



TOBP Learning alignment templates

OVERVIEW OF ASSESMENT CRITERIA AND DIDACTIC FORMS

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Based on TOBP original application, concept and design, created by Regina Klein

Please, refer to the document accordingly: TOBP. 2021. TOBP Learning alignment templates. CUAS.

1. General information about the TOBP learning alignment templates

The TOBP learning alignment templates shows how the process of translation of practical knowledge and action competences (that were defined as formative for the Transition mentor set of skills) into learning scenarios and the overall learning environment of badge-packing units was realized. Each



competence domain was first furnished with the set of skills and assessment criteria to those, based on the literature review, interviews, action labs and case studies. Further, we took into account all the assessment criteria and revised them as we were developing the learning scenarios, making sure that all the criteria are covered, and where needed also revised. The red assessment criteria are the original ones that are mentioned in the TCP, the black assessment criteria are those being added or revised during the process of learning scenarios development. Together six competence domains are included.

We considered four basic types of learning goals (sensitivity, awareness, knowledge and skills) and two additional ones (orientation and reflection). The logic was to set realistic goals and reflect them in the activities and the evaluation procedures. The goal was, in order to ensure the sustainability of the learning platform, to link self-check automatic evaluation loops with activities in a way that they reflect the assessment criteria and formulate gained competences properly.

The overview consists of six parts that are organized in the same order that the learning scenarios in the learning platform are. Each learning scenario was developed by one of the HE partner of the TOBP project, either Carinthia University of Applied Sciences (CUAS), Heimerer College (HC), or Jyväskylä University of Applied Sciences (JAMK).



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I. Transition mentor BASIC part 1

LS code (no)	TCP Assessment criteria	TCP Assessment criteria no	Activity type, description	Learning objectives	Automatic check /evaluation	Team
	Transition mentor BASIC, orientation	-	Text, introduction into the topic	orientation	reflection prompts	CUAS
AM BASIC (LS01)	is able to monitor progress in partnership with the families	A4	Video, discussion with the migrant family advisor	sensitivity, awareness	check list, correct answers display, possibility of retry	CUAS
	is able to monitor the progress in partnership with the families in taking basic administrative and bureaucratic steps concerning the dual transition phases of arrival in the host country and becoming parents	A4rev				
	has skills to understand differences in non-verbal communication and to reflect on own body-language	Ba4 4				
IM BASIC (LS02)	knows how to promote parental understanding of social and health care in the receiving country	I1	Text, case study	awareness, skills	answering the questions in own words	JAMK
	a is able to ask about obstacles, challenges and difficulties migrant families face during the transition	I1a				
	knows how the health and social care services are organized in the country	I1b				
	knows how to promote well-being in the migrant families	I1c				
	is sensitive to possible effects of a family member's health disorder to the entire family	I1d				
RM BASIC (LS03)	adopts an attitude which helps to refrain from critically assessing parents' wishes, and which promotes addressing parents empathetically	R3	Video, empathy	knowledge	check list, reflection prompts	HC
	can recognize and convey tensions between cultural diversity and universal human rights	R5				



I. Transition mentor BASIC part 2

LS code (no)	TCP Assessment criteria	TCP Assessment criteria no	Activity type, description	Learning objectives	Automatic check /evaluation	Team
PM BASIC (LS04)	knows how to co-creatively promote and support participation in social, cultural, political, sport or volunteering initiatives in a co-creative approach	P1	Text, interview on real life experience	knowledge	self-assessment form, closed and open questions	HC
	is able to encourage migrant families to be patient and resilient if they want to achieve an important role in the society	P1a				
	is able to support migrant families in building social networks with the minority and majority society	P5				
	is able to prepare migrant families for natural open-endedness of the integration process, and that despite all the preparations there will be unexpected situations they will face	P5a				
BM BASIC (LS05)	appreciates the importance for migrants to be able to communicate in their native language(s)	Ba1 1	Video, discussion with migrant family, supporting multilingualism	sensitivity	check list, correct answers display, possibility of retry	CUAS
	can encourage parents to learn the official language(s) of the host country	P4				
Transition mentor BASIC, reflection and TM BASIC BADGE ISSUE		-	quiz	reflection	reflection quiz	CUAS



Transition mentor EXPERT

II. Administrative management part 1

LS code (no)	TCP Assessment criteria	TCP Assessment criteria no	Activity type, description	Learning objectives	Automatic check /evaluation	Team
Administrative management, orientation		-	Text, introduction into the topic	orientation	reflection prompts	CUAS
AM 01 (LS 06)	has skills to maintain an overview of tasks families have to complete; to structure and prioritize those tasks in collaboration with the families	A3	Text, case study, based on real life situations, to be filled part by part	skills	filling form, sequences, formative assessment style	CUAS
	has skills to maintain an overview of tasks families have to complete regarding taking basic administrative and bureaucratic steps concerning the dual transition phases of arrival in the host country and becoming parents	A3a				
	has skills to maintain an overview of tasks families have to structure and prioritize tasks regarding taking basic administrative and bureaucratic steps concerning the dual transition phases of arrival in the host country and becoming parents in collaboration with the families	A3b				



