



Tools for trainers and learners

# **THE SAVE SYSTEM**

**Process model, features, contents**

**SAVE** - Self Awareness, evaluation and motivation system Enhancing learning and Integration to prevent and contrast ESL and NEET - is a European Project funded by the European Commission within the Erasmus+ Programme.  
Project Code: 2014-1-IT01-KA202-002472

Website: [www.saveproject.it](http://www.saveproject.it)

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This project has been funded with support from the European Commission under the ERASMUS+ Programme. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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## FORWARD

This document presents the SAVE System structure, the process model, the features and contents addressed to trainers and students.

This is the track for the SAVE System development and implementation.

The SAVE system structure design is steady based on the highlights collected by the IO1 Report, on the IO2 results and on the designed Portfolio frame IO3.

It integrates the self awareness tool adapted, the digital portfolio frame, in a logical and strategic learning personalization strategy that is supported and virtualized by the technology in an learning enhanced system. That is the characterizing element of SAME system: to be integrated in terms of actors, tools, strategies.

## THE SAVE SYSTEM STRUCTURE

Basically the SAVE System structure contains functions addressed to learners and trainers including also coaches, tutor, orienteering staff (hereinafter Trainers for brevity)

Learners and the trainers can access the System with a different profile and different functions available.

The accounts registration and the log in functions are those available in the chosen supporting platforms (Moodle – Mahara).

Learners' SAVE System:

- process model
- features
- contents

Trainers' SAVE System:

- process model
- features

– contents

The learner section and the trainers section basically present the same structure, yet they offer different contents and functions. The available functions are following described.

Basically the trainers guides the learners in the effective and powerful use of the tools available in the system to improve their personal plan of development, to plan and realize the internship experience, to build and refine their portfolio. That is why they see exactly the same functions available for the learners, but having for each area of the system some easy guidelines on how to use these tools with their learners. Moreover trainers have control over the list of their learners and the correspondent profile/process, in order to monitor and intervene when necessary.

The SAVE project staff has access to all the contents but just to view them.

Only the System administrator can modify the structure of the System.

## SAVE System process model

The learners' SAVE System process model guides learners to acquire awareness of their competences, interests, attitudes and aims; offers the trainers resources, tools, methods to guide this process.

The tools and resources provided in each stage of the process correspond to the Portfolio frame (IO3) and support the development pathway of the learner that move from the condition of "I do not want" to the stage of "I did it better than I thought". The final tangible output of the process is the release of the portfolio to be used both to proceed with new educational experiences either to access to the workplace. The final intangible output of the process is the self-confidence, self awareness and motivation acquired by the learners.

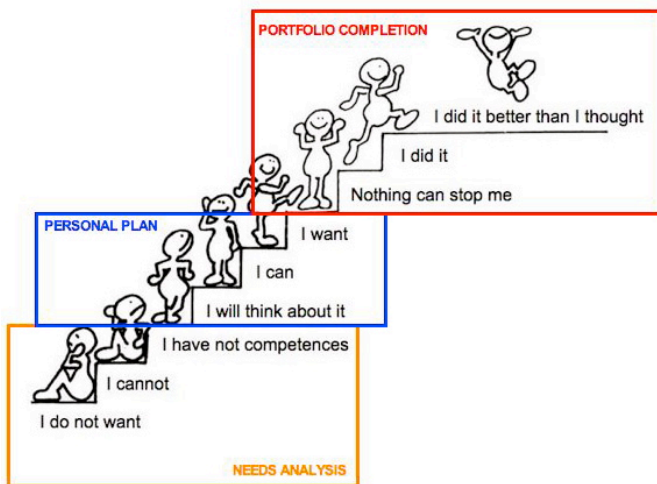
The trainers' process model mirrors the learners' process stages.

The tools and resources provided in each stage of the process support the trainers to guide the learner through the portfolio development (according to the Portfolio frame IO3) and with this to the new condition of confidence, self awareness and motivation.

The areas of the SAVE System are:

1. My skills
2. My plans
3. My Internship
4. My portfolio

These areas mirror and support the steps progression of the process designed in the Portfolio frame as the following picture and table exemplifie:



## Personal profile

Table 7 - Biography guide step 4

Table 5 step 3 - Self portrait guide

Web profile draft - Avatar - step 1

## MY PLANS

Table 4 step 2

Table 6 step 4 – Self evaluation guide

Table 8 step 4 – Learning Agreement

## MY SKILLS

Table 1 step 1

Table 2 step 1

SAT feedbacks and profiles

Table 3 step 2 - Learning styles

Table 5 step 3 Self portrait guide

## MY INTERNSHIP

Evidences collected during the internship.

According to the learning styles the trainer will suggest to collect evidences by: writing a daily diary, taking pictures, video, collecting interview of testimonials, etc.

