Tools for Trainers

THE DIGITAL PORTFOLIO

Steps of design and implementation

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FORWARD

Basically 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 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 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.

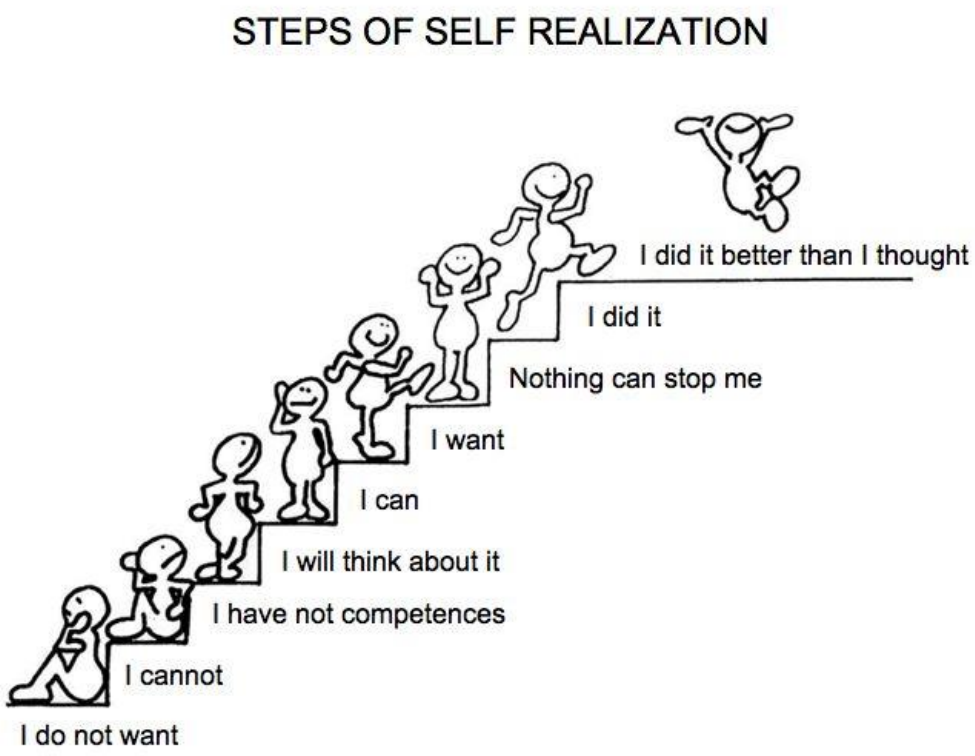


Figure 1. Steps of self realization

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.

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:

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.

I do not want

"I do not want" is the starting point. The condition of "I do not want" indeed is the condition of:

- I do not know what I want,
- I do not have self confidence,
- I do not trust people,
- I have no perspectives,
- I have no objectives,
- I'm frustrated.

At this stage a very basic approach is required. It is not possible to apply biographical approach or self evaluation grids requiring advanced meta-competences of self reflection.

The following grid is a simple tool aimed at encouraging the self reflection and depicting a first profile of the learner (a basic self portrait). 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.

Table 1[1]

Select the option you recognize yourself in or add what you consider relevant for you	
☐ I'm able to ☐ I would like to be able to ☐ I do not mind about	Play a musical instrument
☐ I'm able to ☐ I would like to be able to ☐ I do not mind about	Cook
☐ I'm able to ☐ I would like to be able to ☐ I do not mind about	Repair a computer
☐ I'm able to ☐ I would like to be able to ☐ I do not mind about	Repair a scooter
☐ I'm able to ☐ I would like to be able to ☐ I do not mind about	Organize parties
☐ I'm able to ☐ I would like to be able to ☐ I do not mind about	…

[1] The table is inspired to the original format designed in CIOFS, *Manuale di buone prassi, servizi, metodologie e strumenti per l'inclusione,* CIOFS FP Lazio, Roma, 2005.

This simple exercise doesn't require a productive thinking, but encourage the learner to start thinking; moreover it helps to start focusing about "what I like", preparing the field to understand what I want. This exercise prepares the basis to design a profile that step by step will become a portfolio.

