

## Informal learning patterns

The LEVEL5-approach was designed to evaluate the impact of informal and non-formal learning.

This has been already a big challenge because in some cases the persons in charge of micro-projects were not aware to deliver informal learning since they rather focused on the “helping<sup>1</sup>”, “empowering<sup>2</sup>” or simply the “doing or developing<sup>3</sup>” aspect.

Sometimes the idea of “learning” in those micro-projects was even, to some extent, contra-productive.

However; all project experts have agreed that informal competence building is of great value for their target groups and that their services could be improved by the LEVEL5 analysis and evaluation approach.

Consequently, if there is a potential in improving the service in relation to competence development one should consider and discuss some basic informal learning elements.

This brings about the question how informal (“unplanned”) learning can be improved without “formalising” it.

For REVEAL we combined the evaluation approach and the 3-dimensional model with a very comprehensive repository of didactic models developed in the 70<sup>th</sup> in Göttingen. Basing on the concept of the Göttingen Katalog Didaktischer Modelle” (GKDM) for formal and non-formal learning a new planning device for informal learning has been developed.

The approach is based on the idea that similarities in the vast variety of informal learning offers can be detected. Derived from these clustered similarities so called “informal Learning Patterns” can be established and described according to principles, actors, specific learning activities, impact on competence development and suitable assessment methods.

The evolving database has been connected reference projects that are available on the websites related to LEVEL5 to deliver recognition patterns for stakeholders in the field.

This way the evolving inventory will be a useful instrument for stakeholders from grass-root projects to try new ways of informal learning in their projects.

The ILP refers to experts in the field (the responsible persons in grass-root projects). It is a help tool to identify good informal learning practice, to transfer the experience in own context and to describe the learning processes in their projects accordingly.

The patterns are illustrated with first micro-project examples.

They have been and will be continuously presented on the REVEAL portal as stimulation for potential future users.

The matrix on hand is the index of the catalogue of Informal Learning Patterns that has been further substantiated and enlarged in the REVEAL-WIKI:

<http://reveal-eu.org/index.php?id=102>

Contributors are warmly welcome to add new ILPs and to contribute to our knowledge base of informal learning.

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<sup>1</sup> In projects with disadvantaged, disabled and ill persons

<sup>2</sup> in projects like survivors of domestic violence

<sup>3</sup> in self-help projects, European partnerships

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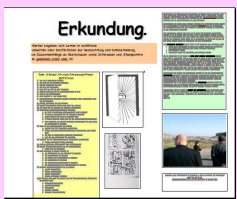
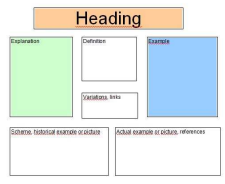
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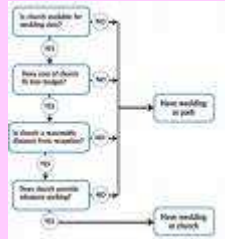
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No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
<b>1 Explanatory and informative ILP</b>							
1	Artefakt (e.g. technical device, machine) 	Artificial objects may have genuine functions for learning about and with them, they may be self-explanatory. Many things we do are developed on closer examination of details and their mechanisms.	producer, acting person, player	looking, trying out	ACT-NET project: CUBE model -> reduction of complexity	<i>Cognitive :</i> Understanding functionalities by an artificial haptic model, know how creation and deeper understanding <i>Active:</i> Trying out, activation <i>Affective:</i> Creation of curiosity	observation, questioning, tasks
2	Model 	Demonstration models build a (mostly simplifying) copy of a reality for reasons of explanation or insight	producer, acting person, player trainer trainee visitor	looking, trying out Rather holistic learning	PROGRASS project, demonstration prototype  Reduction of size of the final plant	<i>Cognitive :</i> Understanding functionalities by small size models, know how creation and deeper understanding <i>Active:</i> Trying out, activation, application and exercise <i>Affective:</i> Creation of curiosity	observation, questioning, tasks,

No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
9	Poster 	<p><b>Poster learning</b>            Poster learning means "learning from posters", i.e. documents with text and image, which present information and message on one page. They resemble in some way the public advertising; they normally have a central topic in combination with one central message and further information which go more into details. So they offer orientation the first sight but also deepening on closer inspection.</p> <p>There exist typical variations in different sectors, like work routine in factories or administrations, explanations on hygiene or on special diseases in doctor's surgeries, central points of quality management in production facilities or short descriptions on research and results on scientific congresses.</p> <p>This is a specimen to generate a poster.  <b>Specimen in .doc-format</b></p> <p><b>Links:</b></p> <p><a href="http://teachsam.de/arb/le/rnplakat/arb_lplakat_3.htm">teachsam.de/arb/le/rnplakat/arb_lplakat_3.htm</a>  <a href="http://www.teachsam.de/arb/le/rnplakat/arb_lplakat_1.htm">www.teachsam.de/arb/le/rnplakat/arb_lplakat_1.htm</a></p>	author, designer reader, observer	<p>Reading and discussing with other readers</p> <p>A <b>poster</b> is any piece of printed <b>paper</b> designed to be attached to a <b>wall</b> or vertical surface. Typically posters include both <b>textual</b> and <b>graphic</b> elements, although a poster may be either wholly graphical or wholly text. Posters are designed to be both eye-catching and convey information. Posters may be used for many purposes. They are a frequent tool of <b>advertisers</b> (particularly of events, musicians and films), <b>propagandists</b>, <b>protestors</b> and other groups trying to communicate a message. Posters are also used for reproductions of <b>artwork</b>, particularly famous works, and are generally low-cost compared to original artwork. Another type of poster is the educational poster, which may be about a particular subject for educational purposes.</p> <p><a href="http://en.wikipedia.org/wiki/Poster">http://en.wikipedia.org/wiki/Poster</a></p>	<p>Project posters available on the ACT-NET            Websites specimen</p>  <p>Learning posters that have been built by children on their learning process:  <a href="http://www.letteroftheeweek.com/preparatory_learning_poster.html">http://www.letteroftheeweek.com/preparatory_learning_poster.html</a></p> <p>Professionally built learning posters to buy:  <a href="http://www.entershop.co.uk/index.php?main_page=index&amp;Path=31">http://www.entershop.co.uk/index.php?main_page=index&amp;Path=31</a></p>	<p><i>Cognitive :</i>            This is the major impact: Knowledge and understanding on the content matter</p> <p><i>Active:</i>            No impact except one designs a poster oneself</p> <p><i>Affective:</i>            Less</p>	<p>Questions</p> <p>do people remember it later?            do people convert the message into practice?</p>






