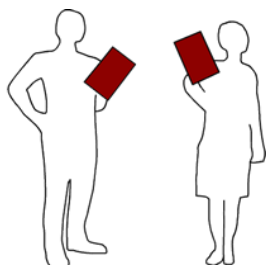


blinc



blended learning institutions' cooperative

Inventory **authors/producers**
Inventar **Autoren/Produzenten**
Inventario **autori/produttori**
Inventaire **auteurs/producteurs**

responsable: **Hans-Dieter Haller**
verantwortlich: **Hans-Dieter Haller**
responsabile: **Hans-Dieter Haller**
responsable: **Hans-Dieter Haller**

multilinguale version
multilinguale Fassung
versione di multilinguale
version plurilingue

English e-learning, blended learning
Deutsch e-Learning, Blended Learning
Italiano insegnamento elettronico, apprendimento diverso
Français apprentissage électronique, apprentissage mixte

The screenshot shows the blinc website interface. At the top right is the blinc logo and tagline. Below it is a navigation menu with links for Network, Information, Products/Services, and Departments. The main content area is titled "blinc Offers: Products and Services" and contains text describing the offerings, including courses, learning materials, multimedia units, and guidelines. There is a photograph of a classroom and a diagram of two people sitting at a table. A sidebar on the left lists categories: Healthcare, Social Subjects, Science, Information Technologies, Languages, Gender Mainstreaming, and Culture. At the bottom of the screenshot is the URL <http://www.blinc-eu.org/> and the date "e: blinc 2006/02/08".

Self-evaluation inventory for authors and producers of e-learning.

Inventar zur Selbstevaluation für Autoren und Produzenten von e-Learning.

Inventario dell'auto-valutazione per l'insegnamento elettronico

Inventaire d'une auto-évaluation pour auteurs et producteurs d'apprentissage électronique.

The inventory consists of three parts:

Das Inventar besteht aus drei Teilen:

Inventario diviso in tre parti

L'inventaire est composé de trois parties:

1. The first part should help producers and authors of e-learning and blended learning¹ courses to check if they know their target group.

1. Der erste Teil soll Produzenten und Autoren von e-Learning oder Blended Learning¹ helfen zu überprüfen, ob sie ihre Zielgruppe kennen.

1. La prima parte dovrà aiutare i produttori dell'insegnamento elettronico a verificare se conoscono bene i loro gruppi di obiettivi.

1. La première partie devrait aider les auteurs et producteurs d'apprentissage électronique¹ de vérifier s'ils connaissent bien leur groupe en vue.

2. The second part of this self-test is concerned with questions about the design of instructional programmes.

2. Der zweite Teil dieses Selbst-Tests enthält Fragen zum didaktischen Design von Lehr-/Lernmaterialien.

2. La seconda parte di questa auto-valutazione contiene domande riguardando il disegno didattico dei materiali.

2. La deuxième partie de cette auto-évaluation contient des questions concernant le design didactique du programme d'enseignement.

3. The third part leads to criteria that may be decisive for the effectiveness of a programme.

3. Der dritte Teil besteht aus Kriterien, die für die Effektivität eines Programms relevant sind

3. La terza parte dimostra le tre caratteristiche importanti per l'efficacia di un programma.

3. La troisième partie montre des critères significatifs pour l'efficacité d'un programme.

¹ "Blended learning" is meant as a course or learning programme with e-learning, traditional "face-to-face learning and often practice-learning.

¹ „Blended learning“ wird verstanden als Mischung aus e-Learning, Präsenzlernen und oft auch Praxisprojekten.

¹ „Blended learning / L'apprendimento misto“ s'intende come combinazione dell'apprendimento, della presenza nell'insegnamento e spesso dei progetti pratici.

¹ Le mode d'apprentissage mixte (appelé aussi Blended Learning en anglais) désigne l'utilisation conjointe du eLearning et du mode classique d'apprentissage appelé souvent « présentiel ». En général, l'apprenant va ainsi alterner entre des sessions à distance en ligne et des sessions en face-à-face avec le ou les formateurs.

This inventory was compiled by eL3-project partners on the basis of former concepts of Karl-Heinz Flechsig and Hans-Dieter Haller as well as other authors which are cited and is free for your adoption and usage if this source is quoted.

Dieses Inventar wurde von eL3-Projektpartnern auf der Grundlage früherer Entwürfe von Karl-Heinz Flechsig und Hans-Dieter Haller sowie zitierten Autoren entwickelt und steht bei Verweisen auf die Quelle frei zur Verfügung und Nutzung.

Questo inventario è stato sviluppato coi partner del progetto eL3 sulla base di progetti precedenti di Karl-Heinz Flechsig e Hans-Dieter Haller così come altri autori citati; l'inventario è a libera disposizione riferendosi sempre alle fonti.

Cet inventaire fut développé par les partenaires du projet eL3 sur la base d'anciens projets de Karl-Heinz Flechsig et Hans-Dieter Haller ainsi que par d'autres auteurs cités; il est à votre disposition et utilisation en vous référant à la source.

A. Do I know my learners and their needs?

A. Kenne ich meine Lerner und deren Bedürfnisse?

A. Conosco i miei studenti e i loro bisogni?

A. Est-ce que je connais mes apprenants et leurs besoins?

Especially for the providers and designers of e-learning it is very important to consider the target audience, i.e. the learners. In traditional learning environments the teachers or trainers can easily adjust their style in the interaction with the learners. In e-learning settings the trainer or tutor has to communicate with learners whom he/she will perhaps never see or whom he/she will not see while they are learning. That is one of the main reasons why it is necessary to know the learners very well or why designers of e-learning should do some research or systematic reflections about the target group and criteria of good instructional designs and products when planning and producing a programme. "Who are my learners and what are their needs?" therefore is the first important question when designing an e-learning programme (see Lewis & Whitlock 2003², p.3).

Be aware that these questions or aspects are to be regarded in their relation to e-learning/blended learning and specialities of the programme in question.