A second tool, at this stage can help to build or rebuild the self confidence of the learner.
The Self Awareness tool (IO2), as it results form the adaptation process, indeed it is a very professional tool that can offer a positive picture of the learner, highlighting the strength points and giving operative feedbacks to change ineffective behaviors related to some key competences like:

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

The exercise offers the learner a guided self awareness rising pathway. Once again it doesn't requires at this stage a productive thinking, but gives stimulus in this direction.
The main effort is required to the coach that is 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.
The Guidelines (IO2) of the Self Awareness tool are designed and adapted at this aim.
The two proposed activities (the Self portrait and the Self Awareness Tool) introduce to a further level of engagement of the learner in the self reflection process that again is aimed at building or rebuilding the self confidence of the learner but at this point ask also for a productive thinking.
The focus of this third 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.

Table 2[2]

Write a list of things (just two or three) that your parents, your friends, your teachers thinks that you are able to:

My parents think that I'm able to

1. …
2. …
3. …

My friends think that I'm able to

1. …
2. …
3. …

My teachers think that I'm able to

a) …
b) …
c) …

I think that I'm able to

1. …
2. …
3. …

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

[2] The table is inspired to the original format designed in CIOFS, *Manuale di buone prassi, servizi, metodologie e strumenti per l'inclusione,* CIOFS FP Lazio, Roma, 2005.

The tangible result of this first stage is a basic personal plan of improvement.

The focus of this plan is just on the strength points. It doesn't contain many recommendation but mainly underlines the positive aspects of the learner and offers few operative instructions to enact effective behaviors related to the analyzed competences: Communication/Teamwork, Motivation, Problem solving, Initiative/entrepreneurship. The very important aspect is that this basic plan is co-designed by the learner with the coach.

In order to strengthen the self reflection habit and the acquired level of self awareness, the plan will **include a simple practical assignment** for the learner related to the provided information. For example, if the learner recorded in the list that he/she is able to cook cakes, the assignment will be "cook a cake and take pictures/evidences of your task to be recorded in the portfolio". **At each task accomplished by the learner the tutor will assign a cockade** (positive reinforcement).

Using the provided information and the evidences collected the learner will be invited and guided to draft a web profile using the resources available on the SAVE system, or resources suggested by the learner, starting from the elements collected during the done activities. This web profile is the draft design of the section "**Public profile**" of the portfolio as it is designed in the SAVE System. By the completion of the "Self Awareness tool" exercise it will be possible for the learner also to start describing some owned competences, using the profile that is provided by the tool. That of course fit with the section "**My skills**" in the portfolio.

The coach plays a very decisive role at this stage, enacting orientation and empowering strategies helping the learner to perceive new perspectives and to overcome the frustration.

The Learning Personalization Trainer (LPT) profile and the Learning Personalization Guidelines are aimed exactly at giving the coach effective indications in order to enact a personalized approach.

The three steps, from one ("I do not want") to three ("I have no competences"), offer the coach the opportunity to analyze the learner needs and attitudes. It is not still possible to design a real plan, but these steps offer a precious opportunity

to collect the information that will help to design it in the further phases. The steps from four ("I will think about it") to five ("I want") are the right stages to start co-designing with the learner a real learning personalized plan.

It worth to remind, as well indicated in the Learning Personalization Guidelines, that there are different levels of possible implementation of a personalized learning plan (basic, medium, advanced) it depends on the circumstances and the available conditions.

I cannot

"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".
At this stage a plain approach is still required, empowering the meta-competences of self reflection to be applied later on in a more advanced biographical and self evaluation analysis.
The analysis of learning styles is a good and enjoyable exercise that can support this aim.
The coach is asked to give simple advices on how to organize time, how to concentrate, that offers the learner operative answers.

A set of simple descriptors can support the analysis of cognitive styles by the learners themselves.

