



*Self Awareness, evaluation and motivation system
Enhancing learning and integration and contrast
ELS and NEET*

*ERASMUS + 2014
Strategic Partnership Project*

www.saveproject.it



apricot



Navreme Boheme



educommunity - Educational Community
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Young, learning and inclusion:

practices and lessons learnt to the prevent and contrast the NEET ed ESL phenomena

Brindisi - 09 October 2015

Il Progetto SAVE ha la finalità di definire e validare modelli innovativi e personalizzati di valutazione, apprendimento, consapevolezza di sé, nonché approcci e strumenti volti a prevenire e contrastare in anticipo l'abbandono scolastico e il fenomeno dei NEET (i giovani al di fuori del mondo del lavoro e dei percorsi di istruzione e formazione) ed ESL (i giovani che escono precocemente dai percorsi di istruzione e formazione).
Il progetto SAVE è realizzato nell'ambito del Programma Erasmus+ della Commissione Europea e coordinato da CIOFS/FP.

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PROGRAMMA

09:30 Registrazione partecipanti

10:00 Introduzione ai lavori e saluti istituzionali. Chairman: Marco Guspini

10:15 Presentazione del Progetto SAVE - Valentina Castello (CIOFS/FP Nazionale)

10:30 Il "Sistema SAVE": strumenti e metodi - Laura Vettraino (educommunity)

10:30 - 10:45 Coffee break

10:45 - 12:00 Prevenzione e contrasto del fenomeno di NEET ed ESL - testimoni a confronto:

- Il caso Majorana - Salvatore Giuliano (Dirigente ITIS Majorana)
- Il caso CIOFS/FP (eFP e Orientamento - Francesco Giuri e Patrizia Loiscio, CIOFS/FP Puglia)
- Complex Learning: un'infrastruttura pedagogica e metodologica possibile - Marco Guspini (educommunity)