For each collected evidence, the trainer invites the learner to prepare a title and caption.

**My skills:** this area contains all the supports and tools fit to guide the learner to recognize and acquire awareness about what he/she is able to. The correspondent stages are “I do not want” “I can not” “I have not competences”, then this is the stage of empowerment, motivation and self confidence building. The learner collects all the information necessary to move to the next steps.

**My Plans:** the learner co-designs with the trainer the personal plan of development, mainly but not only oriented to the choice of the internship experience. This area mainly corresponds to the stages “I will think about it” “I can”. This area contains all the supports and tools fit to guide the learner in the co-

set of learning and improvement aims and challenges, to plan the mid term deadlines and the sub-objectives necessary to reach the planned aims.

**My internship:** This area corresponds mainly to the stage of “I want” when plans are enacted. This stage of the process requires the learner to collect evidences of the work and of the internship experience, using the resources that support this experience. This area of the system then contains all the tools and support necessary to collect and organize these evidences, as well the tools and guides for the trainer to interact, monitor, guide support the learner also at a distance.

**My portfolio:** this area of the system mainly coincides with the stage of the process “I did it” when the result is achieved, it collects the tangible result of the process. The portfolio are mirrors and live updates step by step the information recorded by the learner during each process stage in a pre-defined frame/format.

At the very beginning the portfolio is mainly a "mirror" supporting the self-reflection. At the end of the process this section can be updated and perfected by the learner. The trainer can support the learner to improve the portfolio giving it a new aspect more attained to the job perspective.

**The process is guided but it is not conditioned.** The trainer provides information, suggestions and alerts, each page of the system shows suggestions and instructions about steps progression, but *the learner can move from a section to another.*

Since the process is guided but it is not conditioned, the trainer provides information, suggestions and alerts, in each page of the system guiding the process development, giving suggestions and instructions about the steps progression, supporting the learner to move properly from a section to another.

## SAVE System features

The steps progression of the SAVE System process (My skills - My plans - My Internship - My portfolio) is an interactive menu showing the percentage of completion of process' phases, completed tasks, cockades, etc.

Each step of the process coincides with a page, following described.

Each page presents a fixed and always available tool/navigation bar containing:

- Notifications
- Interactive process line
- Main content frame

Contents and functions are different depends on whether the user is the trainer or the learner, as following described.

The graphic style of the System must be:

- Appealing for younger
- Energetic
- Clear
- Supportive
- Redundant

The Save system must respect standards of

- Usability
- Accessibility

## Learners' SAVE System features

### **Notifications section contains:**

Reminders  
Assignments  
Deadlines  
Messages (receive and send)  
Highlights  
News  
Cockades notification

### **Interactive process line contains**

Percentage of completion by the learner of process' phases, completed tasks, next deadlines

Cockades acquired

The learner has access to the stages of the process by clicking on the process interactive line. The process interactive line will indicate on the first stage "My skills" the Alert text "**START HERE**"

### **Main content section contains**

Visualize the contents and functions of the selected process' phase

1. My skills
2. My plans
3. My Internship
4. My portfolio

Each page and element of the system is provided with a caption that explains:

- What is
- What is for

## 1. My skills

This area supports the first three stages of the process and guides the learner to recognize and acquire awareness about what he/she is able to.

The learner collects all the information necessary to move to the next steps.

In this phase of the process, the next functions are available:

- Self portrait (Table 1 of Portfolio frame document)
- SAT (Self Awareness tool adapted)
- Mates' mirror (Table 2 of Portfolio frame document)
- My learning Stiles (Table 3 of Portfolio frame document)
- My preferences (Table 5 of Portfolio frame document)

This area contains also the following functions:

Add/remove: picture/file/video/link also by drag and drop

For each added item a caption, describing the added file, is required

## 2. My plans

The learner co-design with the trainer the personal plan of development, mainly but not only oriented to the choice of the internship experience.

In this phase of the process, the next functions are available:

- My aims (Table 4 of Portfolio frame document)
- Calendar
- Itinerary Map (Table 6 of Portfolio frame document)
- Self Biography (Table 7 of Portfolio frame document)
- Learning Agreement (Table 8 of Portfolio frame document)

This area contains the following functions:

A text editor

Add/remove: picture/file/video/link also by drag and drop

For each added item a caption, describing the added file, is required.

At the very beginning the section “My plans” is finalized to the Internship experience.

At the end of the process this section can be updated and perfected by the learner giving it a new aspect more attained to the job perspective. The contents then can be re-phrased in a professional way.

### **3. My Internship**

This area of the system offers the necessary input and tools to support the learner in the collection of evidences of the work and of the internship experience, using the resources that support this experience.

