

# Tandem

**Task-based language teaching and collaborative learning for upskilling low-qualified Migrants**



105

**Framework on Skills screening,  
monitoring and Validation**



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# About TANDEM

This Framework on Skills Screening Monitoring and Validation is the fifth Intellectual Output of the Erasmus+ Project “TAsk-based laNguage teaching anD collaborative lEarning for upskilling low-qualified Migrants (TANDEM)”.

Its aim is to create a system for skills screening and recognition and a set of adjustable tools to validate the learning paths foreseen by the TANDEM Project implemented by

- Centro per lo Sviluppo Creativo “Danilo Dolci” (Italy, coordinator);
- Active Citizen Partnership (Greece);
- Compass GmbH (Austria);
- CSI Center for Social Innovation LTD (Cyprus);
- Iberika Education Group GGMBH (Germany).

TANDEM, a project funded by the Erasmus+ programme, aims to improve the key competencies and employability of both low-skilled migrants and local adults by enabling the low-skilled migrants to capitalise on their already existing linguistic abilities and teaching their own language to low-skilled local adults, using innovative and non-formal methodologies, promoting in this way cultural exchanges and peer-learning. More specifically, TANDEM aims to:

- ❖ Design and deploy an innovative upskilling pathway addressed to migrant adults based on the capitalisation of pre-existing language skills and the improvement of their local language skills, thus opening new employment opportunities.
- ❖ Foster the development of key competencies among migrant adults by proposing an innovative language teaching methodology based on the joint use of task-based language teaching (TBLT), non-formal approaches, creativity, and digital skills.
- ❖ Raise migrants’ awareness of the value of language skills they already possess, turning their competencies into assets and motivating them to use their skills to create concrete employment opportunities.
- ❖ Improve linguistic abilities both among migrants and local people, creating concrete opportunities for exchange and interaction among different communities and triggering a cascade effect on local communities through open language teaching initiatives.
- ❖ Promote social inclusion of migrant adults by encouraging intercultural dialogue between migrant and local people, enhancing a sense of belonging to a shared community.

# About the Framework

The Framework on Skills Screening Monitoring and Validation is a set of tools and guidelines to monitor the level of progress achieved by the individual learners and to provide validation of knowledge and skills they have acquired through non-formal learning. Its innovativeness is due to its design, as it is inspired by the ECVET system to positively impact the attitude towards skills and competencies acquired through non-formal learning through an *ad-hoc* certification.

It **targets** organisations, associations, and language schools working with low-qualified adults, including also with a migrant background, to share the skills screening, monitoring, assessment and validation strategy employed in TANDEM for upskilling.

The current Framework consists of six main chapters:

1. TANDEM and ECVET System – this section presents relevant features of the ECVET system and connects its principles to the TANDEM project;
2. Methodology – this section will explain the development of the framework
3. TANDEM MOOC in brief – this section describes the MOOC and the methodology of the TANDEM project and its activities.
4. MOOC Learning Outcomes – this section contains a detailed description of each MOOC module in terms of learning objectives, LOs, knowledge, skills, Competencies and assessment methods;
5. Assessment and Validation Tools – this section features all the tools designed in the frame of the project to evaluate and recognise learning achievements;
6. Practical Guidelines – this section offers insights and tips on identifying learning outcomes and creating the skills matrix and the rubrics based on the experience of the TANDEM project.

It is complemented by the annex section, containing a sample of the MOOC certificate and the skills screening questionnaire.

# ECVET System

The present Framework is inspired by the ECVET system. The European credit system for vocational education and training (ECVET) is one of the common EU tools used in the VET sector. It aims to facilitate the transfer, recognition and accumulation of assessed learning outcomes of individuals and promote lifelong learning through flexible and individualised learning pathways (European Parliament and Council of the EU, 2009). According to several stakeholders, the implementation of the main principles of ECVET should lead to a better understanding of citizens' learning outcomes (LO), their transparency, transnational mobility and portability across and within the member states.

ECVET helps connect formal, non-formal and informal learning. It contributes to improving the employability of low-skilled since it allows learners to build a qualification starting from LOs acquired in different contexts. For all these reasons, partners have decided to use the principles of the ECVET system as a starting point for developing the monitoring, and the validation of the skills learners would acquire throughout TANDEM MOOC.

The ECVET system focuses on learning outcomes and their validation. According to the European Qualifications Frameworks for lifelong learning, as well as for the ECVET recommendation, learning outcomes have been defined as **“statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence”**. According to [CEDEFOP](#), learning outcomes are the set of knowledge, skills and competencies an individual acquires and is able to demonstrate after completion of a learning process, either formal, non-formal or informal. Defining learning outcomes allows us to align learning and assessment processes, and it gives a common reference for assessment to create a meaningful learning experience.

The learning outcome approach facilitates assessment procedures, and it can be highly beneficial in non-formal contexts. Very important aspect of learning outcomes is a clear alignment to assessment. Learning outcomes are a kind of common reference for assessment. Appropriate assessment methods and procedures are used to check if the learning outcomes have been achieved.

In the frame of the project, the partnership has created different assessment methods and a skills matrix that is consistent with the learning outcomes and professional competencies required in the field of language teaching for beginners, focussing on knowledge, skills, competences and attitudes.

# Methodology

The first step of the development of the framework was an **initial skills screening**. This was part of the creation of maps on linguistic diversity in partner countries. A questionnaire was developed based on EU tools such as the DigiComp<sup>1</sup> and EU Skills profile tool<sup>2</sup>. Through these interviews, the baseline skills level could be established in the field of:

- Digital skills
- Linguistic competences
- Teaching competences
- Cultural awareness and expression

Taking in mind the outcomes of the initial research and the experience of the questionnaire, partners have created the **learning objectives** of the MOOC (IO3) and the Hand-out (IO4). These learning objectives have been furthermore adapted and changed throughout the process of the piloting, based on the real context of project implementation.

In order to facilitate the monitoring and evaluation process, partners created the matrix of **expected learning outcomes** (LO) stemming from the set learning objectives and related to assessment criteria to support the monitoring process. The LOs are linked to different components (learning materials and activities) of the MOOC.

In order to set the baseline of skills, as well as monitor and see the progress, **rubrics** have been designed based on the learning objectives. These rubrics can be filled in by students (as self-assessment) and teachers both at the beginning and at the end of the MOOC. This not only allows for the registration of progress and measurement of the developed skills, it also helps the MOOC participants to develop their skills in self-assessment.

At the same time, partners determined a validation system based on **badges** and **certification**. In fact, after completing a set of tests and activities corresponding to the different learning objectives, learners who take part in the MOOC will be awarded a badge for each learning objective, allowing the monitoring of key competencies acquisition. At the end of the MOOC, learners would then receive an electronic certificate detailing the topics of the module of the MOOC, the number of hours, and method of instruction. The certificate is signed by the project coordinator and Iberika as a language school to increase the validity of the certificate.

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<sup>1</sup> <https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>

<sup>2</sup> <https://ec.europa.eu/migrantskills/#/>

# Tandem MOOC in brief

At the following link you can have access to our TANDEM MOOC:

<https://mooc.teachyourlanguage.eu/>

Let's see now in details the features of this MOOC, thus providing a more structured context in which the partnership has built this framework.

## Prerequisites

The only prerequisites needed to enter the training are:

- Access to a computer and basic ICT skills in order to be able to navigate on the MOOC
- Be interested in language learning, teaching and cultural exchanges;
- Be ready to delve into language reflection practices;
- Be open and develop a positive relationship with learners while engaging in language practice and cultural conversations.

## Professional competencies to develop

### General professional competency

Implement and deliver effective and stimulating language courses using TBLT methodology targeted at adult learners.

### Specific professional competencies

- know and use non-formal methodologies so as to prepare for language classes;
- be aware of the importance of language awareness and use it so as to improve their own teaching;
- identify specific ICT tools and use them so as to deliver interactive and engaging language lessons;
- understand the Task-based Language Teaching methodology e.g., TBLT lesson structure, creation and adaptation of tasks based on needs and interests of learners; create a lesson plan
- apply TBLT to a real-classroom setting;
- give constructive feedback
- self-reflect on own teaching practice in order to grow as professionals.