II. Administrative management part 2

LS code (no)	TCP Assessment criteria	TCP Assessment criteria no	Activity type, description	Learning objectives	Automatic check /evaluation	Team
AM 02 (LS 07)	has skills to conjointly with parents assess the families' needs and resources, as well as the level of their ability to act autonomously	A2	H5p video, paperwork with migrant family, role play	sensitivity, awareness	clicking check throughout the H5p	CUAS
	has skills to conjointly with parents assess the families' needs and resources, as well as the level of their ability to act autonomously regarding taking basic administrative and bureaucratic steps concerning arrival in the host country	A2a				
	has skills to conjointly with parents assess the families' needs and resources, as well as the level of their ability to act autonomously regarding taking basic administrative and bureaucratic steps concerning becoming parents	A2b				
	has skills to conjointly with parents assess the families' needs and resources, as well as the level of their ability to act autonomously regarding taking basic administrative and bureaucratic steps concerning the dual transition phases of arrival in the host country and becoming parents	A2rev				
	adopts attitudes and habits of always working with migrant families in mutual recognition on an equal footing and in partnership	Bc1 9				
AM 03 (LS 08)	knows basic administrative and bureaucratic steps to be taken concerning the dual transition phases of arrival in the host country and becoming parents	A1	Text, description of paperwork needed in connection with the migration	knowledge	check box task, putting the paperwork matrix together	CUAS
	knows basic administrative and bureaucratic steps to be taken concerning the arrival in the host country	A1a				
	knows basic administrative and bureaucratic steps to be taken concerning becoming parents	A1b				



Administrative management, reflection and AM BADGE ISSUE	-	quiz	reflection	reflection quiz	CUAS
III. Interface management part 1					

LS code (no)	TCP Assessment criteria	TCP Assessment criteria no	Activity type, description	Learning objectives	Automatic check /evaluation	Team
Interface management, orientation		-	Text, introduction into the topic	orientation	reflection prompts	JAMK
IM 01 (LS 09)	is able to create collaborative relationship with professionals and migrant families	B0	Text, gathering information about local health and social services	knowledge	open questions form	JAMK
	has skills to cooperatively facilitate families' access to social and health care services and promote parents' orientation and autonomous navigation of these provisions	I2				
	knows how the health and social care services are organized in the local area	I2a				
	knows how to facilitate access of families in the social and health care services	I2b				
	is aware about the importance of autonomous navigation of migrant families in the services providing institutions	I2c				
IM 02 (LS 10)	has skills to cooperate with professionals to address the effects of trauma and perceptions of stigma	I3	Video, mental health promotion	knowledge, sensitivity	check list, reflection prompts	JAMK
	is able to recognize what kind of taboos and stigma are related to the health issues	I3a				
	is able not to impose the practices that might be stigmatizing or touch existing taboos in migrant families on migrant families	I3b				
	is able to promote mental well-being, including activating inner resources of the migrant families	I3c				



	is able to understand the effects of trauma on migrant families and stress-vulnerability model	I3d				
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III. Interface management part 2

LS code (no)	TCP Assessment criteria	TCP Assessment criteria no	Activity type, description	Learning objectives	Automatic check /evaluation	Team
IM 03 (LS 11)	has skills to directly provide or organize more direct support in cooperation with families and relevant professionals as required	A5	Audio, podcast, case description of migrant family	awareness, skills	making own notes	JAMK
	has an overview of all the (potential) actors who are already/should be involved in the case. This includes:	I4				
	a/ knowledge of relevant services and professionals	I4a				
	b/ skills to conjointly coordinate support, i. e. to establish what actors are already involved in the case; who still needs to be involved	I4b				
	c/ identifying and involving individuals who can take over particular tasks (e.g. because own (language, ELFC) competences or time resources are insufficient)	I4c				
d/ awareness of steps to be taken so that all involved actors can collaborate effectively (e.g. accommodate sensibilities of parents; preparing actors to be involved, such as interpreters, for their task)	I4d					
Interface management, reflection and IM BADGE ISSUE		-	quiz	reflection	reflection quiz	JAMK



