

„Core Benefits“ Glossary

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(accepted by the whole BeLL-Consortium)

The BeLL-questionnaire contains 39 items, each of them representing one of the following concepts.

Psychological concepts (Locus of Control, Self-efficacy, Social Desirability)

Benefit-concepts (Tolerance, Trust, Social network, Sense of Purpose in Life, Civic and Social engagement, Civic Competence, Mental Well-being, Work-related benefits, Physical health, Health behavior, Family, Shifts/Changes in Educational Experience)



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CONCEPT	DEFINITION	STATEMENTS / ITEMS
Locus of Control	<ol style="list-style-type: none"> 1. Zimbardo (1985, p. 275): “A locus of control orientation is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation)” 2. J.B. Rotter (1966): “Locus of Control refers to the extent to which individuals believe that they can control events that affect them. Individuals with a high <i>internal locus of control</i> believe that events result primarily from their own behaviour and actions. Those with a high <i>external locus of control</i> believe that powerful others, fate, or chance primarily determine events. Those with a high <i>internal locus of control</i> have better control of their behaviour and tend to exhibit more political behaviours than <i>externals</i> and are more likely to attempt to influence other people; they are more likely to assume that their efforts will be successful. They are more active in seeking information and knowledge concerning their situation than do <i>externals</i>. The propensity to engage in political behaviour is stronger for individuals who have a high <i>internal locus of control</i> than for those who have a high <i>external locus of control</i>.” (s. Link 3.) 3. http://enterpriseskillsuniversityofhull.wikispaces.com/file/detail/RotterLOC%5B1%5D.pdf (up-to-date link to Rotter-questionnaire, 29 Items) 	<p>31. I feel that I have influence over the things that happen to me</p> <p>28. When I make plans, I am certain that I can make them work</p> <p>30. I am convinced that what happens to me is my own doing</p>



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	4. Different measures: http://wilderdom.com/psychology/loc/Measures.html	



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Self-efficacy	<ol style="list-style-type: none"> 1. Bandura, A (1994): Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. (for more comprehensive information see: http://www.des.emory.edu/mfp/BanEncy.html) 2. Bandura, A (2006): Guide for constructing self-efficacy scales (http://www.des.emory.edu/mfp/014-BanduraGuide2006.pdf) 3. Cervone, Artisitco & Berry (2006): Perceived self-efficacy refers to beliefs – specially, beliefs regarding one’s own capabilities for performance, means to our judgments of what we think we can and can’t do. ~ represents the extent to which we believe that we are the authors of what we do and can have an impact on what happens to us. (Self-efficacy and Adult Development. In: Hoare, C. (Ed.): Handbook of Adult Development and Learning. New York.) 4. Fundamental literature: Schwarzer, R. (Ed.). (1992). Self-efficacy: Thought control of action. Washington, DC: Hemisphere. 5. Schwarzer, R. & Jerusalem, M (1995): Generalized Self-Efficacy scale. In Wein- 	<p>34. If someone opposes me, I am able to find the means and ways to get what I want</p> <p>32. It is easy for me to stick to my aims and accomplish my goals</p> <p>33. I am confident that I could deal efficiently with unexpected events</p>



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	<p>man, J., Wright, S., Johnston, M. (Eds.): Measures in health psychology: A user's portfolio. Causal and control beliefs. Windsor, p. 35-37.</p> <p>6. GSE-Scale (English): http://userpage.fu-berlin.de/health/engscal.htm</p>	
Social Desirability	<p>1. Social desirability in an experiment occurs when a participant responds in accordance to social norms, or in a manner in which they believe the researcher would desire, rather than how they truly feel or believe. This is a confounding variable in many experiments and must be controlled for.</p>	<p>36. It would be hard for me to break any of my bad habits</p> <p>37. I never regret my decisions</p> <p>38. I am very confident of my</p>



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	<p>(http://www.psychwiki.com/wiki/What is social desirability%3F)</p> <p>2. A personality trait rendering the individual acceptable in social or interpersonal relations. It is related to social acceptance, social approval, popularity, social status, leadership qualities, or any quality making him/her a socially desirable companion (http://www.mondofacto.com/facts/dictionary?social+desirability)</p> <p>3. Study conducted on SD in web-based surveys: Kreuter, Presser & Tourangeau (2008) Social Desirability bias in CATI, IVR, and web surveys. Public Opinion Quarterly, Vol 72, No 5, 2008, 847-865. (http://poq.oxfordjournals.org/content/72/5/847.full.pdf+html)</p> <p>4. Respondent's tendency to not give true answers in personality questionnaires (or other self-assessment tasks) but ones of expected social approval or desire. First SD-Scale: Edwards (1957). <i>[nach Dorsch Psych. WB (1978, S.626): Eine von Edwards untersuchte Antworttendenz bei der Beantwortung von Persönlichkeitsfragebogen oder anderen Selbsteinschätzungsverfahren. Die VP tendiert dazu, nicht die für sie zutreffende Antwort als Ergebnis der Selbsteinschätzung zu geben, sondern diejenige, von der sie erwartet, dass sie sozial gebilligt oder erwünscht ist.]</i></p> <p>5. Edwards (1957, p. 35) definition: the tendency to give socially desirable responses</p>	<p>judgments</p> <p>39. Once I have made up my mind, other people can seldom change my opinion</p>



