



# Good Practice Report

## Deliverable 4.4

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## About

The Good-Practice-Report on hand is the overarching document which describes the Continuing Professional Development of the educators in the different institutions. As the learning setting range from rather formal (HEI) to rather informal contexts (businesses) one could call these professionals “Facilitators of Competence Oriented Learning and Validation (COL&V) related to Creativity and Innovation Management”.

The CPD was planned delivered in blended learning – with a 5 days learning (training) mobility course planned and delivered in Palermo in December 2019 as core and only F2F element with 44 professionals. Follow up meetings were not possible due to the Covid situation which occurred in early 2020.

This situation also jeopardised the planned piloting phase in which the professionals ought to transfer their newly acquired professional “facilitation” competences into real learning projects with their target groups (students and/or interns). Despite the pandemic all professionals could plan and deliver their concrete learning projects due to the extensive preparation works and provided instruments related to COL&V.

- The first part of the practice report describes the CIM approach in detail and also provides all related material and the necessary planning tools in the annex.
- The second part of the report presents the course programme
- The third part is the evaluation of the course
- The report shortly highlights the competence validation of the professionals.

Both the piloting phase and the final competence validation within the CPD were carried out during the following practical implementation period in which the facilitators transferred the CIM approach in their professional practice, either in the HE Institutes or in the businesses. The results of these phases have been reported in the respective work packages 5 and 6.





## 1. The CIM approach – Facilitation Design Based Collaborative Learning

In the stocktaking phase of the CIM project we found out that there is a high demand for (Professional) Development for Educational personnel in regard to Creativity and Innovation Management. This refers first of all to Higher Education Personnel but also to persons in enterprises being responsible for Continuing Professional Development (CPD, be it facilitators, HR-people, guides, but also professionals like trainers, learning providers or e-Learning designers – who deliver learning to others.

The approach of “Facilitating Design Based Collaborative Learning” is based on the idea that, in contrast to formalised education, Creativity and Innovation can only be planned and delivered in a competence oriented way.

For these competent learning providers working in informal learning we set up an easy-to-use approach to plan and deliver Competence Oriented Learning and Validation.

Therefore we used the LEVEL5 system which builds on a simplified Plan-Do-Check step procedure:

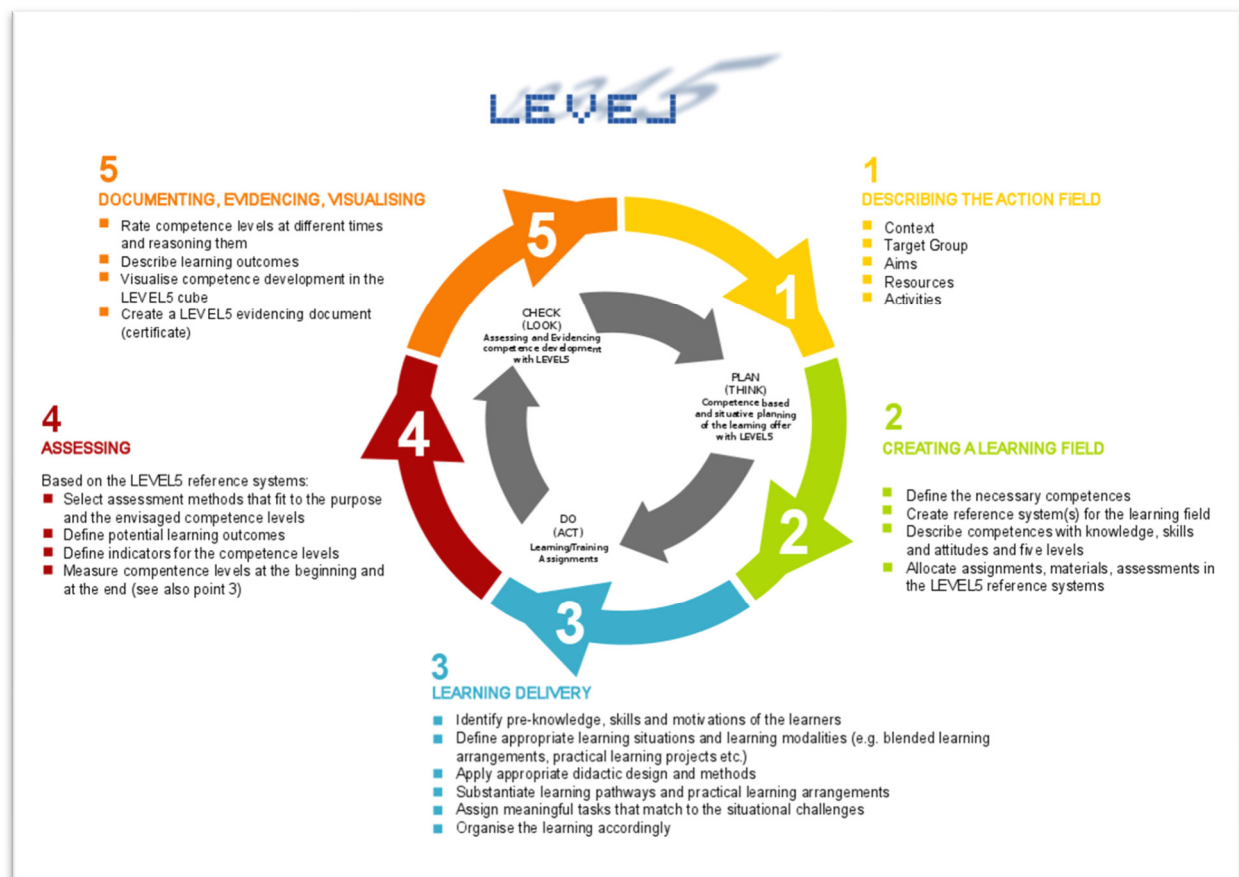


Fig. 1: Procedure to plan and deliver COL&V (translations below and in the annex)

Plan:

The starting point of the planning is the so called 'action field' in which the learner is located. It describes context, actions, resources and objectives of his/her activities.



The conversion of this action field into a learning field is facilitated by the LEVEL5 reference systems which derive the competences that are necessary to tackle the actions and solve the tasks in the field.

Do:

The delivery of learning is highly dependent on the context. It can range from a rather informal, self guided learning (e.g. on the job (traineeships, internships, mobility settings ("Visit abroad" ERASMUS), to more formal arrangements (e.g. in Higher Education projects planned and delivered for instance in a seminar).

