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

PRESENTATION OF THE SAVE SYSTEM

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THE PROJECT

save
self awareness • motivation
learning • evaluation

1 PROJECT IDEA

SIX Partners

4 COUNTRIES (CZ, ES, IT, UK)

FIVE INTELLECTUAL OUTPUT

11 MULTIPLIER EVENTS

SAVE project – Self Awareness, evaluation and Motivation system Enhancing learning and Integration to prevent and contrast ESL and NEET – is aimed at define and validate innovative self-awareness, evaluation and motivation models, approaches and tools, in order to prevent and contrast Early school leaving and NEET phenomenon.

The project is aimed at design, realize and validate an innovative system, contemporaneously addressing:

Students engagement and motivation by implementing effective self-awareness and evaluation tools and inclusive guidance and learning solutions supporting reflective, engaging and active personal development processes

- **Trainers guidance and learning role empowerment** by defining new pedagogical models based on: self-evaluation; learning personalization (and digital portfolio); technology enhanced environments,
- **School and iVET responsiveness** by implementing stronger dynamic link between education and job market and leveraging on the (transversal) competencies' recognition within the digital portfolio frame

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SAVE system will be:
-realized, starting from the sharing and valorisation of partners **complementary competences** and **existing resources, practices and experiences**;

-tested within a **wide validation frame,** both at national (IT) and partners countries level (ES; UK; CZ):

- Around 260 students and 90 trainers/professionals in Italy;
- Around 45 students and 50 trainers/professionals in the other Countries

4
COUNTRIES

SIX
PARTNERs

+ ASSOCIATED PARTNERS BOOK IN PROGRESS (VERY WIDE SCHOOL NETWORK)

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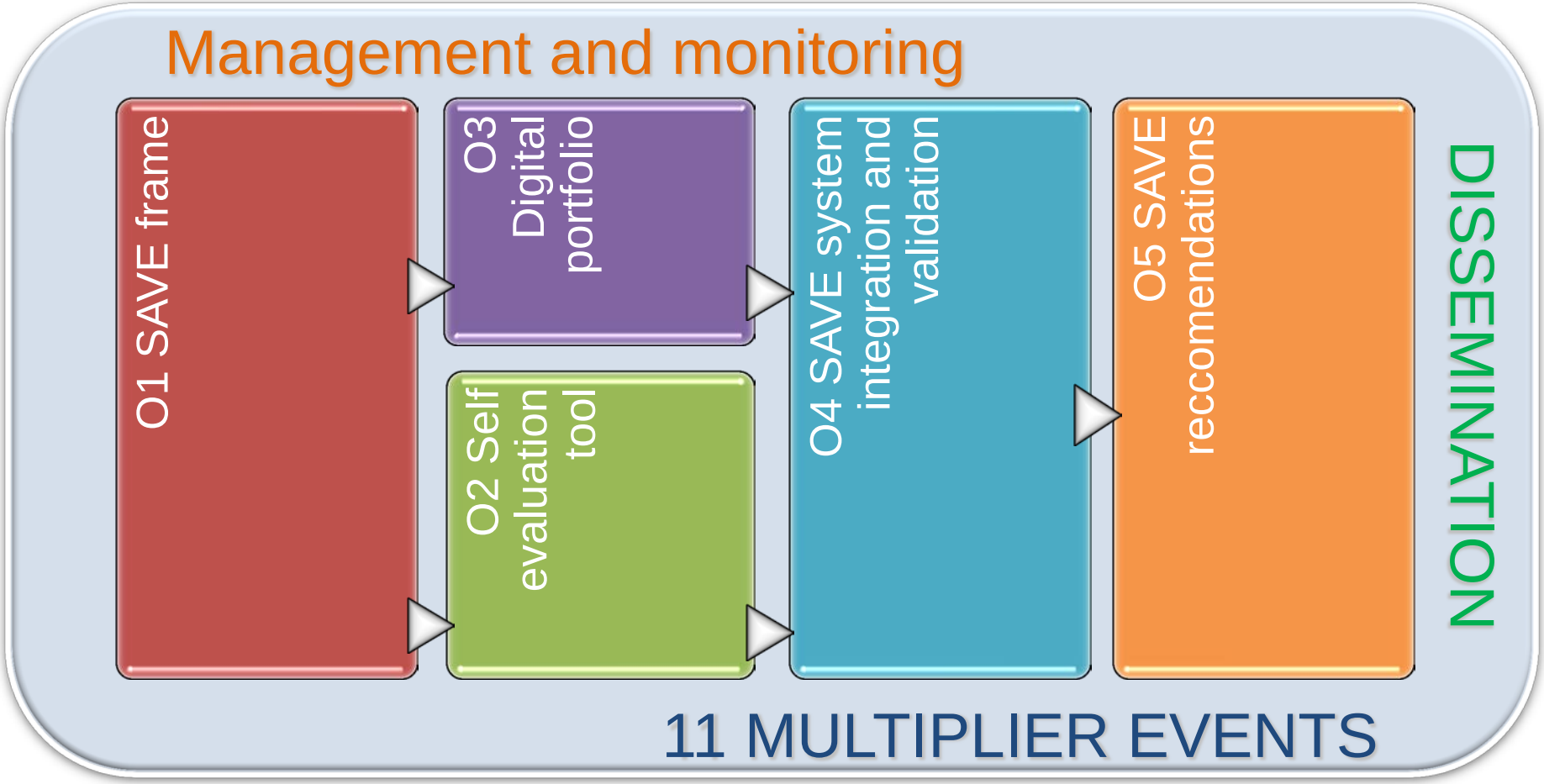

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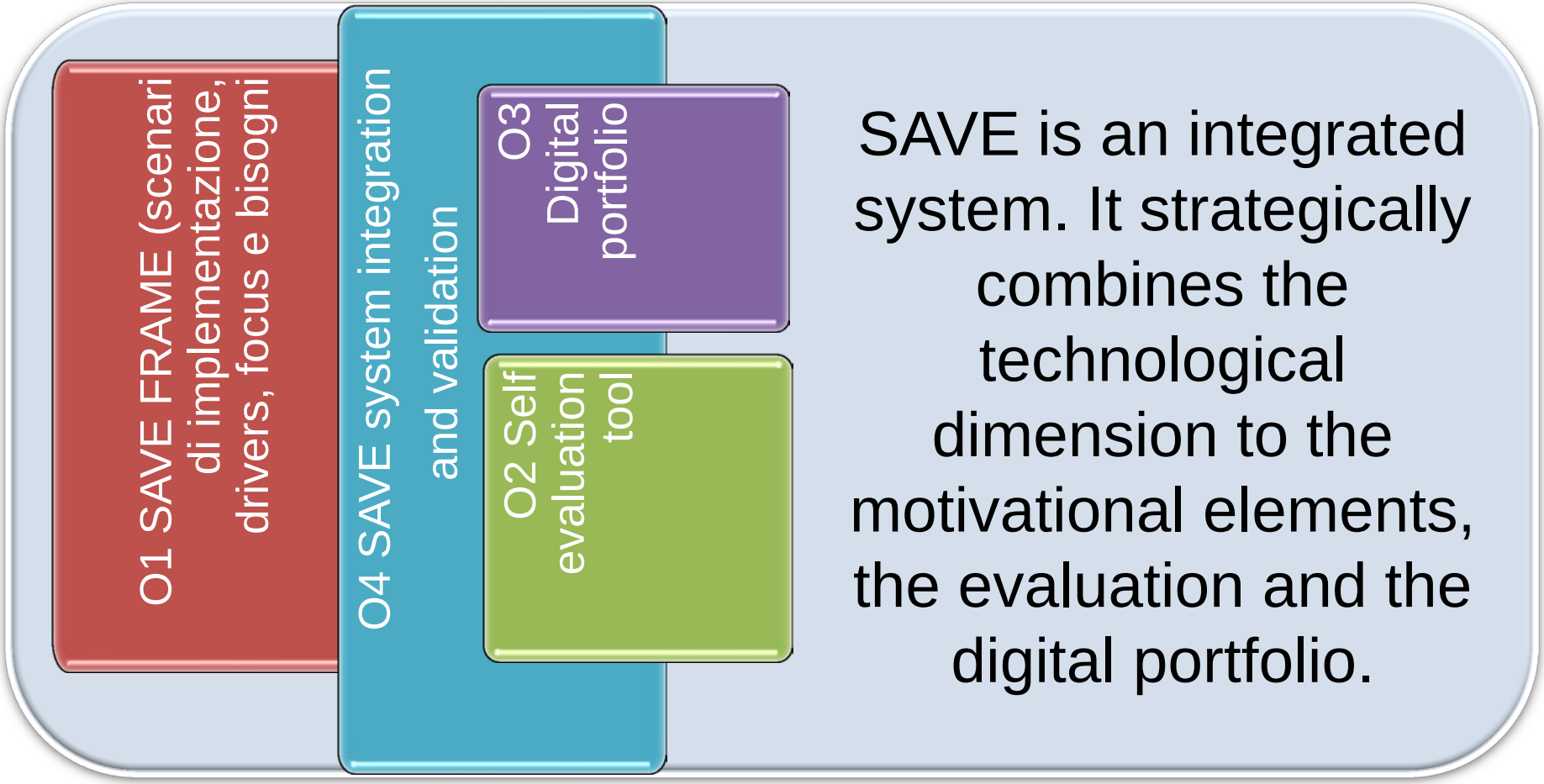

SAVE is an integrated system. It strategically combines the technological dimension to the motivational elements, the evaluation and the digital portfolio.