In this area the next functions are available:

- Calendar: the calendar is co-set by the trainer and the learner, then it can be updated by both according to the personal learning plan co-designed in the previous stage and modified if necessary during the ongoing activities.
- Diary format

This section contains also the following functions:

Add/remove: picture/file/video/link also by drag and drop

For each added item a caption, describing the added file, is required

### **4. My portfolio**

The portfolio includes two sections:

Public profile

Personal profile

Public profile: everybody can see this section.

This section contains the following information and functions:

name, basic profile

connection to external social networks and social communication tools

A public notice board, with a text editor

Add picture/file/video/link also by drag and drop

For each added item a caption, describing the added file, is required

Personal profile: only the learner and the trainer can see this section

This section of the portfolio mirrors and live updates step by step the information recorded by the learner during each process phase in a pre-defined frame/format.

It contains three frames corresponding to:

My skills

My internship

My plans

At the very beginning indeed the portfolio is mainly a "mirror" supporting the self-reflection.

At the end of the process this section can be updated and perfected by the learner. The trainer can support the learner to improve the portfolio giving it a new aspect more attained to the job perspective. The contents then can be re-phrased in a professional way.

To this aim the whole repertory of qualification repertory and/or EQF framework is here linked as resource to describe the acquired and owned competences at the different level of expertise.

This area offers the following functions:

Add/modify contents/descriptions

Make contents public/hide contents

And the following links

EQF framework repertory

Repertoire of qualifications

## Learners' SAVE System contents

Contents are in normal characters

Buttons/functions are in *"Italic – quotation marks"*

### **MY SKILLS**

**It is** a notice board to record what you are able to

**It is for** collection of evidences of your skills. Add here pictures, links and files to show what you are able to.

*"Add/remove: picture/file/video/link also by drag and drop button"*

*"picture/file/video/link space"*

*"caption space-text editor"*

Write here a brief description of the element you added. What are you doing? Why? What tools are you using?

ex: this picture shows myself repairing an object. I'm using a screwdriver, an hammer. It was for a friend of mine.

The following supports help you to describe what you are able to

*"Interactive menu – showing the brief caption containing the description It is – It is for"*

- Self portrait
- Self Awareness Tool
- Mates' mirror
- My Learning styles
- My preferences

By clicking the menu the learner have access to the correspondent Item/page.

### **Self portrait**

**It is a** grid with some options to be selected

**It is for** indicating what you are able to or what you would like to be able to

Just mirror yourself in the following statements and select the most fit to you.

*“Table 1 space including combo box and text editor to add descriptions”*

### **Self Awareness Tool**

**It is** a self evaluation tool

**It is for** describing your profile and obtaining suggestions to develop

*“SAT space including all SAT functions and-feedbacks for learners that will be visualized in the page and also in the notifications”*

### **Mates' mirror**

**It is** a notice board

**It is for** listing tasks (just two or three) that your parents, your friends, your teachers thinks that you are able to

*“Table 2 space including text editor to add descriptions”*

### **My Learning Styles**

**It is** a detector

**It is for** recognizing your preferred learning style

*“Table 3 space including combo box to select the description – the selected description corresponds to the related suggestions indicated in pag.19 of Portfolio frame document, that will be visualized in the page and also in the notifications”*

### **My preferences**

**It is** a notice board

**It is for** describing how you are, your preferences, your expectations.

*“Table 5 space including text editor to add descriptions”*

### **MY PLANS**

**It is** an organizer

**It is for** planning your aims, your challenges and the time and the actions you need to reach them

The following supports help you to plan your aims, your challenges and the time and actions you need to reach them

*“Interactive menu – showing the brief caption containing the description It is – It is for”*

- My aims
- Calendar
- Itinerary map
- Self biography
- Learning agreement

## **My aims**

**It is** a notice board

**It is for** transforming your stumbling blocks in new aims and challenges

*“Table 4 space including text editor to add descriptions”*

## **Calendar**

**It is** an Agenda

**It is for** scheduling your deadlines, setting reminders and mid term commitments

*“Calendar tool space”*

Use this calendar to set your deadlines, to remind meetings, assignments and alerts from your trainer.

## **Itinerary map**

**It is** a notice board

**It is for** self evaluating your actual status and planning your path to reach your goals

*“Table 6 space including text editor to add descriptions”*

## **Self Biography**

**It is** a notice board

**It is for** recalling your experiences and competences acquired also in informal contexts relevant for the new learning experience; describing experiences, competences, potentialities, expectations help you to make new choices.

*“Table 7 space including text editor to add descriptions”*

## **Learning agreement**

**It is** a written pact

**It is for** making explicit rules and fixing respective roles in the new learning experience. Record here the effort required, the resources available, the expected output and results in a given time, on the base of a mutual agreement with your trainer.