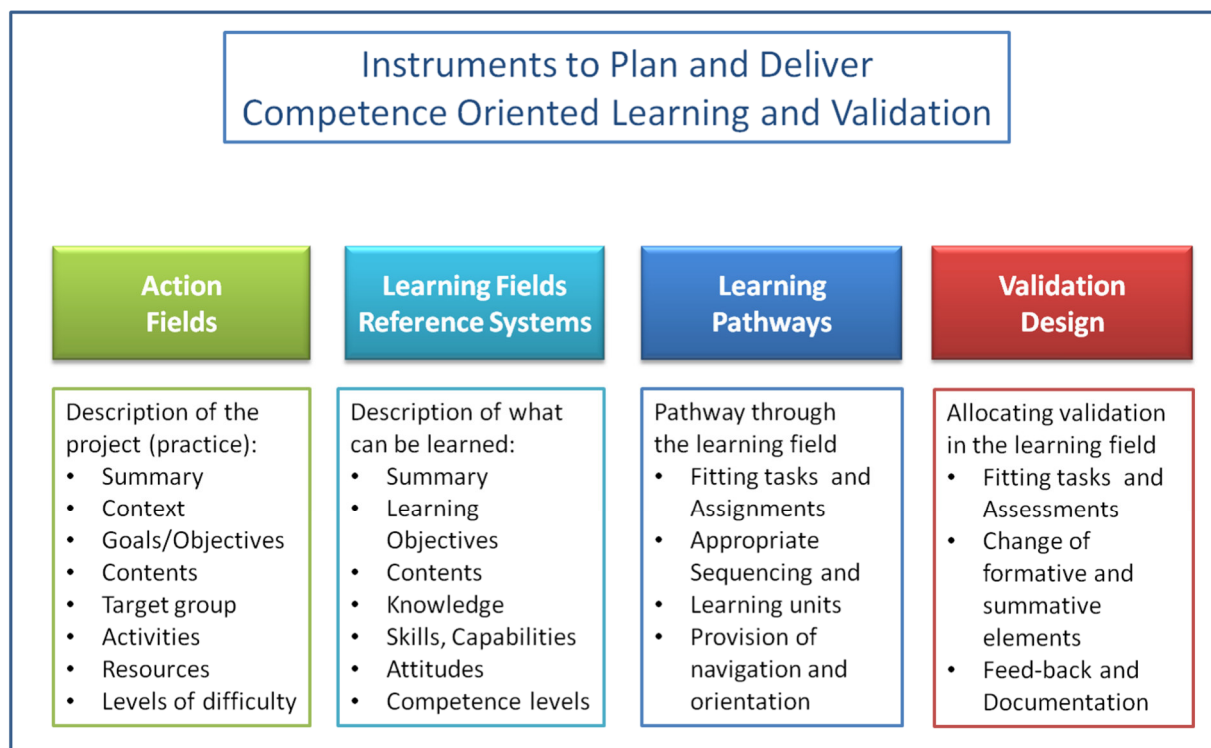
LEVEL5 largely supports blended, web-aided learning arrangements. It comes with state-of-the-art learning technologies (can be connected to a mobile learning app) and an open learning space which could also include a badges issuing LMS.

Check:

The check-element refers to the validation within LEVEL5. Dependent on the identified action and learning field it covers the identification, documentation, assessment and certification of competences. It is based on the LEVEL5 reference systems that facilitate individual and contextualised validation. The learning outcomes may normally be documented in LEVEL5 certificates including the dynamic LEVEL5 cube. In the project badges were applied to document the learning at different competence levels, hence they are representations for a rather informal certification.

### Instruments for Planning and Delivery

Based on the procedure we have developed four main instruments to plan and deliver Competence Oriented Learning and Validation.





*Fig. 2: Tools and Instruments for Planning and Delivering COL&V*

The instruments are easy to use tools that facilitate the planning according to a logical step-by step procedure. The first step (action field) scans the practical field and the challenges therein.

The learning field connects to learning objectives and envisaged competences levels and sets up a contextualised reference system. In the third step a learning pathway is designed and reasonable tasks and assignments are located on it. In the last step a reasonable assortment of assessments is assigned to it (formative and summative if applicable) as well as meaningful documentation and certification.

### 1.1. Action fields

The first planning step is always related to the practical situation and describes:

- Context
- Target Group
- Aims
- Resources
- Activities

What is the acting field and what does the individual has to perform in a specific context –(what are the tasks, the challenges, the visions, background and the perspectives)?

The action field is thoroughly described in a pre-defined project pattern. This step represents the planning of modern, practical and contextualised learning. It can be applied in a large variety of learning sectors ranging from modern HR-management for highly efficient continuing professional development (CPD at the workplace) to practical learning projects in NGOs or in innovative formal education settings (HEI), e.g. in innovative study projects, or innovative interdisciplinary fields, system thinking or other interdisciplinary action fields or simply by creating and introducing innovative practices (e.g. methods in educational studies).

The action field already comes with five different quality levels and describes the challenges and tasks that the individual is confronted with in his/her field of action (which can be professional and/or private).

### 1.2. Learning fields

In the next planning step the action field is turned into a learning field, following the question: Which competences do we need at which (quality) level in order to tackle the situation successfully? At this stage the LEVEL5 reference systems establish a framework which maps the necessary (contextualised) competences on three dimensions and quality levels. Necessary actions to create a learning field are:

- Define the necessary competences
- Create a reference system for the learning field (attached in the annex)



- Describe learning outcomes on knowledge, skills and attitudes and five levels
- Allocate assignments, materials, assessments in the LEVEL5 reference systems

KNOWLEDGE			SKILLS Capabilities		ATTITUDES Emotions/Values	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to enhance team processes in different teams. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills.	Developing, constructing, transferring	Leading a team in a way that members are able to contribute to the best of their abilities, supporting them to do so. Being able to strategically develop a team.	Incorporation	Having internalised the "culture" of constructive team work and to accomplish goals through mutual support. Inspiring others to improve their teamwork skills.
4	Knowing when (implicit understanding)	Having substantial knowledge on how and when to join/form a team. Understanding strength and weaknesses of team members. Knowing the importance of communication and how to coordinate workflows.	Discovering acting independently	Being able to assign and coordinate specific tasks and roles to team members on the basis of their strengths and weaknesses. Monitoring team processes. Trying out new roles for one-self.	Self-regulation, determination	Feeling the importance to refrain from own preferences (e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork. Being determined to be a good team worker.
3	Knowing how	Knowing the basic dynamics and demands of teamwork. Knowing how to engage in a coordinated work flow where the skills, qualities and limits of each member are taken into account in order to work efficiently.	Deciding/ selecting	Actively reaching out to join a team or help create a team. Contributing to the team process according to own strengths and needs for reaching the shared goal.	Motivation/ appreciation	Having a positive attitude towards working together in a team and to appreciate team diversity. Finding it important to have a 'team spirit'. Being motivated to develop own competence to successfully work in a team.
2	Knowing why (distant understanding)	Knowing that teamwork is a more effective way to achieve results. Knowing it demands from individuals to coordinate their work considering individual competences and abilities.	Using, imitating	Contributing to team work when being invited or instructed to. Fulfilling assigned tasks in a team by following the example of others.	Perspective taking	Being interested in the potentials of team work and to learn more about it.
1	Knowing what	Knowing that teamwork is collaborating with others to reach a shared goal.	Perceiving	Recognising situations in which teamwork is feasible to reach goals.	Self-orientation	Seeing teamwork as something positive, but without considering developing own team work competence.

Fig. 3: LEVEL5 Reference system (Learning field)

Knowledge, skills and attitudes in the learning field are described in a consistent way on the five quality levels including potential learning outcomes. Appropriate learning activities, materials, resources, and potential validation settings are assigned to and allocated in the reference systems.