Für Anbieter und Gestalter von e-Learning ist es besonders wichtig, ihre Zielgruppe - die Lerner - zu kennen. In traditionellen Lernumgebungen kann der Lehrer oder Trainer seinen Unterrichtsstil in der Interaktion mit den Lernern verändern und ihn anpassen an die aktuelle Situation. Bei e-Learning-Szenarien muss er mit Lernern kommunizieren, die er womöglich nie sehen wird bzw. zu denen er beim Lernen keinen Kontakt hat. Dies ist einer der wesentlichen Gründe, warum Gestalter von e-Learning ihre Lerner sehr gut kennen sollten bzw. warum sie einige Untersuchungen oder systematische Reflexionen über die Zielgruppe anstellen sollten, wenn sie planen, e-Learning einzuführen oder Programme produzieren wollen. „Wer sind meine Lerner und was sind ihre Bedürfnisse?“ ist deshalb die

² Roger Lewis, Quentin Whitlock: How to Plan and Manage an E-learning Programme, Gower Publishing Limited, January, 2003

erste wichtige Frage bei der Gestaltung eines e-Learning-Programms (vgl. Lewis & Whitlock 2003, p.3).

Bitte berücksichtigen Sie, dass die folgenden Fragen oder Aspekte in ihrer Beziehung zu den Besonderheiten des betreffenden e-Learning oder Blended Learning-Kurses gesehen werden müssen.

Per tutti quelli che presentano e producono l'insegnamento elettronico è importante conoscere i loro gruppi di obiettivi. Nelle situazioni classici d'insegnamento l'istruttore può variare il suo stile d' interazione con gli studenti nell'attuale situazione. Negli scenari d'insegnamento elettronico l'insegnante dovrà comunicare con studenti che lui probabilmente non vedrà mai oppure non entrerà in contatto. Questo è uno dei motivi più importanti per cui l'organizzatore dell'insegnamento elettronico dovrà conoscere bene i suoi studenti oppure per cui certe indagini o riflessioni sistematiche sui gruppi di obiettivi dovranno essere fatti se vuole eseguire o produrre questo programma. „Chi sono i miei allievi e quali sono i loro bisogno?“ è la prima domanda per l'organizzazione del programma. *Tenga presente che le seguenti domande o aspetti devono essere visti in relazione con le caratteristiche speciali dello stesso apprendimento elettronico o apprendimento misto.*

Pour ceux qui présentent et produisent l'apprentissage électronique, il est particulièrement important de connaître leur groupe individuel d'apprenants. Dans des situations classiques d'instruction l'enseignant ou l'entraîneur peut modifier ou adapter son mode d'enseignement à la situation actuelle en interaction avec l'apprenant. Dans la situation de l'apprentissage électronique il doit communiquer avec des apprenants qu'il ne verra probablement jamais respectivement avec lesquels il n'entre pas en contact direct pendant leurs cours. Voilà la raison essentielle pourquoi les producteurs de l'apprentissage électronique devraient très bien connaître leurs apprenants respectivement pourquoi ils devraient étudier et réfléchir systématiquement concernant leurs apprenants dès qu'ils ont l'intention d'introduire l'apprentissage électronique ou de produire des programmes. Voilà donc la première question importante en formant un programme pour apprentissage électronique: Qui sont mes étudiants et leurs besoins?

Veillez svp prendre en consideration que les questions suivantes ou aspects devraient être vus en relation avec la particularité des programmes apprentissage électronique en questions.

A1. Analysis of learner characteristics		
A1. Analyse der Charakteristika der Lerner		
A1. Analisi delle caratteristiche degli studenti		
A1. Analyse des caractéristiques des apprenants		
General features:		
Allgemeine Merkmale:		
Caratteristiche generali:		
Caractéristiques générales:		
	well known	to be enquired
	gut bekannt	muss erfasst werden
	è noto	deve essere annotato
	biens connus	à étudier
age (mean, variance)		
Alter		
età		
âge		
gender (percentage male/female)		
Geschlecht (Verteilung männlich/weiblich)		
Sesso		
sexe		
physical or mental characteristics with relevance (e.g. handicaps)		
körperliche oder mentale Merkmale mit Bedeutung für den Kurs		
caratteristiche generali		
caractéristiques physiques ou mentaux d'importance pour le programme		
acquaintances (learners know each other, teaching persons)		
Bekanntheit der Lernenden untereinander, der Lehrenden/Lernenden		
conoscenze fra studenti e professori		
connaissance entre apprenants et enseignants		
Education and employment background:		
Bildungshintergrund und Berufsfelder der Lerner:		
Grado di educazione generale e professionale		
Niveau d'éducation et formation professionnelle		
	well known	to be enquired
	gut bekannt	muss erfasst werden
	è noto	deve essere annotato
	biens connus	à étudier
qualifications they already have		
vorhandene Qualifikationen		
qualificazioni disponibili		
qualifications disponible		
occupation		
Beruf		
professione		

employ/profession		
interests		
Interessen		
interessi		
interêts		
likely level of skill in handling words, numbers, diagrams, equipment		
Fähigkeiten im Umgang mit Wörtern, Zahlen, Diagrammen		
competenze nell' uso di parole, cifre, diagrammi		
aptitude de manier des mots, des nombres, des diagrammes		
professional experiences		
Berufserfahrung		
esperienze professionali		
aptitude professionnelle		
Cultural background and attitudes esp. to learning:		
Kultureller Hintergrund und Einstellungen insb. gegenüber dem Lernen:		
Grado culturale e attitudine spec. riguardando l'insegnamento:		
Vie culturelle et attitudes au sujet d'apprendre :		
	well known	to be enquired
	gut bekannt	muss erfasst werden
	è noto	deve essere annotato
	biens connus	à étudier
language and place of origin		
Sprache und Herkunft		
lingua e origine		
langue et origine		
willingness for innovations		
Bereitschaft zu neuen Aufgaben und Situationen		
disponibilità riguardando nuovi compiti e situazioni		
disposition aux innovations		
learning methods with which they are familiar		
Vertrautheit mit Lehr-/Lernmethoden		
conoscenze coi metodi d'insegnamento		
connaissance des méthodes d'enseignement		
likely attitude to electronic learning (devices)		
Einstellung gegenüber elektronisch gestützten Lehrverfahren		
attitudine per metodi d'insegnamento con supporto elettronico		
attitude au sujet apprentissage électronique		
Learning experiences and expectations:		
Lernerfahrungen und Erwartungen:		
Esperienze dell'insegnamento e aspettative:		
Expériences et attentes concernant les études :		
	well known	to be enquired
	gut bekannt	muss erfasst werden
	è noto	deve essere annotato
	biens connus	à étudier

learning experiences so far (different methods of learning/competence)		
bisherige Erfahrungen mit verschiedenen Lehr-/Lernmethoden		
esperienze fino ad oggi con metodi d'insegnamento diversi		
expériences jusqu'à présent avec les méthodes différentes d'enseignement		
individual learning styles and learning strategies		
individuelle Lernstile und Lernstrategien		
modi e strategie individuali per studiare		
styles et stratégies individuels d'apprendre		
prerequisites in knowledge (previous knowledge/qualification)		
Voraussetzungen im Wissen (Vorwissen, Qualifikation)		
conoscenze		
connaissances		
preferences in special learning arrangements		
Vorlieben für bestimmte Lernarrangements		
preferenze per precisi arrangiamenti di apprenzione		
préférences pour certains arrangements concernant le processus d'apprendre		
motives for learning		
Motive zum Lernen		
motivi per imparare		
motives pour apprendre		
expected results		
erwartete Ergebnisse		
risultati aspettati		
résultats attendus		