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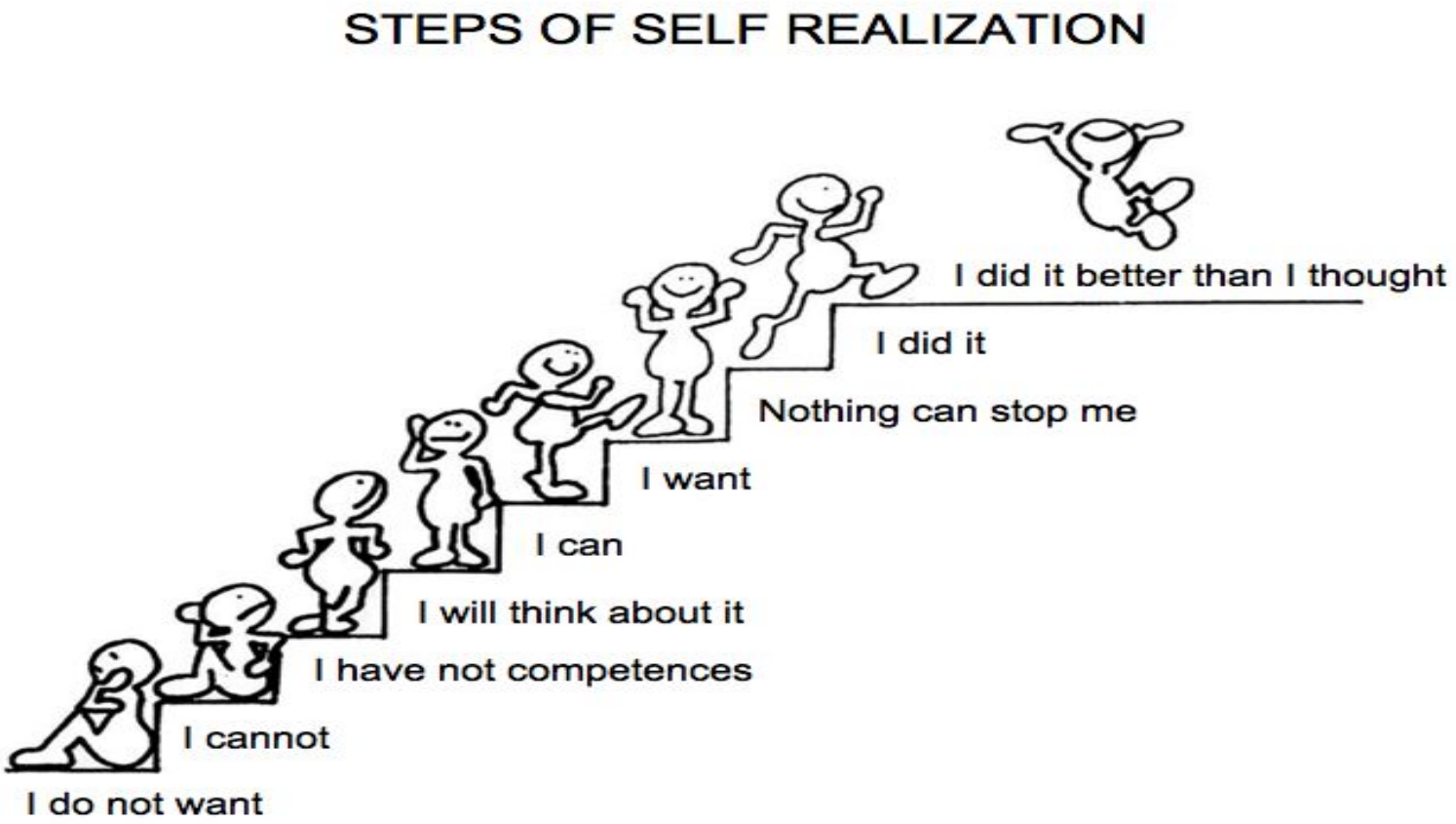
O4 SAVE system
NOT ONLY A TOOL



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O4 SAVE system
NOT IONLY A TOOL

THEORETICAL AND METHODOLOGICAL REFERENCES OF THE SAVE SYSTEM

Representative biography
Personalization
Self-evaluation

---- ---- ---- ----

HANDBOOK AND GUIDELINES FOR TRAINERS AND FOR VET PROVIDER,
DIGITAL PORTFOLIO, COMPETENCES & LEARNING OUTCOMES DESIGN, …

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THE SYSTEM IS NOT STRICT

THE PROCESS IS DRIVEN, NO STANDARD

GUIDANCE AND TRAINING PROFESSIONALS have the function of providing information, suggestions and recommendations on the sequence of the process steps, guiding the student to move appropriately between sections.

- **central role in supporting and guiding the motivational activation process, active and aware participation in the construction of personal development processes, (self) evaluation and awareness of their own skills and aspirations**
- **guidelines, support resources, advice and instructions for each tool, section and phase**
- **Represent a direct SAVE target**

The **STUDENT** is free to move from one section to the other, each section of the system shows tips and self-consistent and easy instructions on the steps of the process and on the available functions of the tools, indicating "what it is" and "what it is its purpose"

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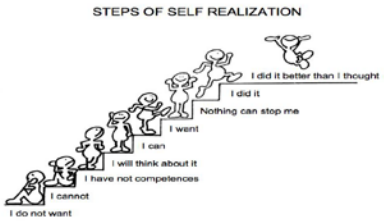

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"**I DO NOT WANT**" is the starting point. It also means

1. I do not know what I want
2. I am not self-confident
3. I do not trust others
4. I do not have perspectives
5. I do not have objectives,
6. I am unsatisfied frustrated.

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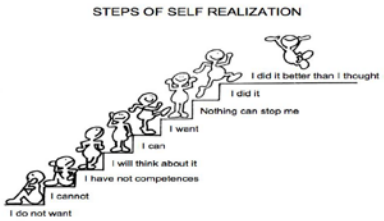

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"**I CANNOT**" is still an initial phase.
It also means:

1.I do not have time

2.I do not have the theoretical and material tools

3.I can not concentrate

4."I cannot" also refer to "I do not know" or to "I do not know in which way"

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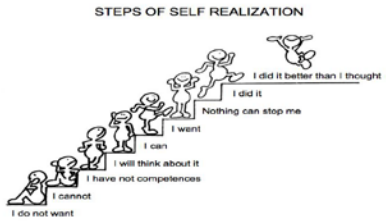

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"**I HAVE NOT COMPETENCES**" is continuously an untrusted and resistant phase but it signal a cognitive dissonance

It also means:

1. I would like, but I cannot
2. I think I am not able

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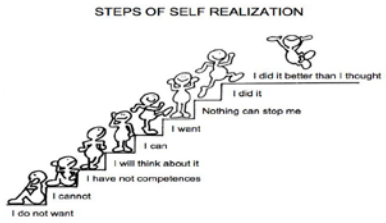

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"**I WILL THINK ABOUT IT**" is an opening signal hitting the skepticism and resistance feeling

It also means:

1. I can consider it
2. I want to better understand what it is
3. Let's see what it is.

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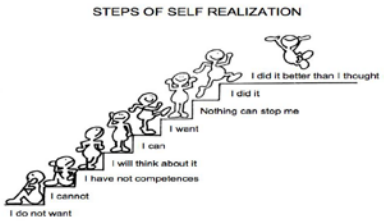

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"**I CAN**" is a clear and positive opening of trust and self-confidence

It also means:

1. I can try it
2. I can ask for help if I need
3. I can put in the game

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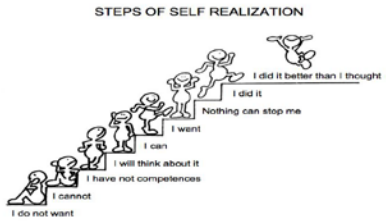

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"**I WANT**" is the moment where the plans move into actions.

It is a positive and delicate phase which need to be continuously monitored and an accurate support.

It is a first step in which students start to become familiar with some strategies and tools to plan their time, set goals, choose the activities, organize their own learning experience, become aware of their own learning styles, skills possessed, their preferences and expectations.

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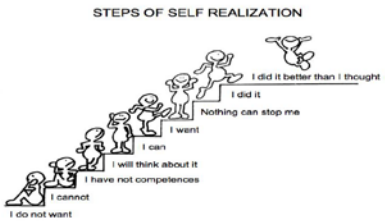

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"**NOTHING CAN STOP ME!**" is the moment when the efforts take on a clear meaning because the objectives and results are a step away from being achieved.

Some obstacles can interrupt this positive mood and break the virtuous circle. You may experience temporary regressions in previous states.

Periodic checks and interviews are necessary to restore or strengthen the confidence and motivation necessary to provide solutions and resources.

Re-program objectives, times and activities can be useful and necessary.

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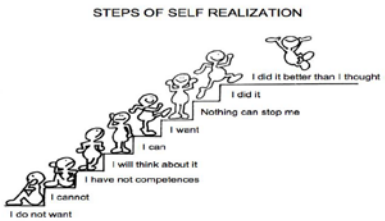

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"**I DID IT!**" is clearly a positive step, in which self-esteem and confidence are consolidated. The result has been reached.

It also means:

I am able

I can do it

I am satisfied

This is a valuable time to retrace the completed process, fix what has been learned and highlight the progress made compared to the starting point.

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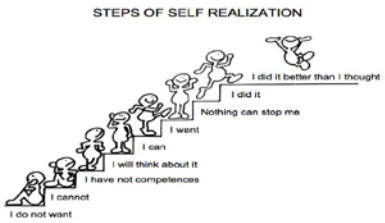

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"**I DID IT BETTER THAN I THOUGHT**" is precisely the moment when the student look back to his/her learning and growth pathway and poses in front of the mirror for a second time. He/she will express a new self-assessment through the comparison between the arrival point and his/her starting point ...

