

Work packet 5

**Web Questionnaire II:
Valuation of learning profile
by learning providers**

Version 1

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Indicate to what extent your art education has developed your autonomy?	Fejl! Bogmærke er ikke defineret.
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Guidelines for combining the two tools

for respectively the learners and the learning providers. Decisions at the Second Partner meeting regarding the topic were

1. The extra question for each element regarding the importance of the organisations activities for developing learning outcome could be excluded, when the questions were reformulated in relation to the artistic activities importance for the learning outcome. Rolf will give examples of this reformation.
2. The interrelation of the two tools could be secured by the same questions, but so that the personal tools looked at the learners outcome and the organisational tool looked at the learning providers priorities
3. The extra series of questions for the learning providers regarding EUs 5 main goals*) for lifelong learning should be answers indirectly by combining questions from the three dimensions. It means there will not be a need for separate extra questions.
4. There wasn't any conclusions regarding how to assess the learning perspective of life spheres,**) but maybe it can be incorporated in the basic questions, too? (HJV).

*)

Here we mention the EU Commissions five main objectives for all forms of lifelong learning - formal, non-formal and informal learning. What degree of importance do these objectives have in your organization? (tick one box for each statement)		
1	To promote <i>personal fulfilment</i>	A
2	To promote <i>active citizenship</i>	B
3	To promote <i>social inclusion</i>	C
4	To promote <i>cultural cohesion</i>	D
5	To promote <i>employability</i>	E

**)

Here we mention five live spheres, where the learning outcome can and should be used. What degree of importance do these different live spheres have in your organisations learning perspectives? (tick one box for each statement)		
1	As human being in the personal existential sphere	1
2	As fellow human being in the private and civic sphere	2
3	As active citizen in the civil society and the public sphere	3
4	As employee in the work life	4
5	As student in a formal (vocational) education	5

	To promote <i>personal fulfilment</i> (Find 6 indicators – 2 questions from each dimension)	A
1.1a	I have value as I am	A1
1.6b	I see myself as a whole and harmonious (balanced) person	A2
2.2d	I have a developed my own artistic expression / signature	A3
2.3c	I have a good understanding of the kinds of learning that suits me best in my main arts discipline.	A4
3.3c	I like to experiment and try alternative solutions	A5
3.5a	I like the process of learning, even though the outcome has no direct relevance for me	A6

B	To promote <i>active citizenship</i> (Find 6 indicators – 2 questions from each dimension)	B
1.2b	I follow my own values and attitudes	B1
1.2c	I can stand by my actions	B2
2.1b	I can critically valuate different views on human, societal and cultural issues (and values)	B3
2.1c	I can express a personal opinion on concrete human, societal and cultural problems	B4
3.1b	I feel responsible to involve others in solving a cooperative task	B5
3.5C	I take responsibility for what I want to learn and how I will do it	B6

C	To promote <i>social inclusion</i> (Find 6 indicators – 2 questions from each dimension)	C
1.4a	I am emphatic and compassionate to the conditions of other people	C1
1.4b	I treat others as I want them to treat me	C2
2.3a	I am aware of the fact that various learning and teaching practices exist in my main arts discipline.	C3
2.3b	I have good insight into the different artistic teaching methods	C4
3.1a	I can familiarize myself with another person's problems and needs	C5
3.2c	I can change my communication style according to where and with whom I communicate	C6

D	To promote <i>cultural cohesion</i> (Find 6 indicators –2 questions from each dimension)	D
1.3c	I have developed a personal outlook on live (philosophy of life) (a Bildung perspective, hjv)	D1
1.5c	I have developed my taste and judgement on artistic quality	D2
2.1d	I'm able to clearly communicate my (views and) attitude on human, societal and cultural (problems) values	D3
2.2c	I'm aware of the quality standards which enable me to evaluate a performance in my art discipline	D4
3.1c	I'm open to deal with people from different backgrounds and cultures	D5
3.2a	I like to communicate with others, regardless of their social and cultural background	D6