No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
4	Book, script 	Learning from a book knowledge gained from reading or study rather than from practical experience One could differentiate narrative and expository literature. The first one relates to "story telling", the second to describing or discussing a specific theme	author, reader designer (if pictures or grafs if any)	Reader: Reading Eventually discussing or even taking notes Writer: Gathering information Discussing information and plot Writing	Any book Teachers help students use popular children's books to learn key language arts skills such as comprehension, sentence writing, nouns, verbs, synonyms, antonyms, contractions. <a href="http://www.picturebooklearning.com/">http://www.picturebooklearning.com/</a>	<i>Cognitive :</i> Knowledge and Understanding on the theme <i>Active:</i> No impact <i>Affective:</i> Perspective change, empathy for the main persons in a book, no self regulation	test, essay,# discussion
5	Handbook, manual	Collection of information with explanations, pictures, schemes, giving insight into functions, processes, regulations	author, reader	Reading Applying Cross-checking Rather sequential learning (step by step)	LEVEL5 Handbook, INTERTOOL guidance	major impact on the cognitive dimension (knowledge and understanding) <i>Cognitive:</i> Understanding a specific content that is explained by the advisor <i>Active:</i>  <i>Affective:</i> <i>Dependent of the content; eventually change of perspective</i>	Observation during application Tests may be included


No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
6	Operating instructions, „job-aid“ Flow Chart 	With the technical and scientific progress innumerable amounts of operation instructions have to be produced and used. Technical devices, how to use a stain-remover, how many pills and under which circumstances are some of the needs that we are confronted with. A job-aid is a shortened version for those, who have an orientation of handling the thing, but must be helped in doing it in the right order, e.g.	author, reader	Reading Applying Cross-checking Rather sequential learning (step by step)	Flowchart in LEVEL5  <a href="http://www.advance-djobaidsntraining.com/c-5-job-aids-tips.aspx">http://www.advance-djobaidsntraining.com/c-5-job-aids-tips.aspx</a>  <a href="http://www.qaproject.org/jobaids/presentations/Moore-How-to-Write-a-Job-Aid.pdf">http://www.qaproject.org/jobaids/presentations/Moore - How to Write a Job Aid.pdf</a>  Comparing job aids to instruction in courses: <a href="http://blog.cathy-moore.com/2010/12/the-anti-course-an-instructional-job-aid/">http://blog.cathy-moore.com/2010/12/the-anti-course-an-instructional-job-aid/</a>  How to Create a Job Aid: <a href="http://www.ehow.com/how_6046856_create-job-aid.html">http://www.ehow.com/how_6046856_create-job-aid.html</a>	major impact on the cognitive dimension (knowledge and understanding) Cognitive: Understanding a specific content that is explained Practicing, reading, checking Active: Practicing according to the flow chart Affective: --	Usage Test Observation of usage Questions (asking for success)


No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
7	"Belehrung" Advice, Instruction, explaining 	Learning through informal instruction/explanation in the context of acting out. People can give advice to others or can ask for advice by others. "Advice (also called exhortation) is a form of relating personal <u>opinions</u> , belief systems, personal values and recommendations about certain situations relayed in some context to another person, group or party often offered as a guide to action and/or conduct. Put a little more simply, an advice message is a recommendation about what might be thought, said, or otherwise done to address a problem, make a decision, or manage a situation." <a href="http://en.wikipedia.org/wiki/Advice_(opinion)">http://en.wikipedia.org/wiki/Advice_(opinion)</a>	advisor, instructor, trainer learner	listening, looking	Trainer explains specific exercises to learners Trainer explains how to behave in intercultural contexts  This is a website for giving and receiving advice: <a href="http://www.advice.com/">http://www.advice.com/</a>	Cognitive: Major impact on the cognitive dimension (knowledge and understanding)  Understanding a specific content that is explained by the advisor Active:  Affective: Dependent of the content; eventually change of perspective	feed-back, questions, observation of usage.






No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
8	Newscast, newspaper 	Learning from actual messages, the continuity has to be established by the viewer. Newspapers report messages about different kinds of life, esp. political, social, economic, cultural life.	author, speaker, audience Publisher, author, distributor, reader	listening/viewing Reading, discussions with others about the articles, writing a reader's letter to the editor	We can learn from newspapers: <a href="http://www.gooddocs.com/philosophy/newspapers.htm">http://www.gooddocs.com/philosophy/newspapers.htm</a> Make a Classroom Newspaper: <a href="http://www.enchantellearning.com/newspaper/">http://www.enchantellearning.com/newspaper/</a> <a href="http://www.computerwoche.de/heftarchiv/1980/14/1189164/">http://www.computerwoche.de/heftarchiv/1980/14/1189164/</a>	Cognitive : major impact on the cognitive dimension (knowledge and understanding) Active: --- Affective: Creation of emotions rather with moving pictures	Test, questions, Interview, essay writing, group discussion
9	Feature 	Thematically focused production like a documentary film	producer, viewer	listening viewing producing	Feature about the PROGRASS project broadcasted in TV	Cognitive : major impact on the cognitive dimension (knowledge and understanding) Active: --- Affective: Creation of emotions rather with moving pictures	Test, questions, Interview, essay writing, group discussion



No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
10	(Information) stand 	Learning from a set of information which can be read within a short time, with further information on demand (brochure, talk to an expert, e.g.) Pool of information in different formats (posters, presentations, brochures, leaflets and competent personnel) compiled in a specific environment: May be part of a -> fair or exhibition	facilitators, producers designers content producers visitors	Viewing, Watching, listening, explaining Discussing	CESO Promotion stand of "CAN DO"	Cognitive : major impact on the cognitive dimension (knowledge and understanding) Active: --- Affective: Curiosity, perspective change	essay, discussion, observation, short test (questions on exposed information)


