



Informal Learning Patterns Result 2.4

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1. Informal learning patterns

How can informal (“unplanned”) learning be improved without “formalising” it too much?

We developed a new planning device as counterpart to “instructional design patterns” that are used in formalised learning.

Basing on the concept of the Göttingen Katalog Didaktischer Modelle” (GKDM¹) 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.

Please note that this Inventory is based on a competence definition which explains competence as the ability of a person to apply a mixture of knowledge, skills and attitudes/values in a specific situation and a specific quality (level).

Hence the 3 dimensions “knowledge, skills (activities) and attitudes (emotions/values) are crucial to outline the effect and impact of the informal learning on the competence development.

We are aiming to expand the models into planning devices of practical (situative) learning in which learners develop their competences rather informally along practical requirements and “challenges” and problems and assignments that they have to tackle in (professional) real life situations.

The growing inventory of “informal learning patterns” will be a useful instrument for stakeholders from practical projects to informal school projects to try new ways of informal learning in their projects.

The ILP refers to experts in the field (for instance to the responsible persons in grass-root projects, HR managers or to teachers/trainers who plan rather informal activities of their students/learners in real life situations). 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.

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


On the last page there is an empty pattern which you can use for the patterns that you discovered...

¹ For more information please retrieve: http://www.blinc-eu.org/uploads/media/Toolbox_on_GKDM.pdf

No	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
2. Explanatory and informative ILP							
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	Knowledge : Understanding functionalities by an artificial haptic model, know how creation and deeper understanding Active: Trying out, activation Affective: Creation of curiosity	observation, questioning, tasks


No	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
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	Knowledge: Understanding functionalities by small size models, know how creation and deeper understanding Active: Trying out, activation, application and exercise Affective: Creation of curiosity	observation, questioning, tasks,


No	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
9	Poster 	<p>Poster learning</p> <p>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.</p> <p>Specimen in .doc-format</p> <p>Links:</p> <p>teachsam.de/arb/lernplakat/arb_lplakat_3_3.htm</p> <p>www.teachsam.de/arb/lernplakat/arb_lplakat_1.htm</p> <p>J-00002668</p>	author, designer reader, observer	<p>Reading and discussing with other readers</p> <p>A poster is any piece of printed <u>paper</u> designed to be attached to a <u>wall</u> or vertical surface.</p> <p>Typically posters include both <u>textual</u> and <u>graphic</u> 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 <u>advertisers</u> (particularly of events, musicians and films), <u>propagandists</u>, <u>protestors</u> and other groups trying to communicate a message. Posters are also used for reproductions of <u>artwork</u>, particularly famous works, and are</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:</p> <p>http://www.letteroftheweek.com/preparatory_learning_poster.html</p> <p>Professionally built learning posters to buy:</p> <p>http://www.entershops.co.uk/index.php?main_page=index&path=31</p>	<p>Knowledge :</p> <p>This is the major impact: Knowledge and understanding on the content matter</p> <p>Active:</p> <p>No impact except one designs a poster oneself</p> <p>Affective:</p> <p>Less</p>	<p>Questions</p> <p>do people remember it later?</p> <p>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. http://www.picturebooklearning.com/	Knowledge : Knowledge and Understanding on the theme Active: No impact Affective: Perspective change, empathy for the main persons in a book, no self regulation	test, essay,# discussion


No	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
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) Cognitive: Understanding a specific content that is explained by the advisor Active: Affective: Dependent of the content; eventually change of perspective	Observation during application Tests may be included


No	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
6	<p>Operating instructions,,,, job-aid“</p> <p>Flow Chart</p> 	<p>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.</p> <p>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.</p>	author, reader	<p>Reading</p> <p>Applying</p> <p>Cross-checking</p> <p>Rather sequential learnng (step by step)</p>	<p>Flowchart in LEVEL5</p> <p>http://www.advance-djobaidstraining.com/c-5-job-aids-tips.aspx</p> <p>http://www.qaproject.org/jobaidspresentations/Moore-HowtoWriteaJobAid.pdf</p> <p>Comparing job aids to instruction in courses:</p> <p>http://blog.cathy-moore.com/2010/12/the-anti-course-an-instructional-job-aid/</p> <p>How to Create a Job Aid:</p> <p>http://www.ehow.com/how_6046856_create-job-aid.html</p>	<p>major impact on the cognitive dimension (knowledge and understanding)</p> <p>Knowledge:</p> <p>Understanding a specific content that is explained</p> <p>Practicing, reading, checkingActive:</p> <p>Practicing according to the flow chart</p> <p>Affective:</p> <p>--</p>	<p>Usage</p> <p>Test</p> <p>Observation of usage</p> <p>Questions (asking for success)</p>


No	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
7	<p>“Belehrung”</p> <p>Advice, Instruction, explaining</p> 	<p>Learning through informal instruction/explanation in the context of acting out.</p> <p>People can give advice to others or can ask for advice by others.</p> <p>“Advice (also called exhortation) is a form of relating personal opinions, 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.”</p> <p>http://en.wikipedia.org/wiki/Advice_(opinion)</p>	<p>advisor, instructor, trainer learner</p>	<p>listening, looking</p>	<p>Trainer explains specific exercises to learners</p> <p>Trainer explains how to behave in intercultural contexts</p> <p>This is a website for giving and receiving advice: http://www.advice.com/</p>	<p>Knowledge:</p> <p>Major impact on the cognitive dimension (knowledge and understanding)</p> <p>Understanding a specific content that is explained by the advisor</p> <p>Active:</p> <p>Affective:</p> <p>Dependent of the content; eventually change of perspective</p>	<p>feed-back, questions, observation of usage.</p>


No	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
8	<p>Newscast, newspaper</p> 	<p>Learning from actual messages, the continuity has to be established by the viewer.</p> <p>Newspapers report messages about different kinds of life, esp. political, social, economic, cultural life.</p>	<p>author, speaker, audience</p> <p>Publisher, author, distributor, reader</p>	<p>listening/viewing</p> <p>Reading, discussions with others about the articles, writing a reader's letter to the editor</p>	<p>We can learn from newspapers:</p> <p>http://www.gooddo.cuments.com/philosophy/newspapers.htm</p> <p>Make a Classroom Newspaper:</p> <p>http://www.enchant.edlearning.com/newspaper/</p> <p>http://www.computerwoche.de/heftarc hiv/1980/14/1189164/</p>	<p>Knowledge:</p> <p>major impact on the cognitive dimension (knowledge and understanding)</p> <p>Active:</p> <p>---</p> <p>Affective:</p> <p>Creation of emotions rather with moving pictures</p>	<p>Test, questions, Interview, essay writing, group discussion</p>



