Developing a baseline for assessing learning during an intercultural mobility

1. Your teacher/lecturer will give you a set of criteria designed to help you prepare for an intercultural mobility.
2. Read through them and score them according to how important you think they are as a means of preparation for your mobility.

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| Family Name: | First name: | Date of birth: |
| Organisation: | Date enrolled: | Student Enrolment Number: |
| Course being studied: | Course duration: | Course tutor: |
| Mobility Destination: | Mobility Duration: | Mobility Dates: |

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| --- | --- | --- | --- | --- |
| Extremely important  5 | Very important  4 | Quite important  3 | Not very important  2 | Of no importance  1 |

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| Criteria | **Learner** | **Tutor** |
| How important is this to you as a learner?  Rate it 1, 2, 3, 4, 5 | How much progress did your learner appear to make in this area? Rate your learner 1, 2, 3, 4, 5 |
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Using the tool

Points to consider

1. All the ratings given to the pre-mobility activities (criteria) are subjective. This means that they are neither correct nor incorrect.
2. Members of staff from VET provider organisations as well as the learners themselves may over-emphasise or under-emphasise the importance they give to any of the criteria (preparation activities).
3. Where learners consistently give low ratings to the criteria (preparation activities) there might be an explanation for the lack of motivation.
4. Where ratings given by staff are consistently lower than the students give themselves, there may be an issue with student-staff relations.