

This is an evaluation form for the workshop you did related to the Formalab Project.

For each key competence, please indicate in which degree you think this workshop helps developing each characteristic.

Afterwards, please mark with different colors the relation you find between the key competences on the left side with the transversal competences on the right side. Use RED when you want to show a strong relation; use BLUE when you want to show a relativey strong relationship; use GREEN if you want to show a weak relationship. If you think there is no relationship between some of the competences, please do not mark anything.

▲ Fully ▲ A lot ▼ A little ▼ Not at all

Key competences

Communication in the mother tongue:

Listening ▲ ▲ ▼ ▼
 Speaking ▲ ▲ ▼ ▼
 Reading ▲ ▲ ▼ ▼
 Writing ▲ ▲ ▼ ▼

Communication in foreign languages:

Understand spoken messages ▲ ▲ ▼ ▼
 Conversation ▲ ▲ ▼ ▼
 Produce text ▲ ▲ ▼ ▼

Mathematical competence and basic competences in science and technology:

Use of technological tools ▲ ▲ ▼ ▼
 Use of scientific data ▲ ▲ ▼ ▼
 Reach a conclusion ▲ ▲ ▼ ▼

Digital competence:

Collect information ▲ ▲ ▼ ▼
 Understand complex info ▲ ▲ ▼ ▼
 Use of Internet-based services ▲ ▲ ▼ ▼

Learning to learn:

Learn autonomously ▲ ▲ ▼ ▼
 Work collaborately ▲ ▲ ▼ ▼
 Share results ▲ ▲ ▼ ▼

Social and civic competences:

Communicate constructively ▲ ▲ ▼ ▼
 Show tolerance ▲ ▲ ▼ ▼
 Feel empathy ▲ ▲ ▼ ▼

Sense of initiative and entrepreneurship:

Self organisation ▲ ▲ ▼ ▼
 Effective representation ▲ ▲ ▼ ▼
 Team working ▲ ▲ ▼ ▼

Cultural awareness and expression:

Appreciation of others work ▲ ▲ ▼ ▼
 Cultural expression ▲ ▲ ▼ ▼

Transversal Competences

Critical Thinking

Creativity

Initiative

Problem - solving

Risk assessment

Decision - taking

Constructive management of feelings

ANNEX: WHAT ARE KEY COMPETENCES?

Communication in the mother tongue;

Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure.

Communication in foreign languages;

Essential skills for communication in foreign languages consist of the ability to understand spoken messages, to initiate, sustain and conclude conversations and to read, understand and produce texts appropriate to the individual's needs. Individuals should also be able to use aids appropriately, and learn languages also informally as part of lifelong learning.

Mathematical competence and basic competences in science and technology;

Skills include the ability to use and handle technological tools and machines as well as scientific data to achieve a goal or to reach an evidence-based decision or conclusion. Individuals should also be able to recognise the essential features of scientific inquiry and have the ability to communicate the conclusions and reasoning that led to them.

Digital competence;

Skills needed include the ability to search, collect and process information and use it in a critical and systematic way, assessing relevance and distinguishing the real from the virtual while recognising the links. Individuals should have skills to use tools to produce, present and understand complex information and the ability to access, search and use Internet-based services. Individuals should also be able use IST to support critical thinking, creativity, and innovation.

Learning to learn;

Learning to learn skills require firstly the acquisition of the fundamental basic skills such as literacy, numeracy and ICT skills that are necessary for further learning. This requires effective management of one's learning, career and work patterns, and, in particular, the ability to persevere with learning, to concentrate for extended periods and to reflect critically on the purposes and aims of learning. Individuals should be able to dedicate time to learning autonomously and with self-discipline, but also to work collaboratively as part of the learning process, draw the benefits from a heterogeneous group, and to share what they have learnt. Individuals should be able to organise their own learning, evaluate their own work, and to seek advice, information and support when appropriate.

Social and civic competences;

The core skills of this competence include the ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy. Individuals should be capable of coping with stress and frustration and expressing them in a constructive way and should also distinguish between the personal and professional spheres.

Sense of initiative and entrepreneurship;

Skills relate to proactive project management (involving, for example the ability to plan, organise, manage, lead and delegate, analyse, communicate, debrief, evaluate and record), effective representation and negotiation, and the ability to work both as an individual and collaboratively in teams. The ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted, is essential.

Cultural awareness and expression.

Skills relate to both appreciation and expression: the appreciation and enjoyment of works of art and performances as well as self-expression through a variety of media using one's innate capacities. Cultural expression is essential to the development of creative skills, which can be transferred to a variety of professional contexts.