No .	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
9	Feature 	Thematically focused production like a documentary film	producer, viewer	listening viewing producing	Feature about the PROGRASS project broadcasted in TV	<p>Knowledge: major impact on the cognitive dimension (knowledge and understanding)</p> <p>Active: ---</p> <p>Affective: Creation of emotions rather with moving pictures</p>	Test, questions, Interview, essay writing, group discussion


No	Pattern	Description	Actors	Learning activities	Example Proj.	Impact on 3D	Assessment
10	(Information) stand 	<p>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.)</p> <p>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</p>	facilitators, producers designers content producers visitors	Viewing, Watching, listening, explaining Discussing	CESO Promotion stand of "CAN DO"	Knowledge: major impact on the cognitive dimension (knowledge and understanding) Active: --- Affective: Curiosity, perspective change	essay, discussion, observation, short test (questions on exposed information)

3. ILP related to personal support							
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 (Albert Bandura).</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		Knowledge: Understanding and knowledge creation rather as side effect Active: Imitation (level 2) Affective: Perspective taking	observation, questioning

12	<p>Coaching</p> 	<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.”</p> <p>http://www.idl.co.uk/leadership-management-training.htm</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>	<p>coach (expert), learner</p>	<p>Advising, listening to advice, questioning, giving tasks, discussing activities.</p>	<p>CESO evaluation of the Can Do projects (neighbourhood community development with coaching)</p>	<p>Knowledge: Understanding a specific content that is explained by the coach</p> <p>Active: If successful “discovering” activities, change of behaviour and action</p> <p>Affective: Change of perspective and attitude towards a specific topic</p> <p>Motivation to take action</p>	<p>essay, discussion, questions, observation,</p>
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<p>13</p>	<p>Consultation</p> 	<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.</p> <p>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 counsellor, person seeking advice</p>	<p>Providing information on the topic of advice, listening, questioning.</p>	<p>http://www.ferocecoaching.com/coaching-and-counseling.html#Flaws%20in%20Most%20Distinctions</p>	<p>Knowledge:</p> <p>Understanding a theoretical background</p> <p>Active:</p> <p>If successful “discovering” activities, change of behaviour and action</p> <p>Affective:</p> <p>Change of perspective and attitude towards a specific topic</p> <p>Motivation to take action</p>	<p>observation, questions discussions change of behaviour</p>
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4. ILP related to leisure time, culture and sports							
14	<p>Performance (theatre,</p> 	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)	<p>Knowledge:</p> <p>Understanding the contents of the play</p> <p>Active:</p> <p>Just visiting</p> <p>Affective:</p> <p>Creation of empathy for the characters</p>	<p>Observations, group discussions, questions</p>
15	<p>Exhibition</p> 	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	<p>Knowledge :</p> <p>Understanding the content matter of the exhibitions</p> <p>Active:</p> <p>Actively visiting, actively looking for more information on the content matter,</p> <p>Affective:</p> <p>Curiosity, self regulation in case of unknown exposés</p>	<p>Observations</p> <p>Discussions with the viewers</p> <p>Guest books</p>

16	<p>Fair</p> 	<p>Learning in a situation with common bargaining processes</p>	<p>producers of objects, designers of stands, visitors</p>	<p>Discussing Bargaining Looking, informing Selecting what is interesting Experiencing exchanging</p>	<p>CEBiT any kind of fair Regional learning fairs</p>	<p>Knowledge: Understanding the content matter of the exhibitions Active: Actively visiting, actively looking for more information on the content matter, Affective: Curiosity, self regulation in case of unknown exposés</p>	<p>Observations Feed-back- Questionnaires Interviews Guest books Evaluations of organisers</p>
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17	<p>Festivity, festival</p> 	<p>Learning in a situation with common artistic processes</p>	<p>authors of plays/pieces, producers of stages, visitors, audience</p>	<p>Looking, listening, exchanging with others Selecting what is interesting</p>	<p>Hässelholmen Festival of the Swedish partner</p>	<p>Knowledge: Understanding the content matter of the exhibitions Active: Actively visiting, actively looking for more information on the content matter, Affective: Curiosity, self regulation in case of unknown exposés</p>	<p>Observations Questionnaires Interviews</p>
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Work of art (e.g. painting, sculpture)



from LiberalsLikeChrist.org

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.

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. Often the knowledge is hidden in a symbolic or metaphoric form.
 Which knowledge can be shown by pictures or statues?

It may be orientation knowledge, but it can be action knowledge, as well.


artist,
 visitor,
 guide,
 expert,

viewing,
 listening to explanations,
 asking the expert,
 watching others how they see the object,

Documenta project :
 Creating understanding for modern arts

Knowledge:
 Understanding the piece of art from an in-depth perspective, putting in relation to other periods
 Active:
 Activating participation in cultural life
 Affective:
 creation of new perspective on new cultural aspects

observations,
 questions/ answers,
 discussion,
 group discussion,
 essay,

<p>19</p>	<p>Club (music, sport etc.)</p> 	<p>Learning from and with others from a common point of interest.</p>	<p>Team mates (interest group) Group leaders</p>	<p>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</p>	<p>http://www.instructables.com/tag/type-id/category-living/</p>	<p>Knowledge: Understanding certain new routines, creating and developing knowledge on the content matter</p> <p>Active: Carrying out the activity, maybe first imitating, later taking over the role, joining special groups exchanging on news and certain aspects</p> <p>Affective: Getting a personal relation and an attitude towards the new activity, understanding those who practice Regulating and influencing oneself and others</p>	<p>Observations, Discussions Plays Presentations events</p>
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Travelling, tourist



