CertiLingua projects & project documentations in times of COVID-19

The CertiLingua Label of Excellence fosters international cooperation of young adult learners throughout Europe and promotes the acquisition of intercultural competences. The **CertiLingua face-to-face projects** and the **CertiLingua Project Documentations** are key features of the label in this domain. Standards and documents have been developed to safeguard the quality of the projects and their documentation.

In order to further enable students to grow and flourish in this field and to maintain the possibility of acquiring the label **during the COVID-19 pandemic**, other forms of international project work need to be found and the face-to-face encounter can be a digital one.

The aforementioned standards remain principally valid.

This document intends to provide additional orientation by outlining the applicability of the existing regulations to potential online formats and by adding arrangements where needed.

Online projects are regarded as a necessary and useful interim solution for the period of the pandemic.

It is not intended to install them as an adequate substitute for a personal encounter in the long run.

Preparation	*Standard* The face-to-face project takes place in the last three years of school / upper secondary. It is explicitly linked to the school's curriculum. An idea/question is developed beforehand that focusses on intercultural aspects. This international/intercultural focus is explained and the students outline how they hope to gain new insights from their project in this domain.	The same standards apply to <u>online projects</u>.
Realization	*Standard* The projects are generally to take place abroad. If taking place at home, the intercultural focus needs to be explained sufficiently. They usually comprise several days. The intercultural focus is linked to the realization of the project and is elaborated in the course of the project.	<u>Online projects</u> can take place at home. The requirement to elaborate the intercultural focus of the project makes it a logical requirement that CertiLingua online projects still need to comprise a sufficient amount of face-to-face time in the form of online encounters. A combination of sharing content online (for example videos that are produced for the partners) and real-time online encounters is acceptable. But simply exchanging content without seeing and talking to each other does not fulfil the criteria. Neither does a singular online encounter or a series of short and shallow ones.
Reflection	*Standard* The student explains to what extent the project has developed his/her European and international competences. The dimensions of the *CertiLingua Standards of Excellence in Intercultural Competences*, significantly covered in the project, are addressed. The student evaluates the realization of the project and critically reflects on his/her intercultural experiences. The student reflects on the extent to which the face-to-face encounter has created new insights.	The same standards apply to the documentation of <u>online projects</u>.

Documentation	*Standard*	
	a) Written documentation according to *Checklist for Assessing the CertiLingua Project Documentation*	The same standards apply to the documentation of <u>online projects</u>.
	b) Video documentation (pilot phase) according to *Guidelines for Students' CertiLingua Project Documentations with Audio-Visual and Written Parts*	Recordings of the <u>online face-to-face project</u> and shared content can be used for the production of a documentation with audio-visual and written parts. For this new format, still in the pilot phase, guidelines as well as a corresponding checklist have been developed (see appendix).

COVID-19 Projects

The COVID-19 pandemic imposes unprecedented burdens on schools, teachers and in particular on students whose school and future careers are taking unforeseen turns.

In these times of uncertainty, it might be helpful to share one's experiences with peers from other countries that are similarly affected by this crisis.

In this respect, it should also be considered whether the crisis itself could be the focus of a project in order to provide students with an opportunity to share their worries and look ahead together.

Guidelines for students' CertiLingua Project Documentations with Audio-visual and Written Parts

Pilot phase

Purpose:

CertiLingua students have the chance to present the intercultural competences they have developed during the face-to-face-project, using both writing and speaking skills, in a motivating, innovative way with digital support.

The candidates demonstrate their B2 level language skills (or higher) and their development in intercultural learning. All CertiLingua standards are valid for all parts of the documentation and serve as orientation.

An **Adapted Checklist for Students' Project Documentations (with audio-visual parts**) serves as the reference document for the evaluation of the new format.

Further agreements/understandings:

- The student can replace one or two parts of the project documentation (My Motivation, The Project Idea, The Realization and The Reflection) using audio-visual supports.
- Within the audio-visual parts the student's speaking time should be about 5 minutes.
- The student provides enough language material so that the B2 language level will be obvious.
- The audio-visual and the written parts are coherent with regard to language, topic and use of media and are connected in a meaningful way.
- A minimum technical quality is required, but the technical and aesthetic execution will not be evaluated. It will be looked at as part of the level to which the audio-visual parts successfully transport the intercultural learning.

- The students may also add audio-visual elements to the written project documentation.

Please note: **In the pilot phase students can still obtain the CertiLingua label, even if the audio-visual parts in the project documentation are not well done!!**

CertiLingua®: Adapted Checklist for Assessing Students' Project Documentations

Name:
Title:

grey = exclusion criterion

1. Form	criterion fulfilled	
Layout: Minimum 4 written pages available in print and in digital form (standard font, e.g. Times New Roman, 12, line spacing 1.5), full justification, coherent margin. Video: about 5 minutes student's speaking time; handed in on a safe standard storage medium and in standard software format.	□	complies with requirements
Completeness: cover with student's name, school and project title for both printouts and audio-visual parts; structured table of contents, statement of independent work, statement of publication for internal CertiLingua use.	□	
Languages: The audio-visual and the written parts provide enough language material to display language competences of at least level B2 of the CEFR in one of the CertiLingua languages.	□	
		Yes / No
2. Project		
The face-to-face project took place in the last three years of school / upper secondary.	□	complies with requirements
The face-to-face encounter in the project is covered sufficiently.	□	
The project generally took place abroad for a minimum of several days.	□	
		Yes / No
3. Project idea		
The role of the face-to-face encounter is explained.	□	complies with requirements
The project is explicitly linked to the school curriculum.	□	
The intercultural focus of the project is explained and has usually been developed before the beginning of the project.	□	
The origin and development of the project's idea are explained.	□	
The student outlines to what extent he/she hopes to gain new insights in the project.	□	
		Yes / No
4. Realization		
The intercultural focus is linked to the realization of the project and is elaborated in the course of the project.	□	complies with requirements
The realization of the project is briefly described (where, when, how, who).	□	
The intercultural focus and the realization of the project provide thematic coherence. The project design and its realization are coherent.	□	
	□	Yes / No
5. Reflection		
The student explains to what extent the project has developed his/her European and international competences.	□	complies with requirements
The dimensions of the *CertiLingua Standards of Excellence in Intercultural Competences*, significantly covered in the project, are addressed.	□	
The student evaluates the realization of the project and critically reflects on his/her personal intercultural experiences.	□	
The student reflects on the extent to which the face-to-face encounter has created new insights.	□	
		Yes / No