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	<p>es in self-description</p> <p>6. Additional information on different measures: Paulhus, D. L. (1991) Measurement and Control of Response Bias. In: J. P. Robinson, P. R. Shaver & L. S. Wrightsman (Eds.) Measures of Personality and Social Psychological Attitudes (Ch. 2, p. 17-59). San Diego/London: Academic Press (Elsevier) http://books.google.de/books?id=tq8j8jNg7moC&pg=PA17&hl=de&source=gbs_toc_r&cad=4#v=onepage&q&f=false</p> <p>7. Paulhus Social Desirability Scale (Balanced Inventory of Desirable Responding (BIDR), Paulhus, 1988, 1998)</p>	
Tolerance	<p>1. Cambridge Dictionary: ~ is the willingness to accept behavior and beliefs which are different from your own, although you might not agree with or approve of them (http://dictionary.cambridge.org/dictionary/british/tolerance_1)</p> <p>2. Oxford Dictionary: a) the ability or willingness to tolerate the existence of opinions or behavior that one dislikes or disagrees with http://oxforddictionaries.com/definition/english/tolerance</p> <p>3. Forbearance and generosity (or broad-mindedness) regarding alien opinions, beliefs, strange habits or behavior, thus similar to freedom from prejudice. Also the</p>	<p>9. I have respect for other people's points of view</p> <p>11. I have respect for other people's cultures</p>



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	<p>tendency to actively confront intolerance. [nach: Dorsch Psych. WB (1987, S. 692f): <i>Duldsamkeit und Großzügigkeit gegenüber fremden Meinungen, Glaubensüberzeugungen, ungewöhnlichen und fremdartigen Gebräuchen und Verhaltensweisen, damit ähnlich der Vorurteilslosigkeit, aber auch die Tendenz, der Unduldsamkeit aktiv gegenüberzutreten.</i>]</p> <p>4. Tolerance can be defined as “a fair, objective, and permissive attitude toward opinions and practices that differ from one's own” (http://dictionary.reference.com/browse/tolerance)</p>	
Trust	<p>1. Trust (...) consists of an attitude or a mindset – what one thinks – albeit with likely behavioural consequences“ (OECD/CERI 2007, p. 80)</p> <p>2. Newton & Zmerli (2011): A difference can be made between interpersonal trust and institutional (political trust)</p> <p>3. Oxford Dictionary: firm belief in the reliability, truth, or ability of someone or something; a) acceptance of the truth of a statement without evidence or investigation, b) the state of being responsible for someone or something, c) a person or duty for which one has responsibility (http://oxforddictionaries.com/definition/english/trust?q=trust)</p> <p>4. In social psychological game theory: relative certainty of game partners concern-</p>	<p>20. I have trust in other people generally</p> <p>14. I have trust in decision makers</p>



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	<p>ing one player's consistent and interest-directed behaviour. <i>[nach: Dorsch Psych. WB (1978, S.736): in soz.-ps. Anwendungen der Theorie der Spiele die relative Sicherheit von Spielpartnern hinsichtlich des konsequenten interessengerichteten Verhaltens eines Spielers]</i></p>	
Social network	<ol style="list-style-type: none"> 1. A network of friends, colleagues, and other personal contacts (http://dictionary.reference.com/browse/social+network) 2. A network of social interactions and personal relationships (http://oxforddictionaries.com/definition/social+network) 3. Social structure made of nodes that are generally individuals or organizations. A social network represents relationships and flows between people, groups, organizations, animals, computers or other information/knowledge processing entities. The term itself was coined in 1954 by J. A. Barnes. (http://www.webopedia.com/TERM/S/social_network.html) 	<p>22. I meet other people</p> <p>3. I am involved in social networks (friends, colleagues etc.)</p>



