

Booklet: discovery and analysis of a flagship initiative by a group of peer expert. It is a tool to develop together, not an evaluation.

How to use this booklet?

This booklet is made of 3 sections:

- **Section 1:** to be filled in by the teacher (project designer).
Description of the flagship initiative.
- **Section 2:** to be filled in by the group of peer experts.
Discussion by the group of peer experts (methodology of the iceberg).
Suggestions of teaching methods, tools and skills are possible.
- **Section 3:** support for the meeting with students.
- **Section 4:** references section.
Definitions and grids of all 12 transferable skills.
To complete the grid on page 6, don't hesitate to use the reference section below.

Section 1

Build the landscape (max. 150 words):

Kudrheixg ...

Skills (as listed in Section 4. Max. 3 skills) :

- | | |
|---|--|
| <input type="checkbox"/> Creativity | <input type="checkbox"/> Interdisciplinarity |
| <input type="checkbox"/> Critical thinking | <input type="checkbox"/> (Inter)cultural understanding |
| <input type="checkbox"/> Digital literacy | <input type="checkbox"/> Oral communication |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Problem solving |
| <input type="checkbox"/> Global citizenship | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Information literacy | <input type="checkbox"/> Written communication |

Aim, learning outcomes (max. 100 words):

Kudrheixg ...

How, teaching methods and tools (max. 100 words):

Kudrheixg ...

Section 2



Clarification (max. 150 words):

Kudrheixg ...

Skills:**Teaching methods and tools (max. 100 words):**

Kudrheixg ...

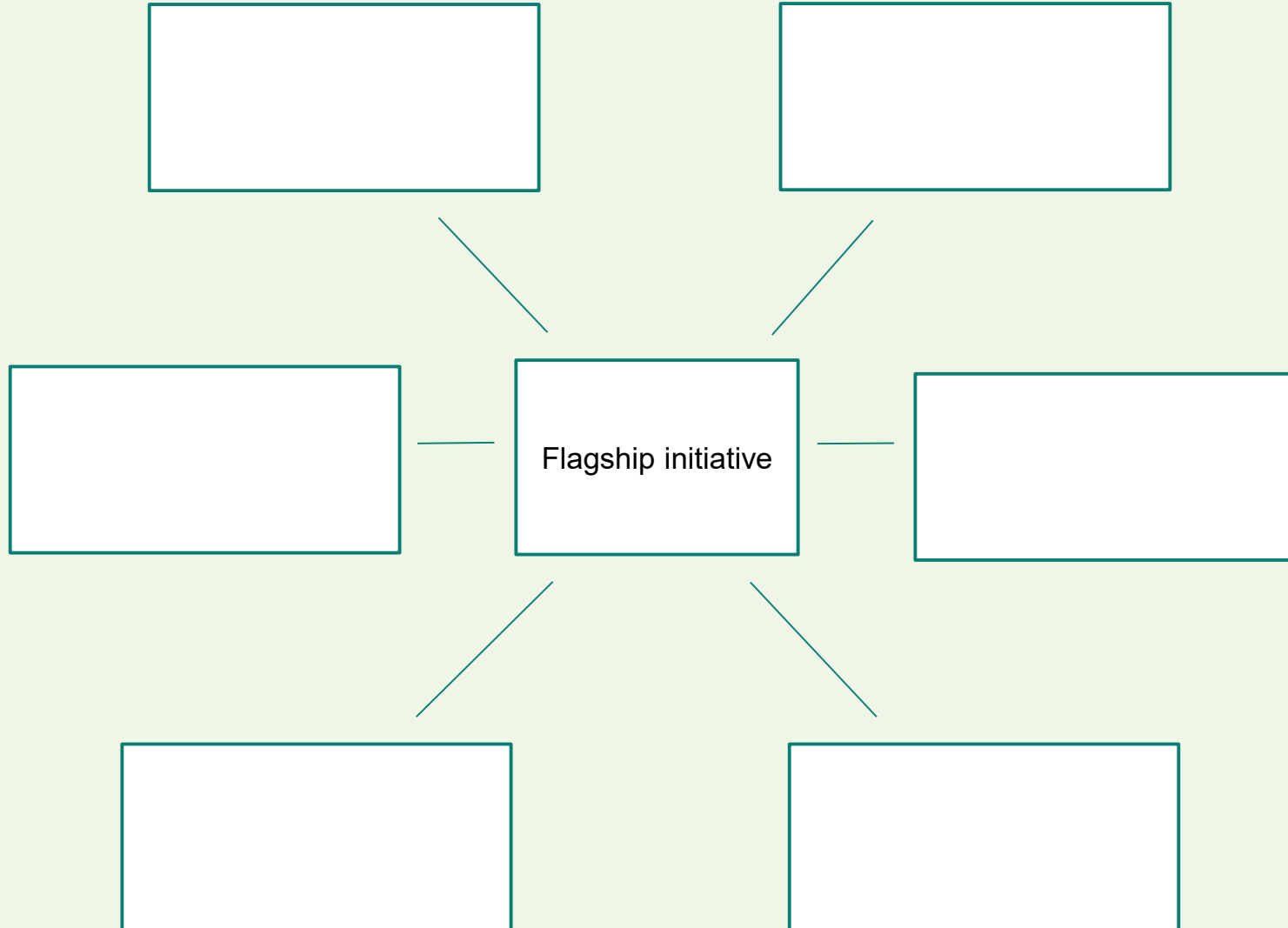
Analysis (to be completed by peer experts):