### 1.3. Learning Pathways - Planning not formal learning

KNOWLEDGE		SKILLS Capabilities			ATTITUDES Emotions/Values	
Knowing where else (strategic transfer)	Knowing how to transfer idea creation skills and concepts into other contexts. Knowing how to help other people act successfully in different entrepreneurial structures in this respect.	Developing, constructing, transferring	Being able to transfer ideation and prototyping strategies into new business contexts. Actively planning and creating new entrepreneurial activities based on ideating and prototyping.	Incorporation	Having internalised ideation and prototyping as a fundamental personal entrepreneurship mindset.  Being an inspiration for others in their ideation and prototyping activities.	
Knowing when (implicit understanding )	Knowing when to apply right instruments from the portfolio of different ideation and prototyping approaches and tools.  Knowing when to use certain ideation and prototyping strategies.	Discovering acting independently	Project presentation, Essays		Being determined and pro-active in using ideation and prototyping in the own environment.  Finding it important to be creative in this respect.	
Knowing how	Knowing different ideation and prototyping approaches and tools.					
	Knowing how to use them in a coordinated way. Knowing how to engage in a coordinated work flow where the skills, qualities and limits of each member are taken into account in order to work efficiently.	Deciding/ selecting			Valuing ideation and prototyping in general. Being motivated to develop own competence to successfully work in a team.	
Knowing why (distant understanding )	Having substantial knowledge on how and when to join/form a team. Understanding strength and weaknesses of team members. Knowing the importance of communication and how to coordinate workflows.	Using, imitating			Being curious to try their own ideas.	
Knowing what	Knowing that entrepreneurship is based on innovation and the creation of ideas.	Perceiving			Perceiving the concept of creating ideas and opportunities without relating it to oneself.	

1. Film

2. Research task on...

3. Exercise on

4. Theory input on...

5. Excursion to

6. Case study on

7. eLearning input on...

8. Teamwork Design sessions on...

Fig. 4: Learning pathway with envisaged activities in the Learning field



The learning pathway is a trajectory through a learning landscape, a consciously planned path through the reference system (which is the competence framework of this learning field).

While planning and delivering COL we have to consider:

- Assigning the right tasks to the right stages; depending on
- content levels (level of complexity)
- levels of difficulty
- levels of knowledge, skills
- attitudes
- intention of the designer

The action and learning fields help the learning designer to identify different competence levels, to describe learning outcomes related to the levels and the three dimensions (columns) knowledge, skills and attitudes. They are then able to deliver a kind of landscape to develop a consistent and high quality learning pathway – also in informal learning settings.

Based on these landscapes, designers can also plan learning trajectories when the learner is not in a classroom (e.g. in cultural projects, internships, volunteering or on mobility) and/or connected with mobile learning apps.

Necessary actions while delivering Competence Oriented Learning:

- Identify pre-knowledge, skills and motivations of the learners
- Define appropriate learning situations and learning modalities (e.g. blended learning arrangements, practical learning projects etc.)
- Apply appropriate didactic design and methods in the learning field
- Substantiate the learning pathway and practical learning arrangements
- Assign meaningful tasks that match to the situational challenges
- Organise the learning accordingly

Appropriate assignments on different levels may be:

Knowledge basic level:	Basic Input, simple research questions, ...
Skills basic level:	Simple exercises, imitation of something , ...
Attitudes basic level:	watching film, discussion, provocative opening questions, ...

Knowledge medium level:	advanced knowledge Input, comprehensive tasks, more complicated research questions, reflections and discussion, valuing different approaches according to certain scales ...
Skills medium level:	More complex exercises, taking a role, unguided activities in a protected space (role plays, case studies), ...
Attitudes medium level:	self-reflection on the main theme, advanced and motivating tasks, ...





Knowledge high level:	transfer knowledge in complex scenarios, evaluating complex different options and explanation of complex systems and principles...
Skills high level:	Complex exercises in an unknown or disturbed context, project tasks...
Attitudes high level:	no specific tasks, just observation of commitment ...

#### 1.4. Validation Design in informal and non-formal learning

Validation is a complementary process to planning and delivery of competence oriented learning. Validation refers to the identification of already available competences, their documentation, a competent assessment and (if needed) a certification as formal proof of the learning activity.

The **identification** could be easily integrated into the learning processes, for instance as entry questionnaires or competence spiders based on self-assessments.

**Documentation**, as outlined above, can be facilitated with e-Portfolios (e.g. Mahara as an Open Source tool). Here, the learning proofs or artefacts can easily be collected and connected to the learners competence profiles.

Hence the individual (who should be in the centre of the validation) has the opportunity to organise his/her learning proofs accordingly, and the web-based portfolio also facilitates a 'management' of these proofs of competences.

The **Certification** and this is what the whole BADGES project is about, is NOT a formalised one but an informal one, which nevertheless has a high quality claim. In the end, visitors receive a badge which is connected to a pre-defined competence level.

The most challenging point which has to be considered while validating informal learning is the right way of assessing competences.

Hence **Assessments** have to be competence oriented as well. This refers to

1. the competence column (knowledge, skills and attitudes): there is no need to identify and measure complex attitudes with simplified tick-box questions.
2. on the other hand to the competence level (again, the higher the competences level is, the greater the need for a more complex assessment)
3. to the purpose (formative to empower, summative to measure performances)