No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
<b>2 ILP related to personal support</b>							
11	Person as model "Idol" 	<p>"Idol": person as model            Imitation (observational, model) learning plays a very important role in human development and can be seen as a basic form of learning (<a href="#">Albert Bandura</a>).</p> <p>In traditional cultures it is a major source for learning and development of children. It takes place through observation (which means, the learning person is passiv and observes), but it can also be initiated by the learning person himself, by questioning or even through provocations (think of a child who hurts a family rule and looks what will be the reaction of the parents).</p> <p>Learning from a person as a model and idol is a rather complex form of learning, it implies not only opinions, argumentations etc. but also ways of expressive behaviours, like moving, making gestures etc.</p>	acting person, looking person	acting person, looking person Learning activities looking, asking/answering, imitating		<p><i>Cognitive :</i>            Understanding and knowledge creation rather as side effect</p> <p><i>Active:</i>            Imitation (level 2)</p> <p><i>Affective:</i>            Perspective taking</p>	observation, questioning

No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
12	Coaching 	<p>“The coach is there to provide bespoke personal development, to listen to your requirements, to answer your questions, to challenge you, to inspire and encourage you.”  <a href="http://www.ldl.co.uk/leadership-management-training.htm">http://www.ldl.co.uk/leadership-management-training.htm</a></p> <p>A person’s present, in order to help them design and act toward the future. While positive feelings may be a natural outgrowth, the primary focus is on creating actionable strategies for achieving specific goals in one's work or personal life. The emphasis in a coaching relationship is on action, accountability and follow through</p>	coach (expert), learner	<b>Advising, listening to advice, questioning, giving tasks, discussing activities.</b>	CESO evaluation of the Can Do projects (neighbourhood community development with coaching)	<p><i>Cognitive:</i>  <i>Understanding a specific content that is explained by the coach</i></p> <p><i>Active:</i>  <i>If successful “discovering” activities, change of behaviour and action</i></p> <p><i>Affective:</i>  <i>Change of perspective and attitude towards a specific topic</i>  <i>Motivation to take action</i></p>	essay, discussion, questions, observation,


No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
13	Consultation 	<p>Learning/teaching on occasion of other reasons, e.g. getting/giving information on an illness. or to receive information and advice on legal or financial issues</p> <p>The difference between coaching and counselling is very difficult to draw. In psychology the counsellor acts more like a therapist and relates to the personal issues of the client (patient) whereas the coach is rather tackling organisational questions. The look of a counsellor is more focused on the past and the personality, the coach rather concentrates on the abilities. Counselling is more directed in the improvement of the personal situation</p>	<p>counsellor (expert in the field(e.g. medical doctor)), learner, client/patient as learner</p> <p>counsellor, person seeking advice</p>	<p>Providing information on the topic of advice, listening, questioning.</p>	<p><a href="http://www.ferocecoaching.com/coaching-and-counseling.html#Flaws%20in%20Most%20Distinctions">http://www.ferocecoaching.com/coaching-and-counseling.html#Flaws%20in%20Most%20Distinctions</a></p>	<p><i>Cognitive:</i> <i>Understanding a theoretical background</i></p> <p><i>Active:</i> <i>If successful "discovering" activities, change of behaviour and action</i></p> <p><i>Affective:</i> <i>Change of perspective and attitude towards a specific topic</i> <i>Motivation to take action</i></p>	<p>observation, questions, discussions, change of behaviour</p>


No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
<b>3 ILP related to leisure time, culture and sports</b>							
14	Performance (theatre, 	Seeing a complex situation as play, often with a clarifying intention (epic theatre, e.g.)	author, producer, visitor, audience actor	listening, exercising collaborating viewing	The Polish Theatre project (CKU)	<i>Cognitive :</i> Understanding the contents of the play <i>Active:</i> Just visiting <i>Affective:</i> Creation of empathy for the characters	Observations, group discussions, questions
15	Exhibition 	Learning in a situation with exposed objects	producers of exhibits, producers of exhibition visitors guides	looking, reading, asking discussing	Exhibitions during the REVEAL conferences Documenta exhibition	<i>Cognitive :</i> Understanding the content matter of the exhibitions <i>Active:</i> Actively visiting, actively looking for more information on the content matter, <i>Affective:</i> Curiosity, self regulation in case of unknown exposés	Observations Discussions with the viewers Guest books

No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
16	Fair 	Learning in a situation with common bargaining processes	producers of objects, designers of stands, visitors	Discussing Bargaining Looking, informing Selecting what is interesting Experiencing exchanging	CEBiT any kind of fair Regional learning fairs	<i>Cognitive :</i> <i>Understanding the content matter of the exhibitions</i> <i>Active:</i> <i>Actively vsiting, actively looking for more information on the content matter,</i> <i>Affective:</i> <i>Curiosity, self regulation in case of unknown exposés</i>	Observations Feed-back- Questionnaires Interviews Guest books Evaluations of organisers
17	Festivity, festival 	Learning in a situation with common artistic processes	authors of plays/pieces, producers of stages, visitors, audience	Looking, listening, exchanging with others Selecting what is interesting	Hässelholmen Festival of the Swedish partner	<i>Cognitive :</i> <i>Understanding the content matter of the exhibitions</i> <i>Active:</i> <i>Actively vsiting, actively looking for more information on the content matter,</i> <i>Affective:</i> <i>Curiosity, self regulation in case of unknown exposés</i>	Observations Questionnaires Interviews

No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
18	<p>Work of art (e.g. painting, sculpture)</p>  <p>from LiberalsLikeChrist.org</p>	<p>The impact of works of art on learning is seen and utilized since centuries, paintings with scenes from the bible were a sort of anthology or reader for the public in the Middle Ages, e.g.</p> <p>relevant knowledge: With a work of art you can present knowledge to visitors in form of a story or message which this work of art is telling them. Take a picture in a christian church, for example. It is often telling a story from the bible. This was important in former times, when most people were not able to read a text.</p> <p>Often the knowledge is hidden in a symbolic or metaphoric form. Which knowledge can be shown by pictures or statues?</p> <p>It may be orientation knowledge, but it can be action knowledge, as well. People who want to learn something from such objects, must be able to interpret it.</p> <p>One of the most known examples to make use of pictures in adult education is the use of everyday pictures by Paulo Freire and his teams in literacy campaigns in Latin America.</p>	<p>artist, visitor, guide, expert,</p>	<p>viewing, listening to explanations, asking the expert, watching others how they see the object,</p>	<p>Documenta project : Creating understanding for modern arts</p>	<p><i>Cognitive :</i>  <i>Understanding the piece of art from an in-depth perspective, putting in relation to other periods</i>  <i>Active:</i>  <i>Activating participation in cultural life</i>  <i>Affective:</i>  <i>creation of new perspective on new cultural aspects</i></p>	<p>observations, questions/ answers, discussion, group discussion, essay,</p>






