemplary project as

Acting Recommendation

The acting recommendation on hand is a very practical tool that shows you how one could fill the manual (as paper based version of the LEVEL5-procedure) and the software (as web-based or standalone electronic version of LEVEL5).

The real case example was evaluated in the course of a learning project for migrant women who did not really have a lot of exchange with their environment in a town in Germany. We guess that there are thousands of other women like the group that we worked with –they came with their husbands and as they are living outside the social systems and rather isolated in their flats they live a rather sad life. Informal learning in a group of likeminded women in a similar situation brought them new ideas and strengthened their self confidence. Of course one cannot give any marks for these kind of informal learning activities. But it was important to see what happened in the course of the learning project and how the competences of the learners developed.

We hope that the example on hand will provide a thorough picture of the LEVEL5 procedure.

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Exemplary project: Learning Radio

Summary

Nineteen migrant women produced a radio programme within the framework in a vocational training course. The women are all over 45 years old and come from different cultural backgrounds. They have been long-term unemployed. Although they are quite motivated to work, they have difficulties to find a job because of their lack of language competence. This leads them into a circle of lacking confidence which makes it even more difficult for them finding a job.

The aim of the project was to strengthen the self-confidence of the women, enhance their media competence and to make them more aware of each others cultural background. The project was prepared in the frame of a 6 months training course. The planning was done in cooperation with a local radio station. The women designed a concept for their own radio programme. The women wanted to present their cultural background to the public. They interviewed each other and chose typical music from their home countries. In the end the programme included a colorful blend of cultural components. It was finally broadcasted by the local radio. The women were quite proud when they listened to their own production on the air.

1. LEVEL5 Step 1: Project Pattern

Title: Producing a Radio Program with Migrant Women

A Background and context

1. Who are the participants of the programme/ project?

19 migrant women in a vocational training course, over 45 years old, long-term unemployed

2. Do you know your learners? Descriptions of participants' profiles? (please refer to special characteristics/needs)

Partly low language competence, low confidence, different ethnic backgrounds, quite motivated

3. Where does your project/programme takes place (school, neighborhood, club, home etc.)

In a training institute, at a radio station

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

Radio studio (equipment)

B AIMS/GOALS

1. What are the aims of the project/training program/school/institution?

Strengthening self-confidence, Enhancing media competence, Enhancing cultural awareness

2. How are expectations and guidelines for participation clarified?

They just know that they will produce a radio program with cultural content

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

See above (B2).

C Project/Program Implementation

1. How did the program initiate?

The course organizer and the trainer developed a concept for intercultural learning units for the women and the idea for the radio program evolved

2. What services/courses/components are offered? Which activities are carried out?

1. Listening to an exemplary program
2. Visiting the radio station
3. Planning the program
4. Recording the parts of the program
5. Listening to the ready product

3. Who are the trainers/teachers? (e.g., voluntary groups) What roles and responsibilities do they have?

*The Trainer organizes the activities and accompanies the whole procedure
Personnel of the radio station (media educators) tell the women how to put their plans in practice and carry out the technical parts.*

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

4 training days

The course is embedded in a larger training program (lasting for 5 months plus 3 months in a company)

4 What kind of methodology do you want to use?

Listening exercise, excursion, mind mapping, practical exercises (recording)

**D Expected impact of the project/activity/training/programme
Aspired competences:**

What is the expected impact of your services offered on participants':

a. Knowledge and skills

Getting to know a radio station and its function, Getting to know different radio programs (not only music), Language competence (listening, writing and speaking)

b. Affective state

Strengthening self-esteem (overcome shyness to speak in the radio), Openness towards other cultures

c. Activity level

Awareness about the possibility to bring their problems to the public and skills to realize it

2 LEVEL5 Step 2: Selection of topics/competences

Categories and relevant topics	PIs select	Definition in your specific context
Category 1 Knowledge related topics/Specific knowledge		
Institutional knowledge macro level:		
Institutional knowledge micro level		
Cultural issues		
Environmental issues		
Blended learning design		
Knowledge on domestic violence		
Intercultural team management		
Knowledge about life and situation of others		
<your topic>		
Category 2 Activity related topics or competences (Key competences/soft skills)		
Communication		
Cooperation		
Decision-making		
Negotiation		
Expression	X	Language competence (listening, writing and speaking) Being able to express themselves in a new way (radio program) Express their cultural background and their problematic situation
Management		
Endeavour		
Conflict solving		
Getting and using information		
Commitment		
Participating in community with others		
<your topic>		
Category 3; Topics related to Affective Competences and Attitudes		
Orientation towards change		
Self-esteem	X	Overcome shyness to speak in the radio Becoming aware that others are interested in their situation
Tolerance		
Ambition		
Willingness to interact with people from other groups		
Willingness to accept diversity and neglect discrimination		
<your topic>		