E	To promote <i>employability</i> (Find 6 indicators –2 questions from each dimension)	E
1.3B	I can (often) see connections between different fields of knowledge	E1
1.4c	I feel a responsibility to the communities* I am part of	E2
2.1a	I have a general knowledge of man, society and culture	E3
2.3d	I am good in using my favourite forms of learning in the subject	E4
3.3a	I can see new possibilities when a task has to be solved	E5
3.4c	I'm aware of my own strengths and weaknesses in relation to a task	E6

Valuation of learning profile

Learning has in recent years become a central concept in pedagogy, education and NGO activities. Learning takes place in formal education from primary school to university, in non-formal education such as popular adult education and as informal learning such as voluntary activities in civil society.

Here you shall value your learning profile by three dimensions:

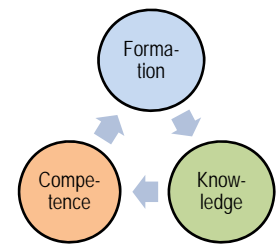
1. **Personal development (personal education)**
2. **Knowledge & skills**
3. **Competences**

Elements from the three dimensions are included in one form or another in all learning processes. But their weight and qualities can vary a lot depending on the given learning arena.

Here we wish to clarify and value the learning qualities in your organization's activities.

By answering this questionnaire you will get a documentation of your actual learning profile, and a valuation of what degree of influence the participation in your associations activities have had on your learning profile.

Enjoy yourself - start on the series of questions.



Information of background

This information can help us to valuate, if factors such as nationality, type of organization, role in the organization, gender, age and education implies clear differences in the answers on the subsequent questions about objectives, values and learning qualities.

a	Your organisation is based in which country?	
	Name of the organisation	
	Name of possible department	

b	Your position in the organisation	Manager, Director, Leader etc.	Chairman or Board Member	Consultant, Adviser etc.	Teacher, course leader	Other positions in the organisation (Describe)
	Tick one box					

c	The main activity in the organization, where you are learning provider. (describe briefly)	
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d	Gender	Male	Female
	I am .. (tick one box)		

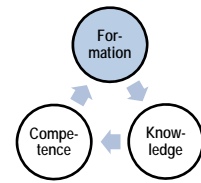
e	Age	15 – 17 years	18 – 29 years	30 – 39 years	40 – 49 years	50 – 59 years	60 – 69 years	70 – 99 years
	My age are .. (tick one box)							

f	Educational background	Primary School (7 – 15 year)	Gymnasium (16 – 19 year)	Technical vocational education (16 – 19 year)	Short higher education (1-2 year)	Middle higher education (3-4)	Longer Higher education (4-7 år)	Other
	My highest education is . (tick one box)							

g	Occupation	Private sector	Public sector	Civil society (Associations or institutions)	Full time student	Out of work (retirement etc)	Other
	My occupation is .. (Tick one box)						

Personal Formation

1.1 Personal formation/authenticity

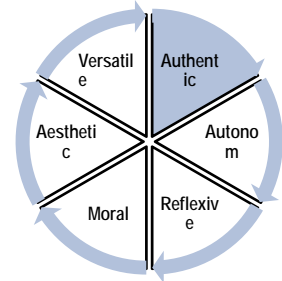


The first element of personal formation is **authenticity**.

To have authenticity means you are genuine and natural, spontaneous and lively in the sense that "you are yourself"

The key words are

- Self-esteem
- Joy of life
- Spontaneity and Vitality



Assessment of the learning outcome of your organisations art education (activities).

Here you must assess the participant's learning outcome regarding their **authenticity**.

Indicate to what extent you see the following statements by possible participants as an outcome of your organisations art education (*Tick one box for each statement*).

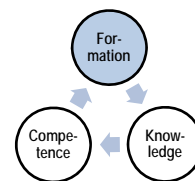
	Very low degree	Low degree	Some degree	High degree	Very high degree
I have value as I am	A				A1
I feel myself at home in the world	A				
I can act spontaneously and unconstrained. (I experience that my life has meaning in itself – it could a too metaphysical question, hjv)					

Priorities for your organisations future learning activities (art education)

Indicate the priority your organisation in the future should give to the development of **authenticity**?

