



Language Buddy

Supporting language learning of migrant children and young adults
through language buddies

T3.2. Training Curriculum

Module :6

Observation, Documentation, Reflection and (self-) Assessment



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Introduction

The Training Course is an integral component of the Language Buddy Training Project. Developed collaboratively by project partners, the course comprises 40 hours of learning, structured across 8 modules. The primary objective of this module is to equip higher education institution (HEI) students with the knowledge, skills, and tools necessary to effectively mentor migrant and refugee secondary school students in language learning and social inclusion, utilizing the Language Buddy (LB) Model.

It is important to emphasize that the project partners recognize the diverse cultural needs and contexts of participants. As such, this document is designed to provide guidance and support



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to partners in implementing and adapting the proposed activities to align with their local environments.

Module 6 Observation, documentation, reflection and (self-)assessment

- This **module consists** of four (4) lessons.
- **Duration of the Module:** 5 hours.
- **Learning Objective:** The primary goal of Module 6 is to enable participants to apply effective and culturally responsive strategies for observation, documentation, reflection, and (self-)assessment in the context of language learning. Through the four lessons, participants will develop the skills to systematically observe and record learning processes, guide learners in meaningful reflection, and support both teacher-led and learner-led assessment practices that foster language development and intercultural awareness.

A summary of the lessons and activities included in this module is provided in the table below.

Lesson	Total number of sessions and duration	Activity duration
Lesson 1: The Role of Active Listening and Structured Observation Duration: 75 mins Objective: Developing active listening and observation skills to enhance mentoring effectiveness.	1. Activity: Observing a Dialogue	20 mins
	2. Activity: Active Listening Exercise	20 mins
	3. Activity: Virtual Role-Playing with Observation Checklist	20 mins
	4. Reflection Forum Post or self-reflection: Journaling based on questions (and 2-3 self-reflection questions needed)	15 mins
Lesson 2: Documentation Strategies Duration: 75 mins Analyzing the path to document observations effectively to track students' progress	1. Activity: Exploring Different Documentation Methods	20 mins
	2. Activity: Practice Structured Note taking	20 mins
	3. Activity: Creating a Documentation Plan	20 mins
	Reflection on the activity.	15 mins



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Lesson	Total number of sessions and duration	Activity duration
Lesson 3: Reflection in Language Learning Duration: 75 mins Developing reflective thinking skills and integrating reflection into mentoring practices.	1. Activity: Personal Learning Reflection	30 mins
	2. Activity: Implementing Reflection Techniques	30 mins
	Reflection Shared Document "Voices of Learning: Cultivating Reflective Practice in Language Mentoring"	15 mins
Lesson 4: (Self-) Assessment Techniques Duration: 75 mins Applying self-assessment and formative assessment in language mentoring	1. Activity: Exploring Self-Assessment Tools	30 mins
	2. Activity: Designing a Formative Assessment Task	30 mins
	3. Reflection	15 mins

Lesson 1

Lesson	No. 1
Module (1-8):	Module 6: Observation, documentation, reflection and (self-) assessment
Lesson title:	The Role of Active Listening and Structured Observation
Developed by (LB partner)	Transilvania University of Brasov, in collaboration with MIC
Primary Delivery Mode: All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	Asynchronous online via L. Buddy Platform: The lesson can be fully delivered in the space and time of the learners, in an asynchronous manner.
Alternative Delivery Mode:	Face to Face (synchronous): The lesson can also be delivered in a synchronous online or in-person way, where students have read the LB