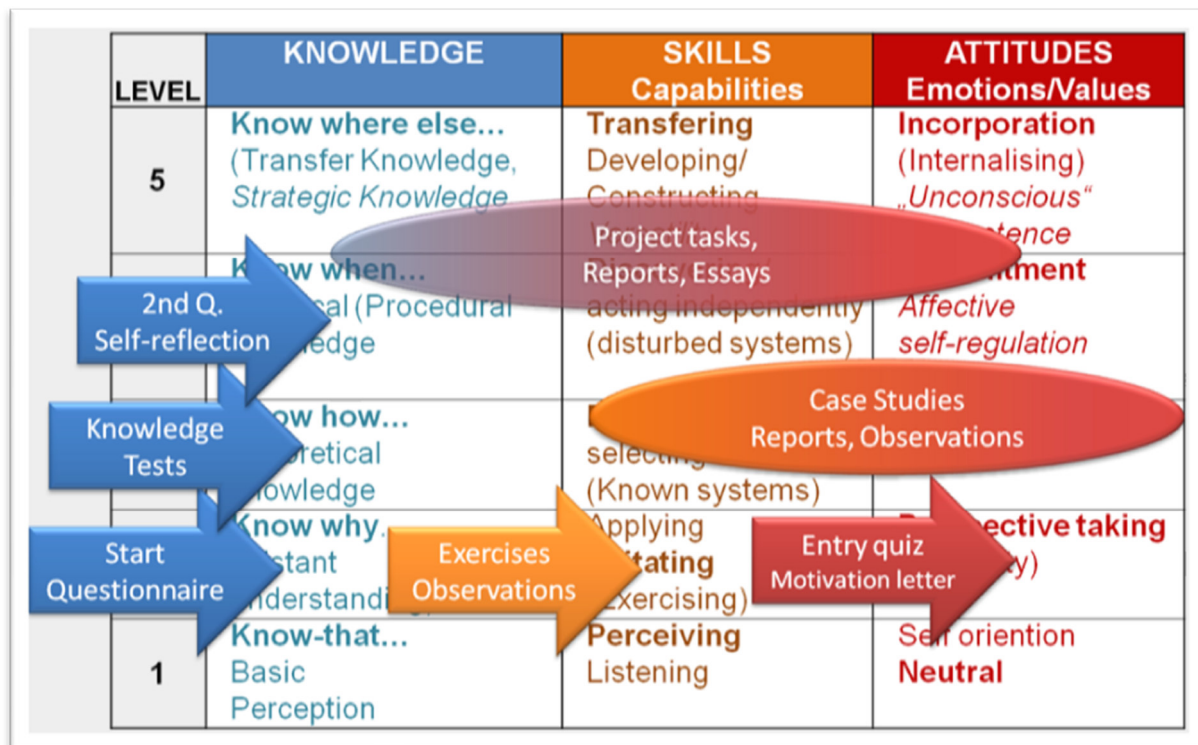


Fig. 5: Schematic ordering of assessments with a reference system for competence oriented learning (explanation below)

Possible and appropriate assessments on different levels:

Level 2: Entry quiz (tick boxes), Simple Exercises (rehearsals), starting reflective questionnaire

Level 3: knowledge tests (open/closed questions), more complex exercises, case studies and reports

Level 4: complex self-reflection tests, essays, project reports

Level 5: Comprehensive project reports in unknown, disturbed (unpredictable) systems

When looking for proofs of learning we should also consider that a smart assignment is often a very powerful assessment tool. Especially in higher competence regions it is not helpful to only go for a knowledge related assessment, since the performance quality can only be observed by looking at all three dimensions.

At least from level 4 the complexity of a challenge is in most cases so high that it needs more than just a simple, descriptive report to understand capabilities, motivation and commitment but also procedural knowledge. We can expect a rather high level of reflection on a problem and self-reflection (metacognition) which will only be revealed either in more complex essays and/or in complex pieces of work.



## 2. Programme and CPD-Course in Palermo

The CIM training course was conducted for partners and multipliers from several European countries from the 9<sup>th</sup> and 13<sup>th</sup> of December 2019 in Palermo, Italy. The course was prepared by two online meetings to introduce the concept and the preliminary tasks participants were given to prepare for the course.

43 participants from 9 different European countries attended this five-day learning event, an average of 35 participated in the evaluation rounds.

The training program consisted of:

- E-learning and distant learning (preliminary phase)
- Transnational 5-day event in Palermo, Italy
- Collaborative group works on the CIM e-Portfolio, synchronous online workshops/webinars (follow up phase)

Another group of professionals already met during a 3 day meeting in Thessaloniki in September in which the project was disseminated and a preliminary workshop was held.

In the post phase of the transnational training seminar the participants recruited the envisaged numbers of students and businesses (and their employees teams) for the following pilot phase.

### 2.1. CIM Course Concept and Programme Introduction

Excerpt from the information given to the participants:

“CIM is about new ways of learning in Higher Education Institutes and Business in relation to “Creativity and Innovation Management”. This means that we want to promote the acquisition of these competences and assess and document how these competences develop.

In this train the trainer course we don't want to spend much time on theory of validation, competence theory and taxonomies, but want to convert much learning time into active working time.

Hence we will have less theory input and more space for development in Palermo.

Envisaged Outputs are blended learning projects (concepts) which would be developed in teams which will or at least could be transferred into reality in the partner countries.

The trainers will work in intercultural teams on the design and conceptualisation of new services and products (as outputs of the CIM training). We will make use of different concepts which shall be applied to the students' courses and internships in the home universities and businesses after the course:

1. Design Thinking Methodology
2. Blended learning
3. Competence based learning and Competence validation



Blended Learning in CIM means that we have mixed methodologies (face to face units, learning projects and e-Learning which will also contain validation of learning at the end.

This is what all of you are expected to deliver in the framework of the project and the Palermo course aims to prepare you to tackle this task successfully in a joint and comparable approach.

We will use state of the art learning methods based on “Design Thinking” approaches and instruments. To our mind this approach, in combination with the EntreComp competence framework of the European Commission, offers the best basis to creatively develop new ways to integrate Creativity, Innovation and new ways of management in the future working spheres of the students.

The CIM Train-Trainer course in Palermo is designed in such a way that all trainers will practice the development of ideas and innovative learning and teaching concepts by using Design Thinking in the course as well as COL and Validation. We will mainly work in transnational intercultural teams which is an important point because at a later stage also your students are supposed to work in joint teams during their study visits. Eventually each team will present its prototype in a pitch and explain the process of spotting ideas and opportunities.

The course will end with a self-assessment and validation which is similar to what is expected from the students in the pilot courses in the home universities.”

## 2.2. The Course Programme

MON, 09.12.19

Day/Session	Topic
1 <sup>st</sup> 09:00-10:30	Introduction <ul style="list-style-type: none"> <li>• Programme presentation and Get Together</li> <li>• Wrap up of the CIM idea and project</li> <li>• Intro on Entrepreneurship</li> <li>• Input on Blended learning design</li> </ul>
2 <sup>nd</sup> 11:00-12:30	Input <ul style="list-style-type: none"> <li>• Intro on the and the learning platform</li> <li>• Self Assessment on your competence to spot ideas and opportunities</li> <li>• Input on Design Thinking and Creativity and Innovation</li> <li>• Team creation: assigning participants and assignment of 2 tasks</li> </ul>
3 <sup>rd</sup> a) 12:45-13:45	Teamwork 1a): <ul style="list-style-type: none"> <li>• Get together, Present yourselves in a video</li> <li>• Creating the team vision</li> <li>• Describing the challenge</li> </ul>
13:45-15:00	Lunchbreak
3 <sup>rd</sup> b) 15:00-16:00	Teamwork 1b): <ul style="list-style-type: none"> <li>• Team vision: Videos of team and its members</li> </ul>
4 <sup>th</sup> 16:00-17:30	Teams' presentation of the vision Evaluation of day 1



TUE, 10.12.19

Day/Session	Topic
1 <sup>st</sup> 09:00-10:30	Input <ul style="list-style-type: none"> <li>• Introduction on Creativity and Innovation</li> <li>• Competences linked to entrepreneurship/entrepreneurial mindset</li> </ul>
2 <sup>nd</sup> 11:00-12:30	Input: <ul style="list-style-type: none"> <li>• Self Assessment on your competences related to Competence Oriented Learning and Validation</li> <li>• Planning Competence Oriented Learning</li> </ul>
3 <sup>rd</sup> a) 12:45-13:45	Teamwork 2a): <ol style="list-style-type: none"> <li>1. Ideating session for innovative products and services</li> <li>2. Lateral thinking session to Collect ideas</li> </ol>
13:45-15:00	Lunchbreak
3 <sup>rd</sup> 15:00-16:00	Teamwork 2b): <ol style="list-style-type: none"> <li>3. Ideating session for innovative products and services</li> <li>4. Lateral thinking session to Collect ideas</li> </ol>
4 <sup>th</sup> 16:00-17:30	Teamwork 2: <ul style="list-style-type: none"> <li>• Teams' presentation of the ideas, Exhibition style / talk and walk</li> </ul> <p>Reflection: How to integrate the format in the own environment  -&gt; Bullet point list to be put in a doc-file and on the platform</p> <p>Evaluation of day 2</p>