## Targeted learners

The MOOC is targeted at:

- all the people with a migration background who speak different languages than the host language of the country in which they live. Especially those who have difficulties getting their qualifications or work experience recognised in the hosting country and want to acquire new professional skills in language teaching.

## MOOC structure and methodology

TANDEM MOOC has been structured in **five different learning units**. Each module focuses on a specific topic connected to the teaching profile identified within the project since learners will gain competencies in the fields of Task-based Language Teaching, non-formal methodologies, and ICT applied to language teaching.

1. The first module – *An Introduction to Non-Formal Approaches to Foster Language Learning* - introduces learners to the principles and the relevance of non-formal methodology within the frame of Task-Based Language Teaching. At the same time, it outlines the characteristics of language teachers and promotes a reflection on language awareness.
2. The second module – *Language Teaching and ICT* - presents the most common ICT tools useful for language practices. In this way, learners will be able to integrate digital tools into their teaching activities to develop more interactive task-based lessons.
3. The third module – *TBLT Curriculum* - offers comprehensive information on the process of designing a TBLT curriculum in a non-formal setting. It provides insights into identifying students' learning needs and carrying out preliminary tests, setting goals, and planning tasks for teaching languages.
4. The fourth module – *TBLT in Classes* - focuses on a scenario-based lesson to help learners become familiar with implementation strategies necessary to apply the TBLT method to language classes.
5. The fifth and final module - *Task-based Assessment in TBLT* - introduces task-based assessment. It presents key concepts connected to this vital component of language teaching and promotes self-reflection on teaching practice.

TANDEM piloting course is based on a face-to-face and a self-study component through the MOOC. The partnership included video lessons, texts, practical activities, quizzes and further readings into the MOOC. The total duration of the piloting course is 68 hours between face-to-face and online studying. However, the complete course can be followed also strictly online.



Below you will find a detailed table concerning the duration and the self-study time allocated to each module.

Module	MOOC	Face-to-face	Total
Module 1: Introduction to non-formal approaches to foster Language Learning	3	6	9
Module 2: Language Teaching and ICT	5	10	15
Module 3: TBLT Curriculum	6	12	18
Module 4: TBLT in Classes	6	12	18
Module 5: Task based assessment in TBLT	3	5	8
Total:	25	45	70

## MOOC Learning outcomes

The following section outlines the learning outcomes set for each module. It describes the main goals, the specific learning objectives and learning outcomes connected to learning contents. It also features a table detailing knowledge, skills and competencies learners can acquire throughout the module. In the end, it lists the assessment methods identified to evaluate learners' progress that can be adapted according to individual needs and learning contexts.

The purpose of such descriptors is to give more information to trainers and learners to allow them to have a clear idea of how the learning outcomes are structured and assessment will be done.

## Module 1: An introduction to non-formal approaches to foster language learning

**Main Goal:** Introduce learners to the topic of language teaching with the Task-Based Language Teaching method as a way of non-formal education

### Specific training objectives

- ✓ understand the concept of non-formal education and its benefits for language learning
- ✓ name the basic elements of TBLT methodology, such as task, structure and benefits
- ✓ understand the concept of language awareness and being able to adapt one's use of language based on one's students

### Learning outcomes

By the end of the module, the learner will:

- be familiar with the concept of non-formal education, and be able to recognize and use non-formal activities so as to prepare for language classes.
- Recognize the basic structure of TBLT (pre-task; task cycle and post-task) and list why TBLT can be useful for language teaching.
- Understand the concept of language awareness and its importance for language teachers.

Learning Outcome	Knowledge	Skills	Competencies	Assessment method
<b>LO1 – Being familiar with non-formal education and</b>	The learner will know the main features of non-formal education;	The learner will be able to distinguish between settings and features of	The learner will be able to plan a non-formal activity as an ice	Multiple choice: identifying the features of non-formal

<p><b>activities that could be used in language classes</b></p>		<p>formal, non-formal and informal education;</p> <p>The learner will be able to describe the planning of an original non-formal educational activity (ice-breaker) and apply it to a language learning context</p>	<p>breaking activity that can be used for language learning activities.</p>	<p>education;</p> <p>Planning an ice-breaking activity and describe it a forum;</p> <p>In an advanced group, carrying out an ice-breaking activity in class.</p>
<p><b>LO2 – Understand the basic structure of TBLT (pre-task; task cycle and post-task) and why TBLT can be useful for language teaching.</b></p>	<p>The learner will know about the TBLT methods and its basic features such as structure and difference from other teaching methods</p> <p>Advanced: the learner understands the 3P model and how it changes in TBLT;</p>	<p>The learner is able to recognize a Task from other types of learning activities</p>	<p>Being proactive and getting interested in having specific insights into TBLT</p>	<p>True/false: identifying the characteristics of TBLT;</p> <p>True/false: recognizing a task-based activity;</p>
<p><b>LO3 – Understand the importance of language awareness for language teachers.</b></p>	<p>The learner understands the three domains of language awareness;</p> <p>The learner understands the main principles of “teachers’ talk”, as the ability to adequately communicate in class.</p>	<p>The learner is able to develop a habit to self-monitoring of the language used in teaching settings</p>	<p>Being self-reflective in order to gain a better understanding of one’s own language</p>	<p>Summary activity: enumerating the concepts of language awareness.</p>

## Assessment methods

- Introductory and final quizzes.
- Activities aimed at identifying the characteristics of formal and non-formal education; the advantages of non-formal education in language teaching.
- Matching activities aimed at allowing learners to recognise tasks and their main features.
- Multiple choice activity to better understand the definition of language awareness.

## Module 2: Language Teaching and ICT

**Main goal:** Improve the ICT skills of learners who will be able to incorporate different ICT tools into their teaching practice

### Specific training objectives

- ✓ familiarise with basic ICT tools and practices that could help in language teaching (and learning)
- ✓ explore new ICT tools to make language lessons more appealing and interactive;
- ✓ share ideas about how ICT tools can be combined effectively with TBLT practices.

### Learning outcomes

By the end of the module, the learner will:

- be aware of a different range of ICT tools creating TBLT lesson material, as well as ICT tools that can stimulate learning in class such as tools for writing, listening, creativity and interactive lessons.
- able to search, select, and adapt copyright free materials that could be used in language lessons.
- create own digital content with basic tools.

Learning outcomes	Knowledge	Skills	Competencies	Assessment method
<b>LO1: be aware of a different range of ICT tools creating TBLT lesson material, as well as ICT tools that can stimulate learning in class such as tools for writing,</b>	Digital tools used to share digital materials	Using digital tools to share materials	Being interested in exploring different strategies so as to create engaging lessons and materials	Completion of videos and tutorials on sharing Practical activity to share a document through google drive

<b>listening, creativity and interactive lessons.</b>	Understand the different advantages of using blogs, tables, posters, emails, SMS's, recipes, and social networking websites for the development of the students' productions.	Use online and offline digital tools to improve the students' written productions.	Being proactive and interested in using ICT skills and digital tools to improve one's own teaching practices	Completion of video on writing tools for students and teachers Activity: translate a task in your languages manually and through a translator tool
	Importance of audio and visual materials in language classes	Finding suitable audio and digital materials for language classes		Completion of videos and tutorials on audio and video Activity: record your own small movie clip
		Producing audio and digital materials for language classes		
Awareness of digital tools to promote learners' engagement, e.g. jamboard	Using different digital tools to promote learners' engagement	Video and tutorials on interactive tools Activity: create a jamboard		
<b>LO2: able to search, select, and adapt copyright free, reliable and useful materials that could be used in language lessons</b>	The learner will be familiar with search strategies to find suitable learning materials	The learner can use effective search methods on the internet to meet one's needs.	The learner is able to search and critically evaluate online sources and content in order to use if for	Video on searching for content Videos and tutorials on copyright and evaluating content.