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1.2 Personal formation / autonomy

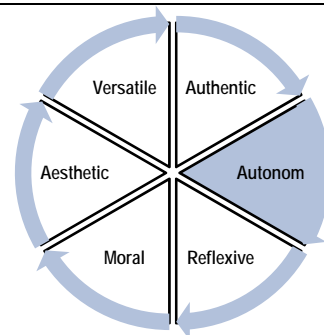


The second element of personal formation is *autonomy*.

To have autonomy means that you take a personal stand and dare to follow your own values.

The key words are

- Self-confidence
- Courage of life
- Independence and self-determination

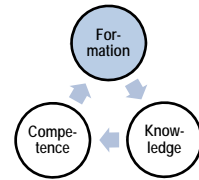


k

Assessment of the learning outcome of your organisations art education (activities). Here you must assess the participant's learning outcome regarding their autonomy . Indicate to what extent you see the following statements by possible participants as an outcome of your organisations art education (<i>Tick one box for each statement</i>).	Very low degree	Low degree	Some degree	High degree	Very high degree
I trust on my own judgement	A				
I follow my own values and attitudes	A				B1
I can stand by my actions	B ?				B2

Priorities for your organisations future learning activities (art education)					
Indicate the priority your organisation in the future should give to the development of autonomy ?					

1.3 Personal formation / reflexive knowledge

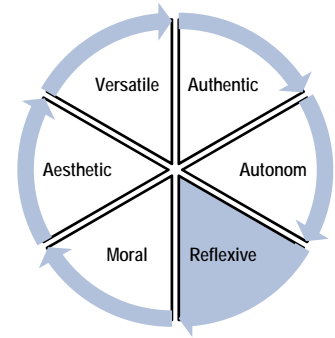


The third element of personal formation is *reflexive knowledge*.

To have *reflexive knowledge* means that you have a personal valuation of your knowledge of human conditions, society, culture and nature, and that you can assemble this knowledge into a holistic view of life.

The key words are

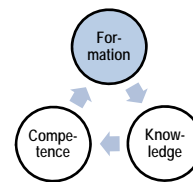
- Reflexive and critical learning
- Interdisciplinary
- Personal outlook on life



Assessment of the learning outcome of your organisations art education (activities). Here you must assess the participant's learning outcome regarding their reflexive knowledge. Indicate to what extent you see the following statements by possible participants as an outcome of your organisations art education (<i>Tick one box for each statement</i>).	Very low degree	Low degree	Some degree	High degree	Very high degree
I am able to (self-) critically assess the value of my knowledge and opinions	E				
I can easily get an overview of situations and problems (it is more skills in general knowledge, h/v)					
I can (often) see connections between different fields of knowledge	E				E1
I have developed a personal outlook on live (philosophy of life) (a Bildung perspective, h/v)					D1

Priorities for your organisations future learning activities (art education)					
Indicate the priority your organisation in the future should give to the development of reflexive knowledge?					

1.4 Personal formation / moral sense

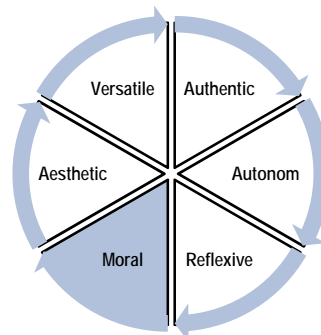


The fourth element of personal formation is *moral sense*.

To have moral sense means that you can act as fellow human being in close relationships and act as citizen in larger social conditions.