WED, 11.12.19

Day/Session	Topic
1 <sup>st</sup> 09:00-10:30	Input: Validating Competence in Innovative Learning Settings Reflection: How to assess and validate competences in your contexts
2 <sup>nd</sup> 11:00-12:30	Teamwork 3a): <ul style="list-style-type: none"> <li>• Client orientation and context/market scans (personas)</li> <li>• Value proposition canvas</li> </ul>
3 <sup>rd</sup> a) 12:45-13:45	Teamwork 3b): <ul style="list-style-type: none"> <li>• Selection and Refining of ideas and concepts</li> </ul>
13:45-15:00	Lunchbreak
3 <sup>rd</sup> 15:00-16:00	Teamwork 4a): <ul style="list-style-type: none"> <li>• Prototyping Session 1</li> </ul>
4 <sup>th</sup> 16:00-17:30	Teams' presentations <ul style="list-style-type: none"> <li>• Reflection: how to integrate this in the own environment</li> <li>• Developing suitable teaching and learning formats</li> </ul> <p>Evaluation of day 3</p>



THU, 12.12.19

1 <sup>st</sup> 09:00-10:30	Planning and Delivering Competence Oriented Learning and Validation LEVEL5 Planning Instruments <ul style="list-style-type: none"> <li>• Input and Issuing Planning and documentation forms</li> </ul>
2 <sup>nd</sup> 11:00-12:30	Institutions' workgroups: <ul style="list-style-type: none"> <li>• Create and describe Action and Learning Fields</li> <li>• Develop LEVEL5 Reference systems</li> <li>• Develop potential learning pathways</li> <li>• Conceptualise learning units</li> </ul>
3 <sup>rd</sup> a) 12:45-13:45	Teamwork 4b): <ul style="list-style-type: none"> <li>• Prototyping Session 2</li> </ul>
13:45-15:00	Lunchbreak
3 <sup>rd</sup> 15:00-16:00	Teamwork 5): <ul style="list-style-type: none"> <li>• Preparing the team presentation</li> </ul>
4 <sup>th</sup> 16:00-open...	Team Presentations 1 <ul style="list-style-type: none"> <li>• Pitches (10 min sessions)</li> <li>• 10 min discussions</li> </ul> Team Award
20:00	Social Dinner on the rooftop of <a href="https://leterrazedelsole.it/en/home-2/">https://leterrazedelsole.it/en/home-2/</a>

FRI, 13.12.19

Day/Time	Topic
1 <sup>st</sup> 09:00-10:30	Reflection round <ul style="list-style-type: none"> <li>• Conversion into own training and learning offers in HEI and Business</li> <li>• Utilisation of planning and documentation forms</li> <li>• Timing and deadlines for support, quality and evaluation</li> <li>• Self Assessment on your Intercultural Team Competences based on a LEVEL5 reference system</li> </ul>
2 <sup>nd</sup> 11:00-12:30	Discussion and Adoption of the next steps and collaboration culture Final Evaluation
	Departure





### 3. Evaluation

CIM organizers/facilitators worked in transnational groups to develop a prototypical idea following and gaining practical knowledge on the five phases of design thinking.

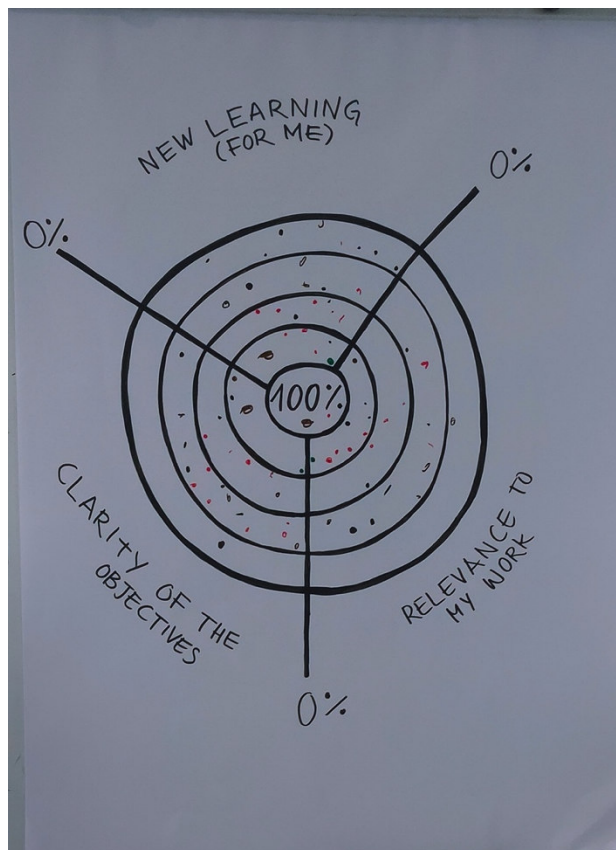
Also, they familiarized with the importance of informal learning, provided valuable information on how to assess informal learning outcomes with regards to key competences. Moreover, they learnt how to support and optimize informal in-company learning processes.

At the start of the second day participants were asked what they gained from the first day and what they hoped to accomplish on the following days. A group discussion took place.

At the end of the course a Bull's Eye evaluation method was used to gain insight in the output/gains from the course. Participants scored their opinions on three areas (New learning (for me), Clarity of the objectives, Relevance to my work). Afterwards, a group discussion was conducted on the scores.

After a couple of weeks, an online questionnaire was launched in order to gather information about the proceedings of participants.

#### Evaluation day 2 (bull eye and group discussion)



The group appeared heterogeneous with participants from different backgrounds and working/studying contexts. The initial uncertainty of several participants in regard to “Relevance to my work” and “Clarity of the objectives” was due to the fact that most of the participants had never heard of design thinking and design-based learning before. However, during the group discussion, several participants expressed interest and curiosity towards the topics.

The overall perception was that the first day contributed to more and deeper understanding of competencies, competence-oriented learning/competence-based learning and validation. Also, more clarity on the LEVEL5-approach and the reference systems was gained. In addition, participants shared their experience on the training topics, and they got to know each other better.

As for the second day, participants hoped to accomplish a better understanding of the application and implementation of LEVEL5 in their learning



projects. Furthermore, participants expressed the need to develop their projects ideas in more detail, especially the planning of next steps in their project development.