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Lesson	No. 1
<i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	Model prior to the lesson, allowing time for discussion and interaction during the live session.
Type of activity:	Asynchronous: Reading video analysis, self-recording, structured observation, and forum discussions Synchronous: Interactive group session with real-time discussion and Q&A.
Resources needed (for asynchronous online & f2f delivery)	Asynchronous: laptop or smartphone/ internet connection, The LB Model document & Best Practice Repository online Synchronous: the LB Model and its attachments/ templates printed
Duration	75 mins
Learning Objectives	<ul style="list-style-type: none"> ◆ Develop active listening skills to enhance mentoring interactions. ◆ Practice structured observation to support migrant students. ◆ Analyze verbal and non-verbal cues to improve communication strategies.
Description of lesson	<p>1. Activity: Observing a Dialogue (20 min): Task Details:</p> <p><i>Step 1: Watch a Pre-Recorded Video.</i> A video of a mentor-pupil conversation is provided. The video will feature common scenarios during mentoring sessions, such as explaining a task, offering encouragement, or discussing difficulties. The video will be available on the L. Buddy Platform, accessible at any time.</p> <p><i>Step 2: Complete the Structured Observation Guide.</i> Learners will receive a checklist to track key aspects of the dialogue, including:</p> <ul style="list-style-type: none"> ➤ Verbal Cues: Tone, clarity, key phrases, use of questions. ➤ Non-Verbal Cues: Facial expressions, gestures, posture. ➤ Interaction Style: Level of engagement, turn-taking, signs of confusion or understanding. <p><i>Step 3: Discussion Forum Submission.</i> Learners will submit their completed checklist to the forum. They will also comment on at least one peer's observations, comparing their insights.</p> <p>2. Activity: Active Listening Practice (20 min) Task Details:</p> <p><i>Step 1: Self-Recording Exercise.</i> Learners will think of a recent conversation (real or imagined) where they needed to actively listen. They will record a 1–2-minute audio or video reflection, where they summarize the conversation in their own words.</p>



Lesson	No. 1
	<p>The goal is to assess how well they recall key details and emotions.</p> <p><i>Step 2: Self-Assessment of Active Listening.</i> After recording, learners will listen to their own audio/video and reflect on the following:</p> <ul style="list-style-type: none"> ➤ <i>Did I accurately summarize the speaker's key points?</i> ➤ <i>Did I recall any emotional cues (e.g., frustration, excitement, confusion)?</i> ➤ <i>Did I miss any details that might have been important?</i> <p><i>Step 3: Discussion Forum Reflection</i> or in-person discussion. Learners will post a short reflection in the forum discussing their experience:</p> <ul style="list-style-type: none"> ➤ <i>What was easy or difficult about the exercise?</i> ➤ <i>What would they change about their listening strategy?</i> <p>They will comment on at least one peer's post, sharing feedback or similar experiences.</p> <p>3. Activity: Virtual Role-Playing with Observation Checklist (20 min) Task Details: The first task will be to read the Mentor-Student Interaction Script. Learners will receive a short script simulating a mentor-pupil conversation. The script will include both effective and ineffective communication elements (e.g., interruptions, lack of clarification, poor engagement).</p> <p>Then, they will complete the Observation Checklist. Learners will use a structured checklist to analyze:</p> <ul style="list-style-type: none"> ➤ Effective elements (e.g., paraphrasing, open-ended questions). ➤ Ineffective elements (e.g., cutting off the speaker, lack of eye contact). <p>The checklist will be submitted via a shared document on the L. Buddy Platform.</p> <p>The third assignment will be to compare the findings with their peers. Learners will review at least one other participant's checklist and comment on differences in observation. A summary document will be created based on group responses to highlight common insights.</p> <p>Reflection (15 min) – Forum Discussion or Self-Reflection Journal Guided Reflection Questions: Facilitate a discussion on: <i>How does structured observation improve mentor-pupil interaction?</i> <i>How do cultural differences impact active listening and communication?</i></p> <p>Reflect on: <i>What challenges did you face when observing non-verbal communication?</i> <i>How did this lesson change your approach to listening and observation?</i> Summarize the highlights of this lesson in a personal journal or a forum post.</p>



Lesson	No. 1
	Asynchronous: Create a short list of personal action steps to improve listening and observation skills.
Additional remarks	Adaptations can be made depending on the local context and learners' needs.
Useful references for the instructor:	The full version of the Language Buddy Model in 9 languages can be found on the project's website, here: https://www.languagebuddy.eu/results/
Useful references for adaptation of content by partners if needed in their country.	Remember to adapt the activity according to your local context and needs.
Assessment	Refer to Annex — L. Buddy Journal: Observation, Documentation, Reflection and (Self-) Assessment