The key words are

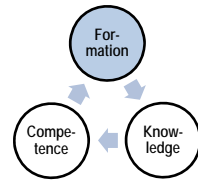
- Empathy
- Ethic of reciprocity
- Solidarity,



Assessment of the learning outcome of your organisations art education (activities).	Very low degree	Low degree	Some degree	High degree	Very high degree
Here you must assess the participant's learning outcome regarding their <i>moral sense</i> . Indicate to what extent you see the following statements by possible participants as an outcome of your organisations art education (<i>Tick one box for each statement</i>).					
I am emphatic and compassionate to the conditions of other people	BC D				C1
I treat others as I want them to treat me	C D				C2
I feel a responsibility to the communities* I am part of	B				E2

Priorities for your organisations future learning activities (art education)					
Indicate the priority your organisation in the future should give to the development of <i>moral sense</i> ?					

1.5 Personal formation / aesthetic sense

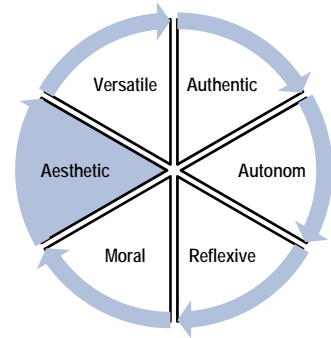


The fifth element of personal formation is *aesthetic sense*.

To have aesthetic sense means that you are sensitive, have feeling for moods, can express yourself sensual and poetic, are imaginative and have a developed artistic sense.

The key words are

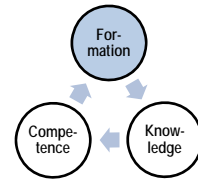
- Sensitive of moods and feelings
- Poetic imagination
- Artistic sense



Assessment of the learning outcome of your organisations art education (activities). Here you must assess the participant's learning outcome regarding their aesthetic sense . Indicate to what extent you see the following statements by possible participants as an outcome of your organisations art education (<i>Tick one box for each statement</i>).	Very low degree	Low degree	Some degree	High degree	Very high degree
I can express myself with poetic imagery (and non-verbal expressions - double question, hjv)	A				
I have a developed sense of moods and sensual expressions (I can use my imagination in problem solving and opportunity seeking - more a competence. hjv)	E				
I have developed my taste and judgement on artistic quality					D2

Priorities for your organisations future learning activities (art education)					
Indicate the priority your organisation in the future should give to the development of <i>aesthetic sense</i> ?					

1.6 Education or personal development /the versatile personal development

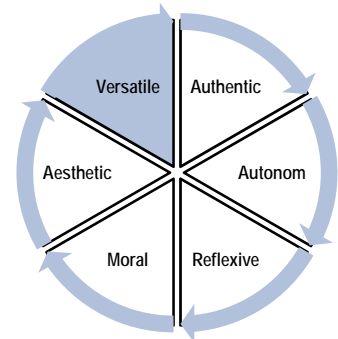


The sixth element of personal formation is the versatile personal development (a whole person).

A versatile personal development means that you feel self-value, can integrate reason and emotions, can combine judgements of knowledge, moral and aesthetic, and interact between conscious self-control and intuitive spontaneity.

The key words are

- Integrate reason and emotion
- Alternate between self-control of autonomy and spontaneity of authenticity
- A whole and versatile person with balance of different personal properties



Assessment of the learning outcome of your organisations art education (activities).

Here you must assess the participant's learning outcome regarding their versatile personal development.

Indicate to what extent you see the following statements by possible participants as an outcome of your organisations art education (*Tick one box for each statement*).

	Very low degree	Low degree	Some degree	High degree	Very high degree
I can both use my reason and my feelings	AE				
I see myself as a whole (complete - more like final completion, a success, hjv) and harmonious (balanced) person	A				A2
In various contexts I can alternate between self-control and spontaneity	AB CD E?				

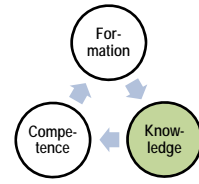
Priorities for your organisations future learning activities (art education)

Indicate the priority your organisation in the future should give to versatile personal development?