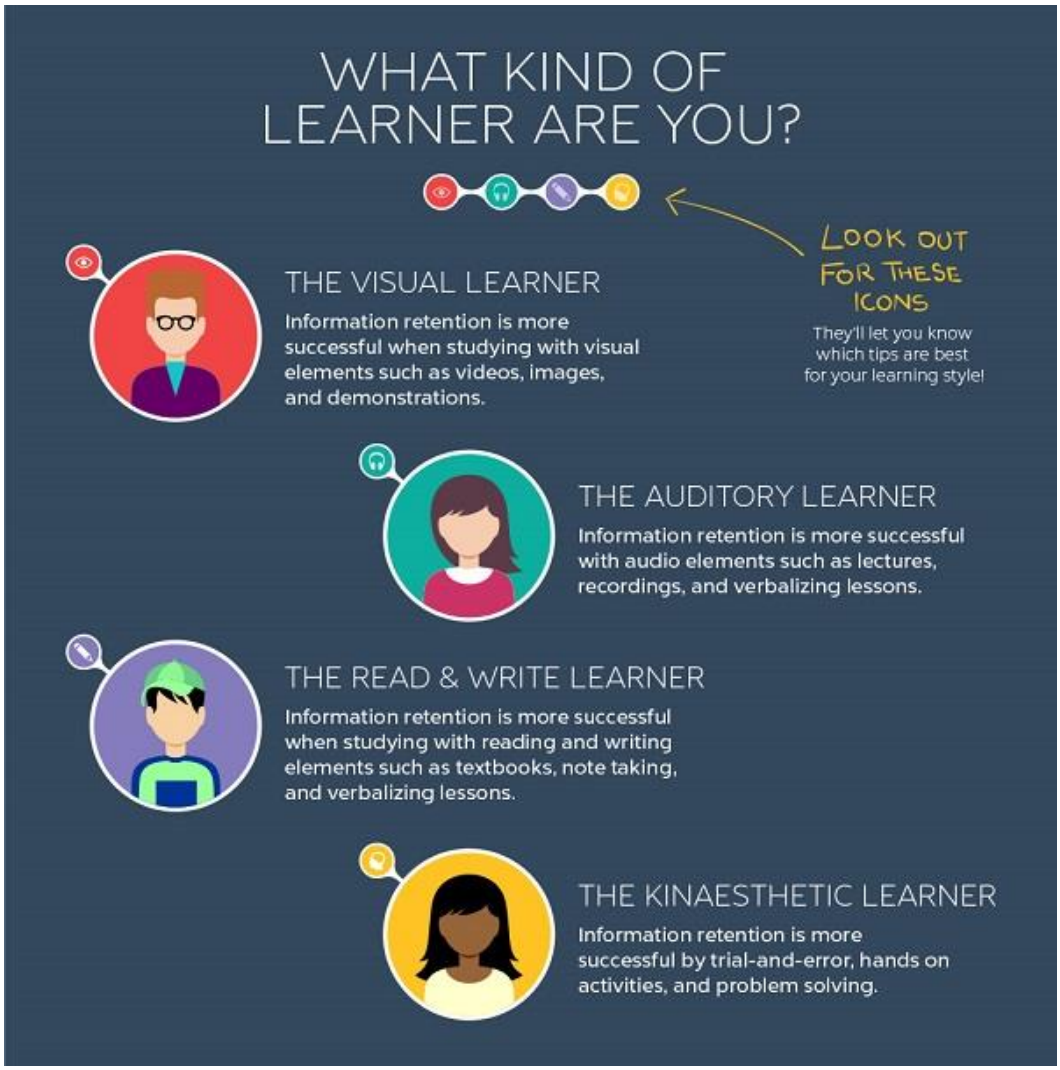
There is not probably a pure cognitive profile; indeed the same learner can adopt a different approach or a mix of cognitive styles according to the requirements of different contexts and situations. It is any way possible to identify a cognitive tendency.

The exercise leads the learner to a further level of self awareness; the coach can use the result of this exercise to start enacting a basic level of learning personalization. The information collected through the learning style analysis can, anyway, integrate the information collected through the previous activities completed at the step 1 "I Do not want".

The coach can decide how many descriptors to offer the learner. At a starting point, four descriptors can be enough.

Table 3[3]

Choose the description that you consider close to your usual behavior.



[3] The table is extracted from the original infographic "what kind of learner are you?" available on http://designtaxi.com/news/374347/Infographic-What-Kind-Of-Learner-Are-You/

The coach can anyway use the full list of descriptors as a checklist of observation of the learner.

Visual cognitive style	I prefer the visual-space code, dynamic images, pictures, schemes and tables help me to better understand a concept.
Verbal style	I prefer memorize concepts repeating by voice
Global cognitive style	before starting to study a new content I like to have an overview of the learning materials and of contents.
Analytical cognitive style	I prefer to start from details and to reconstruct a global vision as a result of the reconstruction of single concepts.
Field independent cognitive style	when I study I prefer to isolate single elements and I don't care about the connection among contents and contest which concepts belong to.
Field dependent cognitive style	when I study it is important to highlight the connection among single concepts in a wider context of meaning.
Convergent	To find a solution or to execute a task or an exercise I prefer to follow clear instruction and examples. I prefer to learn what is really requested to learn.