Novice Awareness of Base Level Knowledge Explain	Intermediate Apply the concept somewhat Analyze	Advanced Intentional and Effective Application Transfer to a new situation

Feedback:

Strengths & Opportunities	Actions for Results
<p>To be completed by peer experts.</p> <p>-----</p> <p>To be completed by the teacher (project designer) of the flagship initiative.</p>	<p>-----</p>	<p>-----</p>

Areas for reflection (to be filled in by the teacher – project designer after feedback):



Notes:

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Section 3

Meeting with students:

- **Individual reflection time**

➔ [Padlet](#)

Skills / Mastery of the skill	Pre- achievement of the skill	Skill development	Skill assessment	Integration in other contexts	Other comments:
Skill 1					
Skill 2					
Skill 3					

- **Joint reflection time**



Section 4

Creativity is the ability or attitude that enables individuals to develop ideas and opportunities, to create something new or create something in a new way, utilizing the knowledge she/he has already acquired.

Novice	Intermediate	Advanced
Reuse or restate ideas from the sources that are consulted.	Combine ideas in ways that are derived from the thinking of others.	Combine ideas in original and surprising ways.
Feel, empathize, observe, describe relevant experience, knowledge and information.	Explore, seek, brainstorm and generate ideas; examine the chose idea.	Examine a variety of ideas, reflect and assess the novelty of the chosen solution, of its relevance and of its possible consequences
Think and act beyond one's first idea but few connections are made between ideas or domain.	Generate, stretch and play with one unusual or radical ideas and push it to its limit before making the final choice.	Generate several unusual, risky or radical ideas and push some to their limits before making the final choice.
	Produce, perform, envision, prototype a product, a solution or a performance in a personally novel way	Goes beyond knowledge and known rules and show a clear awareness of why the final choices are made and of the areas of novelty and risk that were pursued.



Critical thinking is the ability

- to question norms, ideas, practices and opinions
- to analyze, to question, to evaluate information, content or arguments before accepting or formulating an opinion or a conclusion.
- to question and evaluate solutions.

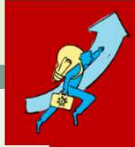
It requires a willingness to engage in reasoning.

Novice	Intermediate	Advanced
<p>Viewpoints are taken as mostly facts with little questioning</p> <p>Show the willingness to go beyond one's initial way to formulate and answer the problem.</p> <p>Do not clearly identify the assumptions of the examined theories or practices or their strengths and weaknesses.</p> <p>Conclusion is logically tied to information. Some related outcomes are identified clearly.</p>	<p>Viewpoints are subject to questioning.</p> <p>Consider some other way to formulate and answer the problem.</p> <p>Show a clear understanding of the strength and limitations of the chosen and the alternative positions.</p> <p>Challenge one common position or idea about the problem.</p> <p>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly.</p>	<p>Viewpoints are questioned thoroughly.</p> <p>Consider several ways of formulating and answering a problem.</p> <p>Show an openness to the ideas, critiques or feedback of others when relevant.</p> <p>Challenge several common positions or ideas about the problem.</p> <p>Conclusion and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.</p>



Digital literacy is the ability to use digital methods, technologies and media, both discipline specific and generic, in a disciplined, safe and secure manner in educational as well as professional and civic context.