	<p>The learner understands the notion of copyright, the importance of critical evaluation, and why not all online resources can be used</p>	<p>The learner can evaluate sources critically.</p>	<p>educational content that responds to the specific needs of the learner</p>	<p>Activity: make a research on the story of one's native language; download and save as .pdf, and share the research on the MOOC's forum.</p> <p>Activity: Assess the trustworthiness and usability of the previously downloaded material</p>
<p><b>LO3: create own digital content with basic tools</b></p>	<p>The learner knows about different programmes and tools that can be used in creating digital materials</p>	<p>The learner can use the basic functions of Snipping Tool, Word and PowerPoint to create materials with digital resources (websites, photos, text, etc)</p>		<p>Video-lesson and video-tutorial on how to create a handout for students using texts and images</p> <p>Activity To create a document with free copyright photos and a document with a short paragraph (film overview) and share it online with the rest of</p>



				the team or the facilitator
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### **Assessment methods**

- Introductory and final quizzes
- Practical activities on how to use search engines to find the material you want; on copyright issues when downloading and using learning materials found on the Internet; on how to create a handout for students using texts and images; on how to use translation tools; on how to use presentation tools; on how to record and share a short video or audio using a mobile phone or computer camera on a given topic; on how to use Google Jamboard.

## Module 3: TBLT Curriculum

**Goal:** Help learners gain a deeper understanding of the TBLT approach and learn how to design a TBLT lesson

### Specific training objectives

- ✓ identify the steps in designing a TBLT lesson plan;
- ✓ design, create or adapt materials for your TBLT class;
- ✓ Practice in designing a TBLT learning lesson.

### Learning outcomes

By the end of the module, the learner will:

- Have a better understanding of the TBLT methodology and different kinds of task that can be developed in a TBLT class
- Be to identify students' needs, interests and capacities in order to promote relevant learning experiences;
- Know how to design a student-centred TBLT class, including learning goals, instruction method and materials

Learning outcome	Knowledge	Skills	Competencies	Assessment method
<b>LO1 - Understanding the different steps of the Task cycle to organise a TBLT language class</b>	The learner knows the structure of the task cycle.  Optional: the learner knows the different kinds	The learn is capable of distinguishing different kinds of tasks  The learner will be able to recognize the different	Showing an analytical attitude towards gaining new insights on different types of tasks	Videos on task Activity – Choose the right type of task for each task Activity - Decide which part belongs in the

	of tasks that can be part of a TBLT curriculum (information gab, reasoning gab, opinion gab)	steps of the task structure		pre-task phase, the task cycle phase or the post-task phase  Activity + Solution - Are these activities tasks?
<b>LO2 – Collect and understand the interest, needs and language level of students in order to create effective TBLT classes</b>	The learner will gain knowledge on the different strategies aimed at assessing learners' needs and interests	The learner is capable of selecting and using strategies and tools aimed at assessing learners' needs and interests	Showing a proactive and analytical attitude so as to assess learners' needs, interests and language level to create interesting and effective tasks	Video: learner's needs, skills and capacities Activity– Which task is suitable for adults? Activity solution
	The learner will know about different language levels of students in language learning	the learner will be able to assess (generally) the language level of students/students based on fluency and the CEFR framework		Text on CEFR, Text on different factors that influence the difficulty of the task Activity– choose the right level for each task
<b>LO3: outline a TBLT lesson including learning goals, method of instruction and</b>	The learner will know which factors influence the learning goals	Being capable to set the appropriate learning goals for a particular target group and time available	Being Proactive and using reflective and analytical skills so as to design a curriculum that would motivate learners	Text: setting the learning goals Activity – Select the appropriate learning goals

<b>materials</b>	The learner will know different methods of instruction that the teacher can adopt in a TBLT language lesson	The learner will be capable to selecting proper methodologies to ensure a successful completion of a given task		Text: choosing the method of instruction Activity – Which method of instruction is more appropriate?
	The learner be able to differentiate between tasks and other kinds of activities.	Based on the understanding of the main features of the task, the learner will be able to adapt ready-made activities into a TBLT task		Video: adapting your material Activity – are these activities tasks? + Activity solution

### Assessment methods

- Introductory and final quizzes
- Matching activity on tasks
- Open-ended questions concerning the importance of language curriculum and suitable tasks for different learners' profiles.
- Matching activities on how to choose the most suitable activity according to learners' language ability, and on how to find the most suitable goal for each activity
- Advanced: create a TBLT curriculum

## Module 4: TBLT in Classes

**Goal: Understand how to apply TBLT methodology to real classes**

### Specific training objectives

- ✓ Gain a deeper understanding of the methodology of TBLT through real-world recommendations/tips
- ✓ Gain knowledge on TBLT with authentic teaching situations applying the method
- ✓ Learn to effectively create and adapt TBLT activities/tasks in your classes

### Learning outcomes

By the end of the module, the learner will be able to:

- recognise the peculiarities of the role of teacher and learner in TBLT methodology;
- use TBLT method for the implementation of a language class
- create and adapt TBLT activities in class.

Learning Outcomes	Knowledge	Skills	Competencies	Assessment method
<b>LO1 – applying TBLT task structure in a real classroom setting</b>	Learner will know practical examples of TBLT tasks in a language class	Being capable of understanding the characteristics of TBLT language classes	Applying the TBLT methodology in the delivery of a language class, following the pre-task, task and post-task structure	Video: video of pre-task, tasks and post-task
	Learner will know the essential elements and			Quiz: “How to” assessment quiz

	functions of Pre-task, task and post-task in a TBLT class			
<b>LO2: Understanding the role of the teacher in TBLT and acting as a facilitator in class</b>	Understanding the role of the teacher and learner in TBLT learning settings	Using facilitating skills in TBLT learning settings	Being self-reflective so as to understand the role of the teacher in TBLT classes and act as a facilitator so as to provide learners with a suitable learning experience	Video Role of teacher 1 + 2 Text: learning materials  Quiz 4.3: Assessment test
	The learner will know about different teaching styles and TBLT	The learner will be able to select and use the most suitable teaching style in TBLT learning settings	Being proactive and being capable of adapting one's teaching style to learners' needs	Open question: discussion on the forum about facilitator terms
<b>LO3 – Creating and adapting TBLT activities/tasks for your classes</b>	Understanding lesson planning elements for TBLT learning settings.	Designing full TBLT lesson plan, including materials	Being innovative and creative so as to design and deliver pre-task and post-task activities in TBLT learning settings	Video +Text: How to choose materials Activity: TBLT activity, build your own lesson plan Video: Reviewing a lesson plan
		Able to create and adapt materials		

### Assessment methods

- Introductory and final quizzes
- Quizzes concerning learning materials

- Practical activity on how to prepare a TBLT lesson plan on a given topic

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## Module 5: Task-based Assessment in TBLT

**Goal: Enable learners to assess and test learners in TBLT learning settings**

### Specific training objectives

- ✓ understand the role and importance of assessment (feedback) in a TBLT lesson
- ✓ be aware of the importance of self-reflection so as to improve one's own teaching practice.
- ✓ Optional: understanding different assessment procedures and strategies that can be used in TBLT lessons

### Learning outcomes

By the end of the module, the learner will be able to:

- give constructive feedback
- self-reflect on their own teaching practice in order to grow as professionals.

Learning Outcomes	Knowledge	Skills	Competencies	Assessment method
<b>IO1- Understand the concept of feedback and use it adequately.</b>	Know the main techniques for providing positive or negative feedback;	Formulate positive and negative feedback according to a set of criteria so as to improve the learners' linguistic performances.	Formulate feedback at the right time according to criteria that reflect the teaching settings, the students' needs and objectives, the focus of	Video: assessment in TBLT Video: collecting meaningful data for assessment Text: How to give



			the teaching session	feedback Practical activity: formulate feedback for the learners
	Know the mechanism concerning students upon the reception of negative or positive feedback		Being empathetic when providing learners with feedback on their own performance	
<b>IO2 – importance of self-reflection</b>	Distinguish between reflection on action; reflection in action and reflection for action.	Being capable of self-assess one's own teaching practice	Develop a habit to self-reflection and ability to trace back one's learning process in order to take stock of one's progress and be able to set future goals.	Video: principles of reflective practices for language teaching. Activity: Final learning autobiography.
<b>(Optional/Advanced) LO3: Understanding the assessment procedures and strategies in TBLT</b>	The learner will recognize the characteristics of assessment procedures in TBLT	Being capable of distinguishing among different assessment procedures		Video: Characteristics of assessment in TBLT Matching activity: the features of TBLT evaluation (match feature to feature description).