Cognitive style	To find a solution or to execute a task or an exercise I like to explore all the possible strategies and ways, identifying all the possible answers to the same question or problem. I like to deepen an argument even if not requested.
Divergent cognitive style	I prefer action and concreteness, I try to find the more effective solution to execute a task o to solve a problem, I search within the available information what I need to solve a problem. I prefer summarized clear texts to acquire the necessary knowledge.
Solver cognitive style	I like to find articulated answers to a specific question even if not directly connected with the requested task. I like to compare the ideas and the positions of several authors to comprehend a specific problem.
Assimilator cognitive style	I try to find a solution analyzing one variable at time. It is important to have clear instruction, to have clarified preliminary knowledge required.
Systematic cognitive style	I like to make my personal hypothesis and then to check if they are fit with the real solution.

Intuitive cognitive style	I prefer to try a solution more then to previously evaluate accurately all the possible solution and to choice the better one; I do not plan my study, when I'm in mood I study.
Impulsive cognitive style	I prefer to wait to take a decision I like previously evaluate accurately all the possible solution and then I choice the better one; I plan and organize accurately my study time and activities.

Starting for the result of the self analysis of the preferred learning style by the learner and from the observation, the coach can offer the learner easy instructions to afford more effectively the study task according to the preferred style, as exemplified in the following picture.

WRITE IT DOWN
The act of handwriting while studying has been proven to be more effective than reading alone.
TIP
Create study notes when studying to help improve how much you remember.
FACT
Writing notes out by hand while studying involves more areas of the brain by incorporating motor skills. This can help with memory retention.
2
PAPER OR SCREENS
Studies show that reading text off of paper rather than screens can improve comprehension and recall.
TIP
Doing research? Print it off.
FACT
Nearly 80% of students preferred to read text on paper as opposed to on a screen in order to understand with better clarity.
3
DON'T MULTITASK
Using social media or texting while doing homework is mentally taxing, and can lead to poorer grades.
TIP
Shut off phones and social media and study uninterrupted for short periods of time.
FACT
Distractions can minimize the ability to retain information.
4
PRACTICE TESTS
Creating a practice test helps students become more familiar with the material, remember it longer, and ultimately do better on the test.
TIP
Write questions down as you study, then quiz yourself, and check your answers. Re-focus on the questions you got wrong.
FACT
Research shows that studying and practice testing leads to better results than studying alone.
5
SLEEP TIGHT
Proper sleep is an important study skill and helps students remember better.
TIP
Forget all-nighters. You're more likely to remember details after a good night's sleep.
FACT
During sleep, the brain processes and stores information learned during the day, moving it from the short-term memory areas into long-term memory areas.
6
MIX IT UP
Vary your study location to get an added boost to your study sessions.
TIP
Grab your books, a pen and some paper and pick a different spot to study—the couch, the picnic table, or under a favourite tree.
FACT
The brain picks up background information while studying and varied locations helps give learned material more "stick."
7
EAT RIGHT
While it's almost impossible to study on an empty stomach, the right foods can feed the brain and put it in a learning-ready state.
TIP
Before studying, snack on brain-friendly foods like nuts, seeds, fruits, and vegetables. Avoid anything sugary and processed which can cause a mental fog.
FACT
Certain foods nourish the brain, while improving clarity, increasing problem-solving abilities, and enhancing recall.
Milk
8
GET SOME EXERCISE
Exercise helps refuel the brain, making it easier to focus on school work.
TIP
Got the study blahs? Go for a run, a bike ride, a brisk walk, or even just do some jumping jacks!
FACT
Fitter students scored almost 30% higher on standardized tests.