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



Visitors,
guides,
companion
travellers,
local
residents


Observation,
questioning, reading
travel magazines


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.
<http://act-eu.org/index.php?id=109>


Knowledge:
knowledge and understanding of the foreign country
Active:
Actively moving in the foreign country, discovering new things
Affective:
Perspective change:
getting an attitude towards the people in the visited country


Interview, test,
questionnaire,
observation


<p>21</p>	<p>Excursion</p> 	<p>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 als be a visit to a town administration or a shelter or an exemplary project related to the learning content.</p> <p>Dependent on the level of formality the excursion may be rather spontaneous or well planned including guides and other learning facilitators.</p>	<p>producer, supplier, visitor guide</p>	<p>Looking at a certain learning content, experiencing with all senses, trying out, Listening to explanations, guiding.</p>	<p>Monumenti Aperti:</p>  <p>places that every school adopts as proper.</p>	<p>Knowledge: Getting to know (better) a place or certain issues</p> <p>Active: Discovering specific sites or artefacts</p> <p>Affective: less</p>	<p>Questionnaires, observations, learning diary, final discussion</p>
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23	<p>Club (music, sport etc.)</p> 	<p>Learning from and with others from a common point of interest.</p>	<p>Team mates (interest group) Group leaders</p>	<p>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</p>	<p>http://www.instructables.com/tag/type-id/category-living/</p>	<p>Knowledge: Understanding certain new routines, creating and developing knowledge on the content matter</p> <p>Active: Carrying out the activity, maybe first imitating, later taking over the role, joining special groups exchanging on news and certain aspects</p> <p>Affective: Getting a personal relation and an attitude towards the new activity, understanding those who practice Regulating and influencing oneself and others</p>	<p>Observations, Discussions Plays Presentations events</p>
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24	<p>Play</p> 	<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>	<p>author, designer, producer, player, fellow player</p>	<p>learning by playing</p>	<p>The Polish Theatre project (CKU)</p>	<p>Knowledge : Understanding the rules if any</p> <p>Active: Playing, learning in the game/play (focus)</p> <p>Affective: Getting an attitude to the team mate</p>	<p>Observations, group</p>
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25	<p>Sport game</p> 	<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>	<p>coach, instructor, referee, players, spectators</p>	<p>learning rules, learning movements getting in better shape training exercising</p>	<p>Project Hattrick</p>	<p>Knowledge : --- If any: background information on physical and physiological issues theory on moving Active: (focus) Practicing Affective: Getting an attitude to the team mate</p>	<p>observations, questions/ answers, discussion better physical situation, psychological welfare, results of activities (time for running etc.)</p>
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5. ILP in Private Life							
26	<p>Turning-point (e.g. marriage, First Communion, life crisis)</p> 	<p>Learning and perhaps changing habits through profound events</p>	<p>enacting persons with different roles/functions</p>	<p>Perceiving the Discussing</p>	<p>Burn out intervention and prevention</p>	<p>Knowledge : Understanding the consequences of the turning point, Active: Adapting to a new situation Affective: Accepting the change in one's personal life</p>	<p>Observations</p>



27	<p>Family</p> 	<p>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.</p> <p>A specific theme here is intergenerational learning.</p>	<p>Family members with different roles</p>	<p>The informal curriculum of the family is delivered by demonstration, explanation, rewards and punishment.</p> <p>Asking and answering</p> <p>Presentation, imitation</p> <p>Motivating</p> <p>Learning from each other</p>	<p>Nearly all families</p> <p>Specific projects:</p> <p>http://www.srep.ro/basic-life/</p> <p>http://www.clarefamillylearning.org/events/2009/11/25/grundtvig_family_learning_training_for_trainers</p>	<p>Knowledge:</p> <p>Understanding basic issues, repetition of certain issues, transferring into action</p> <p>Active:</p> <p>The whole spectrum from just perceiving, imitating to expertise on certain content matters</p> <p>Affective:</p> <p>Very basic affective competences are learnt in family life, Security and trust</p>	<p>Observations</p> <p>Diary</p>
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28	<p>Friendships</p> 	<p>Learning from others mostly in practical situations, also much exchange of opinions and interpretations. Getting new impulses</p>	Friends	<p>Gathering, Common activities Regulating others Helping inspiring</p>	<p>http://www.friendsandflags.org/scrapbook.php</p>	<p>Knowledge: Understanding the life and viewpoints of the friend, dependent on certain content issues Active: Actively caring for the friendship, Affective: Empathy, <i>changing viewpoints, curiosity</i></p>	<p>Observations, diaries, role plays</p>
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<p>29</p>	<p>Learning in the household</p> 	<p>Learning in a situation with practical processes, partly as routines, partly as new challenges</p> <p>Learning to optimise material flows and environments in daily life</p> <p>Learning to use time more efficiently</p>	<p>The person practicing</p> <p>Team mates (family members)</p> <p>External aid, counsellors</p>	<p>Practical activities</p> <p>Informing if certain activities or tools are new</p> <p>Showing and discussing certain routines/techniques to others (e.g. family members)</p>	<p>http://www.innovati on.cc/peer-reviewed/taylor1sph _final5.pdf</p>	<p>Knowledge :</p> <p>Understanding certain new routines, e.g. energy saving,</p> <p>Active:</p> <p>Carrying out the activity, maybe first imitating, later taking over the role</p> <p>Affective:</p> <p>Getting a personal relation to the content, losing shyness against the activity, motivating others to do as oneself</p>	<p>Observations,</p> <p>Discussions</p>
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30	<p>Gardening</p> 	<p>Learning in a situation with practical processes, partly as routines, partly as new challenges</p> <p>Learning in nature</p>	<p>The person practicing</p> <p>Team mates (interest groups)</p>	<p>Practical activities</p> <p>Informing if certain activities or tools are new</p> <p>Getting background information</p> <p>Showing and discussing certain routines/techniques to others (e.g. family members)</p> <p>Joining special group</p> <p>Creating new techniques</p>	<p>http://www.instructables.com/tag/type-id/category-living/channel-gardening/</p>	<p>Knowledge:</p> <p>Understanding certain new routines</p> <p>Understanding plant physiologies, cultivation and other gardening know-how</p> <p>Active:</p> <p>Carrying out the activity, maybe first imitating, later taking over the role, joining special interest groups</p> <p>Affective:</p> <p>Getting a personal relation and an attitude gardening and plants, understanding those who practice</p>	<p>Observations,</p> <p>Discussions</p> <p>Watching results</p>
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31	<p>Hobby</p> 	<p>Learning in a situation with practical processes, partly as routines, partly as new challenges</p>	<p>The person practicing Team mates (interest groups)</p>	<p>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</p>	<p>http://www.instructables.com/tag/type-id/category-living/</p>	<p>Knowledge: Understanding certain new routines</p> <p>Active: Carrying out the activity, maybe first imitating, later taking over the role, joining special groups</p> <p>Affective: Getting a personal relation and an attitude towards the new activity, understanding those who practice</p>	<p>Observations, Discussions Results</p>
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6. ILP in Civic Life							
32	<p>Neighbourhood</p> 	<p>Learning from others mostly in practical situations, also much exchange of opinions and interpretations.</p> <p>Neighbourhood activities are a very strong means to active citizenship</p>	<p>Neighbours coaches</p>	<p>Exchanging opinions, discussions, common leisure time activities, if coached, more developing activities networking</p>	 <p>CESO</p> <p>Ge's Barbecue</p> <p>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..</p> <p>One of these social organizations is LSA, a national union of collaboration of "attention neighborhoods" (deprived neighborhoods).</p> <p>".</p>	<p>Knowledge :</p> <p>Understanding certain new routines</p> <p>Active:</p> <p>Carrying out the activity, maybe first imitating, later taking over the role, joining special groups</p> <p>Affective:</p> <p>Getting a personal relation to the content, losing shyness against the activity, motivating others to do as oneself</p>	<p>Observations, Discussions</p>