	<p>The learner will know the importance of self-assessment as an effective way of assessment</p>	<p>Being capable of conveying to learners the importance to self-assess their own performance</p>	<p>Adopting a communicative attitude to allow learners to understand the importance of self-assessment</p>	<p>Video: importance of self- and peer-assessment Opinion activity: why self-assessment is important</p>
	<p>Identify the available assessment tools (assessment rubrics, journals, and portfolios, roleplay, project works, observation programmes) based on specific learning outcomes</p>	<p>Identifying suitable learning outcomes for each lesson and activity carried out in TBLT learning settings</p>	<p>Being capable of recognizing and making use of different data collection strategies so as to assess learners' performance</p>	<p>Video: needs analysis and learning outcomes Practical activity: criteria to set suitable learning outcomes Matching activity: Match the learning goals and data collection method</p>
	<p>know about different assessment criteria (fluency, accuracy, coherence, efficacy, non verbal communication, attitude)</p>	<p>Assess learners based on a given set of criteria (fluency, accuracy, coherence, efficacy, non verbal communication, attitude).</p>	<p>Showing an analytical attitude so as to select suitable assessment criteria</p>	<p>Video: planning evaluation of the learners' progress Practical activity: choosing the evaluation criteria for each task Text: assessment criteria Activity: assess students in the video according to set of</p>

				criteria
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### Assessment methods

- Introductory and final quizzes
- Practical activity of giving feedback
- Final self-reflection activity

# Assessment and Validation Tools

The following section presents in detail the assessment and validation tools designed in the frame of the TANDEM project.

They include:

- TANDEM Skills Matrix, a table summarising learning objectives and outcomes, and the assessment methods used in each module;
- TANDEM Rubrics, a table presenting the learning outcomes and the skills levels both trainers and learners can use to assess their learning pathway.
- TANDEM Badge System: an achievement-based validation system that learners can use to showcase their learning and improve their employability in the labour market.
- TANDEM certificate

## TANDEM Skills Matrix

TANDEM Skills Matrix is a table detailing all the learning units as well as learning outcomes, learning objectives and assessment methods set for each module. It aims to outline the contents and the goals of the MOOC and provide trainers with clear guidelines concerning the implementation of assessment procedures.

The skills matrix shall be regarded as a flexible and adaptable tool, as learning outcomes and assessment methods can be adapted according to learners' profiles following a preliminary evaluation.

To develop the skills matrix, the partnership has analysed the competencies, and the abilities aspiring teachers need to implement the TBLT approach in a non-formal learning environment. After carrying out such analysis, they have identified relevant learning objectives and outcomes and designed learning units (i.e. modules) accordingly. Thus, they pointed out appropriate assessment methods so as to recognise learning.

You will find TANDEM Skills Matrix below; for further information concerning the design of learning outcomes, please see the Practical Guidelines section.

Modules	Learning objectives	Learning outcomes	Assessment methods
An introduction to non-formal approaches to foster language learning	<ul style="list-style-type: none"> <li>• understand the concept of non-formal education and its benefits for language learning</li> <li>• name the basic elements of TBLT methodology, such as task, structure and benefits</li> <li>• understand the concept of language awareness and being able to adapt one's use of language based on one's students</li> </ul>	<p>By the end of the module, the learner will...</p> <ul style="list-style-type: none"> <li>• be familiar with the concept of non-formal education, and be able to recognize and use non-formal activities so as to prepare for language classes;</li> <li>• Recognize the basic structure of TBLT (pre-task; task cycle and post-task) and list why TBLT can be useful for language teaching.</li> <li>• Understand the concept of language awareness and its importance for language teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory and final quizzes</li> <li>• Activities aimed at identifying the characteristics of formal and non-formal education; the advantages of non-formal education in language teaching.</li> <li>• Matching activities aimed at allowing learners to recognise tasks and their main features.</li> <li>• Multiple choice activity to better understand the definition of language awareness</li> </ul>

<p style="text-align: center;">Language Teaching and ICT</p>	<ul style="list-style-type: none"> <li>• familiarise with basic ICT tools and practices that could help in language teaching (and learning)</li> <li>• explore new ICT tools to make language lessons more appealing and interactive;</li> <li>• share ideas about how ICT tools can be combined effectively with TBLT practices.</li> </ul>	<p>By the end of the module, the learner will...</p> <ul style="list-style-type: none"> <li>• be aware of a different range of ICT tools creating TBLT lesson material, as well as ICT tools that can stimulate learning in class such as tools for writing, listening, creativity and interactive lessons.</li> <li>• able to search, select, and adapt copyright free materials that could be used in language lessons</li> <li>• create own digital content with basic tools</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory and final quizzes</li> <li>• Practical activities on how to use search engines to find the material you want; on copyright issues when downloading and using learning materials found on the Internet; on how to create a handout for students using texts and images; on how to use translation tools; on how to use presentation tools; on how to record and share a short video or audio using a mobile phone or computer camera on a given topic; on how to use Google Jamboard</li> </ul>
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<p style="text-align: center;">TBLT Curriculum</p>	<ul style="list-style-type: none"> <li>• identify the steps in designing a TBLT lesson plan;</li> <li>• design, create or adapt materials for your TBLT class;</li> <li>• Practice in designing a TBLT learning lesson.</li> </ul>	<p>By the end of the module, the learner will...</p> <ul style="list-style-type: none"> <li>• Have a better understanding of the TBLT methodology and different kinds of task that can be developed in a TBLT class</li> <li>• Be to identify students' needs, interests and capacities in order to promote relevant learning experiences;</li> <li>• Know how to design a student-centred TBLT class, including learning goals, instruction method and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory and final quizzes</li> <li>• Matching activity on tasks</li> <li>• Open-ended questions concerning the importance of language curriculum and suitable tasks for different learners' profiles.</li> <li>• Matching activities on how to choose the most suitable activity according to learners' language ability, and on how to find the most suitable goal for each activity</li> <li>• Advanced: create a TBLT curriculum</li> </ul>
<p style="text-align: center;">TBLT in Classes</p>	<ul style="list-style-type: none"> <li>• Gain a deeper understanding of the methodology of TBLT through real-world recommendations/tips</li> <li>• Gain knowledge on TBLT with authentic teaching situations applying the method</li> <li>• Learn to effectively create and adapt TBLT activities/tasks in your classes</li> </ul>	<p>By the end of the module, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• recognise the peculiarities of the role of teacher and learner in TBLT methodology;</li> <li>• use TBLT method for the implementation of a language class</li> <li>• create and adapt TBLT activities in class.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory and final quizzes</li> <li>• Quizzes concerning learning materials</li> <li>• Practical activity on how to prepare a TBLT lesson plan on a given topic</li> <li>•</li> </ul>

<p>Task-based Assessment in TBLT</p>	<ul style="list-style-type: none"> <li>• understand the role and importance of assessment (feedback) in a TBLT lesson</li> <li>• be aware of the importance of self-reflection so as to improve one's own teaching practice.</li> <li>• Optional: understanding different assessment procedures and strategies that can be used in TBLT lessons</li> </ul>	<p>By the end of the module, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• give constructive feedback</li> <li>• self-reflect on their own teaching practice in order to grow as professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory and final quizzes</li> <li>• Practical activity of giving feedback</li> <li>• Final self-reflection activity</li> </ul>
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## TANDEM Rubrics

The TANDEM Rubrics is a valuable assessment tool designed for trainers and learners as they indicate achievement criteria for each learning outcome outlined in the Skills Matrix. They aim to provide feedback on the learning path by stating how each learner masters relevant competencies in the identified domain.

Rubrics are a beneficial and powerful assessment instrument. They provide information concerning the aspects both trainers and learners should pay attention to so as to analyse the quality of teaching and learning processes and support growth. It is crucial to create rubrics that help individuals focus and make use of the feedback they receive and self-pace their learning. Moreover, they can also be vital allies in non-formal settings as they promote an increasingly independent and autonomous attitude.