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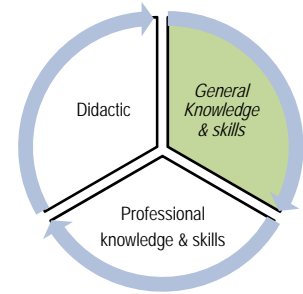
Knowledge and skills

2.1 Knowledge and skills/about human, social and cultural conditions and values



The first element of knowledge & skills is your *general knowledge and skills about human, social and cultural conditions and values*

To have general knowledge and skills means that you are oriented about human, social and cultural conditions, can assess related goals and values, and have the skills to act appropriately as fellow human being in interpersonal situations and active citizen in social and cultural situations.



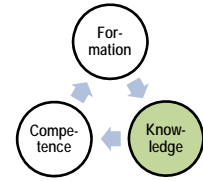
The key words are

- General knowledge of man, society and culture
- Valuation of human, social and cultural conditions
- Personal attitude to human, social conditions and cultural values
- Communicate views on human, social and cultural problems

Assessment of the learning outcome of your organisations art education (activities). Here you must assess the participant's learning outcome regarding their general knowledge and skills about human, social and cultural conditions and values . Indicate to what extent you see the following statements by possible participants as an outcome of your organisations art education (<i>Tick one box for each statement</i>).	Very low degree	Low degree	Some degree	High degree	Very high degree
I have a general knowledge of man, society and culture	BE				E1
I can critically value different views on human, societal and cultural issues (and values)	BD E				B3
I can express a personal opinion on concrete human, societal and cultural problems					B4
I'm able to clearly communicate my (views and) attitude on human, societal and cultural (problems) values	BC E				D3

Priorities for your organisations future learning activities (art education)					
Indicate the priority your organisation in the future should give to the development of general knowledge and skills about human, social and cultural conditions and values?					

2.2 Knowledge and skills/ professional knowledge & skills of your cultural activity

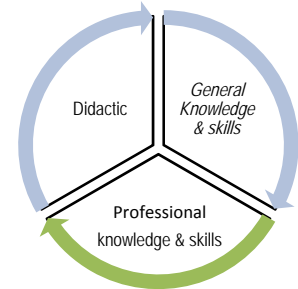


The second element is your *professional knowledge & skills of your main cultural subject in the association.*

To have professional knowledge & skills means that you have qualifications regarding your main cultural activity.

The key words are

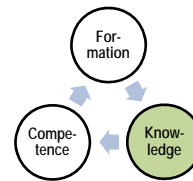
- Basic theory and history of my main cultural activity (topic, subject)
- The techniques and methods of the topic
- Knowledge of quality standards of the topic
- Personal artistic expressions



Assessment of the learning outcome of your organisations art education (activities).					
Here you must assess the participant's learning outcome regarding their professional knowledge & skills of their main cultural subject in the association.	Very low degree	Low degree	Some degree	High degree	Very high degree
Indicate to what extent you see the following statements by possible participants as an outcome of your organisations art education (<i>Tick one box for each statement</i>).					
I know the basic theories and history of my art discipline					
I am skilled to apply various (main) techniques and methods in my art discipline					
I'm aware of the quality standards which enable me to evaluate a performance in my art discipline	E				D4
I have a developed my own artistic expression / signature	A				A2

Priorities for your organisations future learning activities (art education)					
Indicate the priority your organisation in the future should give to the development of professional knowledge & skills of main cultural subjects?					

2.3 Knowledge and skills/didactic of the profession

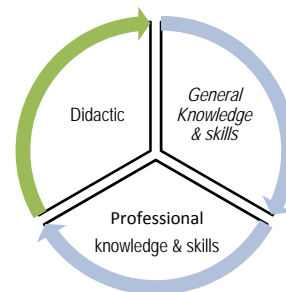


The sixth element is your didactical knowledge & skills *of your main cultural subject*.

To develop your didactical knowledge & skills means that you know your own learning style of the professional subject and can choose the learning style that suit you best.