No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
19	Club (music, sport etc.) 	Learning from and with others from a common point of interest.	Team mates (interest group) Group leaders	Practical activities Informing if certain activities, contributions or tools are new Showing and discussing certain routines/techniques to others Joining special groups of like minded persons Creating new techniques Exchanging ideas and interests, reinforcing ideas	<a href="http://www.instructables.com/tag/type-id/category-living/">http://www.instructables.com/tag/type-id/category-living/</a>	<i>Cognitive :</i> <i>Understanding certain new routines, creating and developing knowledge on the content matter</i> <i>Active:</i> <i>Carrying out the activity, maybe first imitating, later taking over the role, joining special groups</i> <i>exchanging on news and certain aspects</i> <i>Affective:</i> <i>Getting a personal relation and an attitude towards the new activity, understanding those who practice</i> <i>Regulating and influencing oneself and others</i>	Observations, Discussions Plays Presentations events



No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
20	Travelling, tourist 	<p>Learning from insight into other countries and cultures. „Travel teaches how to see“, „He that travels far knows much“, “Travel broadens the mind, and raises the spirits“, „Reisen bildet“, these are some proverbs that stress the educational function of travelling. Already from the ancient world we find travelogues, in the middle ages travels of students, artists and workers on apprenticeship arise. About 1900 the german “Wandervogel” movement was an important part of the “Jugendbewegung”. In modern times, travelling has become a huge industry, and it is partly for pleasure and partly for knowledge acquisition. Travelling projects are common in schools as well as in youth associations (boy and girl scouts), in the 1970s the Danish travelling folkshighschool became a famous example, travelling is also part of the “Erlebnistherapie” of Kurt Hahn (“outward bound”).</p>	Visitors, guides, companion travellers, local residents	Observation, questioning, reading travel magazines	<p>Holidays in the sailing boat: The main aim of the project was to organize holidays in sailing boats for children from dysfunctional families from Sopot. The participants were learning sailing and kayaking and how to organize purposefully their free time. The best learners have been prepared for the exam for the sailor’s patent. <a href="http://act-eu.org/index.php?id=109">http://act-eu.org/index.php?id=109</a></p>	<p><i>Cognitive:</i> <i>knowledge and understanding of the foreign country</i></p> <p><i>Active:</i> <i>Actively moving in the foreign country, discovering new things</i></p> <p><i>Affective:</i> <i>Perspective change: getting an attitude towards the people in the visited country</i></p>	Interview, test, questionnaire, observation







Lifelong Learning Programme


No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
21	Excursion 	An excursion is visit to an important place for the learner. The relevance is of course dependent on the life situation and the context. It may be a museum in regard to cultural competences, a zoo to discover different species and so on. However it may also be a visit to a town administration or a shelter or an exemplary project related to the learning content. Dependent on the level of formality the excursion may be rather spontaneous or well planned including guides and other learning facilitators.	producer, supplier, visitor guide	Looking at a certain learning content, experiencing with all senses, trying out, Listening to explanations, guiding.	Monumenti Aperti:  places that every school adopts as proper.	<i>Cognitive :</i> Getting to know (better) a place or certain issues <i>Active:</i> Discovering specific sites or artefacts <i>Affective:</i> less	Questionnaires, observations, learning diary, final discussion

No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
23	Club (music, sport etc.) 	Learning from and with others from a common point of interest.	Team mates (interest group) Group leaders	Practical activities Informing if certain activities, contributions or tools are new Showing and discussing certain routines/techniques to others Joining special groups of like minded persons Creating new techniques Exchanging ideas and interests, reinforcing ideas	<a href="http://www.instructables.com/tag/type-id/category-living/">http://www.instructables.com/tag/type-id/category-living/</a>	<i>Cognitive :</i> Understanding certain new routines, creating and developing knowledge on the content matter  <i>Active:</i> Carrying out the activity, maybe first imitating, later taking over the role, joining special groups exchanging on news and certain aspects  <i>Affective:</i> Getting a personal relation and an attitude towards the new activity, understanding those who practice Regulating and influencing oneself and others	Observations, Discussions Plays Presentations events


No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
24	Play 	<p>Seen under the aspect of "homo ludens"; most famous pedagogical theories and practical usage from Friedrich Fröbel and Maria Montessori</p> <p>"Play is the highest expression of human development in childhood for it alone is the free expression of what is in a child's soul." (Friedrich Fröbel)</p>	author, designer, producer, player, fellow player	learning by playing	The Polish Theatre project (CKU)	<p><i>Cognitive :</i> Understanding the rules if any</p> <p><i>Active:</i> Playing, learning in the game/play (focus)</p> <p><i>Affective:</i> Getting an attitude to the team mate</p>	Observations, group
25	Sport game 	<p>Sport activities have to be learnt and enable persons to feel more comfortable, especially people learn to observe and handle their body and to interact with other people</p> <p>Sport can be a great transport method to overcome prejudices and xenophobic emotions and attitudes</p>	coach, instructor, referee, players, spectators	learning rules, learning movements getting in better shape training exercising	Project Hatrick	<p><i>Cognitive :</i> ---</p> <p>If any: background information on physical and physiological issues theory on moving</p> <p><i>Active:</i> (focus) Practicing</p> <p><i>Affective:</i> Getting an attitude to the team mate</p>	observations, questions/ answers, discussion better physical situation, psychological welfare, results of activities (time for running etc.)