It reactivates the process and confirms the open nature, iterative and customizable

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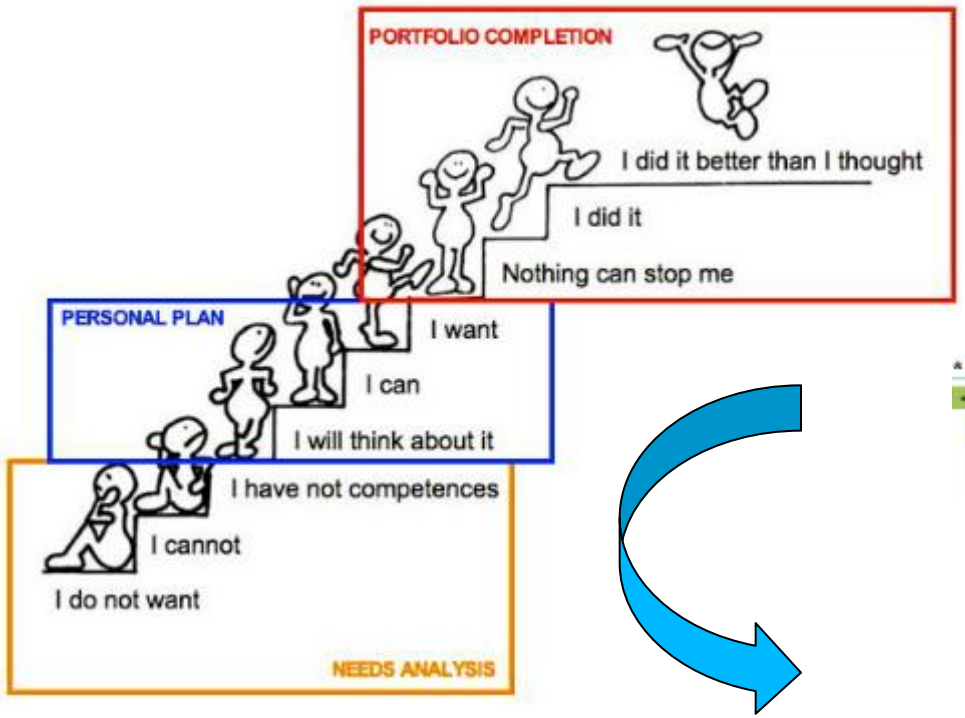

FROM THE PROCESS
TO THE SAVE SYSTEM & RESOURCES DESIGN, DEVELOPMENT AND INTEGRATION

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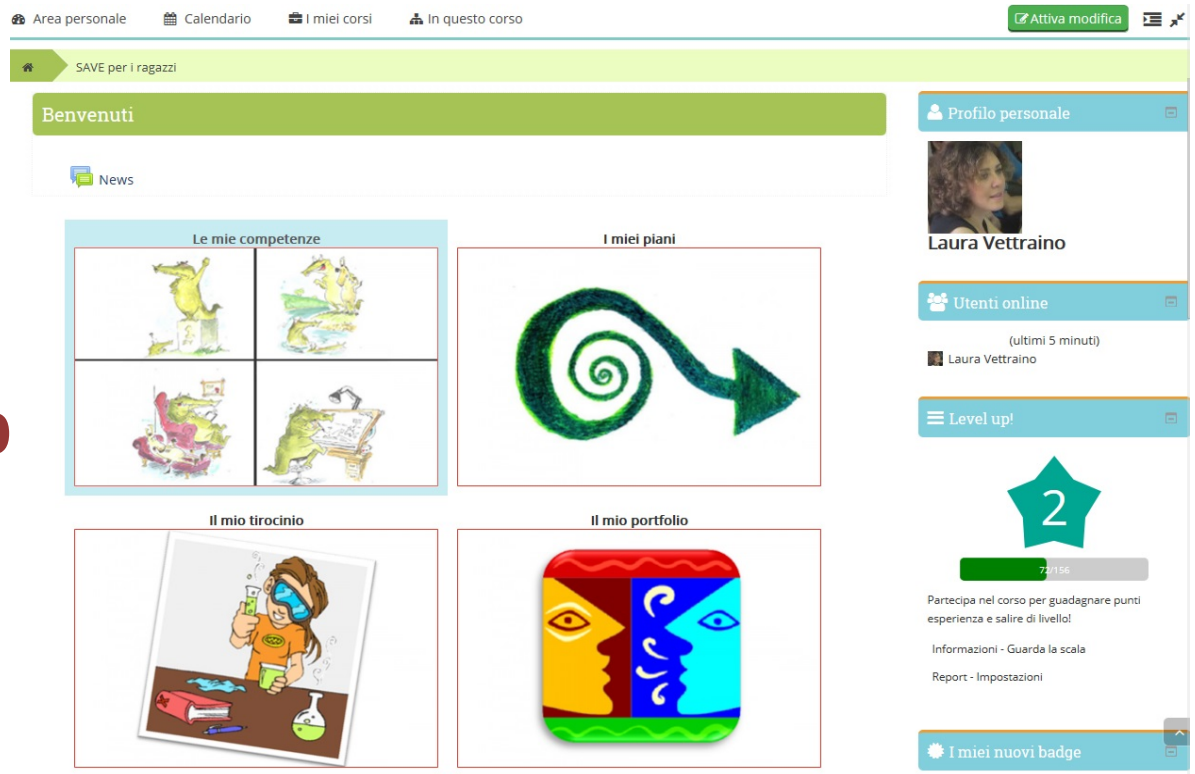
The SAVE system stages reflect the stages of self-realization through the follow sections:

My Skills

My Plans

My Internship

My Portfolio



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MY SKILLS: the resources available in this section guide the student to recognize and become aware of what is capable of doing. Here the student collects and organizes the resources needed to face with the subsequent stages.

MY PLANS: the resources available in this section guide the student to draw together with his tutor a personal plan for growth and improvement, mainly but not exclusively aimed at the choice of the internship experience.

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MY INTERNSHIP: in this space there are available resources and tools which allow the students to collect and organize evidence of their work and/or experience on the job. The trainer can interact, monitor and also support by remote the students.

MY PORTFOLIO: it is the tangible result of the whole process. The portfolio track progress and shows real-time collected information from the student at each stage of the process.

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Accessing to the SAVE system, you can choose among a multi-language menu, near the login section

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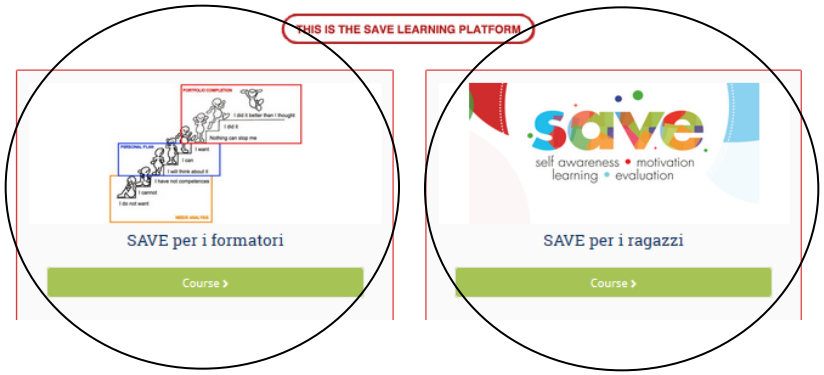
For STUDENTS



For TRAINERS

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TRAINERS

- SAVE 2.0 GUIDELINES
- LEARNING MATERIALS
- BADGE/TASKS
- GAMIFICATION
- RESEARCH MATERIALS

STUDENTS

- TOOLS' ACCESS
- INDIVIDUAL REPORT
- PORTFOLIO

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In each area

Students

-access the tools,
-receive simple instruction and guide
-can see him/her achievement.

On the **trainers** side, per each tool there are:
-wider instructions, guidelines, learning resources
-Students interaction tools (badge, assignments, …)
-Single or group (customisable) reports

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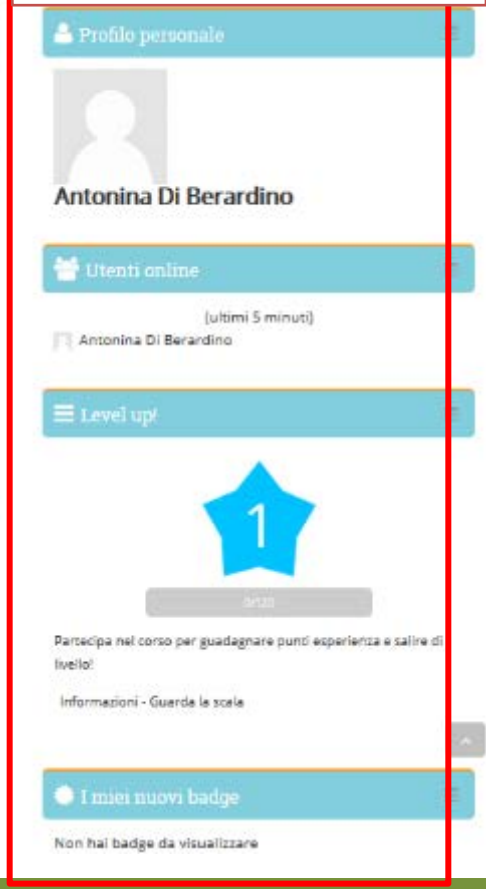
Guided navigation

MENU
SAVE 2.0
GAMIFICATION
PROGRESS BAR
REPORTS



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MY SKILLS

This phase of the process drives the student to become aware of what he is capable, of his expectations/aspirations; It collects the information necessary to continue in subsequent steps using the following functions and tools:

- **Self-portrait**
- **Self-evaluation**
- **The mirror of friends**
- **My learning style**
- **My preferences**

I DO NOT WANT

I CANNOT

I HAVE NOT COMPETENCES

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Autoritratto

SELF-PORTRAIT

Scegli l'affermazione in cui ti riconosci

Pagina 1

1 Suonare uno strumento musicale

○ Sono capace ○ Mi piacerebbe essere capace ○ Non mi interessa ◉ Nessuna risposta

Pagina 2

2 Cucinare

○ Sono capace ○ Mi piacerebbe essere capace ○ Non mi interessa ◉ Nessuna risposta

Pagina 3

3 Riparare un computer

○ Sono capace ○ Mi piacerebbe essere capace ○ Non mi interessa ◉ Nessuna risposta

Pagina 4

4 Riparare uno scooter

○ Sono capace ○ Mi piacerebbe essere capace ○ Non mi interessa ◉ Nessuna risposta

Pagina 5

5 Organizzare una festa

○ Sono capace ○ Mi piacerebbe essere capace ○ Non mi interessa ◉ Nessuna risposta

SKILLS

STUDENT'S DEGREE OF AWARENESS

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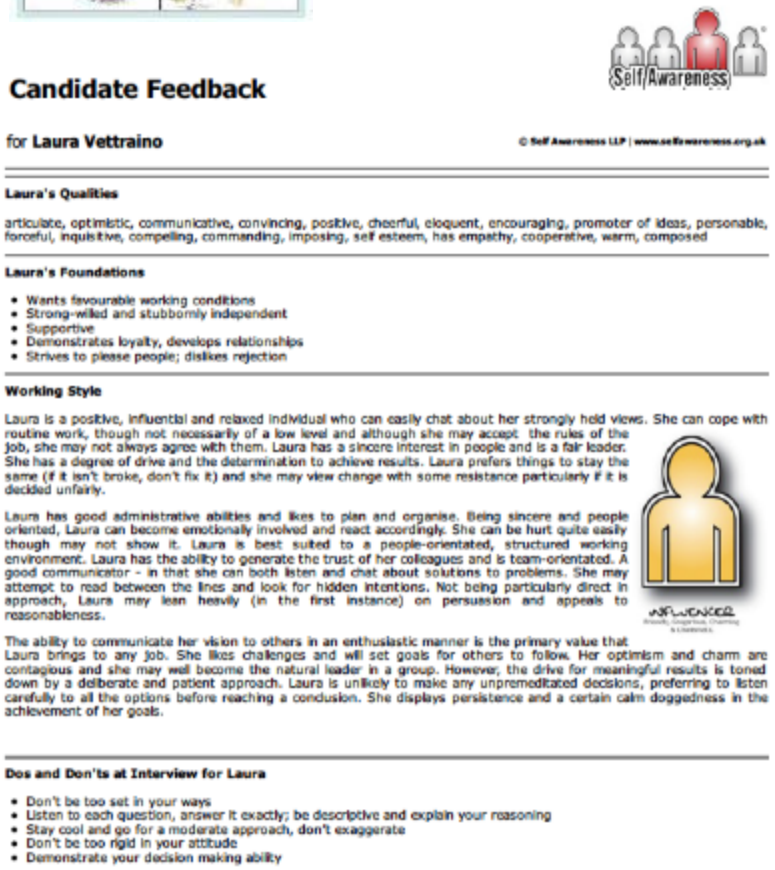
SELF-EVALUATION

The SAVE self-assessment tool is the result of adaptation of the Diagnostic Online Footprint Assessment adopted by the project partner Apricot (UK).