*"Table 8 space including text editor to add descriptions"*

## **MY INTERNSHIP**

**It is** a notice board

**It is for** taking notes and evidences of your internship experience

The following supports help you to schedule your tasks, to collect evidences of your internship experiences, of the acquired knowledge and competences.

- Calendar
- Diary

### **Calendar**

**It is** an Agenda

**It is for** scheduling your tasks, meetings, deadlines related to your internship

*"Calendar tool space"*

### **Diary**

**It is** a notice board

**It is for** taking notes and record evidences of your internship experience. Use it to:

- describe what did you do; what are new things that now you are able to; what did you understand?

*“Diary format including text editor to add descriptions, files, links, pictures”*

## **MY PORTFOLIO**

**It is** a folder collecting and summarizing all the information you have been collecting during your learning experience and internship experience.

**It is for** making evident and communicating to someone else what you are able to, what you know, what you like.

The following supports help you to introduce yourself to someone else, to show who you are, what you are able to, also in a job placement perspective.

- Public profile
- Personal profile

### **Public profile**

**It is** a public card containing your picture, your personal details and general presentation.

**It is for** introducing yourself, establishing new contacts, interact also at a distance with your peers, your trainer, your internship tutor. Add pictures, descriptions, messages you like to make visible to the others.

*“Public profile functions including text editor to add descriptions, files, links, pictures, posts. The learner can synchronize existing profiles (for example on instagram, facebook, pinterest, twitter, linkedin, etc.). This section contains/allows all the social media connections. Public profile is synchronized with the Personal profile, it makes visible the information recorded in the personal profile when the learner mark them as “visible””*

## **Personal profile**

**It is** a card, visible just to you and your trainer, mirroring and summarizing all the information you have been collecting during your learning and internship experience.

**It is for** your personal reflection. You can update and finalize the information to a specific aim (for example for a job placement), you can decide if, when and what to make visible to the public.

*“Personal profile, making visible in real time the information recorded by the learner during the learning and internship experience using the tools and supports available on the SAVE System. It includes text editor to modify collected descriptions, files, links and pictures. The learner can make visible or hide information/sections of the personal profile. The information that are marked as “public” become visible also in the public profile.”*

## Trainers' SAVE System features

### **Notifications section contains the following functions:**

Assign Reminders  
Assign tasks  
Assign Deadlines  
Send Messages  
Send Highlights  
Write News  
Assign Cockades

### **Interactive process line contains**

Percentage of completion by the learner of process' phases, completed tasks, deadlines  
Cockades assigned

### **Main content section contains**

Visualize the contents and functions of the selected process' phase

Each page and element of the system is provided with a caption that explains:

- What is
- What is for

## 1. My skills

This area of the system mainly supports the first three stages of the process and allows trainers guiding the learner to recognize and acquire awareness about what he/she is able to.

In this area then the learner collects all the information necessary to move to the next step.

This section shows the information recorded and collected by the learners through the completion of the:

- Self portrait (Table 1 of Portfolio frame document)
- SAT (Self Awareness tool adapted)
- Mates' mirror (Table 2 of Portfolio frame document)
- My learning Stiles (Table 3 of Portfolio frame document)
- My preferences (Table 5 of Portfolio frame document)

This section contains the following resources available for the trainers and eventual link

- SAVE RECOMMENDATIONS
- LPT MAP OF COMPETENCES, GUIDELINES
- SELF AWARENESS TOOL GUIDELINES

This area contains also the following functions allowing the trainer to:

Add/delete Notes

Add/delete cockades

Add picture/file/video/link also by drag and drop

For each added item a caption, describing the added file, is required.

## 2. My plans

The learner co-design with the trainer the personal plan of development, mainly but not only oriented to the choice of the internship experience.

This area of the system shows the information recorded and collected by the learners through the completion of the:

- My aims (Table 4 of Portfolio frame document)
- Calendar
- Itinerary Map (Table 6 of Portfolio frame document)
- Self Biography (Table 7 of Portfolio frame document)
- Learning Agreement (Table 8 of Portfolio frame document)

This section contains also the following functions allowing the trainer to:

Add/delete Notes

Add/remove: picture/file/video/link also by drag and drop

For each added item a caption, describing the added file, is required.

At the very beginning the section “My plans” is finalized to the Internship experience.

At the end of the process the trainer can guide the learner to update this section giving information more attained to the job perspective. The contents then can be re-phrased in a professional way.

## 3. My Internship

This area of the system mainly coincides with the stage of the process “I want” that is the moment when plan are enacted. It offers the learner the tools and resources in order to collect evidences of the work and of the internship experience, using the resources that support this experience. The trainer in this stage uses the available resources to monitor and support the learner during the apprenticeship

experience, to help the learner to focus on the task and to bring it to the end, to stay in contact, to share resources and evidences of the ongoing activities, to give and receive feedbacks.