3 LEVEL5 Step 3: Individual Reference System

You selected the topic/competence Expression

Cognitive Dimension:
Learners knowledge and skills concerning Expression

Grade	General scaling	Individual description/ explanatory statement	Indicators
5	Intuitive Acting	Being able to achieve best results by using the appropriate expression for their radio program	Experience with using media for self-expression (on different levels) Quantity and quality of speaking contribution in the programme
4	Implicit understanding	Applying different ways of expression in a conscious way.	Experience with using media for self-expression (on different levels) Quantity and quality of speaking contribution in the programme
3	Distant understanding	Reflecting on different ways of expression in radio programs. Understanding advantages/disadvantages.	Experience with using media for self-expression (on different levels) Quantity and quality of speaking contribution in the programme
2	Know how	Knowing which expression means are typical for radio programs	Experience with using media for self-expression (on different levels) Quantity and quality of speaking contribution in the programme
1	Know-that	Knowing that there are different ways of expression	Experience with using media for self-expression (on different levels) and how they make use of it Quantity and quality of speaking contribution in the programme

Activity dimension

->learners' activity potential concerning Expression

Grade	General scaling	Individual description/ explanatory statement	Indicators
5	Developing/ constructing	Develop own ideas for ways of expression in a radio program	Experience with using media for self-expression (on different levels) and how they make use of it - Quantity and quality of speaking contribution in the programme
4	Discovering/ acting independently	Being able to apply different methods of expression for a radio program independently	Experience with using media for self-expression (on different levels) and how they make use of it - Quantity and quality of speaking contribution in the programme
3	Deciding/ selecting	Choosing methods of expression from those learned for their radio programme	Experience with using media for self-expression (on different levels) and how they make use of it - Quantity and quality of speaking contribution in the programme
2	Application, Imitation	Imitating ways of expressions as shown by the instructor (radio person)	Experience with using media for self-expression (on different levels) and how they make use of it - Quantity and quality of speaking contribution in the programme
1	Perception	Expression without much reflection	Experience with using media for self-expression (on different levels) and how they make use of it - Quantity and quality of speaking contribution in the programme

Affective Dimension

->learners' affective competences concerning
Expression

Grade	General scaling	Individual description/ explanatory statement	Indicators
5	Regulating with others	Helping others to express themselves. Taking into account other persons feelings while expressing the own position in the radio program	Extend to which the participants were showing attention and contributed with engagement
4	Affective self-regulation	Being able to express the own emotions in the radio program	Extend to which the participants were showing attention and contributed with engagement
3	Empathetic concern	Being able to imagine benefit for oneself and the others from the production (e. g. expressing the own situation to a public)	Extend to which the participants were showing attention and contributed with engagement
2	Perspective taking	Showing little interest in producing a radio program	Extend to which the participants were showing attention and contributed with engagement
1	Self Centred	Not interested in expressing oneself in a radio program	Extend to which the participants were showing attention and contributed with emotional engagement

4 LEVEL5 Step 4: Assessment

- Appropriate assessment methods were chosen from the toolbox (see annex to the manual)
- The assessment was carried out by a team of two persons

**5 LEVEL5 Step 5: Assessment and rating
(exemplary evaluation of one person)**

**You selected the topic/competence
Expression**

**Cognitive Dimension:
Learners knowledge and skills concerning Expression**

Grade	General scaling	Individual description/ explanatory statement	Indicators	Rating 1	Rating 2
5	Intuitive Acting	Being able to achieve best results by using the appropriate expression for their radio program	Experience with using media for self-expression (on different levels)		
4	Implicit understanding	Applying different ways of expression in a conscious way.	Experience with using media for self-expression (on different levels)		
3	Distant understanding	Reflecting on different ways of expression in radio programs. Understanding advantages/disadvantages.	- Experience with using media for self-expression (on different levels) - Quantity and quality of speaking contribution in the programme		A.: She has actively planned and spoken a contribution to the radio programme Even though she had massive difficulties with the language she reflected on how to realize her part.
2	Know how	Knowing which expression means are typical for radio programs	- Experience with using media for self-expression (on different levels) - Quantity and quality of speaking contribution in the programme		
1	Know-that	Knowing that there are different ways of expression	- Experience with using media for self-expression (on different levels) and how they make use of it - Quantity and quality of speaking contribution in the programme	A.: because she can express herself in various ways but she has never expressed herself in a radio programme before	