Novice	Intermediate	Advanced
<p>Describe relevant digital methods, technologies and/or media but has limited knowledge about underlying ideas and relevance to a broader context.</p>	<p>Describe a range of relevant digital methods, technologies and/or media and provides general explanations of underlying ideas, potentials and limitations to a broader context.</p>	<p>Describe a range of relevant digital methods, technologies and/or media and provides critical explanations of underlying ideas, potentials and limitations to a broader context.</p>
<p>Use relevant digital methods, technologies and/or media to solve academic and/or professional tasks and problems.</p>	<p>Use and adjust relevant digital methods, technologies and/or media to solve academic and/or professional tasks and problems, but with limited critical reflection.</p>	<p>Use and adjust relevant digital methods, technologies and/or media to solve academic and/or professional tasks and problems, and reflects critically on the results.</p>
<p>Select and use relevant digital methods, technologies and/or media, but with limited adaptation to the specific context.</p>	<p>Select and use relevant digital methods, technologies and/or media with some appropriate adaptation to the specific context.</p>	<p>Suggest and use relevant digital methods, technologies and/or media appropriately and argues critically about relevance, potentials and limitations.</p>
<p>On a general level describe issues related to security, safety and ethics in the use of digital technologies in educational, professional or civic contexts.</p>	<p>Reflect on issues related to security, safety and ethics in the use of digital technologies with direct coupling to the specific educational, professional and/or civic context.</p>	<p>Reflect on issues related to security, safety and ethics in the use of digital technologies with direct coupling to the specific educational, professional and/or civic context and identifies appropriate preventive actions.</p>



Entrepreneurship is a series of skills enabling an individual to:

- enhance a concept, idea or product
- recognize and act on opportunities
- be willing to embrace risk and responsibility
- initiate and lead a project

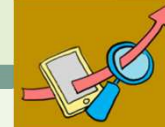
in order to create social, economic and cultural value.

Novice	Intermediate	Advanced
Analyze the situation in an appropriate way but barely identify areas for improvement.	Analyze the situation in an appropriate way and identify areas for improvement.	Comprehensively analyze the situation and continuously identify areas for improvement.
Small-scale search for new procedures and methods.	Search for new procedures, with an adequate level of quality.	Search for innovative procedures and methods. Evaluate their effectiveness.
Describe a new way of doing things, although the pros and cons are not yet detailed.	Describe two or more new ways of doing things, some pros and cons are analyzed.	Identify and apply two or more new ways of doing things, based on pros and cons. Mobilize resources in support of an idea or project.
Replicate procedures and known problems.	Know why known procedures are suitable or not for a known or new problem.	Address an unknown procedure and new situations and make well-considered proposals.
Find and use resources (material, non-material and digital resources) needed to turn ideas into actions	Gather and manage different type of resources to create value for others, make the most of resources	Gather and manage all the resources needed at any stage, define strategies to mobilize the resources needed to create value for others.
Develop multiple ideas that create value for others	Test and refine ideas that create value for others and identify changes needed to achieve this	Transform ideas into solutions that create value for others, while identifying the variety of stakeholders affected and adopting their perspectives.



Global citizenship is thinking like global citizens, considering global issues based on a deep understanding of diverse values. Promoting wellbeing not only of the self but also contributing to the welfare of others. Knowing to exercise the rights and obligations of citizenship at local, state and national level.

Novice	Intermediate	Advanced
<p>Describe a range of local/national/regional/ global issues relevant to the specific educational/professional context.</p>	<p>Describe a range of local/national/regional/ global issues relevant to the specific educational/professional context and relate the issues to relevant societal topics.</p>	<p>Describe a range of local/national/regional/ global issues relevant to the specific educational/professional context and relate the issues to relevant societal and cultural topics in a critical and reflective manner.</p>
<p>Use knowledge and procedures with basic awareness of the societal and cultural context.</p>	<p>Use knowledge and procedures with systematic and relevant awareness of the societal and cultural context.</p>	<p>Use knowledge and procedures with sensitive and critical awareness of the societal and cultural context.</p>
<p>Act professionally in a given situation, but demonstrate modest sensitivity to societal and cultural dynamics.</p>	<p>Act professionally in a given situation, and demonstrate the ability to adjust one's own role to societal and cultural dynamics.</p>	<p>Act professionally in a given situation, and demonstrate the ability to adjust and reflect on one's own role to societal and cultural dynamics.</p>
<p>Adjust one's own communication and behavior to the actual context, but demonstrate little flexibility and sensitivity to the dynamics of the situation.</p>	<p>Adjust one's own communication and behavior to the actual context, and demonstrate flexibility and sensitivity to the dynamics of the situation.</p>	<p>Adjust one's own communication and behavior to the actual context, and demonstrate reflective and critical flexibility and sensitivity to the dynamics of the situation.</p>



Information literacy is a set of skills, attitudes and knowledge necessary to:

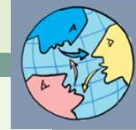
- know when information is needed to help solve a problem or make a decision
- identify, articulate, evaluate, understand, interpret and use that information.