12:00 Agorà: spazio per il confronto tra i presenti

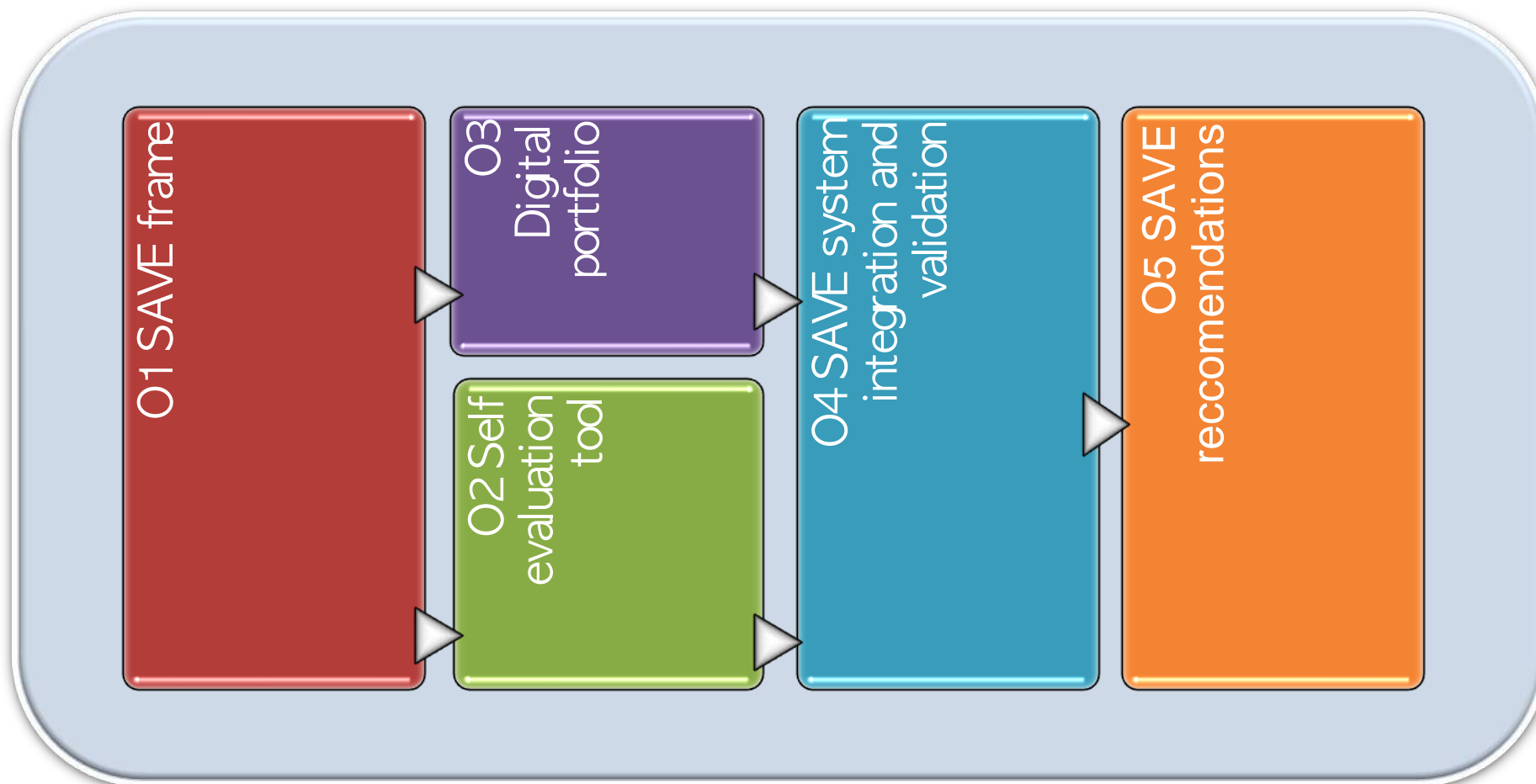
12:15 Conclusione della sessione aperta

12:20 - 13:30 Il "Sistema SAVE": prospettive di sperimentazione (rete CIOFS/FP, rete BOOK in Progress, etc.). Modera Eleonora Guglielmin (educommunity) - Sessione di lavoro riservata ai formatori e ai docenti delle istituzioni che aderiscono alla sperimentazione

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O4 SAVE system
integration and validation

Develop and integrate the **technology enhanced and SAVE system**, supporting:

- ✓ students self-awareness, engagement, personal development ;
- ✓ student competences evaluation, employability and digital portfolio;
- ✓ trainers learning personalization and guidance role;
- ✓ collaborative 2.0 learning