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Sense of Purpose in Life	<ol style="list-style-type: none"> <li data-bbox="427 245 1523 432">1. Definition (Ryff, 1989): having goals in life and a sense of directedness, a feeling that there is meaning to present and past life, harbouring a belief that gives purpose, and having aims and objectives for living. Central to the definition of purpose in life is a feeling that life has meaning <li data-bbox="427 448 1523 687">2. Crumbaugh, J. C. & Maholick, L. T. (1964) Manual of Instructions for The Purpose-in-Life Test. Munster: Psychometric Affiliates PIL purports to measure the degree of “meaning” or “purpose” in an individual’s life. (Variables: Sex, Age, Education & IQ statistically not related to PIL) (http://faculty.fortlewis.edu/burke_b/Personality/PIL.pdf) <li data-bbox="427 703 1523 943">3. Reker, G. T., Peacock, E. J. & Wong, P. T. P. (1987) Meaning and Purpose in Life and Well-being: a Life-span Perspective. Journal of Gerontology, 42 (1), 44-49. Measuring Life Purpose as subscale of The Life Attitude Profile (LAP, Reker & Peacock, 1981): LP related to age, predicting psychological and physical well-being. <li data-bbox="427 959 1523 1142">4. Comprehensive review of literature on Meaning/Purpose in Life: Makola, S. & Van den Berg, H. (2008) Meaning/Purpose in Life and related constructs. International Journal of Existential Psychology & Psychotherapy, Vol. 2 (2), 1-7 (http://journal.existentialpsychology.org/index.php?journal=ExPsy&page=article&) 	<p data-bbox="1603 245 2013 325">29. I know what I want from my life</p> <p data-bbox="1603 341 1946 373">35. I am positive about life</p>



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	<p>op=viewFile&path[]=125&path[]=78)</p> <p>5. Steger et al. (2006): The Meaning in Life Questionnaire (http://www.itari.in/categories/higherpurpose/meaning_in_life.pdf)</p> <p>6. See also: Seligman (Positive Psychology, 2002); Antonovsky (Sense of Coherence Scale, 1979)</p>	



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Civic and social engagement	<ol style="list-style-type: none"> 1. Definition: Civic and social engagement (CSE) can include: joining associations, volunteering, more active role in community (OECD, 2007, Understanding the Social Outcomes of Learning. Paris: OECD) 2. Also: <u>related to</u> Active Citizenship in the EU, which is defined as: “Political participation and participation in associational life characterized by tolerance and non-violence and the acknowledgement of rule of law and human rights” (Weerd, de M., Gemmeke, M., Rigter, J. & Rij, van C. (2005): Indicators for monitoring active citizenship and citizenship education. Amsterdam, p. II. 3. Indicators for Active Citizenship are: - Voluntary work in organizations and networks; Organizing activities for the community; Voting in elections; Participation in: - political parties, - interest groups, forms of peaceful protest, public debate (http://ec.europa.eu/education/pdf/doc280_en.pdf) 	<ol style="list-style-type: none"> 4. I am engaged in my local community 21. I am likely to take part in voluntary activity
Civic Competence	<ol style="list-style-type: none"> 1. Definition: Civic Competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation. (taken from EU2006a: Recommendation of the EU Parliament and the Council on key competences for Lifelong Learning, p. 16-18) (http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_394/l_39420061230en00100018.pdf) 	<ol style="list-style-type: none"> 18. I know how to make myself heard in a group 16. I am interested in politics



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	<p>2. ~ = the ability and willingness to engage in active participation, based on an attitude of trust in other people, in all the contexts of social life: school, local community, working place, recreational activities'. From an individual point of view, civic competence is a tool for empowering the individual and giving them the motivation, autonomy and responsibility to control their own lives beyond the social circumstances in which they find themselves. From a social point of view civic competence, by helping to create social capital, underpins democracy and social and economic development. (http://www.civicoproject.eu/project_en.php)</p> <p>3. Hoskins, B. & Crick, R. D. (2010). Learning to Learn and Civic Competences: different currencies or two sides of the same coin? European Journal of Education, Vol. 45 (1), 121-137. --> Report from Centre for Research on Lifelong Learning (CRELL); definition: Civic competence is a complex mix of knowledge, skills, understanding, values and attitudes and dispositions. "Skills for civic competence relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community. This involves critical and creative reflection and constructive participation in community or neighbourhood activities as well as decision-making at all levels, (...)" (p. 8).</p>	