No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
<b>4 ILP in Private Life</b>							
26	Turning-point (e.g. marriage, First Communion, life crisis) 	Learning and perhaps changing habits through profound events	enacting persons with different roles/functions	Perceiving the Discussing	Burn out intervention and prevention	<i>Cognitive :</i> Understanding the consequences of the turning point, <i>Active:</i> Adapting to a new situation <i>Affective:</i> Accepting the change in one's personal life	Observations
27	Family 	The family constitutes the first important learning environment for nearly all human beings. Even in modern societies with nuclear families and a highly developed formal education system the family's influence on cognitive and other aspects of personal development exceed any other by far.  A specific theme here is intergenerational learning.	Family members with different roles	The informal curriculum of the family is delivered by demonstration, explanation, rewards and punishment. Asking and answering Presentation, imitation Motivating Learning from each other	Nearly all families Specific projects: <a href="http://www.srep.ro/basic-life/">http://www.srep.ro/basic-life/</a>  <a href="http://www.clarefamilylearning.org/events/2009/11/25/grundtvig_family_learning_training_for_trainers">http://www.clarefamilylearning.org/events/2009/11/25/grundtvig_family_learning_training_for_trainers</a>	<i>Cognitive :</i> <i>Understanding basic issues, repetition of certain issues, transferring into action</i> <i>Active:</i> The whole spectrum from just perceiving, imitating to expertise on certain content matters <i>Affective:</i> Very basic affective competences are learnt in family life, Security and trust	Observations Diary


No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
28	Friendships 	Learning from others mostly in practical situations, also much exchange of opinions and interpretations. Getting new impulses	Friends	Gathering, Common activities Regulating others Helping inspiring	<a href="http://www.friendsandflags.org/scrapbook.php">http://www.friendsandflags.org/scrapbook.php</a>	<i>Cognitive :</i> <i>Understanding the life and viewpoints of the friend, dependent on certain content issues</i> <i>Active:</i> <i>Actively caring for the friendship,</i> <i>Affective:</i> <i>Empathy, changing viewpoints, curiosity</i>	Observations, diaries, role plays
29	Learning in the household 	Learning in a situation with practical processes, partly as routines, partly as new challenges Learning to optimise material flows and environments in daily life Learning to use time more efficiently	The person practicing Team mates (family members) External aid, counsellors	Practical activities Informing if certain activities or tools are new Showing and discussing certain routines/techniques to others (e.g. family members)	<a href="http://www.innovation.cc/peer-reviewed/taylor1sph_final5.pdf">http://www.innovation.cc/peer-reviewed/taylor1sph_final5.pdf</a>	<i>Cognitive :</i> <i>Understanding certain new routines, e.g. energy saving,</i> <i>Active:</i> <i>Carrying out the activity, maybe first imitating, later taking over the role</i> <i>Affective:</i> <i>Getting a personal relation to the content, losing shyness against the activity, motivating others to do as oneself</i>	Observations, Discussions


No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
30	Gardening 	Learning in a situation with practical processes, partly as routines, partly as new challenges Learning in nature	The person practicing Team mates (interest groups)	Practical activities Informing if certain activities or tools are new Getting background information Showing and discussing certain routines/techniques to others (e.g. family members) Joining special group Creating new techniques	<a href="http://www.instructables.com/tag/type-id/category-living/channel-gardening/">http://www.instructables.com/tag/type-id/category-living/channel-gardening/</a>	<i>Cognitive :</i> <i>Understanding certain new routines</i> <i>Understanding plant physiologies, cultivation and other gardening know-how</i> <i>Active:</i> <i>Carrying out the activity, maybe first imitating, later taking over the role, joining special interest groups</i> <i>Affective:</i> <i>Getting a personal relation and an attitude gardening and plants, understanding those who practice</i>	Observations, Discussions Watching results






No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
31	Hobby 	Learning in a situation with practical processes, partly as routines, partly as new challenges	The person practicing Team mates (interest groups)	Practical activities Informing if certain activities or tools are new Showing and discussing certain routines/techniques to others (e.g. family members) Joining special groups of like minded persons Creating new techniques	<a href="http://www.instructables.com/tag/type-id/category-living/">http://www.instructables.com/tag/type-id/category-living/</a>	<i>Cognitive :</i> <i>Understanding certain new routines</i> <i>Active:</i> <i>Carrying out the activity, maybe first imitating, later taking over the role, joining special groups</i> <i>Affective:</i> Getting a personal relation and an attitude towards the new activity, understanding those who practice	Observations, Discussions Results



No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
5	ILP in Civic Life						
32	Neighbourhood 	Learning from others mostly in practical situations, also much exchange of opinions and interpretations. Neighbourhood activities are a very strong means to active citizenship	Neighbours coaches	Exchanging opinions, discussions, common leisure time activities, if coached, more developing activities networking	 <b>CESO Ge's Barbecue</b> In 2005 the Dutch government appeals to social organisations to propose ideas to stick together to approve the social cohesion in the communities of the cities.. One of these social organizations is LSA, a national union of collaboration of "attention neighborhoods" (deprived neighborhoods). Together with housing associations it started the project "CAN DO".	<i>Cognitive :</i> Understanding certain routines <i>Procedural:</i> Working out the activity, be first imitating, taking over the role, joining special groups <i>Affective:</i> Getting a personal relation to the content, losing shyness against the activity, motivating others to do as oneself	Observations, Discussions

No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
33	Religious community 	<p>Learning in social contexts from and with others in a situation of common values with common ethical and behaviour codes against the background of common beliefs</p> <p>The value of this kind of learning is entirely determined by our own values and beliefs. There may be a blend of religious and civic goals, themes and activities.</p>	Community Leaders (Priests, Imams etc.) Persons on a hierarchical position with specific functions	Practicing common rituals and behaviour codes Praying and worshipping as an act of reinforcement of the theoretical background Convincing and persuading others Talking about and reinforcing specific rituals Discussing community life Planning of common activities in order to practice the religion (e.g. helping the poor, common excursions)	<a href="http://www.virtualbibleschool.com/BibleStudy.htm">http://www.virtualbibleschool.com/BibleStudy.htm</a> <a href="http://muxlim.com/blogs/AmericanMuslimMom/make-ramadan-learning-fun/">http://muxlim.com/blogs/AmericanMuslimMom/make-ramadan-learning-fun/</a> <a href="http://chavarah.blogspot.com/">http://chavarah.blogspot.com/</a>	<p><i>Cognitive :</i>            Knowledge about contents, backgrounds and ethics of a certain religion</p> <p><i>Active:</i>            Actively practicing the religion in a specific community</p> <p><i>Affective:</i>            Empathy with people of the same religion and potential beneficiaries of the same,            Imitation of rites, regulating others and oneself for the sake of the religion</p>	Observations, Diaries Number of participants in religious events