The key words are

- Pedagogical techniques of teaching
- Learning methods
- Awareness of personal learning style
- Responsibility of own learning

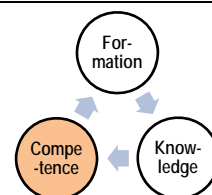


Assessment of the learning outcome of your organisations art education (activities).	Very low degree	Low degree	Some degree	High degree	Very high degree
Here you must assess the participant's learning outcome regarding their didactical knowledge & skills of your main cultural subject .					
Indicate to what extent you see the following statements by possible participants as an outcome of your organisations art education (<i>Tick one box for each statement</i>).					
I am aware of the fact that various learning and teaching practices exist in my main arts discipline.					C3
I have good insight into the different artistic teaching methods I have a broad understanding of the professional standards applying in my main arts discipline. (the same as 2.2c)					C4
I have a good understanding of the kinds of learning that suits me best in my main arts discipline.					A4
I am good in using my favourite forms of learning in the subject					E4

Priorities for your organisations future learning activities (art education)					
Indicate the priority your organisation in the future should give to the development of didactical knowledge & skills of main cultural subjects?					

Competences

3.1 Competences/social

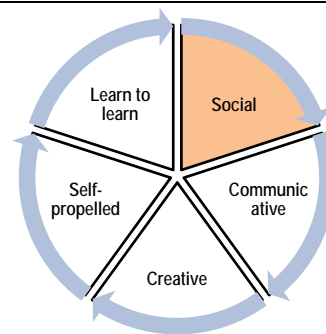


The first element of competences is *the social competence*.

To have *social competences* means that you can interact in communities in a constructive manner.

The key words are

- Empathic and participatory
- Responsible and Cooperative
- Tolerance and respect of diversity



Assessment of the learning outcome of your organisations art education (activities).

Here you must assess the participant's learning outcome regarding their **social competence**.

Indicate to what extent you see the following statements by possible participants as an outcome of your organisations art education (*Tick one box for each statement*).

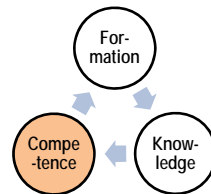
	Very low degree	Low degree	Some degree	High degree	Very high degree
I can familiarize myself with another person's problems and needs	BC				C5
I feel responsible to involve others in solving a cooperative task	BC E				B5
I'm open to deal with people from different backgrounds and cultures	BC D				D5

Priorities for your organisations future learning activities (art education)

Indicate the priority your organisation in the future should give to the development of **social competences**?

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3.2 Competences/communicative

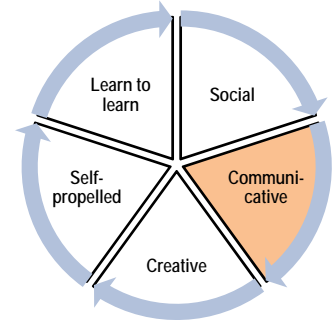


The second element of competences is *the communicative competence*.

To have communicative competences means that you have motivation and ability to communicate with others in a good and appropriate way.

The Key words are

- Like to communicate
- clear and distinct
- Change stile of communication



Assessment of the learning outcome of your organisations art education (activities).

Here you must assess the participant's learning outcome regarding their **communicative competence**.

Indicate to what extent you see the following statements by possible participants as an outcome of your organisations art education (*Tick one box for each statement*).

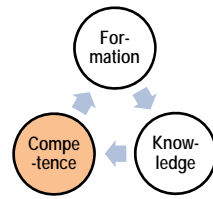
	Very low degree	Low degree	Some degree	High degree	Very high degree
I like to communicate with others, regardless of their social and cultural background	B CD E				D6
I can give a clear and distinct message to other people	E				
I can change my communication style according to where and with whom I communicate	E				C6

Priorities for your organisations future learning activities (art education)

Indicate the priority your organisation in the future should give to the development of **communicative competences**?

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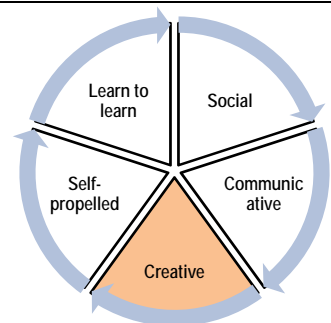
3.3 Competences/creativity and innovation



The third element of competences is the creative and innovative competences.
 To be creative and innovative means that you can see new possibilities, easily get new ideas, and have the ability to develop and implement innovations.