TAKE BREAKS
Sometimes your brain needs a break. Studying with a clear mind helps students retain more information.
TIP
Ten minutes per hour of studying is a good rule of thumb. The longer you've been working, the longer break you need.
FACT
Regular breaks help to reduce stress, sustain motivation and increase productivity.
USE COLOUR
Highlighted notes will stand out and help guide focus to the most important information.
TIP
Highlight your notes with different colours for different types of information to help you differentiate facts while studying.
FACT
Highlighting words encourages students to think carefully about key concepts and ideas in the text.
DON'T CRAM
Last minute studying can be detrimental to a student's final grade.
TIP
It's impossible to cover all your material and learn it all in one night. Try and focus on studying the most important elements if you find yourself rushing.
FACT
Studies prove that last-minute studying forces information to your short-term memory rather than long-term memory.
abc
STUDY ON-THE-GO
A quick boost of information on the way to school can help students retain information during spare time.
TIP
There are many mobile apps dedicated to studying on-the-go. With your smartphone try and find one that works best for you.
FACT
Mobile learners study 40 more minutes each week by studying everywhere they go.
REWARD YOURSELF
Small rewards are a great way to keep students motivated during a study session.
TIP
Have the reward fit the same scale as the accomplishment.
FACT
Rewards like social media or tv can be more distracting than helpful.
CREATE MIND MAPS
Create a mind map to help retain information in a different way.
TIP
When mapping out your study notes, use colours, keywords, and symbols.
FACT
Mind mapping incorporates brainstorming, note-taking, and organizing all in one.
USE STUDY GROUPS
Gather a group of classmates together and encourage everyone to explain their findings in their own words to the group.
TIP
Invite group members who are alert and focused in class. They will most likely carry this attitude to the study group.
FACT
When studying alone, there is more temptation to procrastinate or get distracted. A study group encourages a great interactive environment to keep your brain engaged.
CREATE STUDY LISTS
Creating a list helps students remember study tasks, and checking them off will boost confidence once they're complete.
TIP
Finish smaller tasks first to leave extra time for larger and more difficult tasks.
FACT
Checklists keep students on task, and keep them accountable for their own responsibilities.
WHEN SHOULD I STUDY?
DAYTIME
During the day you'll likely have more energy after a good night's sleep, which can give you the ability to concentrate better.
NIGHTTIME
Night-time tends to be more mellow. The peace and quiet around you can help with concentration because there are fewer distractions.
STUDY SCHEDULE
01 Create the perfect study environment and clean your desk
02 Commit to 1 hour of studying after school today
Don't forget to take a ten-minute break and have a snack!
03 Study on the way to or from school
04 Spend some time outside today
05 Commit to 1 hour of studying after school today
Don't forget to take a ten-minute break and have a snack!
06 Create flashcards from your in-class notes
Write down all the most important information form what you learned today
07 Highlight important information from the flashcards you created yesterday
08 Study on the way to school this morning
09 Spend some time getting active today!
10 Create a mind map of your study notes
11 Create a practice test from your notes
You're doing a great job keeping up with your studies! Don't forget to reward yourself today
12 Create a checklist of all the topics you've covered so far and what you still have left to do
13 Participate in a study group
Don't cram and get a good night's sleep!
14 TEST TODAY!
NEED HELP GETTING STARTED? WE'VE CREATED THE PERFECT STUDY SCHEDULE LEADING UP TO YOUR TEST!
SOURCES

Some time "I cannot" also means "I have not tools". The coach can indicate where to find useful resources supporting the study task. These resources can be contained in the SAVE system, or they can be material resources available in the educational structure (for example a library, a laboratory, etc.), or outside in informal contexts where free services are provided for example by voluntary operators, by the municipality, etc.

It is really important that the coach design and update a very clear list of educational solutions and resources, formal and informal, available in the context where the learner live. The educational Institution in accomplish this task plays a decisive role by making available and valorizing the existing networks with the local institutions and actors.

Some time "I cannot" also means "I cannot find solutions, answers, alternative ways".

The coach can support the learner by offering alternative ways to afford something that he/she "cannot".

Taking advantage of this condition, the coach can start the process of co-design of the learning challenges and move a step forward in the design and implementation of the portfolio.

The coach can ask the learner to translate what he/she "cannot" in an objective.

The learner will have this practical task:

Table 4

Rephrase what you "cannot" as an objective
What do you need to reach this objective?
What you must do to reach it?
How much time you think that you need?

This exercise guide and empower the productive thinking attitude of the learner.

The tangible result of this stage then is an increased draft plan of improvement.

The coach can guide the learner to update the draft plan designed at the stage one including one or two objectives, listing the activities and the resources necessary to reach them, making a calendar where intermediate steps are identified. It is important that the co-settled objectives are really easy and simple at this stage. This is still a phase of empowering and little steps must be encouraged and even little results reinforced.