A2. Analysis of learners' contexts	↓ well known	↓ to be inquired
A2. Analyse des Kontextes der Lernenden	↓ gut bekannt	↓ muss erfasst werden
A2. Risultati aspettati	↓ è noto	↓ deve essere annotato
A2. Analyse du contexte des apprenants	↓ biens connus	↓ à étudier
1) Where will they learn (at home? at work? at learning centers?)		
1) Wo werden sie lernen (zu Hause? am Arbeitsplatz) in Lernzentren?)		
1) Dove si svolgerà l'insegnamento?		
1) Où les apprenants vont-ils apprendre?		
2) How much time will they be able to spend for learning?		
2) Wie viel Zeit werden Sie für das Lernen aufbringen können?		
2) Quanto tempo ha disponibile per imparare?		
2) Combien de temps leur reste-t-il pour apprendre?		

3) What equipment will they have (hardware? software? network connection? other resources?)		
3) Welche Ausstattung werden sie haben (Hardware, Software, Netzwerkverbindungen, andere Ressourcen)?		
3) Quanto tempo ha disponibile per imparare?		
3) Quel équipement auront-ils (matériel, logiciel, jonctions du réseau, d'autres ressources)?		
4) What kind of internet access will they have/need?		
4) Welche Art Internetanschluss werden sie haben/brauchen?		
4) Quanto tempo ha disponibile per imparare?		
4) Il leur faut quel raccordement de l'internet ?		
5) When will they learn? (at night? during working hours? with short or long during intervals?)		
5) Wann werden sie lernen (können)? (Nachts? Während der Arbeitszeit? In kurzen oder langen Abständen?)		
5) Quanto tempo ha disponibile per imparare?		
5) Quand vont-ils apprendre (la nuit? pendant les heures du travail ? par intervalles courts ou longs ??		
6) What are their family circumstances?		
6) Wie sind die familiären Bedingungen der Lerner?		
6) Come sono i condizioni familiari?		
6) Quel est l'environnement familial des apprenants ?		
7) What difficulties may they experience (for example in gaining access to the necessary technology)?		
7) Welche Schwierigkeiten könnten die Lerner erleben (z.B. in bezug auf den Zugang zur erforderlichen technischen Ausstattung)?		
7) Quali difficoltà di studiare portrebbero esserci?		
7) Quelles pourront être les difficultés (p.ex. concernant la disponibilité d'une technologie nécessaire) ?		

8) Do they need some training to get started with the technology?		
8) Brauchen die Lerner eventuell Hilfe, um mit der Technologie umzugehen?		
8) Gli studenti hanno bisogno di aiuto nell'uso delle tecnologie?		
8) Les apprenants ont-ils peut-être besoin d'aide pour se servir de la technologie ?		
9) What kind of support will the learners have? (tutors/trainers or others: who? how? qualifications of the tutors? when are they available)		
9) Welche Unterstützung werden die Lerner haben? (Tutoren, Trainer oder andere Personen? Wen? Wie? Qualifikationen der Tutoren? Wann sind sie erreichbar/verfügbar?)		
9) Quale supporto avranno gli studenti? (chi?come? qualificazioni die tutori?)		
9) Quel sera le soutien accordé aux apprenants (conseillers pédagogiques, entraîneurs ou d'autres personnes, qui, comment, qualifications des conseillers, quand est-ce qu'on peut les joindre) ?		

B. Questions to think about the design of your e-learning programme

B. Fragen zum didaktischen Design des e-Learning-Programms

B. Domande sul disegno didattico del programma d'insegnamento

B. Questions concernant le design didactique du programme apprentissage électronique

The didactic design of your e-learning programme is the basis on which your target group will be able to learn. As a producer of e-learning it is you to plan how to make learning possible. You will think about the contents and required competencies and the ways to offer your knowledge to the learners or manage this. Of course there are many ways of teaching and each subject can be presented in various ways. Below we give you seven criteria of didactic designs, i.e. plans and products within an e-learning programme. You can use them to reflect your didactic design and to check if you thought about these questions when planning or offering your e-learning programme.

Das didaktische Design Ihres e-Learning-Angebotes ist für Ihre Lerner eine wesentliche Voraussetzung dafür, wie sie lernen werden. Als Autor oder Produzent von e-Learning sind Sie also jemand, der einen Lernprozess ermöglichen soll. Sie denken über Inhalte, über erforderliche Kompetenzen und die Wege nach, wie dieses Wissen den Lernern und Lernerinnen angeboten werden soll und diese Kompetenzen von ihnen erreicht werden können. Sicherlich, es gibt verschiedene Wege zu unterrichten, und jedes Fach kann unterschiedliche Lernanforderungen präsentieren.

Untenstehend benennen wir sieben Kriterien für didaktische Designs, also für Pläne und Produkte für ein e-Learning-Programm. Sie können sie nutzen, um Ihr didaktisches Design selbst zu überdenken und abzuschätzen, ob Sie diese Fragen überhaupt und hinreichend berücksichtigt haben bei der Planung und Umsetzung Ihres Programms.

Il disegno didattico della vostra offerta dell'insegnamento elettronico è un lato essenziale per come gli studenti potranno imparare. Come autore e produttore di questo programma siete qualcuno che rende possibile un processo d'insegnamento. Lei penserà al concetto, alle competenze necessarie e ai modi per arrivare a farsi che gli studenti imparino e raggiungano queste competenze. Certo esistono varie metodi per insegnare ed ogni materia può presentare diverse bisogni di studiare.