Carry on **SAVE validation**

- ✓ Italy (MET & Schools) = 5 centres
- ✓ 1 piloting in each partners country

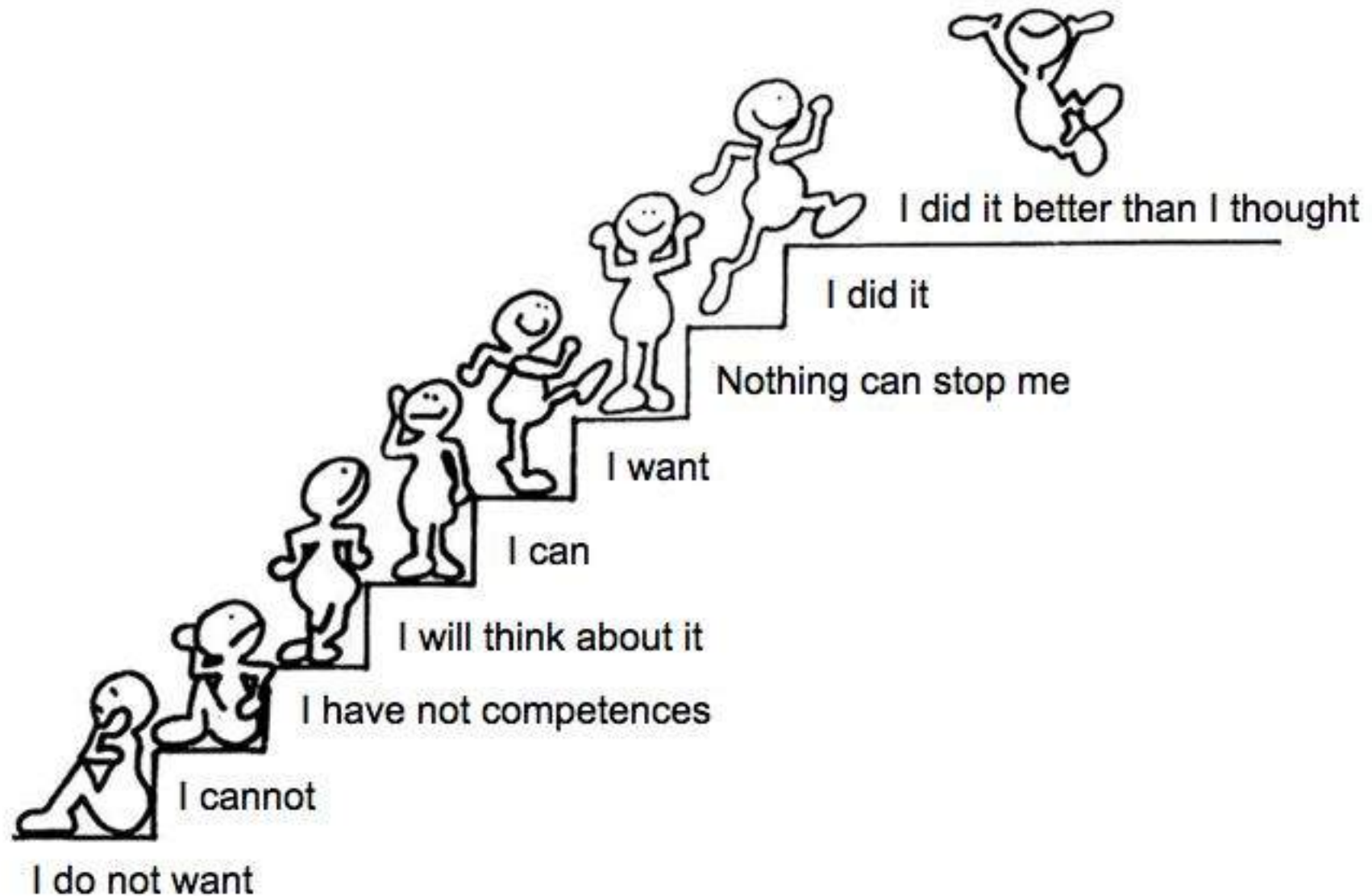
O4 SAVE system
integration and validation

O3
Digital
portfolio

O2 Self
evaluation
tool

SAVE is an integrated system both from the technological and methodological point of view, strategically combining motivational elements, evaluation strategies and digital portfolio resources to move along a self realization scale.

STEPS OF SELF REALIZATION



“I DO NOT WANT” is the starting point.

The condition of “I do not want” indeed is the condition of:



1. I do not know what I want,
2. I do not have self confidence,
3. I do not trust people,
4. I have no perspectives,
5. I have no objectives,
6. I'm frustrated.

“I CANNOT” is still a basic stage.
The condition of “I cannot” indeed is
the condition of:



I have not time,
I have not tools (conceptual and
material),
I cannot concentrate.

“I have not” means also “I do not
know” or “I do not know how” .

“I HAVE NOT COMPETENCES” is still a stage of mistrust and resistance, yet a cognitive dissonance event is starting.



The condition of “I have not competences” indeed is the condition of:

I would like but I cannot,
I think I’ m not able to.

“I WILL THINK ABOUT IT” is a stage of initial positive attitude, a timid break in the resistance and mistrust.



The condition of “I will think about it” indeed is the condition of:
I can take it in consideration,
Let me see what is about,
I want better understand what does it mean.

“**I CAN**” is a stage of clear positive feeling, of an increasing trust and self confidence.



The condition of “I can” indeed is the condition of:

I can try,

I can put myself on the line,

I can have support if I need it.

“**I WANT**” is a stage when designed plans are enacted.

It is a positive phase but it is as well a critic phase that needs to be monitored and carefully supported.