In order to strengthen the self reflection habit and the acquired level of self awareness, the plan will include a simple assignment for the learner: to co-design with the coach the draft of a personal plan and a calendar with intermediate targets to reach a result oriented to the next phase of the stage.

The learning style description can be used to enrich, update and refine the "**My skills**" and "**Personal profile**" sections of the portfolio (as it is designed in the SAVE System) also taking advantage of the resources available on the SAVE system, or resources suggested by the learner, using the elements collected during the done activities.

I have not competences

"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.

At this stage, on the base of the progresses done in the previous steps a deeper self reflection can be enacted proposing a first biographical and self evaluation analysis.
The biographical approach and the self evaluation are decisive strategies in order to involve all the dimension of the learner. It allows giving the due attention to the personal identity of youngers, that is a key condition to motivate and engage these learners.

"I have not competences" also means "I'm not aware of my competences".
A simple exercise of self biography can help the learner to take in consideration competences he/she doesn't consider relevant to the educational experience, since, for example, they have been acquired in informal contexts. At this stage is still important to highlight the strength points of the learner and address these points to the aims of the new experience of learning.

The proposed activity consists in an exercise of self-biography that is still the design of a basic self portrait. It can be a writing exercise, but it can be also enriched by using all the digital resources proposed by the learner and available on the SAVE system.
The opportunity for learners to describe themselves and their experiences, competences, potentialities, expectations, supports the improvement of the self-

awareness and it is also a starting point for a process of reciprocal acknowledgment and socialization in a learning group.

Starting the activity, it is important to remind the learners that:

- to design a self portrait is not to write a curriculum, but is telling about themselves;
- it is requested to highlight elements of his/hers life relevant with reference to the new learning experience;
- the focus is on the informal and not formal previous learning experience including also personal life;
- the telling must be of 1 page at all.

According to the needs of the learner the coach can decide if let him/her work with a productive thinking approach or if it is still necessary provide him/her with a support of some descriptors to recognize him/herself in.

Table 5[4]

Self portrait Guide

List three adjectives to describe how you are:

I'm …

I'm …

I'm …

List three things you are able to:

I'm able to …

I'm able to …

I'm able to …

State one thing you are expert in:

I'm expert in …

Where would you like to be in this moment?

….

Is there a place that you would like to visit?

….

Who is the most important person for you?

…

What do you like more?

I like more ….

What do you hate more?

I hate more ...

[4] The table is inspired to the original format designed in CIOFS, *Manuale di buone prassi, servizi, metodologie e strumenti per l'inclusione,* CIOFS FP Lazio, Roma, 2005.

The self portrait is the basis for a deeper interview of the coach with learner.
The portrait offers them 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. Coaches, through this exercise, has the task to support the process of acquiring awareness about learning needs, learning expectations, development potential of learners.

In order to strengthen the self reflection habit and the acquired level of self awareness, the coach can assign a simple operative task to the learner 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". **At each task accomplished by the learner the tutor will assign a cockade** (positive reinforcement).

The coach will invite and guide the learner to use the collected information and evidences in order to update the list and the description of the "**My skills**" section of the portfolio.

The tangible result of this stage is an updated version of the web profile ("**Public** and **Personal profile**" section in the portfolio as it is designed in the SAVE System) using the resources available on the SAVE system, or resources suggested by the learner, using the elements collected during the done activities.

I will think about it

"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.

At this stage some ideas must be reordered. The done progresses need to be re-finalized focusing on more exact and precise objectives and actions. This is the time to update and perfect the co-design of the learning challenges, plan of activities and calendar.

In order to guide the learner to this achievement, the coach can use two tools:

- the self evaluation guide;
- the learning pact/agreement.

The self evaluation guide is a simple track of interview made of few questions. According to the preferred learning style the coach can decide if let the learner write it or if it is better an oral interview.

Table 6

Self evaluation guide
Where am I?
Where I would like to arrive?
Where can I arrive in a given time?
What I must do to reach this goal?
Where I should arrive?

The self evaluation guide is 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.

According to the needs and the feedbacks of the learner the coach can decide to propose also an advanced biographic approach that is strictly linked to this track.