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	<p>(http://publications.jrc.ec.europa.eu/repository/bitstream/111111111/4954/1/reqno_jrc45123_learning%20to%20learn%20and%20civic%20competence%5B2%5D.pdf)</p>	
Mental Well-being	<ol style="list-style-type: none"> 1. Definition WHO: Mental health is not just the absence of mental disorder. It is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (http://www.who.int/features/qa/62/en/index.html) (http://www.who.int/features/factfiles/mental_health/en/index.html) 2. Dewe & Kompier (2008, p. 12; Foresight Mental Capital and Wellbeing Project. Wellbeing and work; Future challenges, The Government Office for Science, London, UK): Mental well being is a dynamic state in which the individual is able to develop their potential, work productively and creatively, build strong relationships with others, and contribute to their community. It is enhanced when an individual is able to fulfill their personal and social goals and achieve a sense of purpose in society 3. “Special Eurobarometer” – EU survey on mental health (2006), based on SF-36 Health Survey questionnaire (www.sf-36.org) (EU 2006b // 	<ol style="list-style-type: none"> 6. Taking all things together, I am happy 15. I am satisfied with my life



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	<p>http://ec.europa.eu/health/ph_information/documents/ebs_248_en.pdf)</p> <p>4. Descriptive acronym: POWER (Positive, Optimistic, Wholistic, Enjoyment, Resilience) from Mental Health Association New South Wales, AU (http://www.mentalhealth.asn.au/our-programs/what-is-mental-wellbeing.html)</p> <p>5. Report paper IMPACT Consortium on first outcomes of “European Pact for Mental Health and Well-being” (EU 2011) (http://ec.europa.eu/health/mental_health/docs/outcomes_pact_en.pdf)</p> <p>Definition: mental well-being denotes a state of mental health, happiness, life satisfaction and quality of life. Although mental health is a crucial component of mental well-being, mental well-being is also determined by circumstances not related to mental health.</p>	
Work-related benefits	<p>1. Definition: benefits and outcomes which help the individual to get, keep or advance in his/her job, get better income or any other benefits which are related to employment.</p>	<p>40. I have opportunities to increase my income</p> <p>13. I have alternative job or career opportunities</p> <p>7. I am willing to move in order to get a new job</p>



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		1. I feel good at work nowadays
Physical health	1. Definition: a relative state in which one is able to function well physically, mentally, socially, and spiritually in order to express the full range of one's unique potentialities within the environment in which one is living.	17. I am satisfied with my physical health
Health behavior	1. Definition: Feinstein and Hammond (2004): learning has positive effects on a wide range of health behaviors, such as giving up smoking, increasing exercise, positive changes in behavior and attitudes, and more healthy living.	23. I pay attention to my health 5. I try to lead a healthy lifestyle 26. I smoke... 27. I drink alcohol...
Family	1. Definition: Educational attainment of parents has positive effects in family life and kids. Adult learners become better parents, are more patient, understanding and better supporting their children (Wolfe and Haveman, 2002; The Centre for Literacy, 2010). The concept is here limited to parent – child relationships.	24. I have confidence in my ability as a parent 25. I am supportive of my children's learning
Shift/changes in the educational experiences	1. Definition: according to all participation studies (for example Rubenson 1979; Rubenson 2001; Manninen 2004 and 2006; Rubenson & Desjardins 2009; Hippel & Tippelt 2010) previous learning experiences direct future participation. In this study three key concepts have been selected to measure potential changes in educational experiences: learning motivation, learner self confidence and value of learning.	2. I am motivated to learn 12. I feel confident as a learner 8. I see adult learning as an important opportunity 19. I am encouraging others to learn too



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	<p>These concepts interact closely in real life situations. For example Pintrich's motivational expectancy model (Pintrich 1988; Pintrich & Ruohotie 2000) include several components of motivation, such as learner efficacy control and outcome beliefs, task value, and expectancy for success. Learner self-confidence is a broad, multidimensional construct involving assumptions about oneself (self-estimation) and about the value of one's abilities, actions and results. Its sub-constructs are self-confidence, self-worth and self-efficacy. (Ruohotie 2000, 8). These are also related to expectancy-valence –analysis made by the individual in participation situations (Rubenson 1979).</p> <p>Value of training is the rather permanent meaning something has for an individual. Values are very highly prized, and as a result become an 'ideal' which affects the individual's choices and actions. (Ruohotie 2000, 8). Whether adult learning is perceived as an value and an opportunity is also based on the images the person has about adult education and about its usefulness in general. Especially less experienced adult learners depend more on prior schooling experiences and related images, which therefore play a central role in their motivation and participation (Manninen 2003). In a similar way Rubenson & Desjardins (2009, 197; also Hippel & Tippelt 2010) suggest that the constrain-</p>	



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	ing and enabling features of social and material conditions should be taken more into account, as well as “habitus” or “social milieus” which dictate whether learning experiences are socially shared.	

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