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## Student's self reflection regarding simulation / project within European Business Bacalaureate Diploma

This form can be used for self reflection as well as for assessment by teacher / mentor of the simulation

### Demo version for Stock Market learning of the Savings Banks

At least one learning outcome of each learning area (A, B, C)

If a specific item does not apply, simply leave it out and do not fill in the particular boxes.

	Working on the learning areas	Kind of learning outcome	Number of softskills(11-18)	Self assessment/ Self reflection			Assessment by teacher / mentor		
				-	+	++	-	+	++
<b>A</b>	<b>A Business Competence</b>								
A1	Business Administration on the European Single Market								
A2	Economics on the European and International Market	He / she analyses the pricing at the stock exchange in an independent and responsible way.	14		X				X
A3	Business-related Information Processing	He / she uses the internet for data research in an independent and responsible way.	14		X			X	
A4	National Business law								
<b>B</b>	<b>B Competence in International Business Fields</b>								
B1	Global Marketing	He / She analyses the market situation of international companies and derives decisions for investment strategies within the team in due time.	11, 12, 13, 15, 17, 18		X			X	
B2	European Community Law and International Business Law								
B3	Accounting including International Aspects	He / She analyses information given by balance sheets and income statements of companies as a basis for investment decisions taken by the team.	11, 12, 13, 17, 18		X			X	
B4	International Taxation Policies								
<b>C</b>	<b>C European Competence</b>								
C1	European Citizenship and European Context	He / She analyses structures and policies of the EU and can explain its impact on the stock market.	14			X		X	
C2	Cross-Cultural Communication and Collaboration	He / She analyses cultural differences among international companies with regard to their commitment to sustainability and derives investment decisions within the team.	11, 12, 13, 17, 18		X			X	

Fill in this table only if applicable (e.g. if no foreign language was used during the simulation / project this aspect does not apply).

If a specific item does not apply, simply leave it out and do not fill in the particular boxes.

Descriptions for competences in the first and second foreign language can be found on pages 3 and 4.

D	Development of Foreign Language Competence	Kind of competence	Number of softskills(11-18)	Self assessment / Self reflection			Assessment by teacher / mentor		
				-	+	++	-	+	++
D1	<b>First Foreign Language, applied during simulation (B2), if applicable</b>								
	listening	He / She can understand stock market related discussions.	13		X			X	
	reading	He / she can read information and charts regarding the stock exchange.	13		X			X	
	spoken interaction	He / She can interact with classmates in the foreign language concerning stock market activities.	12, 13, 17, 18		X		X		
	spoken production	He / She can present stock market related descriptions and viewpoints.	12, 13, 17		X			X	
	writing	He / She can write orders for bying/selling shares.	13, 14, 15			X			X
D2	<b>Second Foreign Language, applied during simulation (B1), if applicable</b>								
	listening	He / She can understand stock market related discussions.	13		X			X	
	reading	He / she can read information and charts regarding the stock exchange.	13		X			X	
	spoken interaction	He / She can interact with classmates in the foreign language concerning stock market activities.	12, 13, 17, 18		X			X	
	spoken production	He / She can present stock market related descriptions and viewpoints.	12, 13, 17	X				X	
	writing	He / She can write orders for bying/selling shares.	13, 14, 15		X			X	

Measuring the achievement of foreign language competence is based on the Common European Framework of Reference for Languages - CEFR.

<b>D1</b>	<b>First Foreign Language</b>			
	<b>Description of level B2 according to CEFR:</b>			
<b>Understanding</b>		<b>Speaking</b>		<b>Writing</b>
<b>Listening</b>	<b>Reading</b>	<b>Spoken interaction</b>	<b>Spoken production</b>	
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

Source (and further information): <http://europass.cedefop.europa.eu/LanguageSelfAssessmentGrid/en>

<b>D2</b>	<b>Second Foreign Language</b>			
	<b>Description of level B1 according to CEFR:</b>			
<b>Understanding</b>		<b>Speaking</b>		<b>Writing</b>
<b>Listening</b>	<b>Reading</b>	<b>Spoken interaction</b>	<b>Spoken production</b>	
I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

Source (and further information): <http://europass.cedefop.europa.eu/LanguageSelfAssessmentGrid/en>

If a specific item does not apply, simply leave it out and do not tick the assessment box.

I	Development of Softskills		Self assessment / Self reflection			Assessment by teacher / mentor		
			-	+	++	-	+	++
			seldom or never	often	always	seldom or never	often	always
I1	Leadership	He / She shows competence to interact with people in order to motivate them to act towards a common goal within a given organisational structure.		X			X	
I2	Team Management	He / She shows competence to reflect on strengths and weaknesses of group members and their roles within a team, to communicate within the team and to coordinate and to collaborate in order to accomplish common tasks.		X			X	
I3	Professional Communication	He / She shows competence to communicate adequately within a certain domain, to use rules within communication and to actively design communication materials.		X			X	
I4	Problem Solving	He / She shows competence to identify problems and problematic situations, to generate problem solving strategies, to evaluate different alternatives, to implement a strategy and to evaluate individual processes and results.		X				X
I5	Time Management	He / She shows competence to identify time resources and demands, to select strategies for planning and use of time, to use different instruments and to organise his / her own time.		X			X	
I6	Personal Development	He / She shows competence to reflect on his / her own strengths and weaknesses, to develop his / her own plans and an individual profile, to reflect on his / her own actions and their impacts and is open and curious towards new developments.						
I7	Conflict Management	He / She shows competence to identify conflicts and situations that may lead to conflicts, to understand different points of view, to look for solutions beyond individual ones, to actively interact to solve conflicts.		X			X	
I8	Stress Management	He / She shows competence to identify stress factors and stressful situations, to develop strategies to cope with stress, to restore and to manage to balance the requirements with the resources.		X			X	

At least two of the learning outcomes (W5-W11) from the profile of an EBBD-graduate within the field of action *Working in Europe* have to be promoted.

W	Achievement of the profile of an EBBD-graduate within the area <i>Working in Europe</i>	promoted by kind of learning outcome	not applicable
W5	He / She explores procurement markets in Europe, researches suppliers and supports decisions within procurement marketing (e.g. researches in databases for European companies or asks for offers and compares different offers).		x
W6	He / She coordinates resources and their constraints, factors of production and their financing in the European context (e.g. organises logistic processes to transport goods within the EU or develops a financial plan for a business project).		x
W7	He / She acquires orders in the European context, derives implications for actions, analyses related information and develops presentations to support decisions (e.g. researches potential market segments, analyses possible key customers).		x
W8	He / She supports managerial as well as commercial accounting under consideration of national and international laws. He / She uses procedures adequate in the European context for preparing the data (e.g. structuring information according to the positions of the balance sheet or documents internal information and analyses internal / external key figures).		x
W9	He / She documents business concepts and analyses their risks and potentials on European markets (e.g. for a start up company or for a new product).	He / She analyses the market situation of international companies and derives decisions for investment strategies within the team in due time.	
W10	He / She analyses aspects of the economical conditions of European countries and markets to derive potentials for corporate activity (e.g. analyses market trends within a European country or compares the product /service to country-specific customer needs).		x
W11	He / She analyses risks and potentials of economic developments in Europe and assesses the impact of international and European institutions, policies and regulations on economic activity (e.g. analyses the impact of a new European certification standard or derives consequences from a European law act).	He / She analyses structures and policies of the EU and can explain its impact on the stock market.	