33	<p>Religious community</p> 	<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>	<p>Community Leaders (Priests, Imams etc.)</p> <p>Persons on a hierarchical position with specific functions</p>	<p>Practicing common rituals and behaviour codes</p> <p>Praying and worshipping as an act of reinforcement of the theoretical background</p> <p>Convincing and persuading others</p> <p>Talking about and reinforcing specific rituals</p> <p>Discussing community life</p> <p>Planning of common activities in order to practice the religion (e.g. helping the poor, common excursions)</p>	<p>http://www.virtualbibleschool.com/BibleStudy.htm</p> <p>http://muxlim.com/blogs/AmericanMuslimMom/make-ramadan-learning-fun/</p> <p>http://chavarah.blogspot.com/</p>	<p>Knowledge:</p> <p>Knowledge about contents, backgrounds and ethics of a certain religion</p> <p>Active:</p> <p>Actively practicing the religion in a specific community</p> <p>Affective:</p> <p>Empathy with people of the same religion and potential beneficiaries of the same,</p> <p>Imitation of rites, regulating others and oneself for the sake of the religion</p>	<p>Observations,</p> <p>Diaries</p> <p>Number of participants in religious events</p>
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<p>34</p>	<p>Political community</p> 	<p>Learning in social contexts from and with others often in a situation of different values but common duties.</p>	<p>Members of the political communities</p> <p>Leaders</p> <p>Persons on a hierarchical position with specific functions</p> <p>Debaters</p> <p>Political opponents</p>	<p>Debating, Discussing</p> <p>Reading (political programmes)</p> <p>Developing (agendas, programmes, positions to civic themes)</p> <p>Advertising programmatic points of the</p> <p>Self-organisation</p> <p>Planning of common activities for the sake of the community and for the civitas (town, region, nation, Europe)</p>	<p>Political parties:</p> <p>http://www.globalgreens.org/platforms</p> <p>http://www.libdems.org.uk/home.aspx</p> <p>http://conservativehome.blogs.com/</p>	<p>Knowledge :</p> <p>Knowledge about contents, backgrounds and ethics of a certain civic problem or political theme</p> <p>Active:</p> <p>Actively participating in a political party or movement</p> <p>Affective:</p> <p>Change of perspective, empathy for the situation of the other, regulating others</p>	<p>Observations,</p> <p>Questionnaires</p> <p>Diaries</p> <p>Number of participants in political events</p>
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35	Political/Civic movement	<p>Learning in a political movement outside the mainstream political parties.</p> <p>Often influenced/established by a political decision which is interpreted being against the will of the people.</p>	<p>Citizens</p> <p>Politicians</p> <p>Administration</p> <p>Different interest groups</p> <p>Civic leaders</p>	<p>Debating</p> <p>Discussing</p> <p>Developing campaigns</p> <p>Active influences</p> <p>Blocking</p> <p>Conflict solving</p>	<p>Stuttgart21</p> <p>Anti Atomic power plants</p>	<p>Knowledge :</p> <p>Knowledge about contents, backgrounds and ethics of a certain civic problem or political theme</p> <p>Active:</p> <p>Actively participating in a movement</p> <p>Affective:</p> <p>Change of perspective, empathy for the situation of the other, regulating others</p>	<p>Observations</p> <p>Number of participants in political events</p>
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35	<p>Manifestations</p> 	<p>Manifestation of opinions, of showing social problems to other people, often with banner or similar devices</p>	<p>demonstrators spectators</p>	<p>information, clarification</p>	<p>Anti atomic power manifestations</p>	<p>Knowledge: Knowledge about contents, backgrounds and ethics of a certain civic problem or political theme</p> <p>Active: Actively participating in a political party or movement</p> <p>Affective: Change of perspective, empathy for the situation of the other, regulating others</p>	<p>Observations Number of participants in political events</p>
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37	<p>Nature trail „Lehrpfad“</p> 	<p>Arrangements of nature objects, as for example trees in a certain order of species and replenished with inscriptions on boards.</p>	<p>producer, developer, visitor, guide, expert, scientist</p>	<p>viewing, reading short explanations, walking to objects, trying out</p>	<p>KLIMZUG project Water-forest trail Youth project in Göttingen</p>	<p>Knowledge : Understanding the natural extract through the inscriptions in combination with the exhibits Active: Moving from one exhibit to the other, trying out Affective: Understanding the exhibit in its natural surrounding and getting a relation to it</p>	<p>observation, task solutions, questions/answers, discussion, group discussion, essay,</p>
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7. ILP in Professional or Educational/Training Contexts							
38	<p>School (extra-curricular)</p> 	<p>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</p> <p>Specific projects outside the school curriculum, be it environmental, climate or European issues or others (like health prevention and intervention etc.)</p>	<p>Students</p> <p>Teachers</p> <p>Counsellors</p> <p>Parents</p> <p>External experts</p>	<p>Gathering information</p> <p>Planning, developing</p> <p>Campaigning</p> <p>Monitoring, checking</p> <p>Exchanging</p> <p>Discussing</p> <p>Learning by doing</p> <p>Project learning</p>	<p>www.jem-eu.org</p> <p>www.etwinning.net</p>	<p>Knowledge:</p> <p>knowledge and understanding on the theme</p> <p>Active:</p> <p>Actively participating in proposed activities (imitation) or developing new activities</p> <p>Affective:</p> <p>Perspective change: getting an attitude towards the theme or other persons related to the topic, regulating/influencing others</p>	<p>Observations</p> <p>Learning diaries</p> <p>Events</p>