No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
34	Political community 	Learning in social contexts from and with others often in a situation of different values but common duties.	Members of the political communities Leaders Persons on a hierarchical position with specific functions Debaters Political opponents	Debating, Discussing Reading (political programmes) Developing (agendas, programmes, positions to civic themes) Advertising programmatic points of the Self-organisation Planning of common activities for the sake of the community and for the civitas (town, region, nation, Europe)	Political parties: <a href="http://www.globalgreens.org/platforms">http://www.globalgreens.org/platforms</a> <a href="http://www.libdems.org.uk/home.aspx">http://www.libdems.org.uk/home.aspx</a> <a href="http://conservativehome.blogs.com/">http://conservativehome.blogs.com/</a>	<i>Cognitive :</i> Knowledge about contents, backgrounds and ethics of a certain civic problem or political theme <i>Active:</i> Actively participating in a political party or movement <i>Affective:</i> Change of perspective, empathy for the situation of the other, regulating others	Observations, Questionnaires Diaries Number of participants in political events
35	Political/Civic movement	Learning in a political movement outside the mainstream political parties. Often influenced/established by a political decision which is interpreted being against the will of the people.	Citizens Politicians Administration Different interest groups Civic leaders	Debating Discussing Developing campaigns Active influences Blocking Conflict solving	Stuttgart21 Anti Atomic power plants	<i>Cognitive :</i> Knowledge about contents, backgrounds and ethics of a certain civic problem or political theme <i>Active:</i> Actively participating in a movement <i>Affective:</i> Change of perspective, empathy for the situation of the other, regulating others	Observations Number of participants in political events

No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
35	Manifestations 	Manifestation of opinions, of showing social problems to other people, often with banner or similar devices	demonstrators spectators	information, clarification	Anti atomic power manifestations	<i>Cognitive :</i> Knowledge about contents, backgrounds and ethics of a certain civic problem or political theme  <i>Active:</i> Actively participating in a political party or movement  <i>Affective:</i> Change of perspective, empathy for the situation of the other, regulating others	Observations Number of participants in political events
37	Nature trail „Lehrpfad“ 	Arrangements of nature objects, as for example trees in a certain order of species and replenished with inscriptions on boards.	producer, developer, visitor, guide, expert, scientist	viewing, reading short explanations, walking to objects, trying out	KLIMZUG project Water-forest trail  Youth project in Göttingen	<i>Cognitive :</i> Understanding the natural extract through the inscriptions in combination with the exhibits  <i>Active:</i> Moving from one exhibit to the other, trying out  <i>Affective:</i> Understanding the exhibit in its natural surrounding and getting a relation to it	observation, task solutions, questions/answers, discussion, group discussion, essay,


No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
6	<b>ILP in Professional or Educational/Training Contexts</b>						
38	School (extra-curricular) 	Schools always have an aspect of community besides the instructional reasons. Pedagogical reformers often have stressed upon this more than on the instructional reasons of schools Specific projects outside the school curriculum, be it environmental, climate or European issues or others (like health prevention and intervention etc.)	Students Teachers Counsellors Parents External experts	Gathering information Planning, developing Campaigning Monitoring, checking Exchanging Discussing Learning by doing Project learning	<a href="http://www.jem-eu.org">www.jem-eu.org</a> <a href="http://www.etwinning.net">www.etwinning.net</a>	<i>Cognitive:</i> knowledge and understanding on the theme <i>Active:</i> Actively participating in proposed activities (imitation) or developing new activities <i>Affective:</i> Perspective change: getting an attitude towards the theme or other persons related to the topic, regulating/influencing others	Observations Learning diaries Events



No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
39	<p>Work space</p> 	<p>Besides partnership and family this domain is the most important for most adult persons. The daily work offers always new challenges and needs also for new solutions.</p> <p>The non-formal part of the learning may be delivered in VET and continuous education/training</p> <p>Assessing the given competences is the main topic of the "Validation of Informal Learning" as it is understood by the EU-COM. .</p>	<p>Employers Employees Team mates Trainers HR managers Clients</p>	<p>Interacting with other professional groups, subordinates and clients</p>	<p>Leonardo ECVET projects</p> <p>take a look at the VIP website to learn more about VINFL in regard to VET. <a href="http://www.vip-eu.org">www.vip-eu.org</a></p>	<p><i>Cognitive :</i> Understanding basic issues, repetition of certain issues, transferring into action</p> <p><i>Active:</i> The whole spectrum from just perceiving, imitating to expertise on certain content matters</p> <p><i>Affective:</i> Perspective change for team mates</p>	<p>All possibilities from formalised to rather informal learning assessments like: Test Observations Measurements against standardised reference systems</p>
40	<p>Student exchange</p> 	<p>Learning from living in other countries and cultures</p>	<p>Students (guests and hosts) Parents Teachers</p>	<p>Exchanging Discussing</p>	<p><a href="http://www.etwinning.net">www.etwinning.net</a></p>	<p><i>Cognitive:</i> knowledge and understanding for the foreign country</p> <p><i>Active:</i> Actively moving in the foreign country, discovering new things</p> <p><i>Affective:</i> Perspective change: getting an attitude towards the people in the visited country</p>	<p>Observations Learning diaries Questionnaires</p>






No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
41	Internship 	Learning from practical work without obligation of daily routines mainly for the start for a career.	Interns Facilitators Potential employers Job aids Tutors	Watching Trying out Practicing in a limited scope for a limited time Exercising	<a href="http://www.eujobs77.com/q-internship-jobs-in-uk">http://www.eujobs77.com/q-internship-jobs-in-uk</a> <a href="http://www.praktikums-boerse.de/">http://www.praktikums-boerse.de/</a>	<i>Cognitive:</i> knowledge and understanding for the area of work <i>Active:</i> Actively taking the internship, practicing and exercising <i>Affective:</i> Getting a personal relation to the area of work and the people working there	Tests, observation, learning diary
42	Job orientation in Mobility actions 	Learning from practical work without obligation of daily routines mainly for orientation purposes And specifically in EU mobility actions: Learning while moving in unknown territory (this is not restricted to geography)	Interns Facilitators Potential employers Job aids Tutors Funding bodies Intern Exchange learner Guide counsellors	Watching Trying out Practicing in a limited scope for a limited time Exercising Researching Communicating Explaining own background Participating in other life situations	VILMA IdA projects in Karlsruhe and Göttingen	<i>Cognitive:</i> knowledge and understanding for the area of work <i>Active:</i> Actively taking the internship, practicing and exercising <i>Affective:</i> Getting a personal relation to the area of work and the people working there	Tests, observation, learning diary