Lesson 2

Lesson	No. 2
Module (1-8):	Module 6: Observation, documentation, reflection and (self)assessment
Lesson title:	Documentation Strategies
Developed by (LB partner)	Transilvania University of Brasov, in collaboration with MIC
Primary Delivery Mode: All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	Asynchronous online via L. Buddy Platform: The lesson can be delivered in the space and time of the learners, in an asynchronous manner.
Alternative Delivery Mode: <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	Face to Face (synchronous): The lesson can also be delivered in a synchronous online or in-person way.
Type of activity:	<ul style="list-style-type: none"> ● Asynchronous: Reading, case analysis, documentation exercises, peer review.



Lesson	No. 2
	<ul style="list-style-type: none"> • Synchronous: Group discussions, hands-on documentation exercises.
Resources needed (for asynchronous online & f2f delivery)	Asynchronous: Laptop/smartphone, internet. Synchronous: Printed templates for documentation.
Duration	75 mins
Learning Objectives	<ul style="list-style-type: none"> ◆ Compare different documentation strategies used in mentoring. ◆ Develop skills in structuring effective mentoring records. ◆ Analyze real-life documentation samples for best practices.
Description of lesson	<p>1. Activity: Reviewing Documentation Examples (20 min) Task Details:</p> <ul style="list-style-type: none"> • Step 1: Read Sample Documentation. <ul style="list-style-type: none"> ○ Learners will be given three different types of mentoring records (e.g., session notes, progress reports, feedback logs). • Step 2: Compare & Analyze. <ul style="list-style-type: none"> ○ Identify key elements (e.g., clarity, objectivity, level of detail). ○ Use a provided checklist to assess the quality of each example. • Step 3: Discussion Post. <ul style="list-style-type: none"> ○ Share insights in the forum and discuss which documentation style is most effective and why. <p>2. Activity: Creating a Mentoring Record (20 min) Task Details:</p> <ul style="list-style-type: none"> • Step 1: Scenario-Based Documentation Exercise. <ul style="list-style-type: none"> ○ Learners receive a hypothetical mentoring session transcript and must write a structured mentoring report based on it. • Step 2: Self-Assessment. <ul style="list-style-type: none"> ○ Compare their document with the provided best practice model. • Step 3: Peer Feedback. <ul style="list-style-type: none"> ○ Upload the document for peer review and provide feedback to at least one colleague. <p>3. Activity: Adapting Documentation for Different Audiences (20 min) Task Details:</p> <ul style="list-style-type: none"> • Step 1: Identifying Audience Needs. <ul style="list-style-type: none"> ○ Learners review examples of how documentation changes depending on the audience (e.g., school administrators, parents, fellow mentors). • Step 2: Rewriting a Document for a New Audience. <ul style="list-style-type: none"> ○ Rewrite a sample session note to suit a different audience. • Step 3: Compare & Reflect. <p>Share the revised document in the forum and discuss the impact of tailoring documentation.</p>

Lesson	No. 2
Additional remarks	Reflection (15 min) Guided Reflection Questions: <ul style="list-style-type: none"> ✓ How can structured documentation improve mentoring effectiveness? ✓ What challenges did you face in documenting a mentoring session? <p>How does audience awareness shape the way we document and communicate information?</p>
Useful references for the instructor:	<p>The full version of the Language Buddy Model in 9 languages can be found on the project's website, here: https://www.languagebuddy.eu/results/</p>
Useful references for adaptation of content by partners if needed in their country.	-
Assessment	<p>Contribution to the overall course assessment through written exercises. Refer to Annex — L. Buddy Journal: Observation, Documentation, Reflection and (Self-) Assessment</p>

Lesson 3

Lesson	No. 3
Module (1-8):	Module 6: Observation, documentation, reflection and (self)assessment
Lesson title:	Lesson 3: Reflection in Language Learning
Developed by (LB partner)	Transilvania University of Brasov, in collaboration with MIC
Primary Delivery Mode: All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	Asynchronous online via L. Buddy Platform: The lesson can be delivered in the space and time of the learners, in an asynchronous manner.
Alternative Delivery Mode: <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format</i>	Face to Face (synchronous): The lesson can also be delivered in a synchronous online or in-person way.

