

CertiLingua®: Checklist for project documentation

Grey = absolutely obligatory

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|---|--------------------------|------------------------|
| 1. project report /essay | | |
| The essay counts 8 pages at least. (Standard font e.g. Times New Roman 12, maximum line spacing 1,5). Pages with lots of white spaces or photographs do not count. | <input type="checkbox"/> | Requirements fulfilled |
| The essay has been written in one of the two CertiLingua® languages and clearly indicates a B2 level according to the CEFR. | <input type="checkbox"/> | |
| The students name, school, time investment and location/city are mentioned on the essay's cover. | <input type="checkbox"/> | |
| The project has taken place in another country/abroad and has lasted several days or longer. | <input type="checkbox"/> | |
| For a project that has taken place in the students' own country, it is clearly indicated how the face-to face/virtual meeting or exchange with peers from other countries has been realized and the time that has been invested. A brisk, one time meeting/contact moment is not satisfactory | <input type="checkbox"/> | |
| The project/ exchange has taken place in the last three years of school. | <input type="checkbox"/> | |
| 2. Project concept | | |
| The origin/basic idea of the project is clearly explained | <input type="checkbox"/> | Requirements fulfilled |
| The educational added value and link to the curriculum or subjects is clearly described | <input type="checkbox"/> | |
| It is clear which topics/issues have been addressed (and solved) in the project | <input type="checkbox"/> | |
| The project topic has been developed before the beginning of the project | <input type="checkbox"/> | |
| The 'exchange' aspect of the project should be clearly developed. | <input type="checkbox"/> | |
| Before the start of the project, it is made clear what students hopes to learn in it. It becomes clear what the pupil intends to learn in the face-to-face project as compared to a merely theoretical discussion of a certain topic. | <input type="checkbox"/> | Yes/ No |
| 3. Realization of the project | | |
| It is clear where, when, how and with whom the project was realized/executed. | <input type="checkbox"/> | Requirements fulfilled |
| The basic question of the project is elaborated during the project's realization/execution. | <input type="checkbox"/> | |
| The problem/basic question and execution of the project show topical coherence . | <input type="checkbox"/> | Yes/ No |
| 4. Evaluation of the project | | |
| The student demonstrates the ability to reflect his/her work and learning process. | <input type="checkbox"/> | Requirements fulfilled |
| The students reflection focuses on the added value of the exchange (meeting) aspect of the project. | <input type="checkbox"/> | |
| In addition, the students self-reflection focuses on his/her European and international competences (CFEC) and the question in how far these were influenced through project. | <input type="checkbox"/> | Yes/ No |