In detail, the results of the second day evaluation were as follow (n=29):

Topic	Score	Number of responses
New learning	75-100%	8
	50-74%	7
	25-49%	6
	<24%	8
Clarity of objectives	75-100%	5
	50-74%	6
	25-49%	14
	<24%	1
Relevance to my work	75-100%	10
	50-74%	4
	25-49%	10
	<24%	1

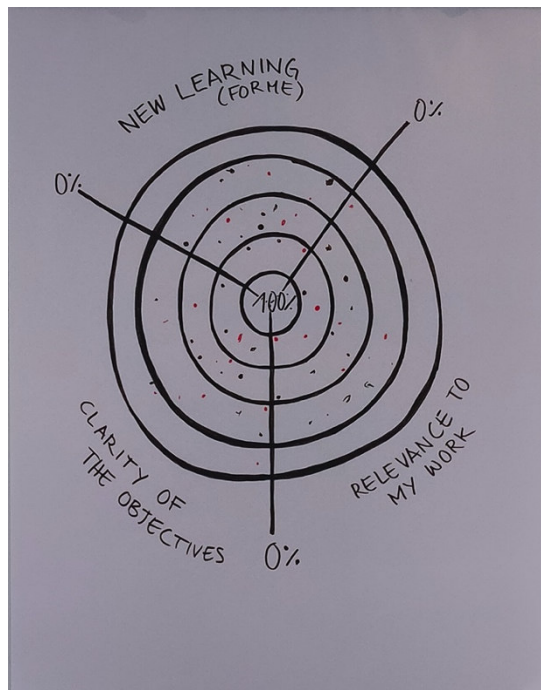
### Overall course evaluation (Bull's Eye and group discussion)

The evaluation at the end of the course showed an increased clarity, relevance and amount of new learning and it was overall positive. It should be noted that the group was quite diverse: around one third of the participants had already had experience with the project and in general with competence-based learning and competence assessment and validation, the other two thirds, namely the multipliers were new to the concept. Also, as evidenced above, most of the participants were new to design thinking and design-based learning methodologies. However, during the group discussion, the majority of the participants considered such diversity a resource, particularly useful during the group works.

The next steps were clear for most of the participants and the collaborative groups on CIM as well as the sharing of the learning projects and the assessment methodologies on the platform were considered as an instrument to support the less experienced multipliers.



At the end of the training days, the results of the overall evaluation were as follows (n=23):

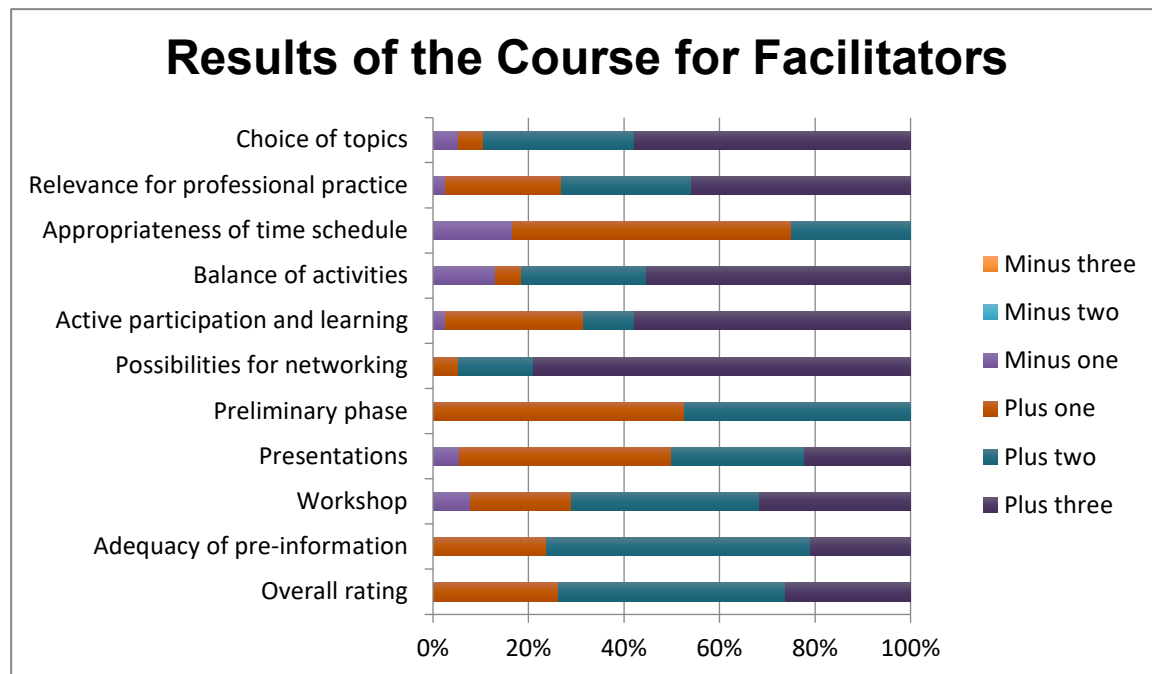


Topic	Score	Number of responses
New learning	75-100%	5
	50-74%	9
	25-49%	9
	<24%	0
Clarity of objectives	75-100%	6
	50-74%	7
	25-49%	6
	<24%	3
Relevance to my work	75-100%	6
	50-74%	9
	25-49%	7
	<24%	0

Overall course evaluation (Online questionnaire)



After around two weeks from the learning event an online questionnaire was sent to all participants to gather more detailed information regarding the relevance and the appreciation of the Course for Facilitators. The results are shown in the table below:



38 participants answered the questionnaire. The overall results of the process evaluation for the Course for Facilitators were very positive. No --- or -- was received and only a few persons rated - to a few topics, while the vast majority of ratings was between ++ and +++ for all topics.

Then, participants were asked to write down the most positive and the most negative aspect of the training. Among the positive aspects, participants highlighted the innovative aspect of the training and topic (design-thinking), the opportunity to develop networks and share experience among other experts and the fact that the event helped them clarifying their project ideas and the following steps.

Below are reported some of the comments for the most positive aspect:

- Great selection of multipliers, great interest of participants in the project
- I was able to define in detail my learning project for the pilot
- The fact that we planned and got ready for validations
- Next steps are clearer
- New ideas for my project
- Experienced trainer
- Design thinking was extremely stimulating
- The fact that we managed to organise a positive group dynamic. The presentations from the groups were fun!
- I saw that also rather inexperienced partners could be brought into a position to validate competence developments and plan their learning activities in a good and professional way
- So many new ideas and diversity of participants



- The exchange of opinions of different stakeholders – HEI, business representatives, students...
- The organisation of social moments
- Sharing our views
- Exchanging with colleagues on new project ideas

On the other side, the most negative aspect was identified as such:

- Many inputs difficult to manage all together
- We often had to rush to complete group works, it was a pity since it was very interesting
- Some tasks given during the Design Thinking workshop would have required more time
- In the final afternoon session the discussions skipped from one topic to another which made it a bit hard to follow
- It was too full. I would have liked to have more explanations on certain aspects but this was not possible
- 5 days are too long for a training
- Difficult setting in some of the rooms for group work
- I don't feel too confident to implement the approach

The negative aspects relate mainly to the time management, the design thinking sessions (group work) would have required more time since most of the participants were completely new to the methodology. Also, some rooms for the group work were a bit small but the host building could offer all the necessary services. Another negative aspect highlighted by some of the participants was the feeling of insecurity towards the implementation of their own learning projects. Since the level of experience was different among participants, follow-up groups on CIM platform were foreseen and all material created (such as, for instance, samples of assessment questionnaires) was going to be uploaded on the platform to support less experienced multipliers.