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.</p> <p>www.vip-eu.org</p>	<p>Knowledge :</p> <p>Understanding basic issues, repetition of certain issues, transferring into action</p> <p>Active:</p> <p>The whole spectrum from just perceiving, imitating to expertise on certain content matters</p> <p>Affective:</p> <p>Perspective change for team mates</p>	<p>All possibilities from formalised to rather informal learning assessments like:</p> <p>Test</p> <p>Observations</p> <p>Measurements against standardised reference systems</p>
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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>www.etwinning.net</p>	<p>Knowledge: knowledge and understanding for the foreign country</p> <p>Active: Actively moving in the foreign country, discovering new things</p> <p>Affective: Perspective change: getting an attitude towards the people in the visited country</p>	<p>Observations Learning diaries Questionnaires</p>
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41	<p>Internship</p> 	<p>Learning from practical work without obligation of daily routines mainly for the start for a career.</p>	<p>Interns Facilitators Potential employers Job aids Tutors</p>	<p>Watching Trying out Practicing in a limited scope for a limited time Exercising</p>	<p>http://www.eujobs77.com/q-internship-jobs-in-uk http://www.praktikums-boerse.de/</p>	<p>Knowledge: knowledge and understanding for the area of work Active: Actively taking the internship, practicing and exercising Affective: Getting a personal relation to the area of work and the people working there</p>	<p>Tests, observation, learning diary</p>
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42	<p>Job orientation in Mobility actions</p> 	<p>Learning from practical work without obligation of daily routines mainly for orientation purposes</p> <p>And specifically in EU mobility actions:</p> <p>Learning while moving in unknown territory (this is not restricted to geography)</p>	<p>Interns</p> <p>Facilitators</p> <p>Potential employers</p> <p>Job aids</p> <p>Tutors</p> <p>Funding bodies</p> <p>Intern</p> <p>Exchange learner</p> <p>Guide</p> <p>counsellors</p>	<p>Watching</p> <p>Trying out</p> <p>Practicing in a limited scope for a limited time</p> <p>Exercising</p> <p>Researching</p> <p>Communicating</p> <p>Explaining own background</p> <p>Participating in other life situations</p>	<p>VILMA</p> <p>IdA projects in Karlsruhe and Göttingen</p>	<p>Knowledge: knowledge and understanding for the area of work</p> <p>Active: Actively taking the internship, practicing and exercising</p> <p>Affective: Getting a personal relation to the area of work and the people working there</p>	<p>Tests, observation, learning diary</p>
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43	<p>Job shadowing</p> 	<p>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</p>	<p>Interns Facilitators Potential employers Job aids Tutors</p>	<p>Watching Trying out Practicing in a limited scope for a limited time Exercising</p>	<p>http://www.slideshare.net/AncaDudau/anca-dudaus-jobshadowing-grundtvig-visit-in-academia-cordoba http://www.grundtvig.org.uk/casestudy.asp?itemid=92&itemTitle=Job+Shadowing+in+France&section=000100010039&sectionTitle=Projects+Around+the+UK</p>	<p>Knowledge: knowledge and understanding for the area of work Active: Practicing and exercising, imitating, developing Affective: Getting a personal relation to the area of work and the people working there</p>	<p>Tests, observation, learning diary</p>
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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 www.vip-eu.org	<p>Knowledge: knowledge and understanding for the area of work</p> <p>Active: Practicing and exercising, developing</p> <p>Affective: Perspective change, regulating oneself</p>	<p>Questionnaires</p> <p>Interviews</p> <p>observation, learning diary</p>
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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>Knowledge : Understanding the theme of discussion Active: Actively participation, bringing in own arguments, creatively contributing to the success of the theme Affective: Creation of understanding for the viewpoints of others</p>	<p>Observations questionnaires discussions minutes</p>
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<p>46</p>	<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 www.vip-eu.org</p>	<p>Knowledge : Understanding the theme of discussion</p> <p>Active: Actively participation, bringing in own arguments, creatively contributing to the success of the <i>theme</i></p> <p>Affective: Creation of understanding for the viewpoints of others</p>	<p>Results of the work Observations Check in VIP</p>
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8. ILP Related to ICT							
47	<p>Computer</p> 	<p>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.</p> <p>But also pure practicing on the computer can be seen as self related learning</p>	<p>author, learner, teachers and developers</p> <p>content providers</p> <p>designers</p>	<p>reading, viewing, acting, following certain procedures</p>	<p>ECDL; European Computer Driving Licence Foundation www.ecdl.com</p>	<p>Knowledge :</p> <p>Knowledge and Understanding on the theme</p> <p>Active: Imitating, practicing</p> <p>Affective: Losing reluctance against the PC, regulating oneself to practice</p>	<p>direct results of practicing observation, tests, quiz</p>
48	<p>Website</p> 	<p>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)</p>	<p>author, learner, teachers and developers</p> <p>content providers</p> <p>designers</p>	<p>reading, viewing, information/products can be exchanged</p> <p>Interacting</p>	<p>Any website: http://www.doityourself.com/ http://www.diynetwork.com/</p>	<p>Knowledge:</p> <p>Knowledge and Understanding on the theme</p> <p>Active: Gathering information</p> <p>Affective: curiosity</p>	<p>test, essay, discussion, observation of activities</p>