In seguito nominiamo sette criteri per il disegno didattico. Lei può usarli per verificare se nel suo disegno didattico ha tenuto conto di queste domande.

Le design didactique de votre programme apprentissage électronique est pour vos apprenants une condition essentielle pour leur manière d'apprendre. C'est donc vous le producteur du programme apprentissage électronique qui rend possible l'apprentissage. Bien sûr, il y a des modes différentes d'enseignement, et chaque matière pourra exiger différamment.

Sur les pages suivantes, nous nommons sept critères pour des designs didactique, donc pour des plans et des produits pour un programme apprentissage électronique. Vous pouvez vous en servir pour réfléchir vous-même sur votre designs didactique et pour contrôler si vous avez pensé suffisamment à ces questions en projetant et réalisant votre programme.

B1. Variety: of contents, learner personality, methods

B1. Vielfalt: der Inhalte, der Lernerpersönlichkeiten, der Methoden

B1. Varietà: dei contesti, degli studenti, dei metodi

B1. Diversité des contenus, des personnalités des apprenants, des méthodes

My/Our programme ...	not at all ---	just a little --	quite a bit -	rather much +	much ++	very much +++
Mein/Unser Programm ...	gar nicht ---	ein bisschen --	einigermaßen -	ziemlich +	viel ++	sehr viel +++
Il mio/Nostro programma ...	niente ---	un pò --	sufficiente -	abbastanza +	molto ++	tantissimo +++
Mon/Notre programme ...	pas du tout ---	un peu --	passablement -	assez +	beaucoup ++	énormément +++
1) addresses to several senses (vision, hearing, touch, smelling, equilibrium).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) spricht mehrere Sinne an (Sehsinn, Hörsinn, Tastsinn, Riechsinn, Gleichgewichtssinn).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) Stimola i sensi (vedere, sentire, tatto, odorare, equilibrio)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) stimule plusieurs sens (la vue, l'ouïe., le toucher, l'odorat, l'équilibre).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) uses several didactic methods/models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) bringt mehrere didaktische Modelle zum Einsatz.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Porta diversi modelli didattici	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) utilise plusieurs modèles didactiques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) matches content to delivery methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) stimmt in Form und Inhalt überein	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Forma e contesto compiaciono	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) correspond dans ses formes aux contenus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) addresses to reason and emotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) spricht Verstand und Gefühl an.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Stimola la ragione e le sensazioni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) s'adresse et à la raison et à l'emotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) changes between phases of tension and relaxation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) wechselt Phasen der Anspannung und der Entspannung.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Alterna le fasi di tensione e relax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) alterne entre des phase de tension et de détente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) includes individual and collaborative activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) bietet individuelle und kollektive Tätigkeiten an.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) offre pratiche individuali e collettive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6) offre des activités individuelles et collectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) motivates learners with different ways of learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) regt Lerner mit unterschiedlichen Lernstilen an.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) stili d'insegnamento diversi stimolano gli studenti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) motive des apprenants avec des styles d'apprentissage différents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) has opportunities to learn in other situations than sitting on a chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) bietet auch andere Lerngelegenheiten als nur auf einem Stuhl sitzend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) stimola gli studenti ad imparare non solo stando seduti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) offre aussi d'autre situations d'apprendre que d'être assis sur une chaise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) changes between guided and self-directed learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) wechselt angeleitetes und selbsttätiges Lernen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Alterna fra insegnamento guidato e autonomo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) alterne entre un apprentissage guidé et autonome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) allows for different learning locations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) sieht verschiedene Lernorte vor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Riguardo diversi luoghi d'insegnamento	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) propose des lieux d'apprentissage différents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	*1	*2	*3	*4	*5	*6

B2. Economy: in the sense of efficacious use of resources

B2. Ökonomie: im Sinne wirksamer Nutzung von Ressourcen

B2. economia: nel senso dell'uso efficace degli risorse

B2. Économie: au sens d'un usage efficace des ressources

My/Our programme ...	not at all ---	just a little --	quite a bit -	rather much +	much ++	very much +++
Mein/Unser Programm ...	gar nicht ---	ein bisschen --	einigermaßen -	ziemlich +	viel ++	sehr viel +++
Il mio/Nostro programma...	niente ---	un pò --	sufficemente -	abbastanza +	molto ++	tantissimo +++
Mon/Notre programme	pas du tout ---	un peu --	passablement -	assez +	beaucoup ++	énormément +++
1) avoids counterproductive effects like a negative attitude towards learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) vermeidet kontraproduktive Effekte wie negative Einstellungen zum Lernen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) Evita effetti contraproduttivi come atteggiamenti negativi riguardando lo studio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) évite des effets malfaisants comme des attitudes négatives envers le processus d'apprendre,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) uses as far as possible simple and cheap means and media which are little susceptible and that are available anyway.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) verwendet möglichst einfache, preiswerte, wenig anfällige und ohnehin vorhandene Mittel und Medien.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Usa come possibile materiali e mezzi facili, economici, resistenti e disponibili in ogni modo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) emploie -si possible- des moyens et médias simples, pas chers, solides et déjà disponibles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) converts much "teaching time" into effective learning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) setzt viel "Lehrzeit" in effektive Lernzeit um.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Trasforma molto tempo dell'insegnamento nell'imparo effettivo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) transforme une grande partie du temps d'enseignement en temps d'apprentissage effectif.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) leads to learning outcomes that are close to the aims	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) lässt tatsächlich das lernen, was gelernt werden soll.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4) lascia per imparare, quale deve essere imparato	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) fait apprendre effectivement ce qu'il faut apprendre.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) imparts additional knowledge without greater efforts by the learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) vermittelt ohne Mehraufwand für die Lernenden zusätzliches Wissen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) media per gli studenti conoscenze supplementare senza dispendio supplementare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) communique aux apprenants des connaissances supplémentaires sans un surcroît de travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) avoids learning disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) vermeidet Lernstörungen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Evita problemi d'imparare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) évite que les processus d'apprendre sont dérangés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) uses means which are trouble-free	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) nutzt Mittel, die nicht störanfällig sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Usa materiali che sono durevole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) utilise des moyens non-troublants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) does not teach things as new that are already known to most learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) lehrt nichts, was die Lernenden schon gut wissen oder können.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Non insegna niente di quello che gli studenti già sanno	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) n'enseigne rien ce que les apprenants savent ou connaissent déjà bien.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) builds up on the given knowledge and abilities of the learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) nutzt das bei den Lernern vorhandene Wissen und Können.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) usa le già aquisite competenze degli studenti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) profite des connaissances déjà existantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) has undergone a risk assessment for potential failure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) ist hinsichtlich möglichen Versagens geprüft worden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) è stato verificato considerando possibile fallimenti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) a été contrôlé à l'égard d'une défaillance possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	*1	*2	*3	*4	*5	*6