Table 7[5]

Biography Guide

What do you deal with at this moment?
Which was your starting point and how did you start?
Which have been the relevant phases of your improvement?
Which have been unexpected and accidental changes?
Which results and benefits have you gained?
Which difficulties or critical situations have you faced?
Which events or people have influenced your life?
Which opinion do you have about your actual being?
Which opinion do you have about you are become?
Which are your expectations about your future?

These exercises are aimed at focusing on the done progresses and on the next challenges. The results of the self evaluation (biographic) interview will lead the learner and the coach to an updated design of the learning plan that will be formalized in a Learning Pact/agreement as following exemplified.

Among the others, Halina Przesmycki defines the pedagogy by contract: "*The pedagogy by contract organizes learning situations where there is an agreement negotiated during a dialogue between partners recognized as such, to achieve a goal, whether cognitive, methodological or behavioural*"[6].

In this definition, the term "learning" is interpreted broadly, it is the objective of achieving a knowledge or expertise, but also know-how.

Halina Przesmycki defines differentiated instructions as:

[5] The track for the self byography is inspired to Mezirow J., *Apprendimento e trasformazione. Il significato dell'esperienza e il valore della riflessione nell'apprendimento degli adulti,* Milano, Cortina, 2003; Demetrio D., Alberici, A., *Istituzioni di educazione degli adulti. 1, Il metodo autobiografico (a cura di Duccio Demetrio)* , Milano, Guerini e Associati, 2002.

[6] Halina Przesmycki, (1994) La pédagogie de contrat.

a) individualized instruction that recognizes the student as a person with his or her own representations of the training situation;
b) A variety of teaching which opposes the myth of unique single cultural identity model and education uniform.

It takes into account different learning rates, different cognitive processes in acquiring knowledge, and psychological differences and socio-cultural students.

Through differentiated instruction, the fight against school failure and students success are made possible through the realization of three fundamental objectives:

1. Improving the learner/teachers relationship. Differentiated instruction, allows the teacher to become closer to the individual students, leaving the field open to the emergence of such emotions.
2. Enhancing the social interaction. Indeed, each student placed in a group may benefit from a wealth of interaction with other classmates, allowing them to flourish and acquire knowledge and sustainable know-how.
3. Self-instruction. The training differentiated instruction framework is flexible and secure, giving students a scope of freedom with the right to choose, decide to innovate and take responsibility educated and more autonomous, the students are better able to benefit from their creativity and imagination, which promotes their cognitive development and facilitates their learning.

The learning agreement is a declaration of intent based on:

- Parity
- Transparency
- Participation
- Reciprocity
- Impartiality
- Responsibility

It 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.

A learning agreement should be shared by learner and teacher at the beginning of the learning experience and during the learning experience.

At the beginning:

- Define the term "agreement"
- Present and check the proposed choices
- Identify and discuss duties and rights
- Identify and discuss rules and tasks
- Negotiate, share and undertake the agreement

During the learning experience:

- Check the achieved results
- Re-set the aims challenges
- Re- set timing
- Re-set activities

- Re-set tools/resources
- Re-set expected outputs
- Remind rules, roles, requirements

Table 8

Learning Agreement format

This agreement is between … and …. engaged in the course …

The learning pathway, in which we are going to be involved in, aims to:

1. ……
2. …
3. …

In order to meet these aims

You will have access to

- Resources and materials papered and online;
- Coach and tutors….
- Your peers
- …

You will be asked to

- share your experience;
- pay attention to the experience of the other participants;
- put yourself on the line;
- reflect in action on the process and on the realized outputs
- …
- …

The more willingness to share knowledge and experience will come into play the more the results will be.

Deadlines

- …
- …
- …

Supports

If you feel puzzled and confused … it is a good news! It means that you started making questions to yourself and that learning process also has started!

You will find support in the group interaction and collaboration. The trainers and the coaches are at your disposal.

Evaluation modalities

You are expected to …

Criteria of evauation are ….

Tools of evaluation are …

and after the course ?

You can continue your reflection and learning process ….. interacting with the web community of SAVE system http://…. staying in contact with your trainers, with the group and with the community of …..

The tangible result of this stage is an personal learning plan and an updated version of the web profile ("**Personal profile**" section in the portfolio as it is designed in the SAVE System) using the resources available on the SAVE system, or resources suggested by the learner, using the elements collected during the done activities.