The original tool

- is a complex system based on psychometric formulas;
- involves layering and integrated reading of different variables;
- provides feedback and customized profiles based on an algorithm



Self/Awareness

Candidate Feedback

for **Laura Vettraino**

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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.

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

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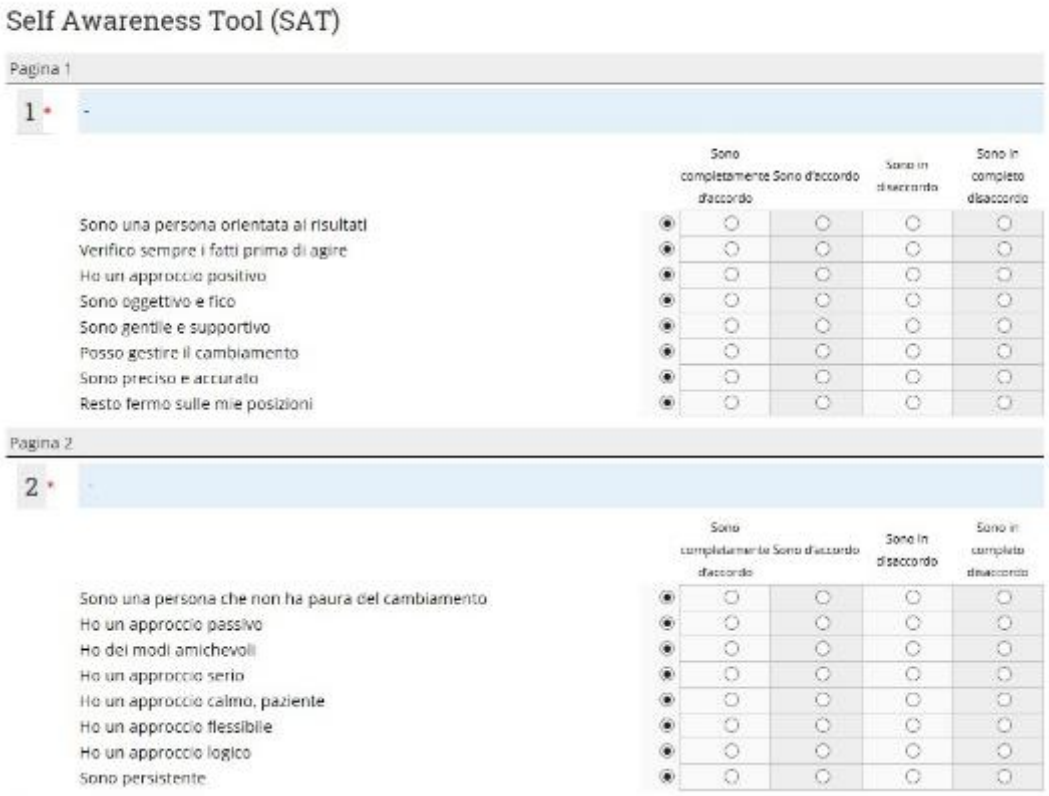
SELF-AWARENESS TOOL

The integrated self-assessment tool in the SAVE system is simplified in terms of:

Language
Text length
Complexity of variables;
Necessary time;
Graphic style.


Self Awareness Tool (SAT)

Pagina 1

1 *

	Sono completamente d'accordo	Sono d'accordo	Sono in disaccordo	Sono in completo disaccordo
Sono una persona orientata ai risultati				
Verifico sempre i fatti prima di agire				
Ho un approccio positivo				
Sono oggettivo e fico				
Sono gentile e supportivo				
Posso gestire il cambiamento				
Sono preciso e accurato				
Resto fermo sulle mie posizioni				

Pagina 2

2 *

	Sono completamente d'accordo	Sono d'accordo	Sono in disaccordo	Sono in completo disaccordo
Sono una persona che non ha paura del cambiamento				
Ho un approccio passivo				
Ho dei modi amichevoli				
Ho un approccio serio				
Ho un approccio calmo, paziente				
Ho un approccio flessibile				
Ho un approccio logico				
Sono persistente				

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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.

SELF-AWARENESS TOOL

The integrated self-assessment tool in the SAVE system provides simplified profiles and feedback for students

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MY STYLE...

Style A	Style B	Style C	Style D
I like to make things happen	I like working with other people	I'm dependable	I enjoy high quality
I'm forceful	I'm verbal	I'm trustworthy	I'm diplomatic
I don't like restrictions	I don't like being ignored	I don't like sudden changes	I need to be accurate
I keep busy	I enjoy meeting new people	I like to finish things	I'm logical and precise in my life
I like to win	I like to be expressive and positive	I'm reflective, calm and thoughtful	I am conscientious and need to do my best
I'm competitive	I like the big picture but not to do details	I'm a supportive, kind person	I'm careful and I like to research the facts
I like big ideas	I'm persuasive	I work calmly on things	I enjoy my technical expertise
I'm focussed	I'm an ideas and concepts person	I'm an excellent listener	I need details and data
I'm demanding	I like to look cool	I'm comfortable with routine	I like to plan ahead and measure things

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THE SAVE SELF-AWARENESS TOOL

The self-assessment tool of the SAVE system includes guidelines for trainers / tutors:

- to interpret the profiles
- to return feedback

Style A People

Style B People are usually:	YOU WILL OFTEN SEE THAT THEY:
• 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	➤ 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 **SOME KEY MOTIVATORS:** ➤ Achievement, power, authority and control **SOME KEY FEARS:** ➤ Will usually work hard to avoid failure **LIKELY COMMUNICATION STYLE:** ➤ Telling (usually has poor listening skills) **APPROACH TO LEARNING:** ➤ Naturally pragmatic and likes short term results **TO SWITCH ON LEARNING:** ➤ Link the subject to a problem or opportunity, let them discover things and argue facts, not feelings **AREAS TO DEVELOP:** ➤ Reflection and planning

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To the end of the SAT, the trainer will get some guidelines to approach to the different styles

Style A People

Style B People are usually:
- 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

YOU WILL OFTEN SEE THAT THEY:
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- Tend to question the rules
- Like direct answers, variety and independe
- Like being in charge of their life
- Like to assume authority
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- Like to test themselves with new challenge
- Like to venture into the unknown
- Accept challenges for themselves and othe

SOME KEY MOTIVATORS:
- Achievement, power, authority and control

SOME KEY FEARS:
- Will usually work hard to avoid failure

LIKELY COMMUNICATION STYLE:
- Telling (usually has poor listening skills)

APPROACH TO LEARNING:
- Naturally pragmatic and likes short term re

TO SWITCH ON LEARNING:
- Link the subject to a problem or opportunit
  discover things and argue facts, not feeling

AREAS TO DEVELOP:
- Reflection and planning

Style B People

Style B People are usually:
- Charismatic
- Generous
- Demonstrative
- Persuasive
- Promoters of ideas
- Friendly
- Charming
- Sociable
- Chatty
- Confident
- Communicative
- Interested
- Positive
- Lively
- Enthusiastic
- Gregarious
- Impulsive
- Optimistic
- Motivational
- Emotional
- People oriented
- Self-promoting
- Convincing
- Trusting
- Good at making a first impression

YOU WILL OFTEN
- Like to persuade
- Tend to be open
- Like to work in a
- Enjoy telling stor
- Get enthusiastic
- Don't like dealin
- Uses lots of body

SOME KEY MOTIVA
- Public recognitio

SOME KEY FEARS:
- Will work hard t
  ideas

LIKELY COMMUNIC
- Selling, enthusin

APPROACH TO LEA
- A naturally activ
  working with po

TO SWITCH ON LEA
- Use teamwork t

AREAS TO DEVELO
- Setting goals an

Style C People

Style C People are usually:
- Supportive
- Friendly
- Consistent
- Deliberate
- Participator
- Amiable
- Sympathetic
- Persistent
- Procedural
- Natural listeners
- Cooperative
- Loyal
- Kind
- Observers
- Calm
- Lenient
- Relaxed
- Trustworthy
- Self-controlled
- Possesive
- Sincere
- Warm
- Fair
- Modest
- Easy going

YOU WILL OFTEN SEE THA
- Like to have things orga
- Tend to be patient and g
- Like to participate in a g
- Like to support people
- Like being with people w
- Enjoy helping people
- Can be counted on to ge
- Prefer things to stay the

SOME KEY MOTIVATORS
- Understanding what is n
  keeping things as they a

SOME KEY FEARS
- Insecurity and sudden u
  controversy

LIKELY COMMUNICATION
- Listening (actively), supp

APPROACH TO LEARNING
- A naturally reflective sty
  the subject and how to d
  prefer structured group

TO SWITCH ON LEARNING
- Give structured experien
  prepare their data

AREAS TO DEVELOP
- Assertiveness and risk ta

Style D People

Style D People are usually:
- Balanced
- Open-minded
- Orderly
- Careful
- Cautious
- Systematic
- Good at planning
- Logical
- Conservative
- Neat
- Precise
- Accurate
- Correct
- Perfectionists
- Restrained
- Disciplined
- Fact-finders
- Analytical
- Sensitive
- Diplomatic
- Conventional
- Formal
- Quality conscious
- Conscientious
- Tactful

YOU WILL OFTEN SEE THAT THEY:
- Like to meet high personal standards
- Tend to think a lot about things before deciding
- Like to have clear rules and assignment guidelines
- Enjoy working things out
- Don't like it when people question their work
- Like working with people who are organised and good at doing things