<p>49</p>	<p>ePortfolio</p> 	<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>http://www.eportfolios.ac.uk/definition</p>	<p>author, viewer, content providers</p>	<p>Reading other persons' profiles</p> <p>Development of own profile</p> <p>interlinking persons with same interests,</p> <p>Interconnecting with like minded persons.</p> <p>There are different formats of e-Portfolios, some may e.g. offer space to present pieces of work</p>	<p>blinc ePortfolio</p> <p>http://www.blinc-eu.org/elgg/</p> <p>http://www.diynetwork.com/</p> <p>http://www.eportfolios.ac.uk/EPICS</p> <p>http://www.danwilton.com/eportfolios/</p>	<p>Knowledge:</p> <p>Knowledge and understanding on the technology</p> <p>Active:</p> <p>Gathering and preparing and delivering information</p> <p>Affective:</p> <p>Curiosity of other peoples profiles</p>	<p>test, essay, discussion, observation</p>
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50	Podcast	<p>Learning from a special auditive website, dedicated to a distinguished topic</p> <p>Wikipedia:</p> <p>A podcast (or non-streamed webcast) is a series of digital media files (either audio or video) that are released episodically and often downloaded through web syndication. The word usurped webcast in common vernacular, due to rising popularity of the iPod and the innovation of web feeds.</p> <p>The mode of delivery differentiates podcasting from other means of accessing media files over the Internet, such as direct download, or streamed webcasting. A list of all the audio or video files currently associated with a given series is maintained centrally on the distributor's server as a web feed, and the listener or viewer employs special client application software known as a podcatcher that can access this web feed, 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 the user's computer or other device ready for offline use, giving simple and convenient access to episodic content.^{[1][2]} Commonly used audio file formats are Ogg Vorbis and MP3. In many respects, this is closer to traditional publishing models associated with books and</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>http://meltingpod.fr</p> <p>http://annie.viglielmo.free.fr/</p> <p>http://education.podcast.com/</p> <p>www.podcast.com</p>	<p>Knowledge:</p> <p>Knowledge and Understanding on the theme</p> <p>Active:</p> <p>Gathering information</p> <p>Affective:</p> <p>curiosity</p>	<p>discussion, observation of reactions and other postings</p>
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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	Knowledge: Knowledge and understanding on the theme Active: Gathering information, contributing (uploading) Affective: 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	Knowledge : Less important Active: Gathering information, contributing (uploading), Affective: Curiosity, perspective taking,	Questionnaires, results in the programme observation of reactions and other postings discussion, observation of activities

53	WIKI	<p>Learning via reading an Online encyclopaedia, holistic learning, Knowledge base on a specific issue (e.g. the</p>	<p>Authors, readers, editors</p>	<p>Reading, further reading (links), editing</p>	<p>www.wikipedia.com http://reveal-eu.org/wiki/index.php?title=Main_Page</p>	<p>major impact on the cognitive dimension</p> <p>Knowledge: knowledge and understanding on the research and content matter</p> <p>Active: Editing, modifying and correcting the emtries</p> <p>Affective: ----</p>	<p>Questionnaires Test</p>
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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>	<p>Bloggers</p> <p>Authors, readers, editors</p>	<p>Collecting and organising information</p> <p>Discussing</p> <p>Editing and commenting</p>	<p>An edublog is a kind of blog written by someone with a stake in education. 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 blogosphere, 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.</p>	<p>major impact on the cognitive dimension</p> <p>Knowledge: knowledge and understanding on the research and content matter</p> <p>Active: Only reading, contributing or even development of an own blog</p> <p>Editing, commenting and</p> <p>Affective: Understanding the perspective of other bloggers (much less important)</p>	<p>Observations of the content included</p> <p>Blogs used as Learning diaries</p>
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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 Knowledge: knowledge and understanding on the research and content matter Active: Only reading Affective: --	Tests Questionnaires Observations
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9. ILP on mobility

No	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	Competences	Assessment
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No	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	Competences	Assessment
1	Travelling	<p>Travelling consists of multiple elements: decision of where to go, organisation and use of transport, deciding on the accommodation, creating a programme at destination, finding information as well as orientation in an unknown environment. It requires organisation and flexibility, as unforeseen events can happen at any time when somebody leaves his/her familiar action space.</p> <p>Beyond one gets insight into other countries and cultures having an impact on the personal</p>	Participants, accompanying staff, hosts, guides, companion travellers, local residents	Excursion, organizing a trip, planning, getting information about destination, getting in contact to others in order to exchange experiences, anticipating what to expect and what will be needed for and during the trip, getting in contact to travel organizers or providers, photography, creating artworks	<p>Knowledge: knowledge and understanding of aspects of the foreign country/surrounding reflection on what to expect</p> <p>Active: Actively moving in the foreign country/unknown surroundings, discovering new things, exploring, gathering information, exchanging with others, solving problems, communicating, searching</p>	Readiness to be mobile, problem solving, autonomy, flexibility, self-reflection, virtual communication	Interview, test, evaluation of correspondence, questionnaire, observation, report, diary, self-evaluation

No	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	Competences	Assessment
		consciousness, which is described with a number of well known proverbs: „Travel teaches how to see”, „He that travels far knows much”, “Travel broadens the mind, and raises the spirits”			Affective: Perspective change: getting an attitude towards the people in the visited country, gaining experiences/ self-confidence, experiencing a range of new feelings		
2	Excursion	An excursion is a visit to a place related to a topic of learning activity. The relevance is dependent on life situation and context. It may be a museum or a region (e.g. in regard to cultural competences), a visit to a town administration, etc. Dependent on the level of formality the excursion may be rather spontaneous or well planned including guides and other learning facilitators.	Organizer, supplier, receiving institution, participant, guide	Moving into unknown contexts, packing luggage according to destination and duration of stay, taking walks, gathering information on travel and topic, lectures, visits, discussions, video documentary, taking pictures, guided tours	Knowledge: Understanding functionalities by an artificial haptic model, know how creation and deeper understanding Active: Trying out, activation, moving, watching, listening	Readiness to be mobile, cultural awareness, flexibility/adaptability, intercultural communication	observation, questioning, tasks, reporting, discussion, photos, self-evaluation