Novice	Intermediate	Advanced
<p>Define the scope of the research question or hypothesis incompletely.</p> <p>Take all information without comparative analysis.</p> <p>Knowledge of vocabulary, functional grammar and the functions of language.</p> <p>Look for information online using a search engine.</p>	<p>Define the scope of the research question or hypothesis completely.</p> <p>Compare different sources to access the reliability of the information.</p> <p>Awareness of the main types of verbal interaction, a range of literacy and non-literacy texts, and the main features of different styles and registers of language.</p> <p>Use different search engines to find information. Use some filters when searching.</p>	<p>Effectively define the scope of the research question or hypothesis / assumption.</p> <p>Assess the validity and credibility of information using a range of criteria.</p> <p>Perfect mastery of grammatical and vocabulary subtleties.</p> <p>Use advanced search strategies to find reliable information.</p>



Interdisciplinarity is the interaction of two or more existing disciplines. It is a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt adequately by a single discipline.

Novice	Intermediate	Advanced
Ask open questions to understand the reasoning involved in the disciplines	Explain the disciplinary perspectives that are used to interpret the knowledge elements	Make meaningful and creative connection between relevant disciplinary insights and to produce a more comprehensive understanding or solution.
Presents examples, facts, or theories from more than one field of study or perspective	Connects examples, facts, or theories from more than one field of study or perspective	Creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective
Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.
Use a format, language, graph, visual representation, ... that connect in a basic way relevant disciplinary knowledge for the particular purpose	Use a format, language, graph, visual representation, ... that explicitly connect content and form and demonstrates awareness of purpose	Use a format, language, graph, visual representation, ... in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
Demonstrate an ability to apply disciplinary concept and language to a given problem and define the limitation of them.	Describe an awareness and sensitivity towards the limitation and difficulty of language and context.	Demonstrate an ability to comment ideas and concepts across disciplinary boundaries.



Intercultural understanding is the knowledge and understanding of intercultural interactions and sociocultural difference by individuals or groups within a society.

It involves knowledge about one's own culture, other cultures, and the similarities and differences between cultures.

Acquiring intercultural understanding means recognizing that one's own perspective is shaped by multiple influences and supports effective and appropriate interaction in a variety of cultural contexts.

Novice	Intermediate	Advanced
<p>Demonstrate partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>	<p>Demonstrate adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>	<p>Demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>
<p>Identify components of other cultural perspectives but respond in all situations with own worldview.</p>	<p>Recognize intellectual and emotional dimensions of more than one worldview and sometimes use more than one worldview in interactions with others.</p>	<p>Interpret intercultural experience from the perspectives of own and more than one worldview and demonstrate ability to act in a supportive manner that recognize the feelings of another cultural group.</p>
<p>Ask simple or surface questions about other cultures.</p>	<p>Ask deeper questions about other cultures and seek out answer to these questions.</p>	<p>Ask complex questions about other cultures, seek out and articulates answer to these questions that reflect multiple cultural perspectives.</p>
<p>Express openness to most, if not all, interactions with individuals from different cultures. Have difficulty suspending any judgment in her/his interactions with culturally different others, is aware of own judgment. Expresses a willingness to change.</p>	<p>Begin to initiate and develop interactions with individuals from different cultures. Begin to suspend judgment in valuing her/his interactions with culturally different others.</p>	<p>Develop interactions with individuals from different cultures. Suspend judgment in valuing her/his interactions with culturally different others.</p>



Communication is a skill of presenting information in a clear, concise and meaningful way. Articulate thoughts, ideas or messages in order to inform, educate, influence, motivate or persuade.

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitude, values, beliefs or behaviors. It requires an ability to choose an appropriate content to the situation and to interact with various interlocutors on less familiar subjects in varied circumstances.

Novice	Intermediate	Advanced
<p>Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language presentation is generally appropriate to audience.</p> <p>Delivery techniques (posture, gesture, eye contact and vocal expressiveness) make the presentation understandable and speaker appears tentative.</p> <p>Central message is basically understandable but is not often repeated and is not memorable.</p> <p>The ability to take initiative depends on their familiarity with the subject and the interlocutor's status.</p>	<p>Language choices are thoughtful and generally support the effectiveness of the presentation. Language presentation is appropriate to audience.</p> <p>Delivery techniques (posture, gesture, eye contact and vocal expressiveness) make the presentation interesting and speaker appears comfortable.</p> <p>Central message is clear and consistent with the supporting material.</p> <p>Ability to respond and react to the interlocutors.</p>	<p>Language choices are imaginative, memorable and compelling and enhance the effectiveness of the presentation. Language presentation is continually adapted to audience.</p> <p>Delivery techniques (posture, gesture, eye contact and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.</p> <p>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).</p> <p>Engage co-creating in multiples interactions including ones with high stakes.</p>



Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

This requires knowledge, facts, and data to effectively

- solve problems,
- analyze issues
- or make decisions.