SOME KEY MOTIVATORS
- Rules, regulations and order

SOME KEY FEARS
- Conflict and hassle, controversy and error

LIKELY COMMUNICATION STYLE
- Writing and note-taking. Minimal eye contact and body language

APPROACH TO LEARNING
- Naturally analyse information and their experiences in a detached manner

TO SWITCH ON LEARNING
- Discuss theory and give them the opportunity to ask "why?" and solve problems

AREAS TO DEVELOP
- Working with others and empathy

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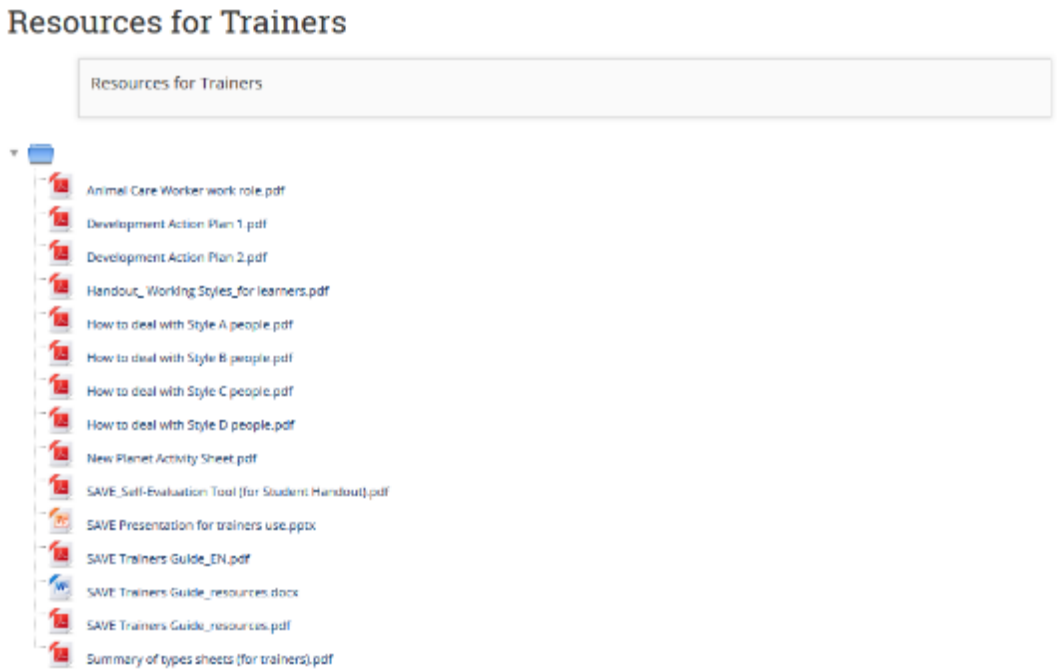
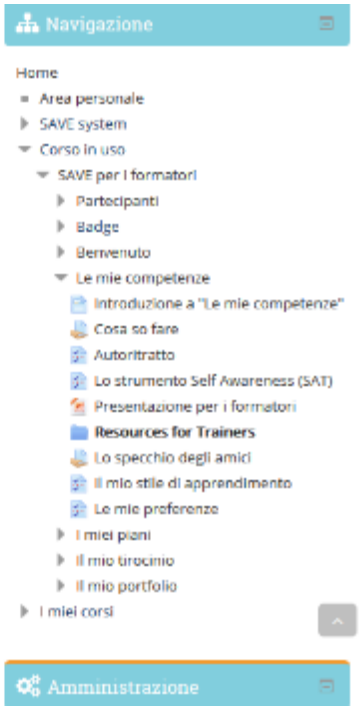
In the SAT section there is also a handbook and a pool of learning resources that are accessible for trainers which would guide them in better using the SAT and better evaluate the students' answers





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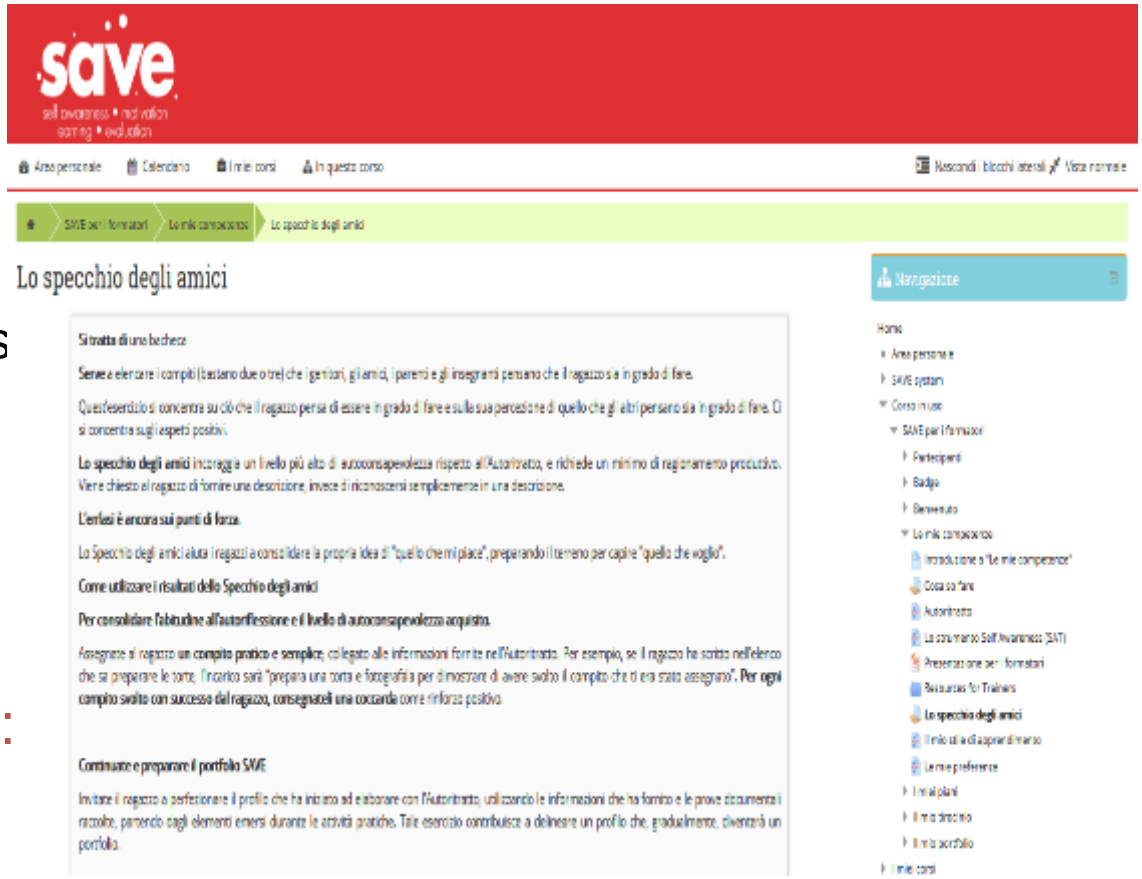
- **Mates' mirror**

It is the stage where the student has to express what others think he/she is able to do. It serves to increase the awareness



On the trainers section:
- Guidelines
- Student/s reports

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- **My learning style**

Aimed at deepening student's learning style to implement an initial level of personalization

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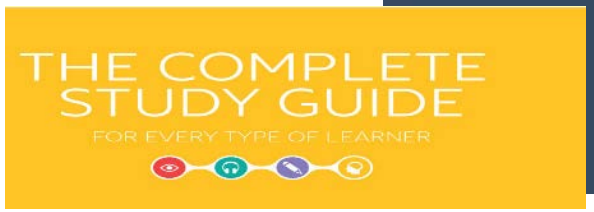

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- **My preferences**

At this stage through an autobiographical exercise are explicated preferences and expectations of the students. It serves to reinforce the habit to self-reflection and the level of self-

Gruppi separati: Tutti i partecipanti
Visualizza tutte le risposte. **Tutti i partecipanti**. Default ⓘ Risposte: **2**

My preferences

1	Elenca tre aggettivi che descrivono come sei:	
	Partecipante	**Risposta**
	Paola Iaria	Ordinata Organizzata razionale
2	Elenca tre cose che sei capace di fare:	
	Partecipante	**Risposta**
	Paola Iaria	organizzare un evento preparare le torte Sbrigare le pratiche
3	Afferma una cosa nella quale sei esperto:	
	Partecipante	**Risposta**
	Paola Iaria	Conoscere le linee di Moda
4	Dove vorresti essere in questo momento?	
	Partecipante	**Risposta**
	Paola Iaria	Al mare

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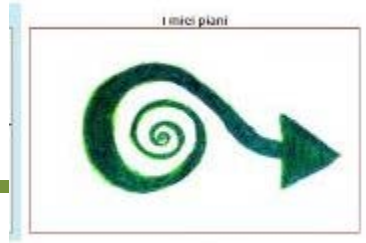

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MY PLAN

The student defines together with the trainer a personal development and improvement plan, mainly but not exclusively aimed at the choice of the stage.