This area shows the information recorded and collected by the learners through the completion of the internship assignment and aims.

This area contains also the following functions available to the trainer:

Set a Calendar: the calendar is co-set by the trainer and the learner, then it can be updated by both according to the personal learning plan co-designed in the previous stage and modified if necessary during the ongoing activities.

Add/delete Notes

Add/remove picture/file/video/link also by drag and drop

For each added item a caption, describing the added file, is required

#### **4. My portfolio**

The portfolio shows the tangible result of the ongoing process. It includes two sections:

Public profile

Personal profile

Public profile: everybody can see this section.

This section contains the following functions:

Connection to external social networks and social communication tools

A public notice board, with a text editor

Add picture/file/video/link also by drag and drop

For each added item a caption, describing the added file, is required

Personal profile: only the learner and the trainer can see this section.

This section of the portfolio mirrors and live updates step by step the information recorded by the learner during each process phase in a pre-defined frame/format.

It contains three frames corresponding to:

My skills

My internship

My plans

At the very beginning indeed the portfolio is mainly a mirror supporting the self-reflection.

At the end of the process this section can be updated and perfected by the learner. The trainer can support the learner to improve the portfolio giving it a new

aspect more attained to the job perspective. The contents then can be re-phrased in a professional way.

To this aim the whole repertory of qualification repertory and/or EQF framework is here linked as resource to describe the acquired and owned competences at the different level of expertise.

This section offers to the trainer the following functions:

Add/remove: file/link also by drag and drop

Add/remove: notes

This section contains the following resources and eventual link

- I TUBE GUIDELINES
- VINTAGE guidelines and VINTAGE tool
- EQF framework
- Links (e-portfolio bilco, linkedin, pearl tree, etc.)

## Trainers' SAVE System contents

Contents are in normal characters

Buttons/functions are in "*Italic – quotation marks*"

### **LEARNERS LIST**

**It is** the list of learners you are coaching.

**It is for** accessing their data, monitoring their progresses, tasks and assignment, interacting with them, giving instructions and feedbacks also at a distance.

Take advantage of the "*SAVE RECOMMENDATIONS*" to set your coaching

### **MY SKILLS**

**It is** a notice board where the learner records what s/he is able to

**It is for** the collection of evidences of learners' skills, pictures, links and files to show what s/he able to.

For each different learner selected you can view contents recorded by the learner using the following tools/functions:

- Self portrait
- Self Awareness Tool
- Mates' mirror
- My Learning styles
- My preferences

These preliminary and basic exercises offer you the preliminary elements for a diagnostic evaluation, they are a warm up activity that help the learner to start thinking about him/herself, giving you the elements to lead the learner to the second step and provide the basic elements to set the portfolio.

By clicking the menu you have access to the correspondent Item/page.

### **Self portrait**

**It is a** grid offered to the learner with some options to be selected. It is aimed at encouraging the learners' self reflection and depicting a first profile.

**It is for** indicating what the learner is able to or what s/he would like to be able to. This simple exercise doesn't require a productive thinking, but encourage the learner to start thinking.

#### *"Table 1 contents"*

At this stage is recommended to do not start by asking the learner to describe him/her self, but just to mirror him/her self in a simple statement.

You can add:

*"Notes/Comments"*: give feedbacks, remarks and suggest how to improve the recorded contents.

*"Messages"*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information. For example, if the learner recorded in the list that s/he is able to cook cakes, the assignment will be "cook a cake and take pictures/evidences of your task". Invite and guide the learner to draft a profile using the elements collected during the done activities.

*"Cockades"*: at each task accomplished by the learner assign a cockade (positive reinforcement).

*"Grids"*: adapt and integrate the provided resources with your own repertoire of tools.

## **Self Awareness Tool**

**It is** a self evaluation tool

**It is for** returning the learners' profile and suggestions to improve

*“SAT space including all SAT functions and-feedbacks for trainers”*

The Self Awareness Tool is a very professional tool that offers a positive picture of the learner, highlighting the strength points and giving operative feedbacks to change ineffective behaviors related to the following key competences:

- Communication/Teamwork,
- Motivation,
- Problem solving,
- Initiative/entrepreneurship.

You are asked to interpret the result and to give the right feedback to the learner, helping him/her to understand the meaning of the input by the tool and on this basis to start planning a first personal plan of improvement.

Take advantage of the

*“SELF AWARENESS TOOL GUIDELINES”* to offer the right feedbacks

*“LPT MAP OF COMPETENCES, GUIDELINES”* to co-design with the learner the personal plan of development

You can add:

*“Notes/Comments”*: give feedbacks, remarks and suggest how to improve. Give operative instructions to enact effective behaviors related to the analyzed competences: Communication/Teamwork, Motivation, Problem solving, Initiative/entrepreneurship according to the SAT results.