IV. Relationship management part 1

LS code (no)	TCP Assessment criteria	TCP Assessment criteria no	Activity type, description	Learning objectives	Automatic check /evaluation	Team
	Relationship management, orientation	-	Text, introduction into the topic	orientation	reflection prompts	HC
RM 01 (LS 12)	has an open attitude to migrant families which is keen to accept and to (directly or indirectly) address the entirety of parents' concerns and difficulties (also beyond conventional ELFC concerns)	A6	Text, case study	knowledge	filling form, sequences, formative assessment style	HC
	has skills to listen empathetically	Ba2 2				
	has knowledge of the significance of the family and the roles of different family members in various cultural and migration contexts	R1				
	is aware of different possible solutions for family relationship issues that appear in migrant families	R1a				



IV. Relationship management part 2

LS code (no)	TCP Assessment criteria	TCP Assessment criteria no	Activity type, description	Learning objectives	Automatic check /evaluation	Team
RM 02 (LS 13)	has knowledge about different communication styles and cultural differences in communication	Ba3 3	Text, case study	knowledge	self-assessment form	HC
	has skills to co-support the parents-child-relationship and provides support (family-based, professional or community network-based) as required	R2				
	knows about the importance and value of parent-child relationship	R2a				
	is able to indicate what is needed in family relationships and assist family finding their own solution	R2b				
	is aware of the existence of diversity of possible issues that appear in family relationships in each individual case	R2b				
	has skills to mediate when parents' social and cultural norms are not easily reconcilable with those held by the majority society	R4				
	has a recognitional attitude towards indigenous parenting approaches and is able to explore and understand families' motivation for their parental practice	R6				
RM 03 (LS 14)	appreciates cultural differences in values and norms regarding, for example, authority, gender roles, the concept of time	Bb2 7	Text, case study	skills	check list, reflection prompts and critical analysis	CUAS
	has skills to critically analyze inequalities and discrimination based, for example, on gender, race, politics, socio-economic status, culture, religion, age and sexual orientation.	Bc2 10				
Relationship management, reflection and IM BADGE ISSUE		-	quiz	reflection	reflection quiz	HC



V. Participation management

LS code (no)	TCP Assessment criteria	TCP Assessment criteria no	Activity type, description	Learning objectives	Automatic check /evaluation	Team
Participation management, orientation		-	Text, introduction into the topic	orientation	reflection prompts	HC
PM 01 (LS 15)	is able to refer to civic literacy through the development of critical inquiry, political knowledge and engagement, media literacy, respect for diversity, collaborative decision-making and consensus building, as well as personal, reflective and social responsibility	P6	Text+video, policies and discourses on migration	knowledge	check list, correct answers display, possibility of retry	HC
PM 02 (LS 16)	has skills to recognize prior learning (qualifications, competences and knowledge) and to guide parents to appropriate services to promote employability	P2	Text, case study	awareness	reflection prompts	HC
PM 03 (LS 17)	knows how to co-create and use public spaces (e.g., available spaces in the city) as meeting and interaction points for migrants to support migrant families in building social networks with the minority and majority society	P7	Text, migrant in public places	awareness	self-assessment form	HC
	knows public places in the city that can be used as meeting and interaction points for migrants to support migrant families in building social networks	P7a				
	is able to explain the importance and potential of using public places as meeting and interaction points for migrants	P7b				
	is able to encourage migrant families to co-create and use public places as meeting and interaction points	P7c				
	is able to reflect on his/her own understanding of family and cultural background related to that	R0				



Participation management, reflection and PM BADGE ISSUE	-	quiz	reflection	reflection quiz	HC
VI. Boundary management					

LS code (no)	TCP Assessment criteria	TCP Assessment criteria no	Activity type, description	Learning objectives	Automatic check /evaluation	Team
	Participation management, orientation	-	Text, introduction into the topic	orientation	reflection prompts	HC
BM 01 (LS 18)	is aware of his or her own cultural background and his or her position in society and how this shapes his or her values, beliefs and stereotypes	Bb3 8	Audio+photo, values, beliefs, and stereotypes	awareness	filling form, sequences, formative assessment style	CUAS
BM 02 (LS 19)	has skills to mediate a conversation with an interpreter (a dialogue)	Ba5 5	Text, interview with a migrant parent	skills	reflection prompts	HC
	accepts families as experts of their own life; co-cares for families by building on their parents' strengths instead of focusing on vulnerabilities	Bc3 11				
	is able to take care of personal boundaries of self and others	Bc4 12				
	can use methods to co-create compromises and/or consensus	P3				
	knows how to provide as complete and comprehensive information as possible on the questions the migrants may have when integrating into the host society	P3a				
BM 03 (LS 20)	knows key elements of transcultural competence and key aspects of the theory of transculturality	Bb1 6	Text, transcultural competence and transculturality	knowledge	test	CUAS
Participation management, reflection and PM BADGE ISSUE		-	quiz	reflection	reflection quiz	HC