The student collects all the necessary information to continue with the subsequent phases of the process using the following functions and tools:

My aims

My action plan

Meaningful experience

Learning agreement

Calendar

I WILL THINK ABOUT IT

I CAN

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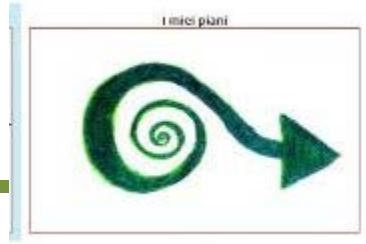

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MY PLANS

In this area as well students access the tools, receive simple instruction and guide and can see him/her achievement.
On the trainers side, per each tool there are:
-wider instructions, guidelines, learning resources
-Students interaction tools (badge, assignments, ...)
-Single or group (customisable) reports

I WILL THINK ABOUT IT

I CAN

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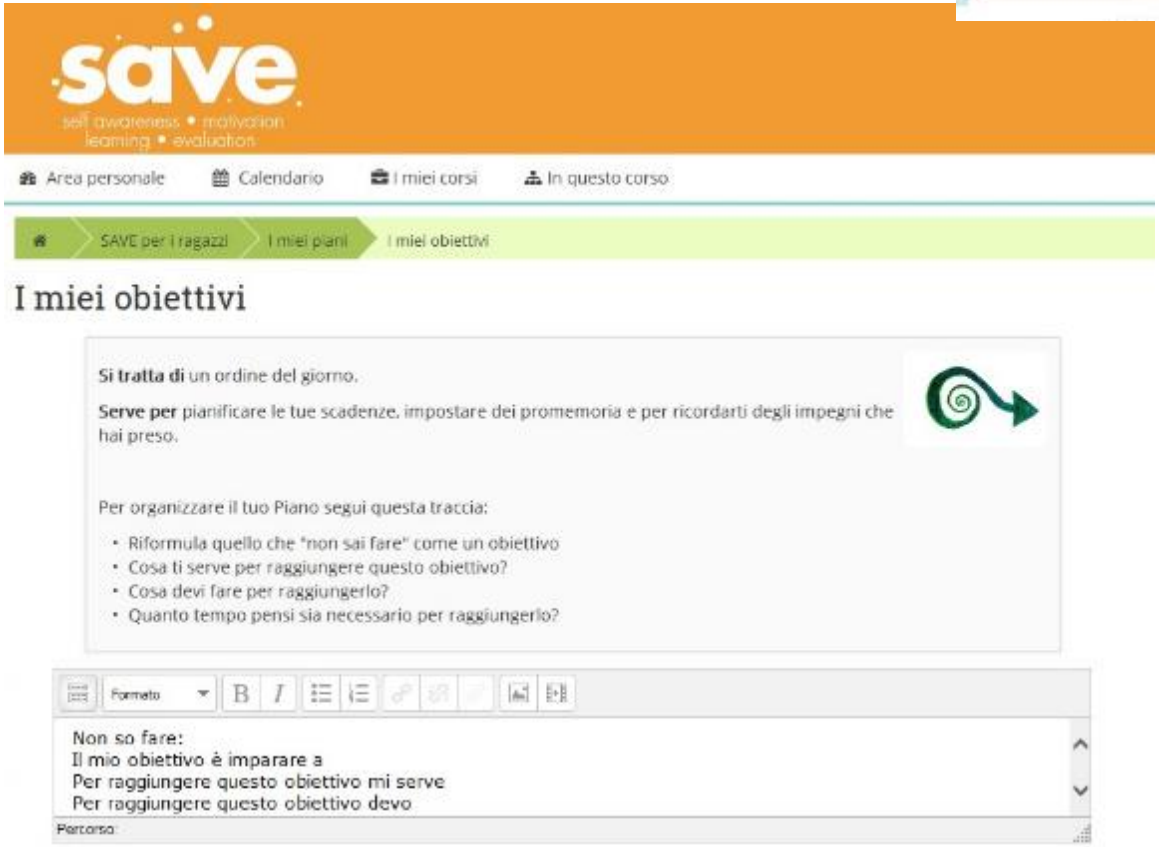

My aims

In this step the students have to identify and write the steps they think are needed to plan an event

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My action plan

At this stage through an interview the tutor supports and guides the student to complete the tasks, to set the goals, to organize time and the medium-term steps

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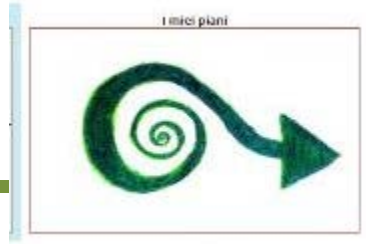

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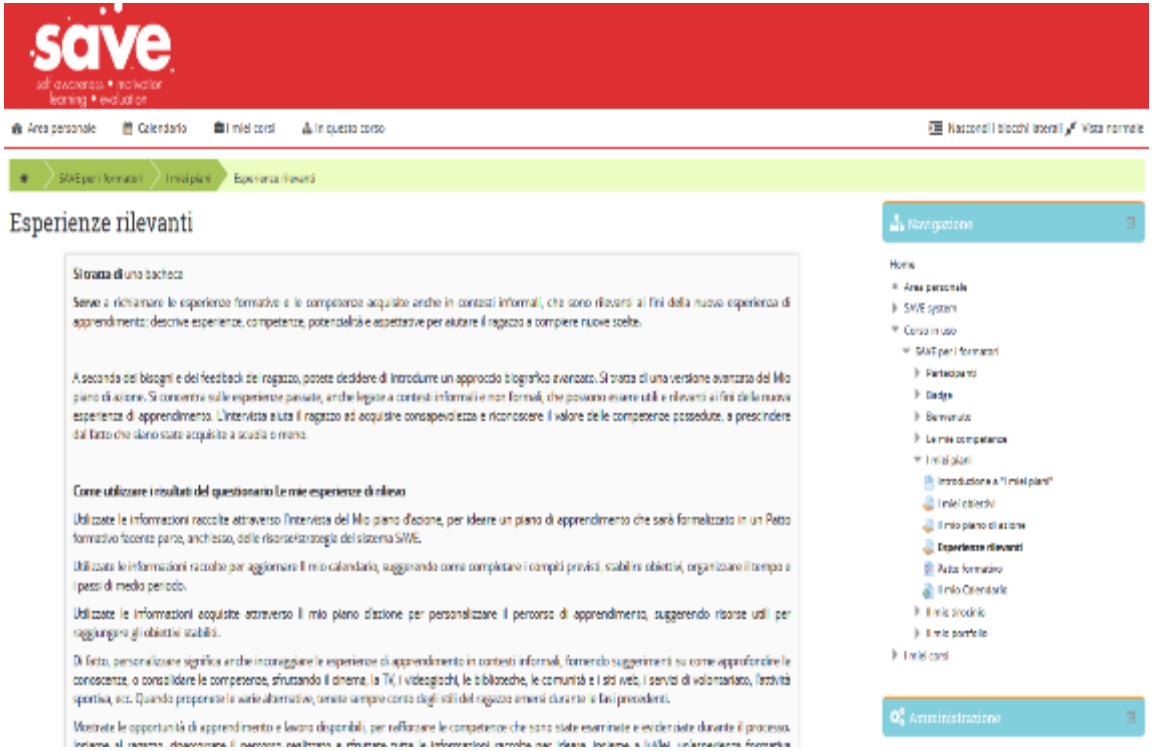
Meaningful experience

It is a sort of wall/portfolio draft where the students write their progress. This serves to highlight and confirm to the students how important is their profile and the value of the exercises carried out. It also represents an opportunity to outline the progress made



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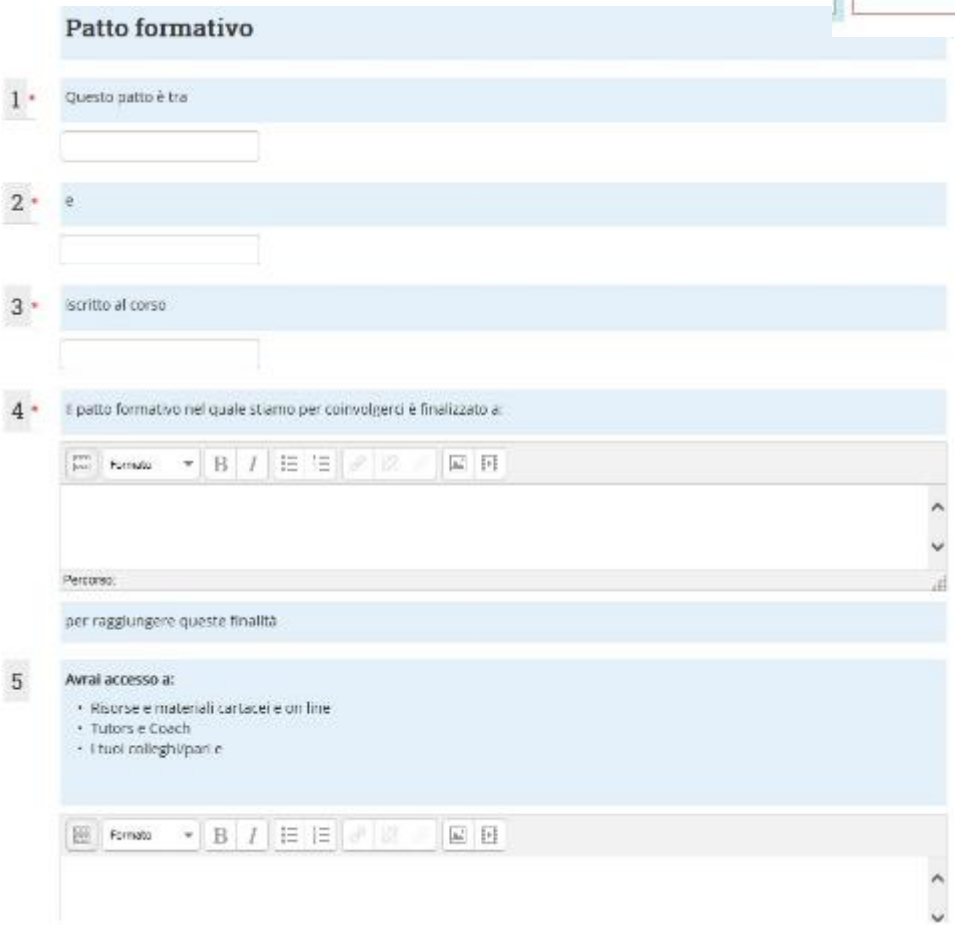

Learning agreement

allows tutors and students to clarify and formalize reciprocal commitments linked to the objectives and challenges set out together during previous stages

