



IO3 – SAVE Digital portfolio

Executive summary



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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.
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FORWARD

The SAVE digital portfolio intellectual output (IO3) meets the need of:

- enhance stronger students motivation, awareness and, so, active participation;
- rethink and empower trainers guidance and learning roles;
- consistently, define personalized learning and development paths.

According to O1 and O2 features and building on the “I TUBE” resources¹, the partners will define:

- SAVE model of learning personalization,
- the map of competencies of the personalization trainer (LPT)
- the digital portfolio tool consistent and congruent with the personalization idea designed (O3A1).

On this basis, partners has:

- realised the trainers guidelines and handbook;

¹ The **I Tube** learning personalization and digital portfolio model and tools (I TUBE - Innovation Transfer in continUous education of an integrated model Based on pErsonalization and digital portfolio - LLP is a European project funded by the European Commission within the Leonardo da Vinci action of Lifelong Learning Programme. Reference: LdV- TOI- 10 – IT- 479 <http://www.itubeproject.eu/> <https://www.youtube.com/watch?v=DfY-SII2ZL8>) will be adapted to the specific target group and regional contexts, including its application guidelines, the theoretical background and methodological model, the map of competences of the learning personalization trainer (LPT).



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- shared training trainers learning materials to be used at each national level to multiply SAVE impacts (O3A2).

Meetings and skypes with trainers have been organised at each national level; further meetings will be organized with the targeted trainers groups participating to the validation and piloting activities.

O3 SAVE DIGITAL PORTFOLIO FRAME

The process of portfolio implementation and development, in the SAVE System, takes advantage of practices, tools and strategies already experienced and validated, by adapting them to the target of students at a risk of becoming NEETs. The adaptation of these tools is done on the basis of the evidences and information collected thanks to the IO1 Report about NEETs and ESLs drivers and conditions. That means that the features (complexity, lexicon, length, usability, look, etc.) are adapted in order to better fit with the highlighted attitude and condition of learners at a risk of becoming NEETs and ESLs.

These proposed tools and strategies are identified as the better answer to the recurrent attitude and feelings of NEETS indicated in the IO1 report. Basically, indeed, the mistrust, the loss of self confidence, no perspective or vision about the future, no motivation, no interests, no



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expectations, no taking on responsibility, are the common feelings and attitudes of a NEET or ESL. That is why a learner-centered solution is necessary, involving all the dimension of the learner, restarting from the person and his/her potential.

The proposed tools and strategies respects these requirements adopting:

- Self evaluation tools and strategies,
- Self awareness tools and strategies,
- Learning personalization strategies and tools,
- Empowerment strategies,
- Orientation strategies.

THE DIGITAL PORTFOLIO FRAME

Basically a portfolio shows a personal profile related to what someone is able to. It is a collection of information and evidences related to own competences, learning experiences and titles, job experiences.

The realization of a portfolio yet is not a mere question of choosing format, tools or resources to fill in a folder with all these information and evidences. The portfolio is the arrival point of a progressive and recursive process of self awareness rising aimed at moving from a condition of no motivation and mistrust, typical of students in a



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potential condition of becoming ESL and NEETs, toward a condition of gratification and motivation.

The coach plays a decisive role in guiding this process, taking advantage of experienced and validated good practice related to the learning personalization strategies, digital portfolio implementation and to the use of the Self Awareness Tool. These tools and strategies offer to the coach guidelines, indications on how to guide the process of portfolio implementation, orienting and empowering the learners.

The following picture shows the progressive steps to be over crossed to reach this condition. The SAVE approach applies progressive approaches and strategies increasing in engagement and effort required, gradually leading the learner to have a positive and realistic picture of him/herself to be represented in a Portfolio.

The SAVE system provides a set of formats, tools and resources, easy to use and with an attractive communicative style, useful to implement and customize different portfolio frames.