The key words are

- Can see new opportunities
- Imaginative
- Experimental



Assessment of the learning outcome of your organisations art education (activities).

Here you must assess the participant's learning outcome regarding their **creative and innovative competences**.

Indicate to what extent you see the following statements by possible participants as an outcome of your organisations art education (*Tick one box for each statement*).

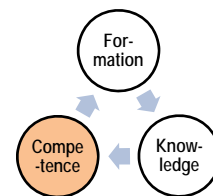
	Very low degree	Low degree	Some degree	High degree	Very high degree
I can see new possibilities when a task has to be solved	E				E5
I like to use my imagination to develop new ideas	AE				
I like to experiment and try alternative solutions	AE				A5

Priorities for your organisations future learning activities (art education)

Indicate the priority your organisation in the future should give to the development of **creative and innovative competences**?

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3.4 Competences/self-management

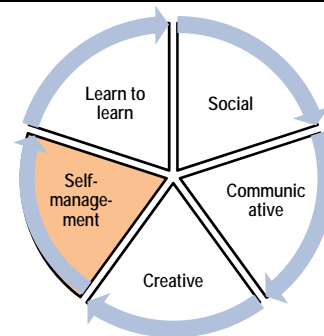


The fourth element of competences is the competence of self-management.

To have competence of self-management means that you are good to plan and implement your own tasks.

The key words are

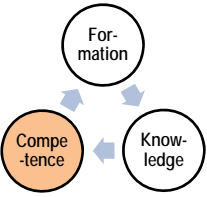
- Self-propelled
- Entrepreneurial
- Self-awareness



Assessment of the learning outcome of your organisations art education (activities). Here you must assess the participant's learning outcome regarding their competence of self-management. Indicate to what extent you see the following statements by possible participants as an outcome of your organisations art education (<i>Tick one box for each statement</i>).	Very low degree	Low degree	Some degree	High degree	Very high degree
Facing a challenging, complex or long task, I am able to motivate myself	AE				
I can solve and plan a large task by dividing it into subtasks	E				
I'm aware of my own strengths and weaknesses in relation to a task	AE				E6

Priorities for your organisations future learning activities (art education)					
Indicate the priority your organisation in the future should give to the development of self-management competence?					

3.5 Competences/learning ability

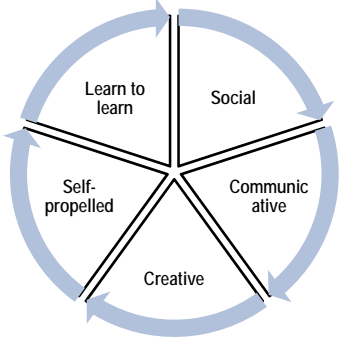


The fifth element of competences is *the learning competence*.

To have learning ability means that you have motivation and ability to continuously learning as human being, citizen and employee, and you know your own learning styles and thus the best ways to acquire new knowledge and skills in different areas.

The key words are

- Curiosity and joy of learning
- Awareness of own learning styles
- Responsibility of own learning



Assessment of the learning outcome of your organisations art education (activities). Here you must assess the participant's learning outcome regarding their learning competence. Indicate to what extent you see the following statements by possible participants as an outcome of your organisations art education (<i>Tick one box for each statement</i>).	Very low degree	Low degree	Some degree	High degree	Very high degree
I like the process of learning, even though the outcome has no direct relevance for me	AE				A6
I am conscious of how I learn best	AE				
I take responsibility for what I want to learn and how I will do it (I don't give up when I want to learn something new, even though it is difficult)	E				B6

Priorities for your organisations future learning activities (art education)					
Indicate the priority your organisation in the future should give to the development of learning competences?					

Possible comments

If you have comments or critics of the questionnaire, or want to explain your answers, you are welcome to write them below

General comments:

Questions about education or personal development:

Questions about knowledge and skills:

Questions about competences:

Thank you for participating in our survey