Rubrics can also foster collaboration between trainers and learners as they offer a joint base for analysing and measuring the quality of a body of work. If there are any discrepancies between self and teacher's assessments, learning actors can meet in order to compare and explain their respective points of view. In this way, teachers and learners can gain a holistic understanding of the teaching and learning processes and become fully aware of their roles and their responsibilities.

In this sense, it can also be a good idea to have trainers and learners work together on defining and amending the rubrics throughout the course to encourage participation and reach a common understanding of learning outcomes and achievement levels. Such an approach could also empower learners who would feel a sense of ownership of their learning trajectories, impacting empowerment and inclusion strategies.

For these reasons, the partnership has created two different rubrics to use during the piloting: one targeted at trainers, the other at learners to allow the latter to self-assess the skills they have acquired after completing the modules. As the target group of the project is low-skilled adults, the rubrics for self-assessment of the learners have been simplified, however they refer to the same learning objectives.

The TANDEM Rubrics can be easily adapted to different learner profiles and learning environments by proposing relevant changes to the wording of each achievement statement. As a matter of fact, the rubrics have both been amended after piloting in order to align them to learning contents and the needs of those who have participated in the training. These changes are based on the suggestions, and the feedback received from trainers.

Please read the Practical Guidelines section for further information and tips concerning the rubric.



## Rubric for Trainers

<b>Module 1 – Introduction to non-formal activities</b>		
<b>LO1 – Using non-formal and informal methodologies (e.g. icebreakers, role-playing, simulations) in language classes</b>		
4	The learner can perfectly use and research non-formal and informal methodologies to prepare for language classes and is able to test new learning strategies.	
3	The learner can use the non-formal and informal methodologies presented in the module to prepare for language classes independently.	
2	The learner can use some of the non-formal and informal methodologies presented in the module but needs some guidance when applying them.	
1	The learner is not capable of using the non-formal and informal methodologies presented in the module.	
<b>LO2 – Recognising the principles and the advantages of TBLT</b>		
4	The learner fully understands the TBLT task structure and the advantages of TBLT and can easily explain them to others.	
3	The learner understands the TBLT task structure and the advantages of TBLT	
2	The learner understands some of the TBLT task structure and the advantages of TBLT.	
1	The learner does not understand the TBLT task structure and the advantages of TBLT	
<b>LO3 – Appreciating the importance of language awareness (i.e. an enhanced consciousness of the forms and functions of language) for language teaching</b>		
4	The learner is perfectly conscious of the definition and importance of language awareness and can explain it to others	
3	The learner is conscious of the importance of language awareness	
2	The learner is partly conscious of the importance of language awareness	
1	The learner does not understand the concept of language awareness	
<b>Module 2 – Language Teaching and ICT</b>		
<b>LO1 – Using basic ICT tools and strategies</b>		
4	The learner can use the ICT tools and strategies presented in the module and more advanced tools as well.	
3	The learner can use the basic ICT tools and strategies presented in the module in an autonomous way.	
2	The learner can use some of the basic ICT tools and strategies presented in the module with some guidance.	
1	The learner cannot use the ICT tools and strategies presented in the module.	
<b>LO2 – Getting to know the legal Framework regulating the use of digital copyrighted material</b>		
4	The learner is perfectly aware of the legal Framework regulating the use of digital copyrighted material and can appropriately use this information to select relevant learning material.	
3	The learner is aware of the legal Framework regulating the use of digital copyrighted materials but still needs some guidance when selecting learning material.	
2	The learner is partly aware of the legal Framework regulating the use of digital copyrighted materials but still needs thorough instructions when selecting appropriate learning material.	
1	The learner is not aware of the legal Framework regulating the use of digital copyrighted material and needs further studies.	
<b>LO3 – Choosing specific ICT tools to deliver interactive and engaging TBLT lessons</b>		

4	The learner can autonomously identify and use relevant ICT tools to deliver interactive and engaging TBLT lessons and is eager to explore and test different digital approaches.	
3	The learner can identify specific ICT tools and use those presented in the module to plan an interactive and engaging TBLT lessons.	
2	The learner can identify some of the ICT tools presented in the module, even though they still need further guidance to use them to deliver interactive and engaging TBLT lessons.	
1	The learner cannot identify nor use any of the ICT tools presented in the module.	
<b>Module 3 – TBLT Curriculum</b>		
<b>LO1 – Recognising the different phases of the task cycle to deliver a TBLT lesson</b>		
4	The learner can easily recognise all the different phases of the task cycle to deliver a TBLT lesson and explain it to others	
3	The learner can recognise all the different phases of the task cycle to deliver a TBLT lesson.	
2	The learner can recognise some of the phases of the task cycle to deliver a TBLT lesson.	
1	The learner cannot recognise any of the phases of the task cycle to deliver a TBLT lesson.	
<b>LO2 – Identifying learners’ needs, interests and capacities in order to promote relevant learning experiences</b>		
4	The learner can easily identify learners’ needs, interests, and capacities to promote relevant learning experiences and carry out personal research on the topic to improve teaching practice.	
3	The learner can identify learners’ needs, interests, and capacities to promote relevant learning experiences.	
2	The learner can identify some learners’ needs, interests and capacities in order to promote relevant learning experiences	
1	The learner cannot identify learners’ needs, interests and capacities and cannot promote relevant learning experiences	
<b>LO3: outline a TBLT lesson including learning goals, method of instruction and materials</b>		
4	The learner can create a full lesson plan with appropriate learning goals, method of instruction and authentic or adapted materials	
3	The learner can create a lesson plan with learning goals, methods of instruction and materials however not completely aligned or appropriate.	
2	The learner can think of some elements of the TBLT lesson but needs thorough guidance to create a coherence lesson plan	
1	The learner does not understand the elements of the lesson plan and is not able to autonomously think of learning goals, methods and materials	
<b>Module 4 – TBLT in Classes</b>		
<b>LO1 – Recognising the peculiarities of teacher and learner roles in TBLT</b>		
4	The learner can easily recognise the peculiarities of teacher and learner roles in TBLT and explain this to others	
3	The learner can recognise the peculiarities of teacher and learner roles in TBLT	
2	The learner can recognise some of the peculiarities of teacher and learner roles in TBLT.	
1	The learner cannot recognise any of the peculiarities of teacher and learner roles in TBLT.	
<b>LO2 – Applying TBLT to real classroom settings</b>		
4	The learner can deliver a complete lesson using TBLT methodology and describe all the relevant procedures to others.	
3	The learner can apply some features of the TBLT methodology to real classroom	

	settings.	
2	After receiving relevant instructions, the learner can apply some features of the TBLT methodology presented in the module to real classroom settings.	
1	The learner cannot apply TBLT methodology to real classroom settings.	
<b>LO3 – Creating and adapting TBLT activities in class</b>		
4	The learner can easily create and adapt TBLT activities and explain all the relevant procedures to others after carrying out personal research on the topic.	
3	The learner can create and adapt TBLT activities in class following the instructions presented in the module.	
2	The learner can adapt some TBLT activities after receiving thorough instructions.	
1	The learner cannot create nor adapt TBLT activities in class.	
<b>Module 5 – Task-based Assessment in TBLT</b>		
<b>LO1 – Giving Feedback</b>		
4	The learner is able to understand the concept of giving feedback and knows when and how to give feedback in a TBLT lesson	
3	The learner is able to understand the concept of giving feedback but needs some guidance in formulating constructive feedback in practice	
2	The learner is able to understand the concept of constructive feedback and is not able to formulate the feedback autonomously	
1	The learner does not understand the concept of constructive feedback	
<b>LO2 – Self-reflecting on one’s teaching practice</b>		
4	The learner is perfectly aware of the importance of self-reflection to improve their practice and is eager to carry out these activities regularly to grow as a professional	
3	The learner is aware of the importance of self-reflection to improve their teaching practice to grow as a professional.	
2	The learner is not fully aware of the importance of self-reflection to grow as a professional. However, they can apply some of the strategies presented in the module.	
1	The learner is not aware of the importance of self-reflection to grow as a professional. They are not capable of carrying out any of the activities presented in the module.	