In the previous steps the learners took confidence with some simple tools useful to organize time, set objectives, choose activities, organize the learning experience, raised awareness about the learning styles, the owned competences and possible expectations and preferences. Nevertheless he/ she still needs to be reinforced, supported and encouraged.

“**NOTHING CAN STOP ME!**” is a stage when all the done efforts acquire a clearer meaning because the planned goals and results are more and more close to be achieved.

Nevertheless e time could be useful and necessary.



Some inconvenience can trouble this positive feeling and stop the virtual loop. Some temporary regression to the previous stages can happen.

Periodic follow up interventions and interview are necessary in order to recover or to strengthen the necessary competences, resources and solutions.

A re-planning of the goals, of the activities or of time could be useful and necessary

“I DID IT!” is a stage of clear positive feeling, of an increasing trust and self confidence. The goal was reached.

The condition of “I did it” indeed is the condition of:



I’ m a good person,
I can succeed,
I’ m satisfied.

This is a precious moment to retrace the done process, to fix the lessons learned and to remark the done progresses compared with the starting point.

The steps progression of the SAVE System process mirrors the self realization scale through the following sections:

My skills

My personal development plan

My Internship

My portfolio

MY SKILLS: this stage of the process 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.

MY PERSONAL DEVELOPMENT PLANS: the learner co-designs with the coach the personal plan of development, mainly but not only oriented to the choice of the internship experience.

MY INTERNSHIP: 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. The coach/trainer can interact, monitor, guide support the learner also at a distance.

MY PORTFOLIO: it is the tangible result of the process. It mirrors and live updates step by step the information recorded by the learner during each process phase in a pre-defined frame/format.

THE PROCESS IS GUIDED BUT IT IS NOT CONDITIONED

The coach provides:

1. 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*.
2. 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.

MY SKILLS

This stage of the process 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, using the next functions/tools:

- Self portrait
- Self Awareness tool
- Mates' mirror
- My learning Stiles
- My preferences



I DO NOT WANT



I CAN NOT



I HAVE NO
COMPETENCES

SELF EVALUATION TOOL

The SAVE Self Evaluation Tool results from the adaptation of the The diagnostic online assessment Footprint adopted by the SAVE UK partner Apricot.

The original tool

- is an articulated system based on psychometric formula
- implies stratification of different variables
- provides personalised feedbacks based on algorithms



Candidate Feedback

for **Laura Vettrano**

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Laura's Qualities

articulate, optimistic, communicative, convincing, positive, cheerful, eloquent, encouraging, promoter of ideas, personable, forceful, inquisitive, compelling, commanding, imposing, self esteem, has empathy, cooperative, warm, composed

Laura's Foundations

- Wants favourable working conditions
- Strong-willed and stubbornly independent
- Supportive
- Demonstrates loyalty, develops relationships
- Strives to please people; dislikes rejection

Working Style

Laura is a positive, influential and relaxed individual who can easily chat about her strongly held views. She can cope with routine work, though not necessarily of a low level and although she may accept the rules of the job, she may not always agree with them. Laura has a sincere interest in people and is a fair leader. She has a degree of drive and the determination to achieve results. Laura prefers things to stay the same (if it isn't broke, don't fix it) and she may view change with some resistance particularly if it is decided unfairly.

Laura has good administrative abilities and likes to plan and organise. Being sincere and people oriented, Laura can become emotionally involved and react accordingly. She can be hurt quite easily though may not show it. Laura is best suited to a people-orientated, structured working environment. Laura has the ability to generate the trust of her colleagues and is team-orientated. A good communicator - in that she can both listen and chat about solutions to problems. She may attempt to read between the lines and look for hidden intentions. Not being particularly direct in approach, Laura may lean heavily (in the first instance) on persuasion and appeals to reasonableness.

The ability to communicate her vision to others in an enthusiastic manner is the primary value that Laura brings to any job. She likes challenges and will set goals for others to follow. Her optimism and charm are contagious and she may well become the natural leader in a group. However, the drive for meaningful results is toned down by a deliberate and patient approach. Laura is unlikely to make any unpremeditated decisions, preferring to listen carefully to all the options before reaching a conclusion. She displays persistence and a certain calm doggedness in the achievement of her goals.