“Messages”: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to give instructions.

Invite and guide the learner to draft a profile using the elements collected during the done activities and to co-design a draft plan of personal development.

### **Mates’ mirror**

**It is** a notice board

**It is for** listing tasks (just two or three) that your parents, your friends, your teachers thinks that you are able to

*“Table 2 space including text editor to add descriptions”*

The focus of this exercise is on what the learner thinks to be able to and on his/her perception about what the others consider him/her able to. The focus of course is on the positive aspects.

You can add:

“Notes/Comments”: give feedbacks, remarks and suggest how to improve the recorded contents.

“Messages”: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information. For example, if the learner recorded in the list that s/he is considered able to play a musical instrument, the assignment will be “play a musical instrument and take pictures/evidences of your task”. Invite and guide the learner to draft a profile using the elements collected during the done activities.

“Cockades”: at each task accomplished by the learner assign a cockade (positive reinforcement).

“Grids”: adapt and integrate the provided resources with your own repertoire of

tools.

### **My Learning Styles**

**It is** a detector

**It is for** recognizing your preferred learning style

*“Table 3 space showing the checked preferences and the related suggestions as indicated in pag.19 of Portfolio frame document”.*

You can add:

*“Notes/Comments”*: give feedbacks, remarks and suggest how to improve and to enact effective behaviors related to the analyzed learning styles and preferences.

*“Messages”*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information. For example, if the learner selected a visual style, as a preference, remind all the tricks related to this style.

Invite and guide the learner to draft a profile using the elements collected during the done activities.

*“Cockades”*: at each task accomplished by the learner assign a cockade (positive reinforcement).

*“Grids”*: adapt and integrate the provided resources with your own repertoire of tools.

### **My preferences**

**It is** a notice board

**It is for** describing learners' preferences and expectations.

*“Table 5 space showing the contents provided by the learner”*

This exercise offers the learners the opportunity to re-read the designed profile with a critical sense detached from practical or educational implications, in a transformative perspective, evaluating elements that have an influence on their biography, strengths and weakness, new expectations for the future.

Through this exercise, you can support the process of acquiring awareness about learning needs, learning expectations, development potential of learners.

You can add:

*“Notes/Comments”*: give feedbacks, remarks and suggest how to improve and to enact effective behaviors related to the expressed preferences. Guide the learner to rephrase hers/his expectation as an objective to be reached in the personal development plan in a given time.

*“Messages”*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information.

For example, if the learner recorded in the list that he/she is able to repair objects, the assignment will be “repair an object and take pictures/evidences of your task to be recorded in the portfolio”. Invite and guide the learner to draft a profile using the elements collected during the done activities.

*“Cockades”*: at each task accomplished by the learner assign a cockade (positive reinforcement).

*“Grids”*: adapt and integrate the provided resources with your own repertoire of tools.

## MY PLANS

**It is** an organizer

**It is for** planning learners' aims, challenges and the time and the actions needed to reach them

For each different learner selected you can view contents recorded by the learner using the following tools/functions:

- My aims
- Calendar
- Itinerary map
- Self biography
- Learning agreement

### My aims

**It is** a notice board

**It is for** rephrasing learners' stumbling blocks in new aims and challenges

*"Table 4 space showing the descriptions added by the learner".*

You can add:

*"Notes/Comments"*: give feedbacks, remarks and suggest how rephrase the described stumbling blocks as new aims and challenges and how to enact effective behaviors to over cross these obstacles.

*"Messages"*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information.

For example invite the learner to sub-divide in simpler and mid term stages the planned aims. Invite and guide the learner to update the personal development plan with these new aims and planned actions and deadlines, using the elements collected during the done activities.

“Cockades”: at each task accomplished by the learner assign a cockade (positive reinforcement).

“Grids”: adapt and integrate the provided resources with your own repertoire of tools.

## **Calendar**

**It is** an Agenda

**It is for** scheduling learners’ deadlines, setting reminders and mid term commitments

*“Calendar tool space showing the information recorded by the learner, including functions to add/modify deadlines, assignments, meetings etc.”*

You can add:

“Notes/Comments”: give feedbacks, remarks and suggest how to organize time, plan deadlines, schedule mid term tasks, etc.

“Messages”: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information.

For example invite the learner to set mid term deadlines and alerts. Invite and guide the learner to update the personal development plan with this time planning, using the elements collected during the done activities.

“Cockades”: at each task accomplished by the learner assign a cockade (positive reinforcement).

## **Itinerary Map**

**It is** a notice board

**It is for** self evaluating learners' actual status and planning the personal path to reach the settled goals

*"Table 6 space showing text added by the learner"*

The Itinerary Map is a self evaluation guide for a self reflection activity requiring productive thinking. At this stage the learner should be able to afford this task, having already exercised this competence at a basic level in the previous steps.