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STEPS OF SELF REALIZATION

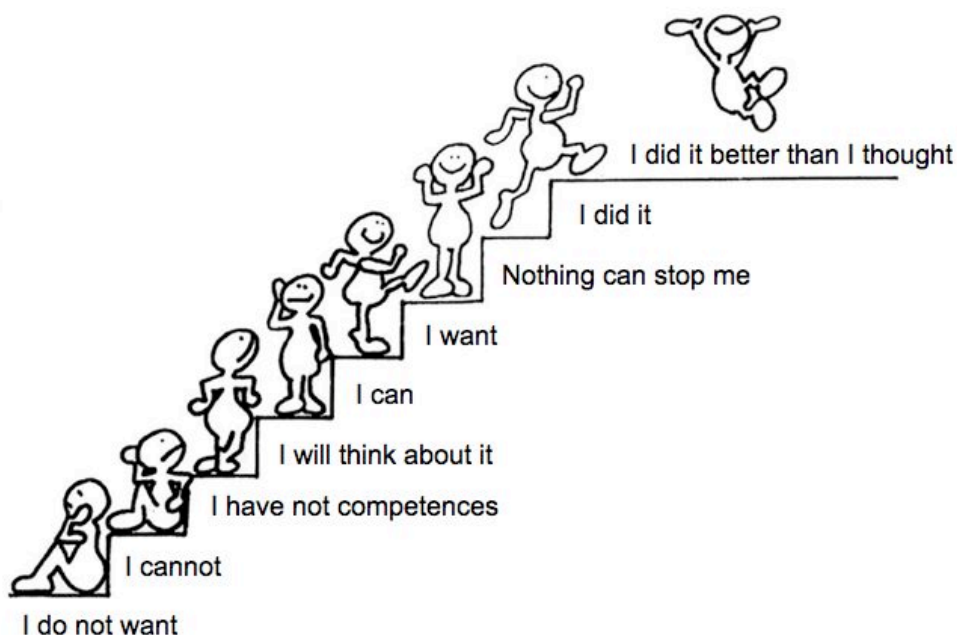


Figure 1. Steps of self realization

These tools and strategies must assume different features according to the starting condition of the learner and of the done progresses. That means that the portfolio frame, as well as the SAVE system, is dynamic and really oriented to the learning personalization.

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Different options and solutions for the adaptation of the cited tools and strategies, fit with each step of the self realization process, are following provided. The whole process ends with the development of a digital portfolio that is the tangible result of the done pathway. The clear and direct connection with a tangible result, with a real experience, more than with theories or contents, is a decisive variable in order to contrast the typical NEETs or ESLs attitudes and behaviors.

The portfolio development, in the SAVE system design, indeed is applied and integrated as part of the internship experience of the learners. Then, once again, it is integrated in a practical and real life connected learning experience. It must be clear for the learner that all the proposed activities are finalized to the choice of the apprenticeship experience or to a practical decision relevant for the learner. It is necessary that all the activities have a practical aim and they must be strictly connected with the context of the learner.

The only way to engage him/her in this process is to involve all the dimension of the learner. The proposed tools and strategies show how to enact this aim.

In the end the portfolio will collect and make evident, to the learner him/herself for first, all these dimensions that basically can be summarized by the following main items:

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

The steps following described will allow engaging the learner in the completion of these sections of the portfolio gradually and progressively empowering his/hers self reflection and self evaluation competence, increasing his/hers self awareness and motivation.

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 coach, 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.

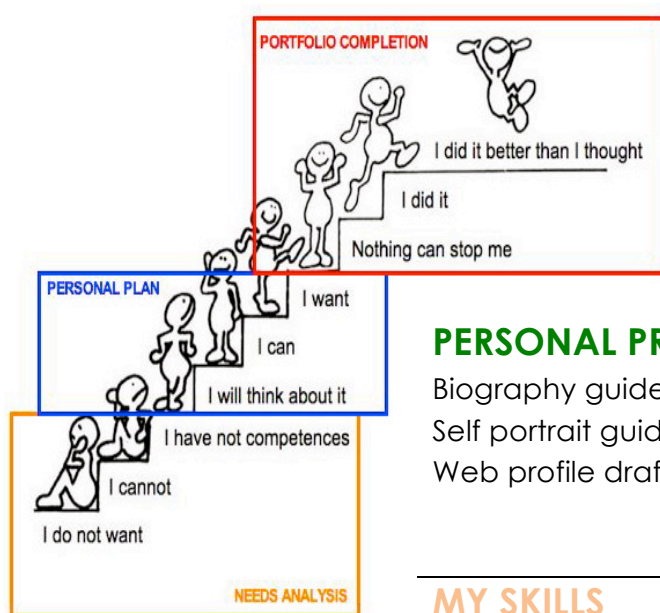
It is a dynamic process supporting the self-awareness rising.

At each step the coach can adapt and customize the proposed tracks and tools; can reinforce the self awareness process and the self confidence by engaging the learner in simple tasks related to the information provided during the exercises, reinforcing the accomplishment of the assigned task with virtual grades or cockades.

The following image retraces the phases of the process of the portfolio

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building, pointing out the tools and the strategies to be used in the different stages, in order to collect the info that dynamically flow into the portfolio.



PERSONAL PROFILE

Biography guide - step 4
Self portrait guide - step 3
Web profile draft - step 1

MY PLANS

Rephrase your limits as aims - step 2
Itinerary guide - step 4
Learning Agreement - step 4

MY SKILLS

Mates' mirror - step 1
My preferences - step 2
Learning styles - step 2
SAT feedbacks and profiles step 3
Self portrait guide – step 3

MY INTERNSHIP

Evidences collected during the internship. According to the learning styles the coach will suggest to collect evidences by: writing a daily diary, taking pictures, video, collecting interview of testimonials, etc.
For each collected evidence, the coach invites the learner to prepare a title and caption.