No	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	Competences	Assessment
		Excursion is a form of travel, but mostly much shorter in time and distance to destination, also having a clear objective of what is happening at destination.			Affective: Curiosity, getting interested, getting a sense for different environments		
3	Video feature / documentaries on foreign countries/cultures	Documentaries show what it looks like in other places, how people live elsewhere, display conditions of life different from participants living context. Learning from videos happens by consuming it as well as by producing it	producer, trainer participants/viewers	Selecting, watching, discussing, reporting, visualizing, doing further research, producing videos, contests	Knowledge: Understanding, forming a mosaic of knowledge-particles, analysing, comparing Active: Dreaming, discussing, researching, sharing Affective: Creation of curiosity, getting interested, motivation, conviction	Readiness to be mobile, cultural awareness, flexibility/adaptability	observation, tasks like answering questions, creating posters or reports

No	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	Competences	Assessment
4	Newscast, newspaper, magazines	Learning from print messages/texts. The contextualisation has to be established by the reader. Newspapers and magazines report about different aspects of life, esp. political, social, economic, cultural life with different time scopes: newspapers on current events, magazines concluding on longer term developments.	Publisher, author, distributor, reader	Reading, discussions with others about the articles, writing a reader's letter to the editor, creating posters or website contents, blogging, presentations , visualisations, contest	Cognitive : Understanding, forming a mosaic of knowledge-particles, analysing, comparing, contextualising Active: Reading, discussing Affective: Creation of curiosity, getting interested, motivation, conviction	Readiness to be mobile, cultural awareness, flexibility/adaptability	Knowledge and understanding tests, questions, discussions, observation, reporting, self-evaluation
5	Book, written text, report	Learning from a book, knowledge gained from reading or studying rather than from practical	author, reader designer (if pictures or	Reading, taking notes, discussing, displaying information gathered, reporting to others, book	Knowledge : Knowledge, understanding, analysing, concluding	cultural awareness, self-reflection, self-reliance	test, essay, report, summary, discussion, visualisation, self-evaluation

No	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	Competences	Assessment
		<p>experience</p> <p>Narratives as well as nonfictional books. The first relates to “story telling” and arouses the reader’s phantasy, the second to describing and/or discussing specifics of life in other environments. In difference to newspapers and magazines books have often less actuality but show their topics/information more broadly and deeply</p>	<p>graphics), sales person or stuff of library</p>	<p>summaries written or oral, recommending, literature research on defined topics, contest</p>	<p>Active: Reading, concentrating, reporting, further research, passing it on, self-reflection</p> <hr/> <p>Affective: Perspective change, interest, empathy for persons in a book, motivation to learn/read more</p>		

No	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	Competences	Assessment
6	Role model, idol	<p>Someone known personally or from media who inspires imitation by showing new/different ways of behaving, speaking, acting,...</p> <p>Imitation is a fundamental form of learning (Albert Bandura).</p> <p>It takes place through passive observation or actively by provoking reactions which will then be imitated.</p> <p>Learning from a role model is rather complex, it implies not only opinions, argumentations etc. but also ways of expressive behaviours, like moving, making gestures etc.</p>	Idol/role model, observer/learner	Observation, role plays, interviews, imitation, drama, contests	<p>Knowledge:</p> <p>Knowledge of variety of behavioural patterns, evaluating different approaches</p> <p>Understanding and knowledge creation rather as side effect</p>	<p>Readiness to be mobile, problem solving, intercultural communication, self-reliance, flexibility, networking, teamworking, intercultural communication</p>	<p>Interviews, self-evaluations, questions, comparisons, observation</p>
				<p>Active:</p> <p>Evaluating, imitating</p>			
				<p>Affective:</p> <p>Perspective taking, inspiration, admiration, envy</p>			
7	Small talk	<p>Small talk is a form of communicating with people one doesn't know very well on random topics. It requires finding common interests and serves to fill</p>	Strangers, people one hardly knows, colleagues, anyone, customers, employers	Courses, conferences, meals in groups, breaks during meetings, online chats, in the street, supermarkets, in transport, generally can happen anywhere	<p>Knowledge:</p> <p>Knowledge and opinion exchange, new information, knowledge and reflection about life and situation of others</p>	<p>Networking, teamworking, self-reflection, intercultural communication, flexibility</p>	<p>Observation, diary, questionnaire, interviews, self-evaluation</p>

No	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	Competences	Assessment
		breaks and happens on informal occasions. It helps getting to know each other and to create trust. It mostly stays superficial but can be the start for a deeper exchange or acquaintance.			<p>Active: Approaching unknown people, finding topics of common interest</p> <p>Affective: Openness towards others, motivation to get in contact, empathetic concern</p>		
8	Living in a group/flat share	People sharing a flat or room. Therefore it's necessary to communicate about the ways and needs of living together, respecting each other's needs, solving conflicts and sharing resources. A certain amount of trust is necessary to live together.	Friends, strangers, host families, peers	Keeping the flat/apartment/house clean, time scheduling, shopping food, searching for an accommodation, communication or conflict training, talking to each other, cooking	<p>Knowledge: Knowing needs of oneself and others, understanding that respect is required, knowing aspects of impendent life (e.g. paying rent, contracting,...), knowing communication strategies</p>	Teamworking, intercultural communication, problem solving, self-reliance, flexibility	Observation, photos, videos, questionnaires, interviews, reports, self-evaluation

No	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	Competences	Assessment
					<p>Active:</p> <p>Deciding on and fulfilling tasks and timing, behaving respectful, communicating, recognizing and solving conflicts, managing resources, ability to adapt, finding compromises</p> <p>Affective:</p> <p>Being motivated to get along well, accept compromise, feeling comfortable</p>		