## Student Self-Assessment Rubric

Below you find some sentences to help us understand what you have learned. You can answer each question with a number from 1 to 4, indicating how much you agree with the sentence;

**1 = No**

**2 = A little bit**

**3 = Quite**

**4= Yes**

### Module 1 – Introduction to non-formal education

**LO1 – I am familiar with non-formal and informal methodologies that I could use in my language classes (e.g. icebreaker activities, role-plays and simulations).**

1= No                      2= A little bit                      3= Quite                      4= Yes

**LO2 – I recognize the basic structure of the TBLT method (pre- cycle and post-task) and how TBLT can be beneficial for language teaching**

1= No                      2= A little bit                      3= Quite                      4= Yes

**LO3 – I know what “language awareness” is and why it is important for language teaching**

1= No                      2= A little bit                      3= Quite                      4= Yes

### Module 2 – Digital skills and language teaching

**LO1 – I know a range of different digital tools that can be used for language teaching**

1= No                      2= A little bit                      3= Quite                      4= Yes

**LO1 – I am able to search and find reliable and useful content for a language lesson**

1= No                      2= A little bit                      3= Quite                      4= Yes

**LO1 – I know and choose specific ICT tools make my language lesson more interactive and engaging**

1= No                      2= A little bit                      3= Quite                      4= Yes

### Module 3 –TBLT Curriculum

**LO1 – I understand the different steps of the Task cycle to organise a TBLT language class**

1= No                      2= A little bit                      3= Quite                      4= Yes

**LO2 – I understand how to get to know the needs and interests of my students, which are important to organise my language classes**

1= No                      2= A little bit                      3= Quite                      4= Yes

**LO3 – I can outline a TBLT lesson including learning goals, method of instruction and materials**

1= No                      2= A little bit                      3= Quite                      4= Yes

**Module 4 – TBLT method in class**

**LO1 – I know what is the role of the teacher during a lesson based on the TBLT method**

1= No                      2= A little bit                      3= Quite                      4= Yes

**LO2 – I know how to use the TBLT method during my language class**

1= No                      2= A little bit                      3= Quite                      4= Yes

**LO3 – I know how to create activities based on the TBLT method for my language class**

1= No                      2= A little bit                      3= Quite                      4= Yes

**Module 5 –Task-based assessment**

**LO1 – I am able to give constructive feedback**

1= No                      2= A little bit                      3= Quite                      4= Yes

**LO2 – I understand the importance of reflecting on myself and how I can improve as a teacher**

1= No                      2= A little bit                      3= Quite                      4= Yes

## TANDEM Badge System

Badges have become popular in the last decade as an alternative assessment and validation tool in different learning contexts. They are thought to improve learners' motivation, as they allow them to showcase and be rewarded for their learning.

At the same time, badges can be helpful to recognise skills achievements in non-formal and informal environments. Indeed, badges can give visibility to the progress made to acquire a specific competence as well as document participation. This tool becomes essential when promoting self and peer learning. It can provide learners with the opportunity to face and overcome challenges, focus on their performance, and succeed as it contains a gamification component.

In a changing educational system that tries to cater for different learning styles and needs and labour market demands, badges can support the recognition of micro-credentials and sustain access to professional opportunities.

For these reasons, the TANDEM partnership decided to design a badge system that would enable trainers and participants to monitor and recognise learners' signs of progress throughout the course. Participants are awarded a badge upon completion of the assessment activities and exercises outlined in the Skills Matrix and set to measure the achievement level of relevant learning outcomes. The partnership has decided to award a different badge for each completed learning objective.

The badges thus represent the progressive learning path throughout the MOOC. Furthermore, the final quizzes at each module are to validate the knowledge of the learner and their successful completion (receiving a grade of 50% or higher) will lead to the generation of the certificate of completion.

Below you will find a representation of the TANDEM badges.





# Practical Guidelines

## Determining learning outcomes

Learning outcomes are the heart of the development of TANDEM assessment and validation tools. The following sections includes a few tips on how to write learning outcomes based on the guidelines issued by CEDEFOP and relevant educational providers. As stated before, the learning outcomes are a set of knowledge, skills and abilities acquired at the end of a learning process. They are considered essential to enhance learning, promote learners' participation, facilitate the recognition and the transparency of learning achievements and improve the flexibility of educational systems.

One of the most important characteristics of learning outcomes is that they help elaborate and reflect on learning experiences to identify specific needs and mental processes deemed necessary in constructivist theories of education (e.g. Vygotsky, Kolb and others). Constructivist approaches, in fact, promote active learning processes where knowledge is socially constructed. Such ideas require careful elaborate, and precise learning outcomes to create a shared understanding of concepts and skills that need to be acquired.

As they are so important, it is essential to learn how to write appropriate learning outcomes. In the frame of TANDEM, the partnership first carefully analysed the competence profile so as to focus on modular learning outcomes and outline what learners need to understand, know and be able to do at the end of each module. As we said before, learning outcomes feature 3 dimensions:

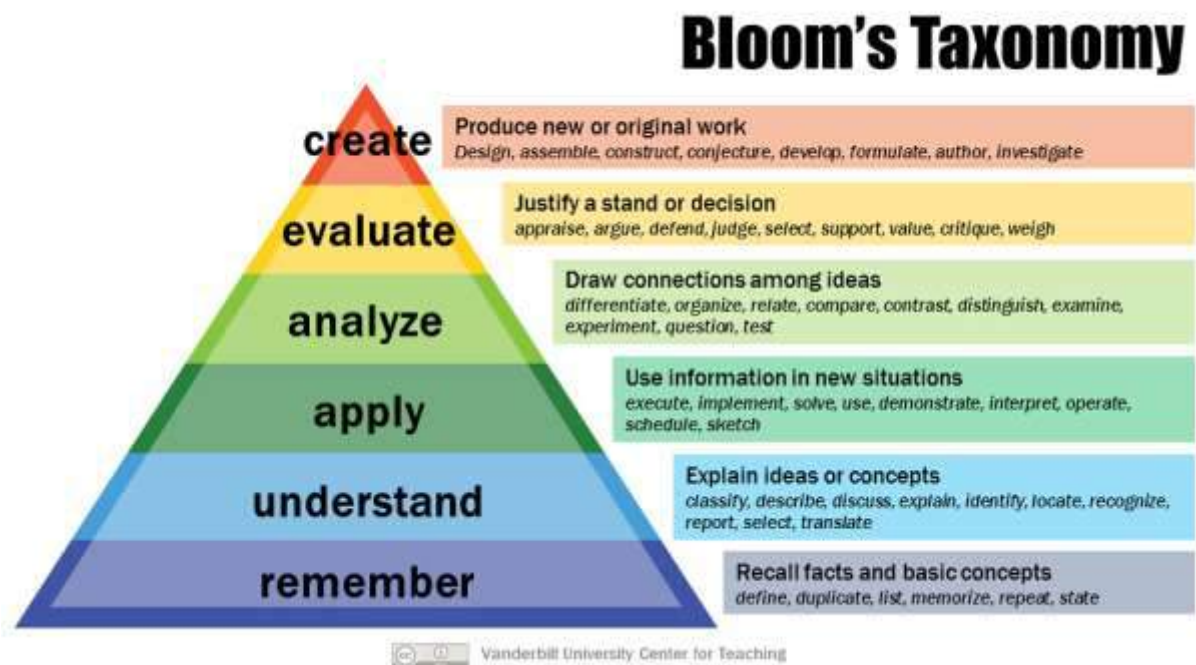
- Cognitive (what a learner knows and understands);
- Psychomotor (what a learner is able to do/perform);
- Affective (Beliefs, values and attitudes of a learner).

Therefore, one should pay attention and cater to all these domains when defining learning outcomes by outlining the 3 elements: **knowledge, skills and competences**:

1. **Knowledge** refers to facts, principles, theories, and practices that are related to a field of work or study. Knowledge is described as theoretical and/or factual knowledge
2. **Skills** mean the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive, and creative thinking) or practical (use of methods, materials, tools and instruments)

3. **Competence** means the proven ability to use knowledge, skills, personal, social and methodological abilities in work or study situations as well as in professional and personal development. It is described in terms of responsibility and autonomy.