INFLUENCER
Friendly, Enthusiasm, Charming
& Outspoken

Dos and Don'ts at Interview for Laura

- Don't be too set in your ways
- Listen to each question, answer it exactly; be descriptive and explain your reasoning
- Stay cool and go for a moderate approach, don't exaggerate
- Don't be too rigid in your attitude
- Demonstrate your decision making ability

SAVE SELF EVALUATION TOOL

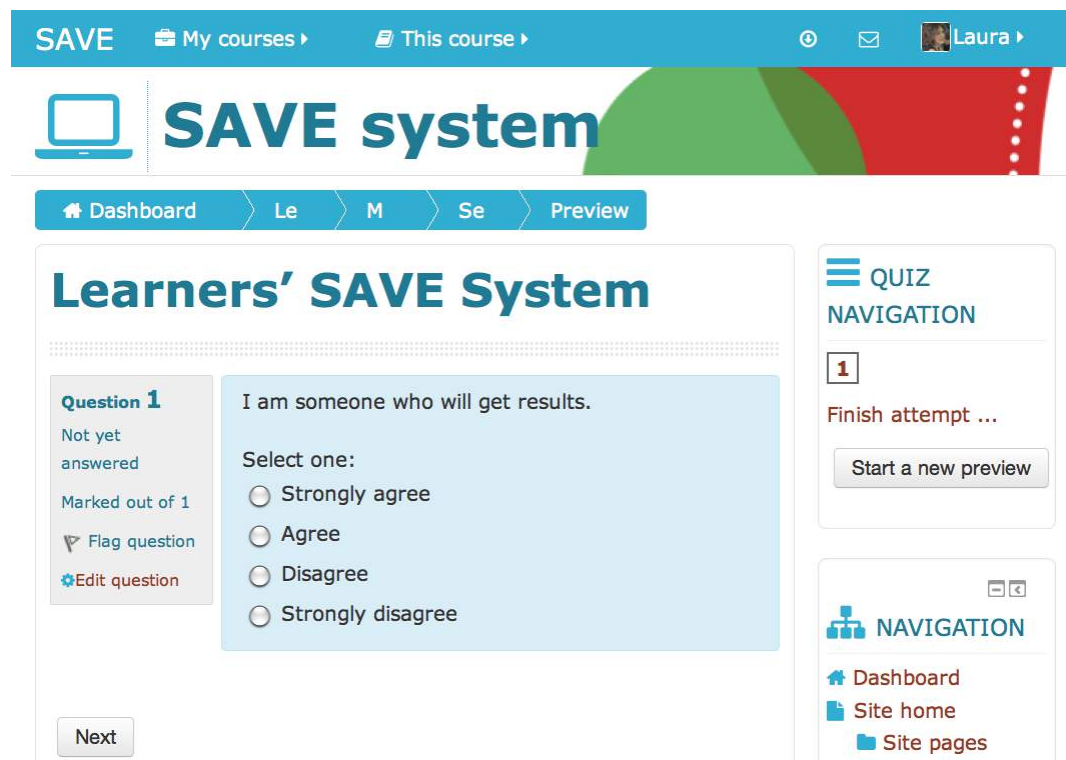
The self evaluation tool integrated in the SAVE System is a simplified version of:

Lexicon

Length of text

Length of tasks

Graphic style



The screenshot displays the 'Learners' SAVE System' interface. At the top, there is a navigation bar with 'SAVE', 'My courses', and 'This course'. Below this is a header with a laptop icon and the text 'SAVE system'. A breadcrumb trail shows 'Dashboard > Le > M > Se > Preview'. The main content area features a question titled 'Question 1' with a status of 'Not yet answered' and 'Marked out of 1'. The question text is 'I am someone who will get results.' and the options are 'Strongly agree', 'Agree', 'Disagree', and 'Strongly disagree'. A 'Next' button is visible at the bottom of the question area. On the right side, there is a 'QUIZ NAVIGATION' section with a '1' in a box, 'Finish attempt ...', and a 'Start a new preview' button. Below that is a 'NAVIGATION' section with links for 'Dashboard', 'Site home', and 'Site pages'.