B3. Adjustment: to the given/expected situation

B3. Anpassung: an die gegebene/erwartete Situation

B3. Adattazione: alla situazione data/aspettativa

B3. Adaptation: à la situation donnée ou attendue

My/Our programme is adjusted ...	not at all ---	just a little --	quite a bit -	rather much +	much ++	very much +++
Mein/Unser Programm ist angepasst ...	gar nicht ---	ein bisschen --	einigermaßen -	ziemlich +	viel ++	sehr viel +++
Il mio/Nostro programma è adatto...	niente ---	un pò -	sufficiente -	abbastanza +	molto ++	tantissimo +++
Mon/Notre programme est adapté ...	pas du tout ---	un peu --	passablement -	assez +	beaucoup ++	énormément +++
1) to the language habits of the learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) an die Sprachgewohnheiten der Lernenden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) ai modi di parlare degli studenti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) aux habitudes et usages de langue des apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) to the previous knowledge of the learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) an das Vorwissen der Lernenden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) alle conoscenze già note a gli studenti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) aux connaissances des apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) to the ways of learning predominant among the learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) an die Lernstile, die bei den Lernenden überwiegen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) ai stili d'imparare corrispondente alla maggior parte degli studenti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) aux styles d'apprentissage dominants chez les apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) to the environment and the way of living (life styles) of the learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) an die Lebenswelt und Lebensweise der Lernenden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) all'ambiente e modi di vivere degli studenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) à l'environnement et au mode de vie des apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) to the resilience of the learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) an die Belastbarkeit der Lernenden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) alla capacità di sopportare degli studenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) à la capacité de charge des apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) to resources that learners are used to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) an die Ressourcen, mit denen die Lernenden vertraut sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) alle risorse già note agli studenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) aux ressources que les apprenants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

connaissent à fond.						
7) to those tasks which result from the framework, that are asked in practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) an die Aufgaben, die sich aus dem Umfeld der Lernenden ergeben.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Ai compiti risultanti dell'ambiente degli studenti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) aux tâches qui résultent de la situation des apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) to those ways of communication which are preferred of the learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) an die Kommunikationsformen, die von den Lernenden bevorzugt werden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) alle forme di comunicazione preferite dagli studenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) aux manières de communiquer que les apprenants préfèrent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) to the time possibilities of the learners and of the framework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) an die zeitlichen Möglichkeiten der Lernenden und des Bezugssystems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) al tempo disponibile degli studenti ed il sistema	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) aux possibilités de temps et du système de référence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) to the interests of the learners and excites motivation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) an die Interessen der Lernenden und löst Motivationen aus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Ai loro interessi e motivazioni.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) aux intérêts des apprenants et provoque des motivations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	*1	*2	*3	*4	*5	*6

B4. Productivity and utility

B4. Produktivität und Nützlichkeit

B4. Rendimento ed utilità

B4. Productivité et utilité

My/Our programme ...	not at all ---	just a little --	quite a bit -	rather much +	much ++	very much +++
Mein/Unser Programm ...	gar nicht ---	ein bisschen --	einigermaßen -	ziemlich +	viel ++	sehr viel +++
Il mio/Nostro programma...	niente ---	un pò --	sufficiente -	abbastanza +	molto ++	tantissimo +++
Mon/Notre programme	pas du tout ---	un peu --	passablement -	assez +	beaucoup ++	énormément +++
1) supplies cognitive schemes (e.g. methods that can be generalised).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) liefert Schemata (z.B. verallgemeinerbare Methoden).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) offre modelli (metodi che possono essere generalizzati)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) fournit des modèles (p.ex. des méthodes à généraliser).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) helps the learners to gain more routine with the use of reference works.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) hilft den Lernenden beim Umgang mit Arbeitsmitteln.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) aiuta l'allievo nell'uso dei mezzi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) aide les apprenants à manier les moyens de travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) offers a line of orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) liefert einen Orientierungsrahmen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) offre una struttura di orientamento.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) fournit un cadre d'orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) imparts key qualifications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) vermittelt Schlüsselqualifikationen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) media chiave qualificazioni.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) communique des qualifications-clés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) creates and improves contacts (e.g. to other learners, practitioners).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) stellt Kontakte her oder verbessert sie (z.B. zu anderen Lernenden).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) apre contatti o li migliora (p.e. con altri allievi).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) améliore les relations, p.ex. entre les apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) conforms to appropriate regulatory frameworks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) entspricht den Anforderungen der Kontrollinstanzen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) corrisponda ai compiti e punti di controllo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6) est conforme aux demandes de l'organe e contrôle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) is fit for purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) ist auf den Zweck ausgerichtet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) è allineato allo scopo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) poursuit un but.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	*1	*2	*3	*4	*5	*6