In the process of creating the learning objectives, the TANDEM partners made use of the Bloom's Taxonomy: <https://bloomstaxonomy.net/> This a model used for classification of educational learning objectives into levels of complexity and specificity. Though the taxonomy has 3 models, referring to the cognitive, affective and psychomotor domain, within the project, mainly the cognitive domain was used for the definition of learning objectives. The taxonomy can help in searching for the right action verbs related to the level of complexity that the learning outcome is aiming for.



To formulate appropriate learning outcomes, the partnership respected the following rules:

1. First of all, one needs to start with the following sentence: *At the end of the module, the learner will be able to...*
2. Then, the sentence must be followed by an action verb concerning the kind of knowledge or ability that learners should be able to demonstrate to achieve the learning goal.
3. At the same time, it is essential to be realistic and consider existing knowledge and the duration of the learning path.
4. Writing learning outcomes in a language that learners can easily understand and be as concise as possible to avoid vagueness is of utmost importance.

5. For the same reason, it is vital to keep the number of learning outcomes to a minimum.
6. It is crucial to avoid any ambiguity. Thus, it is appropriate to state clearly the context and connect the learning outcome to the appropriate assessment methods, criteria and activity. Avoid vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of, in order to reduce ambiguity. These terms are associated with teaching objectives rather than learning outcomes.
7. Finally, writing learning outcomes should be regarded as an iterative process subjected to constant revision and improvement. Such a revision is fundamental to answering individual needs and characteristics. Moreover, in the view of a co-creation approach, it is crucial to involve learners in such a procedure to allow them to have an increased sense of ownership over their learning path.

## Outlining the rubric

As working on writing the learning outcomes, it is important to ask ourselves how these outcomes will be assessed, i.e. how will you know if the student has achieved these learning outcomes? Clearly, it is necessary to have some form of assessment tool or technique in order to determine the extent to which learning outcomes have been achieved. In the TANDEM project, direct assessment techniques were used. Examples of direct assessment techniques are the use of written examinations, project work, portfolios, grading system with rubrics, theses, reflective journals, performance assessment, etc.

As we have seen in the previous sections, learning outcomes are the basis for finding educational and validation procedures. Rubrics do play a fundamental role in this sense, as they provide necessary information to evaluate the achievement level of learners and create consistent assessment procedures.

The TANDEM partnership decided to start from learning outcomes and then define achievement levels to outline the rubric. In this process, it is always advisable to:

1. Agree on the essential elements that characterise the learner's performance, providing examples.
2. Determine clear criteria for each achievement or performance level to write appropriate and relevant descriptors.
3. Decide the number of achievement levels to be included in the rubrics. In the TANDEM case, the partnership had initially set five performance levels that were reduced to four to answer learners' and trainers' needs;
4. Provide an accurate description of each achievement level to allow learners to perform self-assessment and have a clear idea of their progress.

5. Personalise the rubric by providing learners with individual comments and feedback.
6. Have learners participate in creating the rubric and start a discussion to adapt it better and make it more personally relevant.
7. Revise the rubric regularly to keep that updated and relevant to individual learning paths.

Finally, it is crucial to distribute and give visibility to the rubric from the start of the learning offer to ensure learners have a clear idea of the descriptors and the criteria against which their performances are measured.



# Lessons learned from the Piloting experience

The Framework including the skills matrix and the Rubrics were tested during the piloting of the MOOC (online and offline) and the language cafés. The MOOC focused mainly on the teaching and digital competences, whereas the language cafés aimed to increase the cultural awareness and expression of participants.

Based on the experience of testing activities in all partner countries, the following lessons learned have been identified. These can be really useful suggestions to transfer our framework to your specific context, targets and needs:

## **Monitoring and assessment tools:**

The assessment tools were used to track the progress that the students made in completing the modules. We were more interested in “did they complete the section?” versus “did they answer all of those questions correctly?” The assessment tool was used to monitor if the students completed the activities and understood the content before moving along to the next section. It was not used to make sure they got every question right but rather to ensure that they had a base understanding before moving along and continuing on with the materials.

## **Flexibility in evaluation:**

Evaluation needs to be flexible. When working with low-skilled migrants, one cannot take self-assessment competences for granted. Therefore, depending on the level of the group, the formulation of the rubrics has to be adapted to the level of the participants. Whereas in an advanced group of participants who have experience with self-assessment, a more detailed formulation can be used, the simplified rubrics should be used with participants who are new to self-assessment.

Furthermore, the rubrics have been designed in such a way, to respond to different levels of participants and thus to be on the MOOC as a universal tool. However, when using the rubrics in face-to-face classes, they can be adapted based on the initial skills screening outcomes and on the individual goals and level of participants.

## **Double benefit of self-assessment**

Though assessment allows for the evaluation of the participants in their learning progress and consequently their validation of acquired skills, doing the self-assessment was part of the learning process itself. By engaging in assessment activities, participants would increase their self-awareness and assessment skills. One can even use the rubrics as an activity of peer-assessment.

Finally, the rubrics can also help participants to be inspired for their own assessment activities when planning and implementing language classes.

### **Share the evaluation process**

By using the rubrics and the beginning and at the end of the MOOC, participants are aware of the learning goals and the possibilities for evaluation. This stimulates participants to set their own learning goals in terms of performance and knowledge acquisition. Furthermore, it will increase motivation and self-confidence to see the improvement of skills and competences by the end of the process.

### **Adapting the learning offer to the individual profile**

When working with groups who have no teaching background, interactive and hands-on activities are very important and need to cover at least half (if not more) of the training activities. By using evaluation materials, such as the rubrics at the beginning of the learning offer, the weaker topics can be identified from the start. By reviewing the individual activities of the MOOC and the level of skills and knowledge of each individual participant, the TANDM partners have adapted the learning material to reach the learning objectives and make the learning offer fitting to the individual profile.



## Conclusions

The tools introduced in the present document allow for the evaluation, monitoring and recognition of the learning outcomes achieved in the frame of the TANDEM project. As stated before, these instruments can be easily adapted to other learning contexts and learning environments since they were designed according to flexibility and co-creation principles.

We hope the Framework could significantly impact the ability of adult education institutions, language training centres, associations that work with low-qualified migrants and locals to create and promote upskilling pathways. We aimed to provide them with technical support for screening, monitoring, assessing, and validating skills.

Thanks to the Framework, different actors and stakeholders working in close connection with TANDEM's target groups would have the opportunity to adapt their work to their target's needs.

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## Relevant websites

Cedefop ECVET page: <http://www.cedefop.europa.eu/en/events-andprojects/projects/ecvet-european-credit-system-vocational-education-and-training>

European Skills Agenda: <https://ec.europa.eu/social/main.jsp?catId=1223&langId=en>

# Annex 1 - Certificate

## Certificate of Completion

This is to certify that

**NAME SURNAME**

Has participated and completed  
The MOOC on Task-Based Language Teaching  
25h online

Offered by the project financed by the Erasmus+ KA2 programme:



TANDEM

Task-based laNguage teaching anD collaborative lEarning for upskilling low-qualified Migrants  
Project n° 2019-1-IT02-KA204-063135

For information about the topics and learning outcomes covered by the MOOC please  
have a look here: [www.shorturl.at/ahIMU](http://www.shorturl.at/ahIMU)  
For more information about the project [www.teachyourlanguage.eu](http://www.teachyourlanguage.eu)

Date	Signature of Legal representative of CSC Danilo Dolci	Signature of Iberika Education Group dGmbH
	 	 













# Annex 2 - Skills screening questionnaire

## Section 1: About You

1. What is your gender?

- Female
- Male

2. What is your age?

- 18 – 30
- 31 – 44
- 45 -

3. What is your country of residence?

4. What is your country of birth (and nationality if different)?

5. How many years have you been living in your current country/location?

- Less than one year
- One to two years
- Three to four years
- Five to six years
- Six or more/All your life