No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
43	Job shadowing 	A short stay with a partner organisation in another country to exchange good practice, acquire skills and knowledge and develop partnership. Job shadowing activities can be supported by the Youth in Action Programme under action 4.3	Interns Facilitators Potential employers Job aids Tutors	Watching Trying out Practicing in a limited scope for a limited time Exercising	<a href="http://www.slideshare.net/AncaDudau/anca-dudaus-jobshadowing-grundtvig-visit-in-academia-cordoba">http://www.slideshare.net/AncaDudau/anca-dudaus-jobshadowing-grundtvig-visit-in-academia-cordoba</a> <a href="http://www.grundtvig.org.uk/casestudy.asp?itemid=92&amp;itemTitle=Job+Shadowing+in+France&amp;section=000100010039&amp;sectionTitle=Projects+Around+the+UK">http://www.grundtvig.org.uk/casestudy.asp?itemid=92&amp;itemTitle=Job+Shadowing+in+France&amp;section=000100010039&amp;sectionTitle=Projects+Around+the+UK</a>	<i>Cognitive:</i> knowledge and understanding for the area of work <i>Active:</i> Practicing and exercising, imitating, developing <i>Affective:</i> Getting a personal relation to the area of work and the people working there	Tests, observation, learning diary
44	Collaboration in European projects	Learning in a European partnership that gathers partners who collaborate to achieve a common objective	Project partner, manager, moderator, evaluator	Listening to others, Sharing common objectives Discussing Collaborating	All LLP projects but also other EU programmes <a href="http://www.vip-eu.org">www.vip-eu.org</a>	<i>Cognitive:</i> knowledge and understanding for the area of work <i>Active:</i> Practicing and exercising, developing <i>Affective:</i> Perspective change, regulating oneself	Questionnaires Interviews observation, learning diary

No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
45	<p>Conference</p> 	<p>Learning in a situation with new impetus from other stakeholders, common decision processes</p>	<p>official, colleagues partners presenters organisers minute takers</p>	<p>listening, arguing, contributing</p>	<p>REVEAL active conferencing</p>	<p><i>Cognitive :</i> <i>Understanding the theme of discussion</i> <i>Active:</i> <i>Actively participation, bringing in own arguments, creatively contributing to the success of the theme</i> <i>Affective:</i> <i>Creation of understanding for the viewpoints of others</i></p>	<p>Observations questionnaires discussions minutes</p>
46	<p>Teamwork</p> 	<p>Learning in a situation with common production processes, learning in interdisciplinary or transnational teams</p> <p>A special form is the “tandem” situation, where to persons undertake something (travel, e.g.) and share experiences.</p>	<p>colleagues team-mates subordinates coordinators specialists partners</p>	<p>discussing cooperating producing negotiating learning from each other networking</p>	<p>Work groups VIP-project <a href="http://www.vip-eu.org">www.vip-eu.org</a></p>	<p><i>Cognitive :</i> <i>Understanding the theme of discussion</i> <i>Active:</i> <i>Actively participation, bringing in own arguments, creatively contributing to the success of the theme</i> <i>Affective:</i> <i>Creation of understanding for the viewpoints of others</i></p>	<p>Results of the work Observations Check in VIP</p>

No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
<b>7 ILP Related to ICT</b>							
47	Computer 	Learning with PC in general and offline (the "old fashioned way") .CBTs provided on CD or copied on the hard drive. Different methodologies, e.g. observations, games, quiz etc.  But also pure practicing on the computer can be seen as self related learning	author, learner, teachers and developers  content providers  designers	reading, viewing, acting, following certain procedures	ECDL; European Computer Driving Licence Foundation <a href="http://www.ecdl.com">www.ecdl.com</a>	<i>Cognitive :</i> Knowledge and Understanding on the theme <i>Active:</i> Imitating, practicing <i>Affective:</i> Losing reluctance against the PC, regulating oneself to practice	direct results of practicing observation, tests, quiz
48	Website 	Learning from a special website, dedicated to a distinguished topic, search the web to find get specific information, looking for keywords, specifically provided learning contents (specific learning sites)	author, learner, teachers and developers  content providers  designers	reading, viewing, information/products can be exchanged  Interacting	Any website: <a href="http://www.doityourself.com/">http://www.doityourself.com/</a> <a href="http://www.diynetwork.com/">http://www.diynetwork.com/</a>	<i>Cognitive :</i> Knowledge and Understanding on the theme <i>Active:</i> Gathering information <i>Affective:</i> curiosity	test, essay, discussion, observation of activities

No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
49	ePortfolio 	<p>"In general, an ePortfolio is a purposeful collection of information and digital artifacts that demonstrates development or evidences learning outcomes, skills or competencies. The process of producing an ePortfolio (writing, typing, recording etc.) usually requires the synthesis of ideas, reflection on achievements, self-awareness and forward planning; with the potential for educational, developmental or other benefits. Specific types of ePortfolios can be defined in part by their purpose (such as presentation, application, reflection, assessment and personal development planning), pedagogic design, level of structure (intrinsic or extrinsic), duration (episodic or life-long) and other factors."</p> <p><a href="http://www.eportfolios.ac.uk/definition">http://www.eportfolios.ac.uk/definition</a></p> <p>Establishing an own profile and providing information about oneself; Presenting own skills and interests</p>	author, viewer, content providers	Reading other persons' profiles Development of own profile interlinking persons with same interests, Interconnecting with like minded persons. There are different formats of e-Portfolios, some may e.g. offer space to present pieces of work	blinc ePortfolio <a href="http://www.blinc-eu.org/elgg/">http://www.blinc-eu.org/elgg/</a> <a href="http://www.diynetwork.com/">http://www.diynetwork.com/</a> <a href="http://www.eportfolios.ac.uk/EPICS">http://www.eportfolios.ac.uk/EPICS</a> <a href="http://www.danwilton.com/eportfolios/">http://www.danwilton.com/eportfolios/</a>	<i>Cognitive :</i> Knowledge and understanding on the technology <i>Active:</i> Gathering and preparing and delivering information <i>Affective:</i> Curiosity of other peoples profiles	test, essay, discussion, observation