B5. Self motivation: for teaching and learning persons

B5. Selbstmotivation: für Lernende und Lehrende

B5. Auto-motivazione: per gli studenti e gli istruttori

B5. Motivation de soi-même : pour apprenants et instructeurs

My/Our programme ...	not at all ---	just a little --	quite a bit -	rather much +	much ++	very much +++
Mein/Unser Programm ...	gar nicht ---	ein bisschen --	einigermaßen -	ziemlich +	viel ++	sehr viel +++
Il mio/Nostro programma...	niente ---	un pò --	sufficiente -	abbastanza +	molto +	tantissimo +++
Mon/Notre programme ...	pas du tout ---	un peu --	passablement -	assez +	beaucoup ++	énormément +++
1) shows the learner especially the positive effects of what he/she has already learnt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) zeigt dem Lerner vor allem die positiven Effekte dessen, was er/sie bereits gelernt hat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) dimostra agli studenti positivamente ciò che hanno imparato	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) rend évident aux apprenants surtout les effets positives de ce qu'ils ont appris.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) takes the joy in physical exercise during the learning process into account.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) berücksichtigt die Freude an körperlicher Bewegung beim Lernen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) considera la gioia nel movimento fisico imparando.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) montre la joie du mouvement physique en apprenant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) is a suitable basis for fruitful questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) ist dazu geeignet, fruchtbare Fragestellungen zu eröffnen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) è adeguato per aprire nuovi impulsi e domande.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) est capable de poser des questions fructueuses/productives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) offers also learning in a playful way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) ermöglicht auch Lernen in spielerischer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Form						
4) rende possibile d'imparare giocando.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) permet l'apprentissage aussi d'une façon légère.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) means also learning in a social way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) ermöglicht auch, dass auf gesellige Art und Weise gelernt wird.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) rende possibile il modo d'imparare in compagnia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) rend possible un apprentissage en réunion avec d'autres.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) bears recreational features.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) hat auch Erholungs- und Freizeitcharakter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) ha un carattere di riposo e tempo libero.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) contribue aussi à la détente et aux loisirs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) is carried out without glancing too much at a certification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) verstärkt das Lernen ohne dauernden Blick auf Zertifikate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) rinforza il modi d'imparare senza pensare sempre ai certificati.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) renforce l'apprentissage sans aspiration permanente à un diplôme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) is carried out without fearing to fail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) fördert das Lernen ohne Angst vor Versagen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) promuove il modo d'imparare senza timore di fallimento.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) encourage l'apprentissage sans peur de rater.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) promotes the learning rather in competition with oneself and not to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) fördert eher den Wettbewerb der Lernenden mit sich selbst als untereinander.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) rimuove la concorrenza più con se stesso che con gli altri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) aide à entrer en compétition plutôt avec soi-même qu'avec d'autrui.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) takes the joy in intellectual/artistic games into account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) berücksichtigt die Freude am intellektuellen Spiel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) considera la gioia nel gioco intellettuale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) accentue la joie du jeu intellectuell.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	*1	*2	*3	*4	*5	*6

B6. Development of learners' abilities

B6. Persönlichkeitsbildung: Entwicklung der Lernertfähigkeiten

B6. Sviluppo delle abilità degli studenti

B6. Développement personnelle des aptitudes de l'apprentissage

My/Our programme ...	not at all ---	just a little --	quite a bit -	rather much +	much ++	very much +++
Mein/Unser Programm ...	gar nicht ---	ein bisschen --	einigermaßen -	ziemlich +	viel ++	sehr viel +++
Il mio/Nostro programma...	niente ---	un pò --	sufficiente -	abbastanza +	molto ++	tantissimo +++
Mon/Notre programme ...	pas du tout ---	un peu --	passablement -	assez +	beaucoup ++	énormément +++
1) increases the moral sensibility of the learner (in regard to the subject, qualification).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) erhöht die moralische Sensibilität der Lernenden (im Hinblick auf das Thema, die Qualifikation),	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) aumenta la sensibilità morale degli studenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) augmente la sensibilité morale des apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) increases the intelligence of the learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) steigert die Intelligenz der Lerner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) aumenta l'intelligenza degli studenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) renforce l'intelligence des apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) promotes the creativity of the learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fördert die Kreativität der Lerner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rimuove la creatività degli studenti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) 3) augmente la créativité des apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) helps to diminish fears of the learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) baut bei den Lernern Ängstlichkeit ab.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) diminuisce il timore degli studenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) diminue la peur des apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) strengthens the conflict abilities of the learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) stärkt die Konfliktfähigkeit der Lerner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) rinforza l'abilità di conflitto degli studenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) renforce la capacité de résoudre des conflits des apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) increases the communication abilities of the learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) erhöht die Kommunikationsfähigkeit der Lerner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) aumenta il grado delle capacità di comunicazione degli studenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) contribue à la capacité de communiquer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

des apprenants.						
7) gives the learners a better self-esteem (self confidence).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) vermittelt den Lernern Selbstwertgefühl.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) rinforza la sicurezza in se stessi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) fournit aux apprenants la confiance en soi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) promotes the decision-making ability of the learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) fördert die Entscheidungsfähigkeit der Lerner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) rinforza le capacità di decidere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) active la capacité de prendre des décisions des apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) increases the sense of responsibility of the learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) erhöht das Verantwortungsgefühl der Lerner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) aumenta la responsabilità degli studenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) augmente le sens de la responsabilité des apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	*1	*2	*3	*4	*5	*6

B7. Consistency

B7. Konsistenz

B7. Consistenza

B7. Consistance

My/Our programme ...	not at all ---	just a little --	quite a bit -	rather much +	much ++	very much +++
Mein/Unser Programm ...	gar nicht ---	ein bisschen --	einigermaßen -	ziemlich +	viel ++	sehr viel +++
Il mio/Nostro programma...	niente ---	un pò --	sufficiente -	abbastanza +	molto ++	tantissimo +++
Mon/Notre programme ...	pas du tout ---	un peu --	passablement -	assez +	beaucoup ++	énormément +++
1) shows a close distinction/distribution between the various modi of blended learning on the basis of their different functionalities and possibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) berücksichtigt in angemessener Weise die verschiedenen Komponenten des Blended Learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) tiene nel modo giusto i vari componenti del apprendimento diverso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) tient convenablement compte des parties composantes de l'apprentissage mixte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2) takes care that the teaching people themselves are experienced in handling the electronic devices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) trifft Vorsorge dafür, dass die Lehrenden selbst auch kompetent und routiniert im Umgang mit elektronischen Medien sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) fa si che gli studenti abbiano una certa competenza nel uso dei mezzi elettronici.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) pourvoit au fait que les enseignants eux-mêmes savent manier avec compétence et routine les médias électroniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) has no serious discrepancies between what is said and what is done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) weist keine gravierenden Widersprüche zwischen dem, was gesagt wird, und dem, was getan wird.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) non ha paradossi fra il dire ed il fare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) ne montre aucun désaccord entre mots et action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) takes care that the teaching people "live" what they are imparting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) trifft Vorsorge dafür, dass die Lehrenden das "vorleben", was sie inhaltlich vermitteln.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) fa si che gli istruttori vivono quello che insegnano.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) réalise que les enseignants vivent ce qu'ils enseignent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) has a high quality of verbal/audiovisual material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) weist Lehrmaterialien und -texte von beispielhafter Qualität auf.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) dimostra materiali e testi di grande qualità.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) prépare des matériaux et des textes d'une qualité exemplaire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) delivers tasks which agree with the practical requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) weist Lernaufgaben auf, die mit den Praxisanforderungen übereinstimmen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) dispose des devoirs conformes aux exigences de la pratique.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) gives learners as much room for manoeuvre as in professional practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) gibt den Lernenden genauso viel Handlungsspielraum wie in der beruflichen Praxis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) da agli studenti lo stesso modo di agire che in pratica professionale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) permet aux apprenants autant de champ libre comme dans la vie professionnelle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8) equally distributes the learning difficulties, not clustering them only to the beginning or to the end of the programme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) verteilt den Schwierigkeitsgrad der Lernanforderungen auf die ganze Lernzeit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) distribuisce le difficoltà di apprenzione per tutta la durata del corso.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) distribue les difficultés au cours du programme entier sans les concentrer au début ou à la fin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	*1	*2	*3	*4	*5	*6