## 4. Competence Validation – The Facilitators’ Assessment Pack

### 4.1. LEVEL5 validation Introduction and How to

This interim assessment relates to the “*Facilitation Competences*”.

The professionals acquired and developed these competences during your CIM learning programme.

Professionals were asked to reflect on your competence levels before the course (at the time of entering the learning programme and at the end of it).

Participants used the following pattern with the reference system and the descriptors.

It was the basis for a self-assessment and rating.

- They first ticked boxes on the levels of knowledge, skills and attitudes, for the beginning and at the end of the CIM learning programme (only one rating possible per dimension)
- Examples should be given that illustrate and justify the ratings..
- These ratings and the reasoning were discussed with the team mates.
- After this step the examples and justifications were finalised).
- There was a consistency check from the coordinators and the LEVEL5 certificates will be produced as PDF

Note: The individual competence validation is reported in WP6. The results are not displayed due to data protection

### 4.1. Competence Description: Facilitation of Design Based Collaborative Learning (DBCL)

#### Competence Description

The AE professional can facilitate a design based collaborative learning environment using various methods and tools, concepts and approaches. He/she can adapt and develop concepts and designs for collaborative learning for different target groups and is flexible in re-planning and adapting to the needs of the situation. The facilitator can motivate others and inspire participants to develop their own competences in this context.

Design based collaborative learning is both constructive (oriented along a development process which aims at a concrete product or prototype) and teamwork driven.

In CIM design based collaborative learning is applied to facilitate joint learning and development processes related to Creativity and Innovation Management in a HE course or an internship.

Facilitators can be either educational professionals from HEI and from businesses (e.g. mentors).





The competence framework below comprises the most relevant learning objectives/outcomes in regard to planning and delivery of DBCL.

**Knowledge:** The trainer/facilitator knows...

- what collaborative learning is about, and which components and theories belong to the concept,
- what it takes to plan and implement collaborative learning concepts, for instance to consider multiple perspectives and concrete individual experiences,
- the role of a facilitator in this process,
- at which points he/she should intervene within the collaborative learning process in a supportive/facilitative manner
- relevant teamwork and creativity concepts

**Skills:** The trainer/facilitator is able to...

- create collaborative relationships,
- create and sustain a participatory environment,
- formulate and apply a strategy of enquiry to enable individuals to explore issues and develop insights,
- evoke the creativity of a group,
- plan appropriate group processes,
- guide groups to appropriate and useful outcomes and
- facilitate design based collaborative learning based on a repertoire/collection of methods, concepts and tools

**Attitudes:** The trainer/facilitator ...

- understands the shortcomings of traditional educational formats
- appreciates the collaboration of learners
- is motivated to promote learning conditions that are constructive and output oriented
- is curious to continuously learn new approaches of participatory learning
- is open for unexpected learning outcomes
- also appreciated unambiguous results
- is ready to re-define the own teaching/training/counsellor role



## 4.2. Reference System: Facilitating Design based Collaborative Learning (DBCL))

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer design based collaborative learning into new and different contexts and situations	Developing, constructing, transferring	Adapting and developing design based collaborative learning into a CI Management system in an organisation	Incorporation	Being determined to transfer the own teaching and counselling to the new approach. Inspiring others to apply concepts of DBCL
4	Knowing when (implicit understanding)	Knowing when and how to interact in design based collaborative learning process and to apply certain methods	Discovering, acting independently	Co-Facilitating a DBCL project to for CIM with appropriate tools in a teamwork on a given case	Commitment	Being determined to explore and improve the own competence regarding the facilitation of DBCL
3	Knowing how	Knowing the essential concepts on design based collaborative learning and the roles and required competences of a facilitator	Deciding/ selecting	Applying a set of DBCL-instruments in defined assignments	Motivation/ appreciation	Being motivated to implement CIM in organisations with a design based collaborative learning and facilitation concept
2	Knowing why (distant understanding)	Understanding why planning and delivering of design based collaborative learning has its benefits for implementing CIM	Using, Imitating	Exercising and trying out singular DBCL tools provided by others	Perspective taking	Being curious and interested about planning and delivering designed collaborative learning
1	Knowing what	Knowing that design based collaborative learning is different from traditional teaching	Perceiving	Recognising that the implementation of CIM require new training / facilitation approaches	Self-orientation	Perceiving new design based collaborative learning without relating it to the own context



### 4.2.1. Assessment Grid: Development of My Knowledge on Facilitating DBCL

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. give concrete examples of what you knew at the beginning and at the end and write them in the 2 boxes behind your ticked ones (Max 230 characters per box)

1	2	3	4	4a	5	5b*
Level	Level Titles <sup>1</sup>	Level description Explanation	Time 1 (tick)	Give concrete examples of what you knew at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you know at the end to illustrate the chosen level
5	Knowing where else (strategic transfer)	Knowing how to transfer design based collaborative learning into new and different contexts and situations	<input type="checkbox"/>		<input type="checkbox"/>	
4	Knowing when (implicit understanding)	Knowing when and how to interact in design based collaborative learning process and to apply certain methods	<input type="checkbox"/>		<input type="checkbox"/>	
3	Knowing how	Knowing the essential concepts on design based collaborative learning and the roles and required competences of a facilitator	<input type="checkbox"/>		<input type="checkbox"/>	
2	Knowing why (distant understanding)	Understanding why planning and delivering of design based collaborative learning has its benefits for implementing CIM	<input type="checkbox"/>		<input type="checkbox"/>	
1	Knowing what	Knowing that design based collaborative learning is different from traditional teaching	<input type="checkbox"/>		<input type="checkbox"/>	

<sup>1</sup> Hints for describing the levels:  
 Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)  
 Level 4: Analysing (Differentiating – Organising – Attributing)  
 Level 3: Understanding (Explaining – Comparing)  
 Level 2: Interpreting (Exemplifying – Summarising – Classifying)  
 Level 1: Remembering (Recognising – Recalling)



## 4.2.2. Assessment Grid: Development of my Skills on Facilitating DBCL

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. give concrete examples of what you were and are able to do and write them in the 2 boxes behind your ticked ones, (Max 230 characters per box)

1	2	3	4	4a	5	5b*
Grade	Corresponding Level Titles <sup>2</sup>	Level description Explanation	Time 1 (tick)	Give concrete examples of what you were able to do at the beginning to illustrate the chosen level	Time 2 (tick)	Give concrete examples of what you are able to do at the end to illustrate the chosen level
5	Developing, constructing, transferring	Adapting and developing design based collaborative learning into a CI Management system in an organisation	<input type="checkbox"/>		<input type="checkbox"/>	
4	Discovering acting independently	Co-Facilitating a DBCL project to for CIM with appropriate tools in a teamwork on a given case	<input type="checkbox"/>		<input type="checkbox"/>	
3	Deciding/ selecting	Applying a set of DBCL-instruments in defined assignments	<input type="checkbox"/>		<input type="checkbox"/>	
2	Using, imitating	Exercising and trying out singular DBCL tools provided by others	<input type="checkbox"/>		<input type="checkbox"/>	
1	Perceiving	Recognising that the implementation of CIM require new training / facilitation approaches	<input type="checkbox"/>		<input type="checkbox"/>	

- <sup>2</sup> Hints for describing the levels:
- Level 5: Constructing, transferring to different contexts, i.e. into private life, other fields/contexts
  - Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)
  - Level 3: Acting partly independently, choosing between options, selecting
  - Level 2: Imitating, Acting without own impulse, acting when being instructed
  - Level 1: Listening only, participating only, reception without action...