You can add:

*"Notes/Comments"*: give feedbacks, remarks and suggest how to complete the task, to set aims, to schedule time, to organize mid term steps.

*"Messages"*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information.

For example invite the learner to set mid term deadlines and alerts. Invite and guide the learner to update the personal development plan with this time planning, using the elements collected during the done activities.

*"Cockades"*: at each task accomplished by the learner assign a cockade (positive reinforcement).

*"Grids"*: adapt and integrate the provided resources with your own repertoire of tools. According to the needs and the feedbacks of the learner you can decide to propose for example an advanced biographic approach that is strictly linked to this track. *"link to Table 7"*

## Learning Agreement

**It is** a written pact

**It is for** making explicit rules and fixing respective roles in the new learning experience. Use this tool to guide the learner to co-plan and record here the effort required, the resources available, the expected output and results in a given time, on the base of a mutual agreement with your trainer.

*“Table 8 space including text editor to add descriptions”*

A Learning Agreement is based on explicit rules fixing respective roles and on the recognition of the learner as a reliable partner. Its purpose is to motivate and valorize the learner, to involve all the dimensions of the learner, to enhance the learner's responsibility. A learning agreement should include: AIMS/CHALLENGES, ROLES, RESPONSABILITIES, CONDITIONS, TASKS, ACTIVITIES, TOOLS, EXPECTED OUTPUTS, TIMING, EVALUATION REQUIREMENTS.

The learner and trainer ought to co-set and undertake a learning agreement at the beginning of the learning experience and review it during the learning experience according to done progresses.

Take advantage of the *“Learning Agreement guidelines”* to set and co-plan a learning agreement with the learner.

You can add:

*“Notes/Comments”*: give feedbacks, remarks and suggest how to set aims, to plan tasks to reach them, to schedule time, to organize mid term steps.

*“Messages”*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information.

For example invite the learner to re-read periodically the personal plan, to review in accordance with your suggestions and the done progresses the mid term

deadlines and tasks. Invite and guide the learner to update the personal development plan with this time planning, using the elements collected during the done activities.

“Cockades”: at each task accomplished by the learner assign a cockade (positive reinforcement).

“Grids”: adapt and integrate the provided resources with your own repertoire of tools. According to the needs and the feedbacks of the learner you can decide to simplify or integrate the learning agreement *“link to Table 7”*

## **MY INTERNSHIP**

**It is** a notice board

**It is for** taking notes and evidences of learners' internship experience

For each different learner selected you can view contents recorded by the learner using the following tools/functions:

- Calendar
- Diary

Encourage the use of these supports to help the learner to schedule tasks, to collect evidences of the internship experiences, of the acquired knowledge and competences.

### **Calendar**

**It is** an Agenda

**It is for** scheduling learners' deadlines, setting reminders and mid term commitments.

*“Calendar tool space showing the information recorded by the learner, including functions to add/modify deadlines, assignments, meetings etc.”*

You can add:

*“Notes/Comments”*: give feedbacks, remarks and suggest how to organize time, plan deadlines, schedule mid term tasks, meetings etc.

*“Messages”*: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information.

For example invite the learner to set mid term deadlines and alerts. Invite and guide the learner to update the personal development plan with this time planning, using the elements collected during the done activities.

*“Cockades”*: at each task accomplished by the learner assign a cockade (positive reinforcement).

## **Diary**

**It is** a notice board

**It is for** taking notes and record evidences of learners' internship experience. Encourage the use of this tool to: describe what the learner do; what are new things that now s/he is able to; what did the learner understand?

*“Diary format showing the text descriptions, files, links, pictures added by the learner”*

You can add:

*“Notes/Comments”*: give feedbacks, remarks and suggest how to complete the task, to describe the done activities, to show the results and the products realized, to collect evidences (by testimonials, by pictures, by video, etc.).

“Messages”: send messages to recall attention on the deadlines, to encourage the learner, to suggest where to start from, to assign a simple task related to the provided information.

For example suggest the learner how to produce evidences and description of the done work, encourage also little results, give suggestions on how to organize the produced evidences, how to share these evidences by social media. Invite and guide the learner to update the personal profile and the development plan, using the elements collected during the done activities.

“Cockades”: at each task accomplished by the learner assign a cockade (positive reinforcement).

“Grids”: adapt and integrate the provided resources with your own repertoire of tools. According to the needs and the feedbacks of the learner you can decide to propose other simpler or advanced support to collect evidences of the done work during the internship.

## **MY PORTFOLIO**

**It is** a folder collecting and summarizing all the information collected by the learner during the learning experience and the internship experience.

**It is for** making evident and communicating to someone else what the learner is able to, what s/he knows, what s/he likes.