C. Criteria to think about the efficacy of your e-learning programme

C. Kriterien der Wirksamkeit eines e-Learning-Programms

C. Criteri dell'efficacia di un programma elettronico

C. Critères pour évaluer l'efficacité d'un programme apprentissage électronique.

The following criteria reflect how efficacious a learning programme is expected to be. Effects will depend on many circumstances, and it is quite sure that only the practical try-out will prove them in last instance. But as we are here in an inspective evaluation the first judgment can be done by yourself.

Die folgenden Kriterien behandeln die Wirksamkeit eines Lernprogramms. Lernwirkungen hängen sicher von vielen Umständen ab, und es ist klar, dass sie letztlich erst bei der Umsetzung des Programms erfasst werden können. Aber in einer Inspektionsevaluation soll auch schon die eigenen Inaugenscheinnahme eine Rolle spielen.

Le seguenti criteri riguardano l'efficacia del programma. L'apprendimento dipende certamente di molti fattori ed è chiaro che possono essere annotati alla fine del programma. Ma una ispezione durante il corso può dare un aiuto nella valutazione finale.

Les critères suivants traitent de l'efficacité d'un programme. Les effets dépendent sûrement de plusieurs circonstances et il est clair qu'on ne puisse les saisir que lors de la réalisation du programme. Mais comme nous sommes ici dans une évaluation inspectatrice vous pouvez y porter un premier jugement par vous-mêmes.

C1. Clarity: reliable and comprehensible performances

C1. Klarheit: zuverlässige und verständliche Darstellungen

C1. Chiarezza: chiara e sicura rappresentazione

C1. Clarté: présentation sûre et compréhensible

My/Our programme has clarity ...	not at all ---	just a little --	quite a bit -	rather much +	much ++	very much +++
Mein/Unser Programm ist gekennzeichnet durch Klarheit ...	gar nicht ---	ein bisschen --	einigermaßen -	ziemlich +	viel ++	sehr viel +++

Il mio/Nostro programma è segnato di chiarezza...	niente ---	un pò --	sufficien te -	abbastan za +	molto ++	tantissi mo +++
Mon/Notre programme montre la clarté ...	pas du tout ---	un peu --	passable ment -	assez +	beaucoup ++	énormé ment +++
1) of knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) des Wissens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) del sapere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) des connaissances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) of learning steps/processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) der Lernschritte/des Lernprozesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) dei fasi di apprendimento / del processo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) du processus d'apprentissage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) of classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) der Klassifikation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) della classificazione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) de la classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) of questions and assignments to the learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) der Fragen und Aufgaben für die Lernenden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) delle domande e compiti per gli studenti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) des questions et devoirs pour les apprenants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) of aims and criteria for judgments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) der Ziele und Beurteilungskriterien	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) dello scopo e del parere degli studenti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) des buts et des critères du jugement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) of positions (authenticity, teacher as model)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) der Positionen (Authentizität, Lehrende als Modell)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) delle posizioni (autenticità, l'insegnante come modello)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) des positions (authenticité, enseignants comme modèles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	*1	*2	*3	*4	*5	*6

C2. Relevance and reference: imparting valid knowledge

C2. Relevanz und Bezug: gültiges Wissen verteilen

C2. Rilevanza ed attinenza: distribuzione del sapere

C2. Signification et référence:

My/Our programme is relevant for and refers to ...	not at all ---	just a little --	quite a bit -	rather much +	much ++	very much +++
Mein/Unser Programm weist Relevanz und Bezug auf im Hinblick auf ...	gar nicht ---	ein bisschen --	einigermaßen -	ziemlich +	viel ++	sehr viel +++
Il mio/Nostro programma è rilevante e attinente ...	niente ---	un pò --	sufficiente -	abbastanza +	molto ++	tantissimo +++
Mon/Notre programme est significatif ...	pas du tout ---	un peu --	passablement -	assez +	beaucoup ++	énormément +++
1) the subject/profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) das Fach/den Beruf.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) alla materia / alla professione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) pour la matière et le métier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) the research level (state of the art).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) den Forschungsstand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) à l'attuale scienza	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) le niveau des recherches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) the further learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) den weiteren Lernprozess.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) al procedimento dell'insegnamento	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) le processus futur d'apprendre.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) the forthcoming examinations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) die späteren Prüfungen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) ai prossimi esami	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) les examens ultérieurs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) the learners' situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) die Situation der Lernenden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) alle situazione degli studenti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) la situation des apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) the learners' future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) die Zukunft der Lernenden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) al futuro degli studenti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) l'avenir des apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) the society and subsystems (professions e.g.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) die Gesellschaft und ihre Subsysteme (Berufe etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) alle condizioni sociali	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) la société et les sous-systèmes (p.ex. professions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	*1	*2	*3	*4	*5	*6

C3. Structure and sequential order: imparting knowledge "in measured doses"