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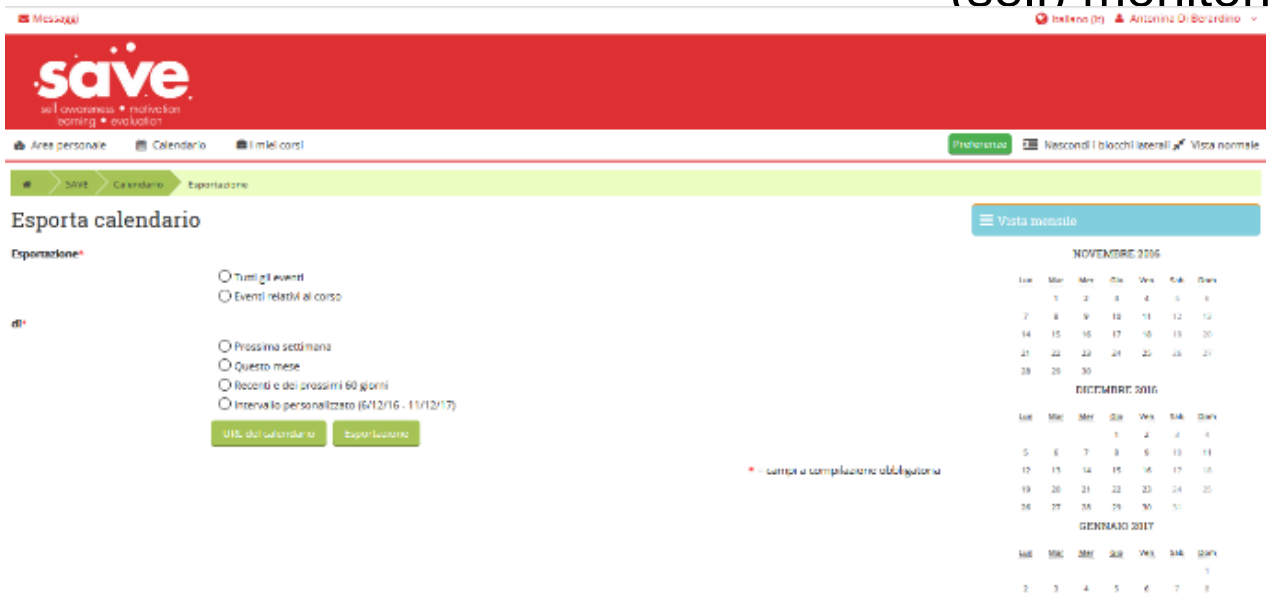
Calendar

Active definition and update of tasks, assignments, goals and steps of the plan

Learning agreement re-inforcement and engagement

(self) monitoring and empowerment tool



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MY INTERNSHIP

This phase of the process asks the student to collect and produce evidence of the work done during the stage, using the resources and the SAVE system functions:

• **Calendar**: It is prepared in collaboration with the trainer, it can be updated and/or modified based on the requirements and the progress made.

• **Diary**: It can contain text, images, videos accordin to student preferences

I WANT

NOTHING CAN STOP ME

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Area personale | Calendario | I miei corsi | In questo corso

SAVE per i ragazzi | Il mio tirocinio | Diario

Gruppi visibili
Tutti i partecipanti
Partecipanti separati
Vedi tutti gli utenti

Nuovo post del Diario | Partecipazione per utente

Realizzazione Gelato artigianale

Allegati: natascha_.jpg

lunedì, 26 settembre 2016, 09:19
di Natascha Petrone

In questa foto mi trovavo in piazza Dante a Ruvo di Puglia per preparare e somministrare al pubblico un gelato artigianale. Nel preparare il gelato abbiamo usato il latte, zucchero e i vari gusti. Da questa esperienza ho imparato che con i giusti prodotti e le materie prime si può realizzare un buon gelato artigianale che è diverso dai gelati industriali.

Collegamento a questo post

Diario

E' una bacheca **Serve per** descrivere e mostrare le evidenze della tua esperienza di stage, usala per:

- descrivere cosa hai fatto
- quali cose nuove hai imparato a fare
- cosa hai capito

Puoi aggiungere foto, documenti, video

MULTIMEDIA UPLOAD

COMMENTS, DESCRIPTIONS, REFLECTIONS

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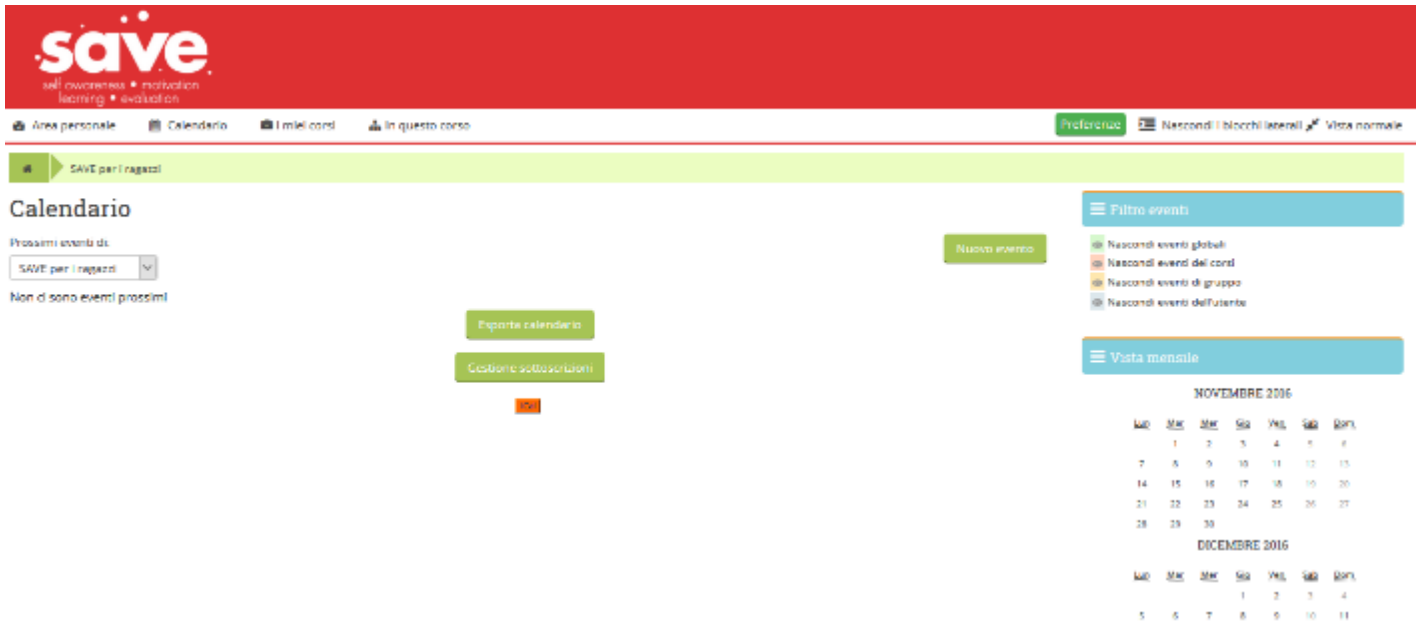
The **Calendar** is used to organize deadlines, preparing memos and medium-term commitments.



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MY PORTFOLIO

The portfolio can be used in two ways:

PUBLIC PROFILE: anyone can see this section, it is a public wall, with a text editor and links to social networks

PERSONAL PROFILE: only the student and the coach can see this section that reflects in real time the information and evidence gathered and recorded by the student step by step in each stage of the process, in the three areas that correspond to:

- My Skills
- My Internship
- My Plans

I DID IT!

I DID IT BETTER THAN I THOUGHT!

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MY PORTFOLIO

IN THE BEGINNING the portfolio is mainly a "mirror", a tool to support personal reflection

AT THE END OF THE PROCESS this section may be updated and improved by the student with a purpose more oriented to get a professional job. The trainer can guide the student to improve the portfolio by formalizing the contents, using instruments and repertoire of qualifications descriptors, or the EQF system for describing the possessed and acquired skills during the internship and their relative levels.

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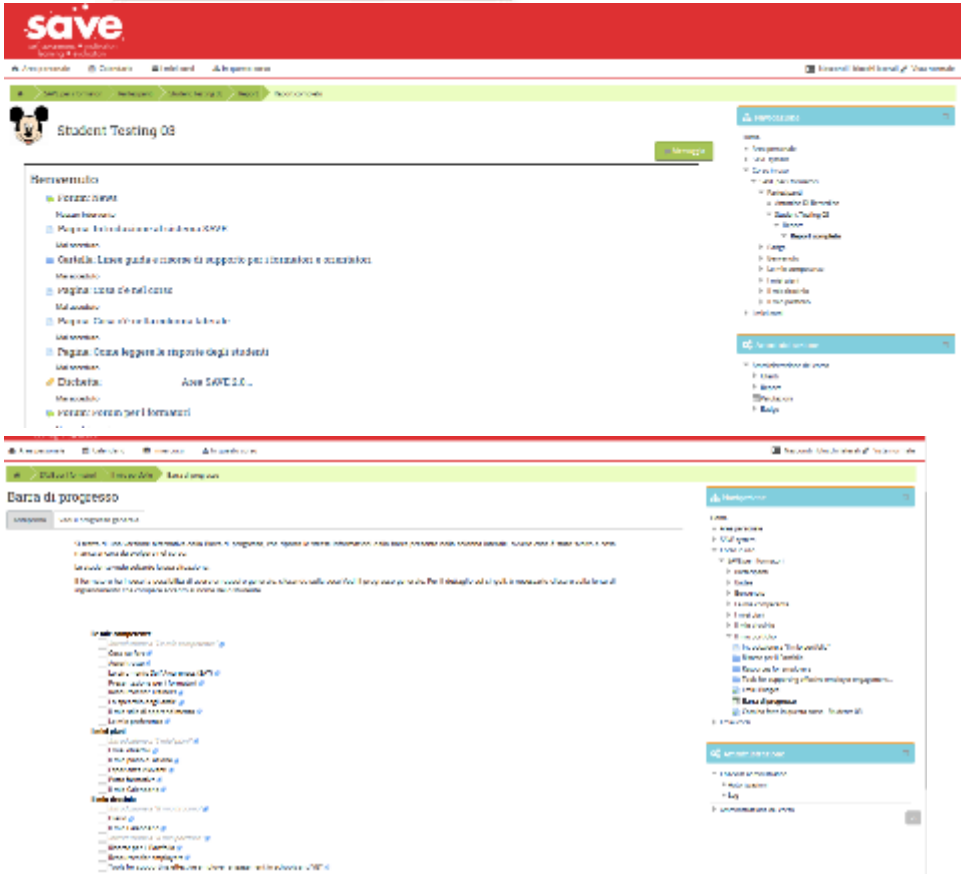
The trainer can:

- Monitor the student's progress (or of groups or classes, etc) for each of the four areas
- Assign badge, tasks and acknowledgments
- (Re)define processes and customized actions