SAVE SELF EVALUATION TOOL

The self evaluation tool integrated in the SAVE System contains guidelines for teachers/ coaches:

- to interpret the profiles
- to provide feedbacks

Style A People



<p>Style B People are usually:</p> <ul style="list-style-type: none"> • Results orientated • Daring • Domineering • Forceful • Direct • Demanding • Determined • Inquisitive • Risk-takers • Focussed • Adventurous • Ambitious • Assertive/aggressive • Like making things happen • Decisive • Impatient • Strong willed • Competitive • Self-reliant • Self-assured • Quick • Assumes authority • Accepts challenges 	<p>YOU WILL OFTEN SEE THAT THEY:</p> <ul style="list-style-type: none"> ➤ Like to solve problems and get quick results ➤ Tend to question the rules ➤ Like direct answers, variety and independence ➤ Like being in charge of their life ➤ Like to assume authority ➤ Know what they want and go after it ➤ Like to test themselves with new challenges ➤ Like to venture into the unknown ➤ Accept challenges for themselves and others <p>SOME KEY MOTIVATORS:</p> <ul style="list-style-type: none"> ➤ Achievement, power, authority and control <p>SOME KEY FEARS:</p> <ul style="list-style-type: none"> ➤ Will usually work hard to avoid failure <p>LIKELY COMMUNICATION STYLE:</p> <ul style="list-style-type: none"> ➤ Telling (usually has poor listening skills) <p>APPROACH TO LEARNING:</p> <ul style="list-style-type: none"> ➤ Naturally pragmatic and likes short term results <p>TO SWITCH ON LEARNING:</p> <ul style="list-style-type: none"> ➤ Link the subject to a problem or opportunity, let them discover things and argue facts, not feelings <p>AREAS TO DEVELOP:</p> <ul style="list-style-type: none"> ➤ Reflection and planning
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SELF EVALUATION THE IN SAVE SYSTEM

The self awareness tool
integrated in the SAVE System
offers simplified profiles and
feedback addressed and targeted
for the students

A. THE PRIMARY WORKING STYLES

1. The Style A Learner

Style A people are naturally good at:

- getting results
- making things happen
- responding to challenges
- pioneering
- making decisions
- asking questions
- trouble shooting
- taking charge
- quick (temporary) solutions



Style A people tend to have a Realistic approach to new learning and skills. They must see the practical value to themselves of any learning activity – losing patience if they cannot see meaningful benefit. They like new ideas and are keen to try them out straightaway. They make practical decisions and tackle things head on.

The **Style A person** will be motivated by power, authority and success and will work hard to avoid failure.

For engaging employability discussions, you should consider employment opportunities that suit this type of profile. Ideal jobs would be ones that give:

- power and authority
- measurable results
- money and material things
- new challenge
- opportunity
- achievement
- answers
- wide scope roles
- freedom

When communicating with the **Style A person** you should adopt a style that is direct and concise. You should be prepared to give direct answers and agree challenging plans.

MY PLANS

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

The learner collects all the information necessary to move to the next steps, using the next functions/tools:

- My aims
- Calendar
- Itinerary Map
- Self Biography
- Learning Agreement



I WILL
THINK ABOUT IT



I CAN

MY INTERNSHIP

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:

- Calendar : the calendar is co-set by the coach 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



I WANT



NOTHING
CAN STOP ME

MY PORTFOLIO

The portfolio includes

PUBLIC PROFILE: everybody can see this section, it is a public notice board, with a text editor and connection to external social networks and social communication tools,

PERSONAL PROFILE: only the learner and the coach can see this section, it mirrors the information recorded by the learner step by step during each process phase, in the three frames corresponding to:

My skills

My internship

My personal development plans



I DID IT!

MY PORTFOLIO

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 coach 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.

Thanks for your attention!

www-saveproject.it
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