C3. Struktur und Sequenz: Wissen in geordneten Maßen verteilen

C3. Struttura e sequenza: Distribuzione del sapere in modo ordinato

C3. Structure et séquence : distribuer les connaissances avec mesure

My/Our programme ...	not at all ---	just a little --	quite a bit -	rather much +	much ++	very much +++
Mein/Unser Programm ...	gar nicht ---	ein bisschen --	einigermaßen -	ziemlich +	viel ++	sehr viel +++
Il mio/Nostro programma ...	niente ---	un pò --	sufficiente -	abbastanza +	molto ++	tantissimo +++
Mon/Notre programme ...	pas du tout ---	un peu --	passablement -	assez +	beaucoup ++	énormément +++
1) resumes what is already known	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) greift Bekanntes wieder auf.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) riaggrappa vecchie conoscenze	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) répète des sujets déjà connus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) gives accentuation of main points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) betont die Hauptpunkte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) sollecita i punti principali	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) accentue les points les plus importants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) gives time management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) sorgt für gutes Zeitmanagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) fornisce una buona distribuzione del tempo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) permet de bien manier l'emploi du temps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) gives space management (learning environment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) sorgt für gutes Raummanagement (Lernumgebung).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) fornisce una buona distribuzione del luogo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) procure un environnement agréable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) gives continuity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) sorgt für Kontinuität.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) fornisce la continuità	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) fait gaffe à la continuité.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	*1	*2	*3	*4	*5	*6

C4. Representational forms of instruction: using aids for learning and thinking

C4. Anschaulichkeit: durch Lern- und Denkhilfen

C4. Panoramica dell' insegnamento e del pensiero

C4. Mettre en évidence: utiliser des aides pour apprendre

My/our programme is representational through ...	not at all ---	just a little --	quite a bit -	rather much +	much ++	very much +++
Mein/Unser Programm sorgt für Anschaulichkeit durch ...	gar nicht ---	ein bisschen --	einigermaßen -	ziemlich +	viel ++	sehr viel +++
Il mio/Nostro programma fornisce una panoramica per...	niente ---	un pò --	sufficiente -	abbastanza +	molto ++	tantissimo +++
Mon/Notre programme mets en évidence par ...	pas du tout ---	un peu --	passablement -	assez +	beaucoup ++	énormément +++
1) visualization (images, transparencies e.g.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) Visualisierung (Bilder, Folien etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) la visualizzazione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) la visualisation (images, feuille transparente).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) examples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Beispiele.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) gli esempi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) des exemples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) analogies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Analogien.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) le analogie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) des analogies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) concrete experiences for learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) direkte Erfahrungen der Lernenden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) le esperienze dirette degli studenti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) des expériences directes des apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) reflection by the learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Anstöße zum Nachdenken an die Lernenden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) gli impulsi per pensare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) des initiatives à réfléchir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	*1	*2	*3	*4	*5	*6

C5. Practising: application of knowledge

C5. Anwendung:

C5. Uso:

C5. application:utilisation des connaissances

My/our programme ...	not at all ---	just a little --	quite a bit -	rather much +	much ++	very much +++
Mein/Unser Programm ...	gar nicht ---	ein bisschen --	einigerm aßen -	ziemlich +	viel ++	sehr viel +++
Il mio / nostro programma ...	niente ---	un pò --	sufficien te -	abbastan za +	molto +	tantissi mo +++
Mon/notre programme ...	pas du tout ---	un peu --	passable ment -	assez +	beaucoup ++	énormé ment +++
1) is proving knowledge in practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) bietet Möglichkeiten der Überprüfung des Wissens in der Praxis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) offre possibilità di controllo dell'insegnamento /sapere in pratica.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) rends possible la contrôle des connaissances en pratique.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) has well defined assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) hat gut definierte Aufgabenstellungen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) ha ben definiti compiti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) donne des devoirs biens définis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) has opportunities to train.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) bietet Möglichkeiten des Übens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) offre possibilità di allenamento.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) offre la possibilité d'entraînement,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) offers insight into the practical application and usefulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) gibt Einblicke in die praktische Anwendung und Nützlichkeit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) da possibilità di come usare nella pratica.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) permet de vérifier l'application en pratique et la valeur utile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	*1	*2	*3	*4	*5	*6

C6. Feedback: information about the learning process and one's personal status

C6. Rückmeldung: Informationen zum Lernprozess, zur Entwicklung und zum Ertrag

C6. Feedback: Informazioni sul processo d'insegnamento, dello sviluppo e del risultato

C6. Rétroaction: information sur le success dur processus d'apprendre

My/Our programme gives feedback ...	not at all ---	just a little --	quite a bit -	rather much +	much ++	very much +++
Mein/Unser Programm bietet Rückmeldung ...	gar nicht ---	ein bisschen --	einigerm aßen -	ziemlich +	viel ++	sehr viel +++
Il mio/Nostro programma offre feedback...	niente ---	un pò --	sufficien te -	abbastan za +	molto ++	tantissi mo +++
Mon/Notre programme répond ...	pas du tout ---	un peu --	passable ment -	assez +	beaucoup ++	énormé ment +++
1) through praise and reproach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) durch Lob und Tadel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) per elogi e rimproveri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) par louage et critique.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) by products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) durch Produkte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) per i prodotti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) par des résultats.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) by certifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) durch Zertifikate/Bescheinigungen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) per i certificati.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) par des certificats.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) by the natural environment („natura docet“)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) durch die natürliche Umgebung („natura docet“).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) per l'ambiente naturale („natura docet“).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) par l'environnement naturel („natura docet“).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	*1	*2	*3	*4	*5	*6

C7. Further stimulus: perspectives for more than mere knowledge and a more far-reaching learning

C7. Weitere Anreize: Gesichtspunkte, die über das unmittelbare Wissen und Lernen hinausgehen

C7. Altri impulsi: Aspetti che vanno oltre all'insegnamento

C7. Incitation des idées en plus

My/Our programme gives stimulus ...	not at all ---	just a little --	quite a bit -	rather much +	much ++	very much +++
Mein/Unser Programm gibt zusätzliche Anregungen	gar nicht ---	ein bisschen --	einigermäßen -	ziemlich +	viel ++	sehr viel +++
Il mio/Nostro programma da ulteriori impulsi...	niente ---	un pò --	sufficiente -	abbastanza +	molto ++	tantissimo +++
Mon/Notre programme incite des idées en plus ...	pas du tout ---	un peu --	passablement -	assez +	beaucoup ++	énormément +++
1) by consideration of learners' interests and needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) durch Berücksichtigung der Interessen und Bedürfnisse der Lernenden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) considerando gli interessi e bisogni degli studenti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1) en tenant compte des intérêts et des besoins des apprenants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) by teachers' enthusiasm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) durch Begeisterung der Lehrenden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) per l'euforia degli insegnanti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) par l'enthousiasme des enseignants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) with a certain irony and self-criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) durch feine Ironie und Selbstkritik.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) per sottile ironia e auto-critica.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) par ironie fine et par autocritique.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	*1	*2	*3	*4	*5	*6