For each different learner selected you can view contents recorded by the learner using the following tools/functions:

- Public profile
- Personal profile

## **Public profile**

**It is** a public card containing the learners' picture, personal details and general presentation.

**It is for** introducing themselves, establishing new contacts, interact also at a distance with you, with peers, with the internship tutor; adding pictures, descriptions, messages learners like to make visible to the others.

The public profile is a free space available for the learner with all the available social media. This space is an informal and light area to be used for the icebreaking, to reduce the stress, to joke and have fun and informal interaction.

The good climate built here can support the good mood finalized to the further formal activities.

You can add:

*"Messages"*: send messages to encourage the learner, to suggest where to start from, to greet, to share information, pictures, posts.

For example encourage interaction with peers, propose little jokes, support a good climate.

## **Personal profile**

**It is** a card, visible just to you and the learner, making visible in real time the information recorded by the learner during the learning and internship experience using the tools and supports available on the SAVE System.

**It is for** learners' personal reflection. The learner can update and finalize the information to a specific aim (for example for a job placement), can decide if, when and what to make visible in the public profile.

You can add:

“Notes/Comments”: give feedbacks, remarks and suggest how to complete, update, perfect, improve the portfolio, to describe the done activities, to show the results and the products realized, to show evidences.

“Messages”: send messages to support the learner to improve the portfolio giving it a new aspect for example more attained to the job perspective than to a mirror supporting the self-reflection. You can suggest to re-phrase some sentences in a professional way. The whole repertoire of qualification repertoire and/or EQF framework can be used as resources to describe the acquired and owned competences at the different level of expertise.

“Cockades”: at each task accomplished by the learner assign a cockade (positive reinforcement).

“Grids”: adapt and integrate the provided resources with your own repertoire of tools. According to the needs and the feedbacks of the learner you can decide to propose other simpler or advanced support to improve the portfolio. The done process will have probably allowed acquiring a new level of self awareness and at the same time to strengthen competences of self evaluation. Take advantage of other tools and strategies of self evaluation of competences to reinforce these competences, to update and perfect the digital portfolio.

You can address the learner to publish their portfolio some external portfolio like BILCO (<https://www.eportfoliobilco.it/>) or networks like LinkedIn, or other mainly known social recruiting network and online services of job recruiting, where to valorize the realized portfolio.

You can take advantage of:

“VINTAGE self evaluation tool” ([www.learningcom.it/vintage](http://www.learningcom.it/vintage)) based exactly on the “EQF framework”;

“VINTAGE easy guide” (<http://www.scribd.com/doc/250469433/VINTAGE-EASY-GUIDE-English>) for the self assessment of the eight key competences<sup>1</sup>

“I TUBE GUIDELINES” to propose a collective personalised self evaluation experience based on the biographical approach applying the personalization also in a collective dimension, valorising the group interaction and empowering the collaborative attitude.

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<sup>1</sup> Recommendation of the European Parliament and Council of Europe on the 18<sup>th</sup> of December 2006

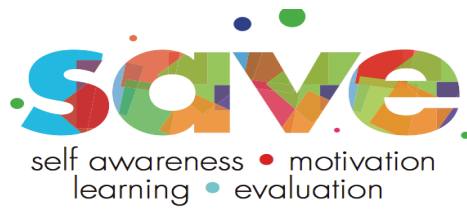
## SUMMARISING

The SAVE System tools and functions support the trainers and the learners in the building of the portfolio as well as in the managing of the process.

The design and development of the portfolio at the beginning is an exercise finalized to support the self-reflection, it is a sort of mirror for the self awareness rising. During the process the learner, supported by the trainer, improve and update the portfolio, by adding and modifying the contents and the style. In the end the portfolio is expected to be more professional and attained to the job perspective. It is a dynamic process supporting the self awareness rising.

The process is guided but it is not conditioned. The trainer provides information, suggestions and alerts, each page of the system shows suggestions and instructions about steps progression, but *the learner can move from a section to another*.

Since the process is guided but it is not conditioned, the trainer provides information, suggestions and alerts, in each page of the system guiding the process development, giving suggestions and instructions about the steps progression, supporting the learner to move properly from a section to another.



**CIOFS FP** – Italy

[www.ciofs-fp.org](http://www.ciofs-fp.org)



**Educommunity** – Italy

[www.educommunity.it/](http://www.educommunity.it/)



**Cultorale** - Italy

[www.cultorale.it](http://www.cultorale.it)



Navreme Boheme

**Navreme Boheme**– Czechoslovakia

[www.navreme.cz](http://www.navreme.cz)



**San Viator** – Spain

[www.sanviator.edu.co/home.html](http://www.sanviator.edu.co/home.html)



**Apricot**- UK

[www.apricot-ltd.co.uk](http://www.apricot-ltd.co.uk)