Lesson	No. 3
<i>better align with your organization's objectives.</i>	
Type of activity:	<ul style="list-style-type: none"> • Asynchronous: Reading, journaling, self-reflection, peer discussion. Synchronous: Group discussions on reflection techniques.
Resources needed (for asynchronous online & f2f delivery)	Asynchronous: Laptop/smartphone, internet, LB Model & Best Practice Repository.
Duration	75 mins
Learning Objectives	<ul style="list-style-type: none"> ◆ Recognize the role of reflection in language learning. ◆ Develop strategies for self-reflection and continuous improvement. ◆ Engage in peer-supported reflection exercises.
Description of lesson	<p>1. Activity: Understanding Reflection in Language Learning (30 min) Task Details:</p> <ul style="list-style-type: none"> • Step 1: Read an Article on Reflective Learning. <ul style="list-style-type: none"> ○ Covers topics such as metacognition, self-monitoring, and growth mindset. • Step 2: Self-Assessment Quiz. <ul style="list-style-type: none"> ○ Short multiple-choice quiz on the key takeaways. <p>2. Activity: Keeping a Reflection Journal (30 min) Task Details:</p> <ul style="list-style-type: none"> • Step 1: Reflect on a Recent Learning Experience. <ul style="list-style-type: none"> ○ Write a short journal entry on a language learning challenge and how it was handled. • Step 2: Peer Exchange. Share key insights in a forum discussion and read at least one peer's reflection. <p>Reflection (15 min) Guided Reflection Questions:</p> <ul style="list-style-type: none"> ✓ How does reflecting on past learning experiences help improve future learning? <p>What strategies can you use to build reflection into your daily learning routine?</p>
Additional remarks	
Useful references for the instructor:	The full version of the Language Buddy Model in 9 languages can be found on the project's website, here: https://www.languagebuddy.eu/results/
Useful references for adaptation of content by partners if needed in their country.	
Assessment	Contribution to the overall course assessment through journal entries. Refer to Annex — L. Buddy Journal: Observation, Documentation, Reflection and (Self-) Assessment



Lesson 4

Lesson	No. 4
Module (1-8):	Module 6: Observation, documentation, reflection and (self)assessment
Lesson title:	(Self-) Assessment Techniques
Developed by (LB partner)	Transilvania University of Brasov, in collaboration with MIC
Primary Delivery Mode: All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	Asynchronous online via L. Buddy Platform: The lesson can be delivered in the space and time of the learners, in an asynchronous manner.
Alternative Delivery Mode: <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	Face to Face (synchronous): The lesson can also be delivered in a synchronous online or in-person way.
Type of activity:	Asynchronous: Self-assessment exercises, peer review, feedback reflection. Synchronous: Group discussion on assessment techniques
Resources needed (for asynchronous online & f2f delivery)	The LB Model document (online or printed) Asynchronous: Laptop/smartphone, internet.
Duration	75 mins
Learning Objectives	<ul style="list-style-type: none"> ◆ Explore various self-assessment methods. ◆ Identify the value of constructive feedback in language learning. ◆ Develop strategies for giving and receiving feedback.
Description of lesson	1. Activity: Self-Assessment Checklist (30 min) Task Details: <ul style="list-style-type: none"> ● Step 1: Complete a Self-Assessment Checklist. <ul style="list-style-type: none"> ○ Learners evaluate their own language skills and mentoring effectiveness. ● Step 2: Set Personal Learning Goals. Based on their self-assessment, learners set 3 concrete improvement goals. 2. Activity: Peer Feedback Exchange (30 min) Task Details: <ul style="list-style-type: none"> ● Step 1: Review a Peer's Self-Assessment.