6. Where do you live?

- A village, hamlet or rural area (fewer than three thousand people)
- A small town (three thousand to around fifteen thousand people)
- A town (fifteen thousand to around hundred thousand people)
- A city (hundred thousand to around one million people)
- A large city (over one million people)

7. What is your current employment status?

- Working in full-time paid employment
- Working in part-time paid employment
- Not working, but looking for a job

- On public support
- Attending a training program/studying (If yes, what training \_\_\_\_\_)
- Other, e.g. home duties, retired (Please specify \_\_\_\_\_)

8. Do you have previous work experience?

- Yes
- No

9. What is the highest level of schooling completed?

- 3 years
- 5-9 years
- More (Specify \_\_\_\_\_)

## Section 2: About languages you speak

10. What is/are your mother language(s)?

11. Do you speak the host language?

12. Which other language(s) do you speak?  
Please indicate for each language your level of fluency of this language (in speaking, listening, reading and writing), the frequency you use this language, and the place where you use this language (e.g. home, work, friends, when talking to your family, etc)

**(Note for the person who conducts the interview: Please have in front of you during the interview and explain to the interviewer the different levels of language competence according to CERF<sup>3</sup>)**

Language	Level				Where do you use this language?
	Speaking	Reading	Writing	Listening	

<sup>3</sup> <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>


**Section 3: Literacy skills:**

13. Do you read (i.e. books, articles in magazine or online, etc)?  
Please also specify the language):

- Yes
- No
- Sometimes

13a. If yes or sometimes, how often do you read?

- Every day
- A few times a week
- Sometimes
- No, because \_\_\_\_\_

14. Do you write or fill-in documents regularly?

- Yes
- No
- Sometimes

15. Do you write letters?

- Yes, lots of letters
- Yes, some letters
- No, I do not write letters

**Section 5: Your native language skills**

16. Is there something that you think you need or you would like to improve in your native language?

- Listening
- Speaking
- Reading
- d. Writing
- e. Other (Please specify, \_\_\_\_\_)
- f. Nothing

17. Do you have any experience with teaching languages?

- Yes
- No

17a. If you replied yes in the previous question, please specify the language as well as what was your experience?

18. Do you think you could teach your native language?

- Yes
- No

i. Because I do not speak the language good enough (missing of language skills)

ii. Because I do not have experience with teaching (missing of teaching skills)

iii. Because I don't want to teach

- No but I could teach another language. If so, which one \_\_\_\_\_

19. (Only if answer on question 18 is positive) What would you need to learn more, for you to teach a language of your choice? (state first the language, your sufficiency in this language, and then the learning needs in order to enhance this language)

Language	Language sufficiency				Learning needs for teaching this language (language learning needs + teaching learning needs)
	Beginner	Intermediate	Advanced	Native	
					<ul style="list-style-type: none"> <li>• Need to improve my language skills in this language</li> <li>• Need teaching skills               <ul style="list-style-type: none"> <li>• 1.Theory/Methodology</li> <li>• 2.Practice (experience)</li> </ul> </li> <li>• Digital skills</li> <li>• Extra comments:</li> </ul>

	Beginner	Intermediate	Advanced	Native	<ul style="list-style-type: none"> <li>• Need to improve my language skills in this language</li> <li>• Need teaching skills             <ol style="list-style-type: none"> <li>1.Theory/Methodology</li> <li>2.Practice (experience)</li> </ol> </li> <li>• Digital skills</li> <li>• Extra comments:</li> </ul>
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## Section 6: importance of language

20. Please indicate, how useful is **knowing the local language** for...

	Not useful at all	Hardly useful	Quite useful	Very useful
For your further education				
For your personal life				
For your future work				
For getting a job now				
For contact with locals				
For your personal satisfaction				
For the use of computers and other technical devices				
For reading books, magazines, etc.				
For entertainment (movies, television programs, music, games)				

Extra comments:

21. How useful is knowing **foreign languages** for....

	Not useful at all	Hardly useful	Quite useful	Very useful
For your further education				
For your personal life				
For your future work				

For getting a job now				
For contact with locals				
For your personal satisfaction				
For the use of computers and other technical devices				
For reading books, magazines, etc.				
For entertainment (movies, television programs, music, games)				

## Section 7: Your digital equipment

25. How many of these are there in your home?

	None	One	Two	Three or more
Smartphones				
Computers, laptops or tablets				

26. How often do you use a computer/tablet?

	Never	Few times a year	About once every month	A few times a month	A few times a week	Every Day
For finding information						
For games						
For entertainment (e.g. music, movies, video clips)						
For contact with others (e.g. email, social media, chatting)						
For learning						

27. How often do you use a smartphone?

	Never	Few times a	About once	A few times a	A few times a	Every Day



		year	every month	month	week	
For finding information						
For games						
For entertainment (e.g. music, movies, video clips)						
For contact with others (e.g. email, social media, chatting)						
For learning						

## Section 8: Your digital skills

Use the statements from DigComp 2.1

### 28. Competence area 1: Information and data literacy

	Foundation		Intermediate		Advanced	
	1	2	3	4	5	6
Browsing, searching, filtering data, information and digital content						
Evaluating data, information and digital content						
Managing data, information and digital content						

### 29. Competence area 2: Communication and collaboration

	Foundation		Intermediate		Advanced	
	1	2	3	4	5	6
Interacting through digital technologies						
Sharing through digital technologies						
Engaging in citizenship through digital technologies						
Collaborating through digital technologies						
Netiquette						
Managing digital identity						

### 30. Competence area 3: Digital content creation

	Foundation		Intermediate		Advanced	
	1	2	3	4	5	6
Developing digital content						

Integrating and re-elaborating digital content						
Copyright and licences						
Programming						

### 31. Competence area 4: Safety

	Foundation		Intermediate		Advanced	
	1	2	3	4	5	6
Protecting devices						
Protecting personal data and privacy						
Protecting health and well-being						
Protecting the environment						

### 32. Competence area 5: Problem solving

	Foundation		Intermediate		Advanced	
	1	2	3	4	5	6
Solving technical problems						
Identifying needs and technological responses						
Creatively using digital technologies						
Identifying digital competence gaps						

## Section 9: Daily challenges:

33. Do you have any challenges daily due to a lack of qualifications/competences or the fact that some of your qualifications are not being recognized? If yes, please specify.

34. Do you face any difficulties daily because you are living in a foreign country?

## Section 10: Your cultural awareness and expression skills:

35. How often do you participate in cultural activities/events where people with cultural backgrounds different than yours are attending?

- Every day

- Once a week
- Once a month
- A few times a year
- Never

36. How often do you interact (talk...) with people with cultural backgrounds different than yours?

- Every day
- Once a week
- Once a month
- A few times a year
- Never

37. How interesting is it to you to meet people with cultural backgrounds different than yours?

- Very interesting, I like it a lot to meeting people who come from different culture
- Interesting, it is nice to meet them but not every day
- Indifferent, sometimes it is nice, but I am not particularly interested in meeting people from other cultures
- Not interesting, I rather meet people that are from the same cultural background as me

38. How do/did you express yourself when you cannot use your language (because for example you meet people who do not speak the same language as you)

- Transversal languages (English or French, or\_\_\_\_\_)
- Drawing
- Body language
- Other, please specify\_\_\_\_\_

39. Was there an experience or situations where you could not understand/deal with the host country's culture? How did you manage to resolve the situation?



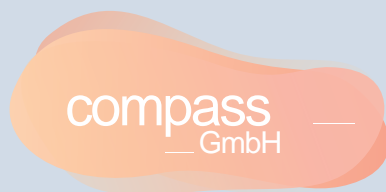
**CENTRO SVILUPPO  
CREATIVO  
DANILO DOLCI**

**Centro per lo Sviluppo  
Creativo "Danilo Dolci"**  
Italy - [danilodolci.org](http://danilodolci.org)



**Συνεργασία  
Ενεργών Πολιτών**

**Active Citizens Partnership**  
Greece - [activecitizens.eu](http://activecitizens.eu)



**compass  
GmbH**

**Compass GmbH**  
Germany - [compass4you.at](http://compass4you.at)



**Center for Social  
Innovation**

**CSI Center for Social  
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