No	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	Competences	Assessment
9	Social networks	Social networks are virtual tools of communication with indefinite spacial range, varying from near to very far, thus also for communication across cultural borders. They serve to exchange information about any topic of interest and contribute greatly to a global society. Depending on the system used (facebook, google + etc.) specific technical skills and an understanding of the functioning of the system is required. These networks experienced a tremendous boom in recent years, leading to ambivalent effects on personal relationships, society and communication patterns.	Anyone who has access to computers	School, private life, workplace, university, cooperations. enterprises, civic and political initiatives, promotion, private networks, discussions, information exchange, support	<p>Knowledge:</p> <p>Technical knowledge, understanding of functions and information transmission, knowing of critical aspects and dangers (eg. Computer worms and viruses), knowing one's purpose of using it, knowing rules of respectful virtual communication</p> <p>Active:</p> <p>applying social networks, using a range of functions, communicating, time management</p>	Readiness to be mobile, problem solving, intercultural communication, intercultural awareness, self-reliance, flexibility, self-reflection, virtual communication	Observation, photos, videos, questionnaires, interviews, reports, self-evaluation, discussions

No	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	Competences	Assessment
					<p>Affective:</p> <p>Motivation to exchange, openness towards new techniques, interest, appreciation</p>		
10	Job search	To find a job is a complex task with no formalised approach. It is rather an individually developed strategy in line with general recommendations and experiences. It comprises self-reflection, research skills and clarity of ones own capacities and expectations/goals, what opportunities are available, in which region one looks for work and setting up an adequate strategy. Further it's necessary to retrieve, structure and select information before getting	Participant, family, friends, suppliers of information	<p>Often part of mobility projects with focus on employability:</p> <p>Courses or classes in school, research, games and exercises</p>	<p>Knowledge:</p> <p>Having an idea of one's own abilities, goals and priorities, knowing sources of information and research methods, strategic thinking</p> <hr/> <p>Active:</p> <p>Planning, structuring information, self-directed acting, developing strategies</p>	Problem solving, self-reliance, flexibility, networking, self-reflection, teamwork	Observation, report, questionnaire, interview, discussion, presentation, self-evaluation

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

No	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	Competences	Assessment
					<p>Affective:</p> <p>Interest, motivation and self-discipline, optimism to have a chance, courage to face failure</p>		
12	Diary	A diary is a very personal document. One writes about own experiences and feelings, reflecting on events, interactions and philosophical questions. It helps to get rid of inner constraints and gain clarity on questions one is moved by. Normally a diary is secret.	writer	Travelling, excursions, visits, culture events, courses etc. can be occasions for adding entries to a diary	<p>Knowledge:</p> <p>reflecting, analysing, understanding, questioning</p> <p>Active:</p> <p>Trying out new ways</p> <p>Affective:</p> <p>Inner calmness, awareness, motivation, self-confidence</p>	Intercultural communication, teamwork, networking	Self-evaluation
13	Manual work In inter-generational teams	During the voluntary projects, seniors cooperate with their peers (senior and youth) to achieve a goal, often the restoration of infrastructures, cleaning	Project coordinator, international volunteers, local	Learn how to use new working tools, coping with physical challenges, expressing needs, accepting	<p>Knowledge</p> <p>If applicable: understanding a certain procedure/technique</p>	Team work, self-awareness, flexibility, communication,	Observation and recording, self-evaluation, letter to one's self, interview,

No	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	Competences	Assessment
		a green space, restoration of an old path, etc. The work can be physically challenging for seniors. It is done in teams, where cooperation and mutual support play an important role.	volunteers	limits, pursuing a concrete and visible goal, adjusting to the rhythm of the group, supporting other volunteers in need.	<p>Active Applying a certain technique, exercising</p> <p>Affective Developing personal relations to the team members</p>	intergenerational cooperation, problem solving.	writing an article, SWOT
14	Organisation of a musical/art show	Volunteers often have the task to set up a public show for the local community. Depending on the volunteers skills, it can be a musical one, drama, circus, poetry, etc. Volunteers decide the content, plan and implement the show together, often in the framework of an existing festival or local celebration.	Project coordinator, international volunteers, local public, local coordinator assistants	Put ideas into practice, discover one own's skills and potential, valorize each person's role and potential, explain ideas to others, negotiate, adjust to other people's needs, try new roles, speak/act in public, speak/act in a foreign language, overcome unexpected difficulties, , stick to deadlines and a set timetable.	<p>Knowledge</p> <p>Active</p> <p>Affective</p>	Intergenerational cooperation, intercultural communication, flexibility, decision-making, problem solving, team work, diversity management.	Observation and recording, self-evaluation, letter to one's self, interview, writing an article, SWOT, telling a story

No	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	Competences	Assessment
15	Playing with/Teaching to children	In teams, volunteers plan and implement entertaining activities for local children. It can be a one-day event or an ongoing activity (e.i. every afternoon). Within the set framework (time and place), volunteers decide what activities to organise, choose and often create the needed materials, implement and evaluate the activity.	Project coordinator, international volunteers, local children, children's parent, local volunteers.	Put ideas into practice, discover one own's skills and potential, valorize each person's role and potential, explain ideas to others, negotiate, adjust to other people's needs, interact with children and youth, speak/act in public, speak/act in a foreign language, overcome unexpected difficulties, stick to deadlines and a set timetable.	Cognitive Active Affective	Intergenerational cooperation, intercultural communication, flexibility, decision-making, problem solving, team work, diversity management.	Observation and recording, self-evaluation, letter to one's self, interview, presentation, SWOT, telling a story

No	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	Competences	Assessment
16	Group evaluation	During a short or mid term voluntary project, volunteers are required to participate in periodical evaluations, mostly done in the group. Depending on the project, they can be daily, or there is one interim and one final evaluation. Evaluations can be organized also whenever a problem arises within the group. They are usually called and facilitated by the project coordinator.	Peer volunteers, project coordinator	Understanding and expressing own needs, visualize/verbalize emotions. reviewing past activities, reflecting on one own's learning, active listening, communicate in a foreign language, participate in a non formal education activity, empathizing with others.	Knowledge	Self-reflection, intercultural communication, Evaluating/reflecting , team work, intergenerational cooperation	Painting, using objects as symbols, self-evaluation, letter to one's self, interview, writing an article, SWOT, telling a story.

xx	Please discover / describe your own patterns				Knowledge		
					Active:		
					Affective:		