Activity dimension

->learners' activity potential concerning Expression

Grade	General scaling	Individual description/ explanatory statement	Indicators	Rating 1	Rating 2
5	Developing/ constructing	Develop own ideas for ways of expression in a radio program	Experience with using media for self-expression (on different levels) and how they make use of it - Quantity and quality of speaking contribution in the programme		
4	Discovering/acting independently	Being able to apply different methods of expression for a radio program independently	Experience with using media for self-expression (on different levels) and how they make use of it - Quantity and quality of speaking contribution in the programme		
3	Deciding/selecting	Choosing methods of expression from those learned for their radio programme	Experience with using media for self-expression (on different levels) and how they make use of it - Quantity and quality of speaking contribution in the programme		A.: She decided for a way of expression with the help of a cooperation partner
2	Application, Imitation	Imitating ways of expressions as shown by the instructor (radio person)	Experience with using media for self-expression (on different levels) and how they make use of it - Quantity and quality of speaking contribution in the programme		
1	Perception	Expression without much reflection	Experience with using media for self-expression (on different levels) and how they make use of it - Quantity and quality of speaking contribution in the programme	A.: Using a radio programme for self-expression was new to her, she has never reflected before about this way of communication	

Affective Dimension

->learners' affective competences concerning
Expression

Grade	General scaling	Individual description/ explanatory statement	Indicators	Rating 1	Rating 2
5	Regulating with others	Helping others to express themselves. Taking into account other persons feelings while expressing the own position in the radio program	Extend to which the participants were showing attention and contributed with engagement		
4	Affective self-regulation	Being able to express the own emotions in the radio program	Extend to which the participants were showing attention and contributed with engagement		A.: She was emotionally very involved and was very keen on taking part in the end
3	Empathetic concern	Being able to imagine benefit for oneself and the others from the production (e. g. expressing the own situation to a public)	Extend to which the participants were showing attention and contributed with engagement		
2	Perspective taking	Showing little interest in producing a radio program	Extend to which the participants were showing attention and contributed with engagement	A.: she listened attentively when the project was introduced, but did not take part in the discussions	
1	Self Centred	Not interested in expressing oneself in a radio program	Extend to which the participants were showing attention and contributed with emotional engagement		

Screenshot of the automatically generated Learner Certificate

Learner-Certificate: Svetlana Muster Project-title: Producing a Radio-Programm BUPNET	
Participant Svetlana Muster, female, born 03.04.1967, Poland (eventually more background-information)	
Informal learning project Producing a Radio-Programm with Migrant Women Beginning: March 2009 Ending: June 2010 Institution: Bupnet Place: Göttingen, Stadtradio	
Description of the informal learning activity Nineteen migrant women produced a radio programme within the framework in a vocational training course. The women are all over 45 years old and come from different cultural backgrounds. The project included: <ol style="list-style-type: none">1. Listening to an exemplary program2. Visiting the radio station3. Planning the program4. Recording the parts of the program	
Topics of the evaluation Expression: One of the targets was to enhance the language competences of the women (listening, writing and speaking). The women should have the possibility to express themselves in a new way (radio program) and to express their cultural background and their individual situation at the same time. Self-esteem: The other objective was to strengthen the self-esteem of the women by giving them a platform to try out new and public ways of communication.	
Methods of evaluation The evaluation was conducted by participatory observation during the whole learning process. The women were evaluated at the beginning and at the end of the course.	
Evaluator Loena Ferogh, Trainer, University of Kassel Kathrin Veit, Assistance, University of Kassel	

optional foto

Location / Date: Kassel, 04.02.2010



Evaluation summary

Conclusion: The group gained - awareness of the learning components of the process - self-confidence to get involved in future project to allocate human resources better according to skills, - Motivation and synergy between individuals and - Useful management and planning tool for the future

Learning outcomes: From findings!

Competence profile at the beginning

cognitive: "We had not fully anticipated the complexity of the project. We only knew, that it will be too much to cope for one person alone. Some of us had to be convinced to participate and were sceptical about a successful completion"

active: "We formed the group under the "supervision" of the mayor and the architect. We just wanted to do something to make these spaces useful to the villagers"

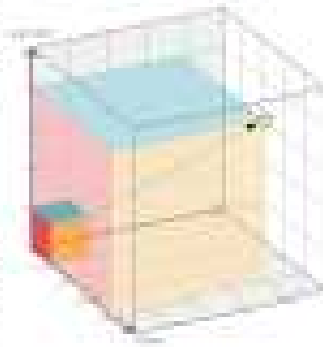
affective: "We did not know each other well. We were insecure about the group as it's individual members, but we had to make new relationships in a very diverse team."

Competence profile at the end

cognitive: "We have overcome many problems and become aware of the importance of the team dynamics for the outcome of the projects. We have all learned to fit our piece in the team and communicate efficiently. We have built a team and adjusted its structure to the"

active: "When we finished the project, we had established an efficient work plan, our meetings were not longer that necessary and we had reached the target. We are now equal players to the architect and the mayor"

affective: "We value every team member's contribution. We have all gained confidence and built up trust into each other. Now we meet privately and have formed strong relations across the age gap."



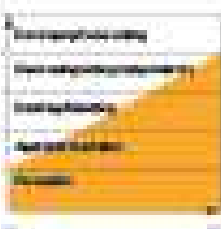
Learning progress illustrated in a cube

Learning outcomes on the learning dimensions

cognitive



active



affective