Novice	Intermediate	Advanced
Identify the problem.	Analyze the problem.	Redefine the problem.
Identify your knowledge "about" the problem.	Identify one area for further learning.	Identify what you need to learn.
Find support and assistance when a problem occurs or if confronted to an unknown situation.	Solve in an autonomous way most of the more frequent problems or a set of similar problems	Solve in an autonomous way almost all problems, including new ones of the same family (transfer to a new situation).
Know how to solve some routine problems; Apply known tools and methods or procedures.	Solve problems by exploring and comparing options and alternatives	Select the best solution among a set of suitable methods, tools or procedures
Identify a range of appropriate approaches helpful to solve known problems.	Select suitable methods, tools or procedures and assess their effectiveness.	Is able to discuss options and alternatives; including their limits, for known and new situations.
Is aware that tools, procedures and methods can help in solving problems and that tools have their limitations.	Explain and justify why a selected approach is a good choice.	Combine multiple approaches in an effective and an optimal way, to justify why this is the best choice.



Teamwork is being able to act as part of a group composed of individual team members who have different skill sets, personalities and work styles. It requires to operate and communicate smoothly and efficiently within a group, interacting with others on the team, monitoring or evaluating progress, urging the team on when needed, contributing innovative new ideas in order to deliver efficient and effective results.

Novice	Intermediate	Advanced
<p>Identify the operating modes of a team.</p> <p>Share ideas.</p> <p>Engage team members by taking turns and listening to others without interrupting.</p> <p>Complete all assigned tasks by deadline.</p>	<p>Identify the role of each team member and their own position in a group.</p> <p>Offer new suggestions to advance the work of the group.</p> <p>Engage team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.</p> <p>Plan and complete all assigned tasks by deadline; can explain why and how work accomplished advances the project.</p>	<p>Is able to change position and role.</p> <p>Lead and develop collective work.</p> <p>Help the team move forward by articulating the merits of alternative ideas or proposals.</p> <p>Engage team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.</p> <p>Plan and complete all assigned tasks by deadline; can draw lessons about why and how work accomplished advances the project.</p> <p>Proactively helps other team members complete their assigned tasks to a similar level of excellence.</p>



Novice	Intermediate	Advanced
<p>Support a constructive team climate by doing any one of the following:</p> <ul style="list-style-type: none"> - treat team members respectfully by being polite and constructive in communication. - stay positive to convey a positive attitude about the team and its work. <p>Accept alternate viewpoints/ideas/opinions.</p> <p>Is able to describe on own contribution.</p>	<p>Support a constructive team climate by doing any one of the following:</p> <ul style="list-style-type: none"> - treat team members respectfully by being polite and constructive in communication. - stay positive to convey a positive attitude about the team and its work - motivate teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. <p>Identify and acknowledge conflict and stay engaged with it.</p> <p>Reflect on own contribution.</p>	<p>Support a constructive team climate by doing any one of the following:</p> <ul style="list-style-type: none"> - treat team members respectfully by being polite and constructive in communication. - stay positive to convey a positive attitude about the team and its work - motivate teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. - provide assistance and/or encouragement to team members. <p>Address destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.</p> <p>Reflect and adjust on own contribution.</p>



Communication is a skill of presenting information in a clear, concise and meaningful way. Articulate thoughts, ideas or messages in order to inform, educate, influence, motivate or persuade.

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.

Novice	Intermediate	Advanced
Demonstrate awareness of context, audience, purpose, and to the assigned task(s).	Demonstrate adequate consideration of context, audience, and purpose, and a clear focus on the assigned task(s).	Demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
Demonstrate an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline or genre of the writing.	Demonstrate consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrate skillful use of highquality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.
Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Use straightforward language that generally conveys meaning to readers. The language has few errors.	Use graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.
Text is mostly descriptive of the event or fact.	Present the information in a structured and contextualized way.	Present a coherent and argued analysis.
Ideas are sketchy with no clear relationships and transitions.	Ideas are there but not presented in a logical manner or presented with inadequate transitions.	Ideas are logically and systematically organized with paragraphs and adequate transitions.
Do not hold readers' attention for very long.	Readers find it mostly interesting.	Keep and guides readers' attention throughout the paper.