Lesson	No. 4
	<ul style="list-style-type: none"> ○ Read and provide feedback on another learner's assessment. ● Step 2: Reflect on Peer Feedback. <ul style="list-style-type: none"> ○ Consider how peer insights align with self-perceptions. <p>Reflection (15 min) Guided Reflection Questions:</p> <ul style="list-style-type: none"> ✓ How does self-assessment contribute to learning? ✓ What are the benefits and challenges of peer feedback? <p>How will you apply feedback from this lesson to your mentoring practice?</p>
Additional remarks	
Useful references for the instructor:	The full version of the Language Buddy Model in 9 languages can be found on the project's website, here: https://www.languagebuddy.eu/results/
Useful references for adaptation of content by partners if needed in their country.	
Assessment	Contribution to the overall course assessment through self-assessment and feedback participation. Refer to Annex — L. Buddy Journal: Observation, Documentation, Reflection and (Self-) Assessment

Annex — L. Buddy Journal: Observation, Documentation, Reflection and (Self-) Assessment

Instructions:

After each lesson, take 10-15 minutes to reflect and write your journal entry based on the prompts below.

Be honest and specific about your experiences, insights, and areas for growth.

Use this journal as a personal learning tool and, if comfortable, share key takeaways in the discussion forum.

Journal Entry 1: Active Listening and Structured Observation

 Date: ____

 Lesson Focus: The Role of Active Listening and Structured Observation

Reflection Prompts:

Observation Reflection:

Describe a situation where you observed a conversation (either real or from the lesson activity).

What details stood out? What did you learn from this structured observation?

Active Listening Skills:



What did you notice about your own listening habits during the Active Listening Exercise?
How can you improve your ability to listen attentively and respond effectively in mentoring situations?
Key Takeaways:

What is the most important lesson from this activity?
How will you apply active listening and observation in your mentoring practice?
Journal Entry 2: Documentation Strategies

 Date: ____

 Lesson Focus: Documentation Strategies in Mentoring

Reflection Prompts:
Evaluating Documentation:

What aspects of effective documentation stood out to you in this lesson?
How do structured records contribute to better mentoring?
Personal Challenges & Strengths:

What challenges did you face when documenting a mentoring session?
What strengths did you discover in your documentation style?
Future Application:

How will you adapt your documentation approach to suit different audiences (e.g., school administrators, mentees, other mentors)?

What strategies will you use to make your documentation more accurate, objective, and useful?

Journal Entry 3: Reflection in Language Learning

 Date: ____

 Lesson Focus: The Role of Reflection in Language Learning

Reflection Prompts:
Personal Learning Experience:

Think about a time when you struggled with learning a new language (or another difficult skill).
What helped you improve? What reflection strategies could have been useful?
Using Reflection as a Mentor:

How can you help your mentees reflect on their language learning journey?
What tools or strategies from this lesson can you introduce to your mentees?
Commitment to Reflection:

How can you incorporate reflection into your own daily learning or mentoring practice?
Write down one concrete step you will take to make reflection a habit.

Journal Entry 4: (Self)Assessment Techniques

 Date: ____

 Lesson Focus: Developing Self-Assessment and Peer Feedback Strategies

Reflection Prompts:
Self-Assessment Experience:

When completing the self-assessment checklist, what strengths and areas for improvement did you identify?
Were there any surprises?
Peer Feedback Reflection:

How did receiving feedback from a peer help you see your progress differently?
What did you learn from giving feedback to someone else?
Action Plan for Improvement:



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Based on your self-assessment, what three specific steps will you take to improve your mentoring or language learning skills?

How will you track your progress?

Final Reflection Journal Entry



Date: ____



Overall Module Reflection

Reflection Prompts:

Growth & Key Lessons:

What were your top 3 takeaways from this module?

How has your understanding of observation, documentation, reflection, and self-assessment changed?

Application in the Real World:

Which skills from this module will you use most often in your mentoring or teaching practice?

What challenges do you foresee, and how will you overcome them?

Next Steps:

Set one concrete goal related to this module (e.g., improving documentation, practicing active listening, integrating self-reflection).

What steps will you take in the next week, month, or year to reach this goal?

Final Thoughts

This journal is a living document—feel free to return to it, update your reflections, and track your progress over time. Reflection is a powerful tool for growth and continuous learning, so keep exploring, questioning, and improving!

✍ Optional: If you are comfortable, share your final insights in the discussion forum to inspire and learn from others.



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