### 4.2.3. Assessment Grid: Development of my Attitudes on Facilitating DBCL

How to fill this grid: 1. Read the level titles and descriptions. 2. How would you rate yourself at the beginning and at the end (tick 1 box at the beginning and 1 box at the end) 3. give concrete examples of how you felt and which attitude you had in regard to Spotting ideas and opportunities, (Max 230 characters per box)

1	2	3	4	4a	5	5b*
Grade	Corresponding Level Titles <sup>3</sup>	Level description Explanation	Time 1 (tick)	Give concrete examples that illustrate the selected attitude level the beginning	Time 2 (tick)	Give concrete examples that illustrate the selected attitude level the end
5	Incorporation Internalisation	Being determined to transfer the own teaching and counselling to the new approach. Inspiring others to apply concepts of DBCL	<input type="checkbox"/>		<input type="checkbox"/>	
4	Affective self-regulation	Being determined to explore and improve the own competence regarding the facilitation of DBCL	<input type="checkbox"/>		<input type="checkbox"/>	
3	Appreciation Empathy	Being motivated to implement CIM in organisations with a design based collaborative learning and facilitation concept	<input type="checkbox"/>		<input type="checkbox"/>	
2	Perspective taking	Being curious and interested about planning and delivering designed collaborative learning	<input type="checkbox"/>		<input type="checkbox"/>	
1	Self centred neutral	Perceiving new design based collaborative learning without relating it to the own context	<input type="checkbox"/>		<input type="checkbox"/>	

<sup>3</sup> Hints for filling the level:  
 Level 5: (group): influencing others (motivating/convincing others by own model,...)  
 Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)  
 Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)  
 Level 2: curiosity (interest in topic, being attracted, ...)  
 Level 1: no emotional reference to topic (only interested in own situation,...)



#### 4.2.4. Conclusion and Personal Data:

My Competence Development on Facilitating Design Based Collaborative Learning

**Please describe your development on this competence in one sentence (max 250 characters)**

####

**Personal Data:**

**First Name:** \_\_\_\_\_

**Last Name:** \_\_\_\_\_

**Please add also a photo to the questionnaire**





## 5. Annexes Tools:

### 5.1. Action Field pattern

*Please give a short description on the action field (the context) related to your cultural project:*

What is the environment, the specific challenges and the overall objectives of the stakeholders

• <b>Name of your project</b>	
• Context	
• Target Group	
• Aims	
• Resources	
• Activities	

### 5.2. Learning fields

#### 5.2.1. Didactic Framework

Before designing the learning pathway it might be necessary to determine (after some thorough reflections) some basic “ingredients” of your learning offer.

You should do that in rather rough format -

• <b>Name of your project</b>	
• Competences needed/fostered	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Creative thinking</li> <li>• ....</li> </ul>
• (Content) Themes tackled	<ul style="list-style-type: none"> <li>• List of relevant contents</li> <li>• Context related themes</li> <li>• ....</li> </ul>
• Competence dimensions	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Skills: Activities, Capabilities</li> <li>• Attitudes: Emotions, Values</li> </ul>





### 5.2.2. Reference System pattern

	COGNITIVE/KNOWLEDGE		ACTIVITY		AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Know where else (knowledge for Transfer)		Developing/ Constructing Transfer		Incorporation Internalisation	
4	Know when (Implicit understanding)		Discovering/ acting independently		Commitment Volition	
3	Know how		Deciding/ selecting		Appreciation Motivation	
2	Know why (Distant understanding)		Application, Imitation		Curiosity Perspective taking	
1	Know-what/know that		Perceiving		Self oriented, neutral	



### 5.2.3. Reference System Example for “Spotting Ideas and Opportunities”

	KNOWLEDGE		SKILLS//CAPABILITIES		ATTITUDES/VALUES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer idea creation skills and concepts into other contexts. Knowing how to help other people act successfully in different entrepreneurial structures .	Developing, constructing, transferring	Being able to transfer ideation and prototyping strategies into new business contexts. Actively planning and creating new entrepreneurial activities based on ideating and prototyping.	Incorporation	Having internalised ideation and prototyping as a fundamental personal entrepreneurship mindset. Being an inspiration for others in their ideation and prototyping activities.
4	Knowing when (implicit understanding )	Knowing when to apply right instruments from the portfolio of different ideation and prototyping approaches and tools. Knowing when to use certain ideation and prototyping strategies.	Discovering acting independently	Deliberately searching for and selecting appropriate ideation and prototyping techniques and instruments for the own business. Creating and executing an ideation and prototyping strategy for the own context and professional domain.	Self-regulation, Commitment	Being determined and pro-active in using and improving ideation and prototyping in the own environment. Finding it important to be creative in this respect.
3	Knowing how	Knowing different ideation and prototyping approaches, techniques related to: Spotting opportunities, Creating ideas, Working towards a Vision, Valuing ideas, Checking for Sustainability. Theoretically knowing how to act along an ideation and prototyping concept.	Deciding/ selecting	Taking part in ideation and prototyping activities as they are offered by others in safe (undisturbed) contexts. Choosing singular ideation and prototyping tools from a given (known) portfolio	Motivation/ appreciation	Valuing ideation and prototyping in general. Being motivated to develop own ideation and prototyping competences and visions.
2	Knowing why (distant understanding )	Having basic knowledge on creativity and innovation. Knowing that idea creation, a multiperspective view on the ideas. Understanding basic aspects of the ideation and prototyping.	Using, imitating	Occasionally taking part in non structured activities related to the creating of ideas. Carrying out ideating actions when being instructed to.	Perspective taking	Being curious and interested in ideating and prototyping and spotting of opportunities.
1	Knowing what	Knowing that entrepreneurship is based on innovation and the creation of ideas.	Perceiving	Perceiving and recognising the concept of creating ideas and opportunities without taking further steps.	Self-orientation	Perceiving the concept of creating ideas and opportunities without relating it to oneself.



### 5.3. Sequencing table

#### Learning pathways

Please describe the learning pathway of your learning project. Learning pathways are sequences of learning steps or learning units. To fill the table, you need to break down your learning project in chronicle steps/units.

***Please also add your reference systems.***

Step No.	Title	Content	Learning objective	Method Activity	Media	time	Competence column <i>Please indicate if the unit targets knowledge, skills or attitudes and if the difficulty is rather easy, medium or hard.</i>
2							
3							
4							