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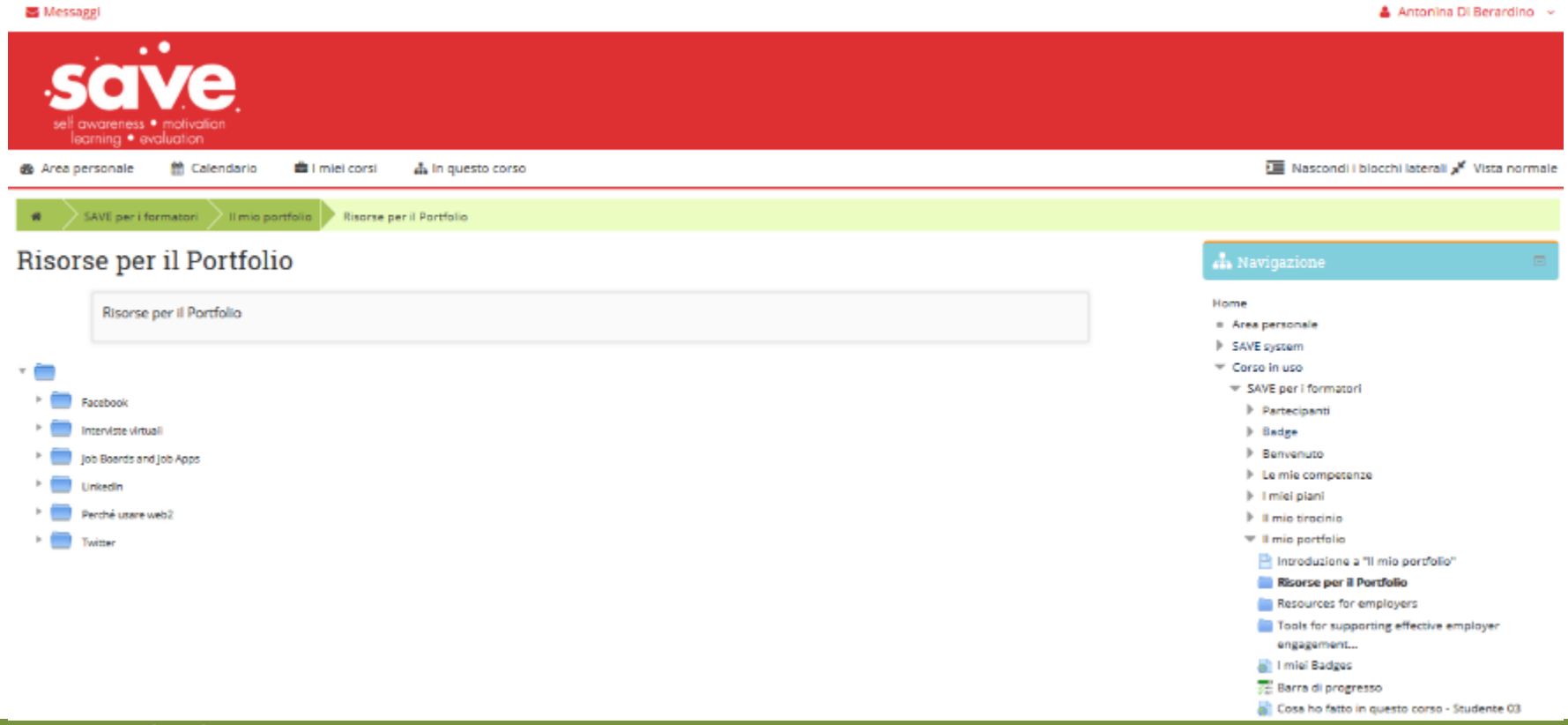
FROM THE PORTFOLIO SAVE TO THE DIGITAL PORTFOLIO



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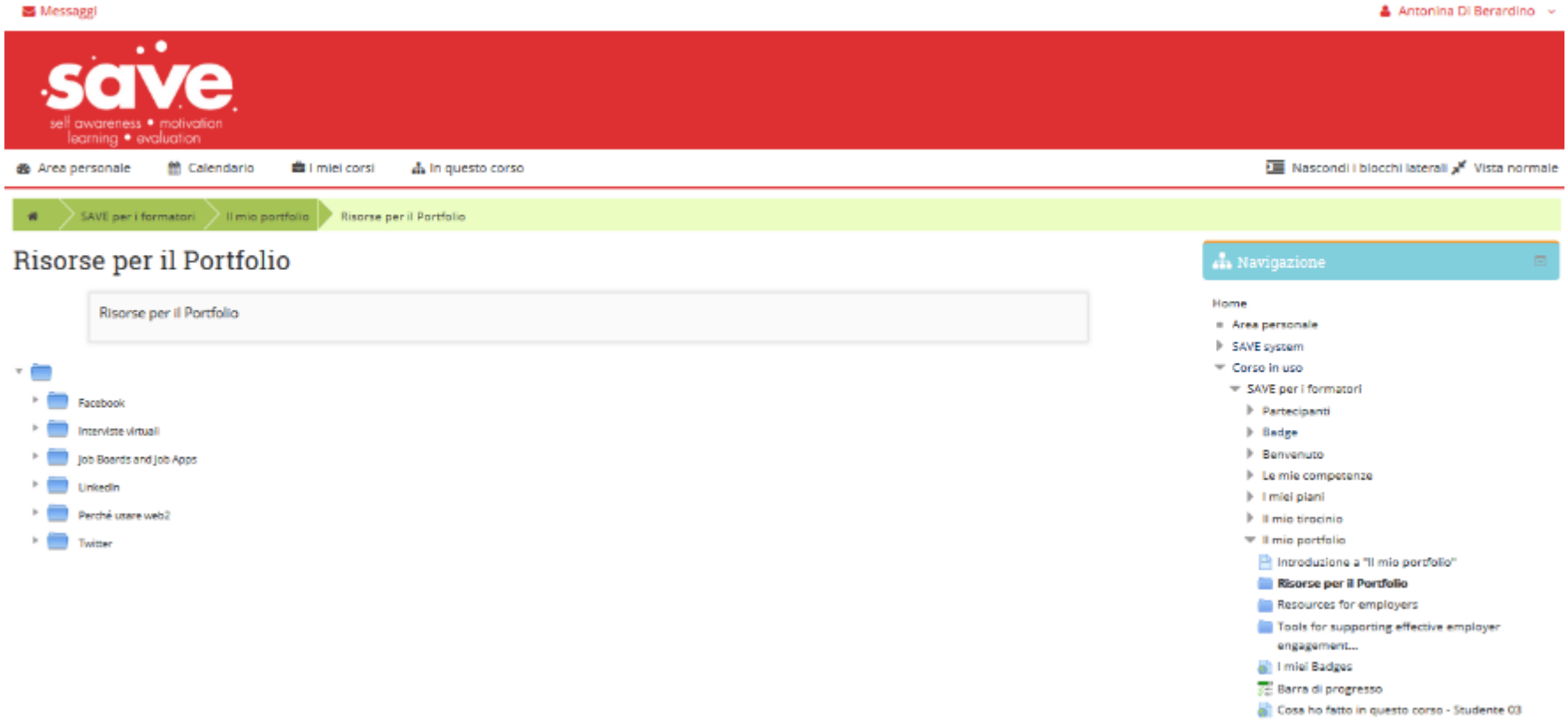
HOW TO VALORIZE THE SOCIAL MEDIA TOOLS



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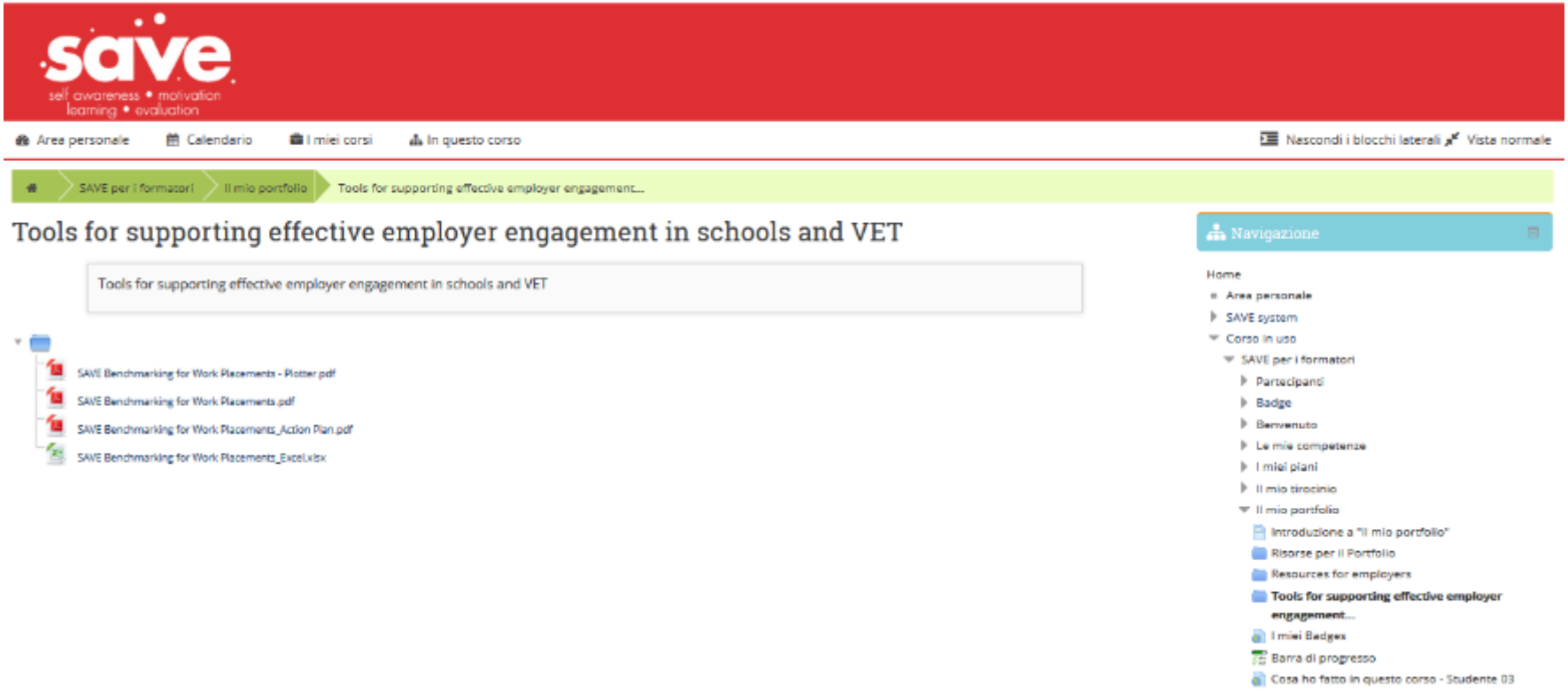
ENHANCING PLACEMENT AND JOB/EDUCATION DIALOGIE



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Thank's for your attention

For contacts and information
www.saveproject.it
info@ciofs-fp.

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