No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
50	Podcast	<p>Learning from a special auditive website, dedicated to a distinguished topic Wikipedia:</p> <p>A <b>podcast</b> (or non-streamed webcast) is a series of <a href="#">digital media files</a> (either <a href="#">audio</a> or <a href="#">video</a>) that are released episodically and often <a href="#">downloaded</a> through <a href="#">web syndication</a>. The word usurped <a href="#">webcast</a> in common vernacular, due to rising popularity of the <a href="#">iPod</a> and the innovation of <a href="#">web feeds</a>.</p> <p>The mode of delivery differentiates podcasting from other means of accessing media files over the <a href="#">Internet</a>, such as <a href="#">direct download</a>, or <a href="#">streamed webcasting</a>. A list of all the audio or video files currently associated with a given series is maintained centrally on the distributor's <a href="#">server</a> as a <a href="#">web feed</a>, and the listener or viewer employs special <a href="#">client application software</a> known as a <a href="#">podcatcher</a> that can access this <a href="#">web feed</a>, check it for updates, and download any new files in the series. This process can be automated so that new files are downloaded automatically. Files are stored locally on</p>	<p>author, learner, teachers and developers</p> <p>content providers</p> <p>interviewers</p>	<p>reading, viewing, information/products can be exchanged</p> <p>Interacting</p> <p>search the web to find get specific information, looking for keywords, specifically provided learning contents (specific learning sites)</p>	<p><a href="http://meltingpod.free.fr/">http://meltingpod.free.fr/</a></p> <p><a href="http://annie.vigielmo.free.fr/">http://annie.vigielmo.free.fr/</a></p> <p><a href="http://education.podcast.com/">http://education.podcast.com/</a></p> <p>www.podcast.com</p>	<p><i>Cognitive :</i></p> <p>Knowledge and Understanding on the theme</p> <p><i>Active:</i></p> <p>Gathering information</p> <p><i>Affective:</i></p> <p>curiosity</p>	<p>discussion, observation of reactions and other postings</p>

No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
51	Video-Casting	Learning from an interlinked video repository, dedicated to a distinguished topic, be it musical, videographic, political etc.	Listener developers content providers designers up-loaders	reading, viewing, information/products can be exchanged, interlinked  search the web to find get specific information, looking for keywords, specifically provided learning contents (also specific learning sites or features)	www.youtube.com Youtube may be used to upload own small documentations and interlink them with the own website	<i>Cognitive :</i> Knowledge and understanding on the theme <i>Active:</i> Gathering information, contributing (uploading) <i>Affective:</i> Curiosity, perspective taking	Questionnaires, results in the programme observation of reactions and other postings discussion, observation of activities
52	Online Communities	An online community gathers stakeholders who share the same interest or targets.	Editors, moderators, users authors	Reading, watching, discussing, exchanging, sharing, recommending gathering with likeminded persons	REVEAL XING	<i>Cognitive :</i> Less important <i>Active:</i> Gathering information, contributing (uploading), <i>Affective:</i> Curiosity, perspective taking,	Questionnaires, results in the programme observation of reactions and other postings discussion, observation of activities

No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
53	WIKI	Learning via reading an Online encyclopaedia, holistic learning, Knowledge base on a specific issue (e.g. the	Authors, readers, editors	Reading, further reading (links), editing	<a href="http://www.wikipedia.com">www.wikipedia.com</a> <a href="http://reveal-eu.org/wiki/index.php?title=Main_Page">http://reveal-eu.org/wiki/index.php?title=Main_Page</a>	<i>major impact on the cognitive dimension</i> <i>Cognitive:</i> <i>knowledge and understanding on the research and content matter</i> <i>Active:</i> <i>Editing, modifying and correcting the entries</i> <i>Affective:</i> ----	Questionnaires Test

No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
54	Blog	<p>A blog (a blend of the term web log)[1] is a type of website or part of a website. Blogs are usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order.</p> <p>Most blogs are interactive, allowing visitors to leave comments and even message each other via widgets on the blogs and it is this interactivity that distinguishes them from other static websites</p>	Bloggers Authors, readers, editors	Collecting and organising information Discussing Editing and commenting	<p>An edublog is a kind of <a href="#">blog</a> written by someone with a stake in <a href="#">education</a>. Examples might include blogs written by or for teachers, blogs maintained for the purpose of classroom instruction, or blogs written about educational policy. The collection of these blogs is called the edublogosphere by some, in keeping with the larger <a href="#">blogosphere</a>, although that label is not necessarily universally agreed upon. (Others refer to the community or collection of blogs and bloggers as the edusphere.) Similarly, educators who blog are sometimes called edubloggers. Communities of edubloggers occasionally gather for meetups or <a href="#">unconference</a> sessions organized using a wiki at <a href="#">edublogsercon.com</a>.</p>	<p><i>major impact on the cognitive dimension</i></p> <p><i>Cognitive:</i></p> <p><i>knowledge and understanding on the research and content matter</i></p> <p><i>Active:</i></p> <p><i>Only reading, contributing or even development of an own blog</i></p> <p><i>Editing, commenting and</i></p> <p><i>Affective:</i></p> <p><i>Understanding the perspective of other bloggers (much less important)</i></p>	<p>Observations of the content included</p> <p>Blogs used as Learning diaries</p>



No.	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
55	Online Help	An online help is a variation of a technical manual in IT and websites. It is a context sensitive help, that shows up and explains issues that are just active in a software application.	Author User designer	Reading while applying the software.	LEVEL5 online help	major impact on the cognitive dimension <i>Cognitive:</i> <i>knowledge and understanding on the research and content matter</i> <i>Active:</i> <i>Only reading</i> <i>Affective:</i> --	Tests Questionnaires Observations