In order to strengthen the self reflection habit and the acquired level of self awareness, the coach can assign a simple task to the learner: to list one or two suggestions about the kind of practical experience he/she would like to do during the apprenticeship phase, expressing clear preferences on the available possibilities.

The coach can use the settled aims to send reminders and to help the learner to focus the activities to reach these aims.

I can

"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.

This is the time to take decisions.

The coach can show the available opportunities of learning and of apprenticeship, to strengthen the competences that have been examined and highlighted so far in the process. They can retrace the done pathway and take advantage of all the collected information to co-design the personalized learning experience related to the incoming apprenticeship experience.

The coach and the learner together examine the features of the available solutions in terms of required competences, of required time, of organizational aspects (length of the apprenticeship, distances, means of transport available, etc.).

The learning styles, expectations, competences, learning attitudes recorded in the draft portfolio support the decision taking process, oriented to the personalized learning perspective. The Learning personalization guidelines offer to the coach a support in this task.

The practical use of the drafted portfolio[7] as a support for the decision taking highlights and confirms to the learners the importance of his/hers profile and the value of the done exercises. It is as well an opportunity to underline the done progresses.

[7] For a methodological approach to digital portfolio see https://www.eportfoliobilco.it/it/index.html and also Anna Maria Ajello, Cristina Belardi, *Valutare le competenze informali. Il portfolio digitale,* Roma, Carocci Faber, 2007.

I want

"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.

The SAVE system provides a set of resources that help the learners and the coach to go effectively through the apprenticeship experience.

Among these there are for example:

- Reminders: calendars, alert, ...
- Trip and Tricks
- Token e cockades
- Personal Learning Plan
- social media tools
- multimedia resources
- diary model

All these resources are aimed at helping the learner to focus on the task and to bring it to the end. At the same time they offer the opportunity to stay in contact, to share resources and evidences of the ongoing activities, to give and receive feedbacks.

In order to strengthen the self reflection habit and the acquired level of self awareness, the coach can assign a simple task to the learner to be accomplished during the apprenticeship: to take notes of lessons learnt, to describe the accomplished tasks. According to the preferred learning style the coach can

suggest to write a diary, or to take pictures or movies, or can provide the learner with few simple questions to answer.

The tangible result of this stage is an updated version of the portfolio sections "**Personal profile**", **"My skills**", "**My Internship**" that will be developed using the resources available on the SAVE system, or resources suggested by the learner, using the elements collected during the apprenticeship activities.

Nothing can stop me

"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 some inconvenience can trouble this positive feeling and stop the virtual loop. Some temporary regression to the previous stages can happen. That is why 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 the time could be useful and necessary. The starting point is the co-designed personal plan, the information and the evidences collected so far.

The tangible result of this stage is an updated version of the personal plan and/or of the calendar.

I did it!

"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 staring point.
It is also a moment of rest that can be valorized to update, perfect and improve the digital portfolio taking advantage of all the collected elements.
The tangible result of this stage is an updated version of the portfolio. This is a stage of increased awareness that can be reinforced by re-applying some of the experienced tool of self-evaluation and biographic approach in order to update and enhance the personal plan and the learning agreement.
The coach can support the learner to improve the portfolio giving it a new aspect more attained to the job perspective than to a mirror supporting the self-reflection.
The coach can suggest to re-phrase some sentences in a professional way.
The whole repertory of qualification repertory and/or EQF framework can be used as resources to describe the acquired and owned competences at the different level of expertise.
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.
The coach can take advantage of other tools and strategies of self evaluation of competences to reinforce these competences, to update and perfect the digital portfolio. Among the others, for example, the VINTAGE self evaluation tool (www.learningcom.it/vintage) and the easy guide (available on the VINTAGE web

site and on scribd http://www.scribd.com/doc/250469433/VINTAGE-EASY-GUIDE-English) of the eight key competences[8] are based exactly on the EQF framework and are provided as annex.

The coach can highlight 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.

As well, according to the circumstances and the conditions, the coach can decide to propose a collective personalised self evaluation experience based on the biographical approach. This approach, already experienced in the VET, has been designed and validated within the ITUBE project[9]; it allows applying the personalization also in a collective dimension, valorising the group interaction and empowering the collaborative attitude.

The adapted guidelines for the applying the ITUBE approach are provided as annex.

SUMMARISING

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.

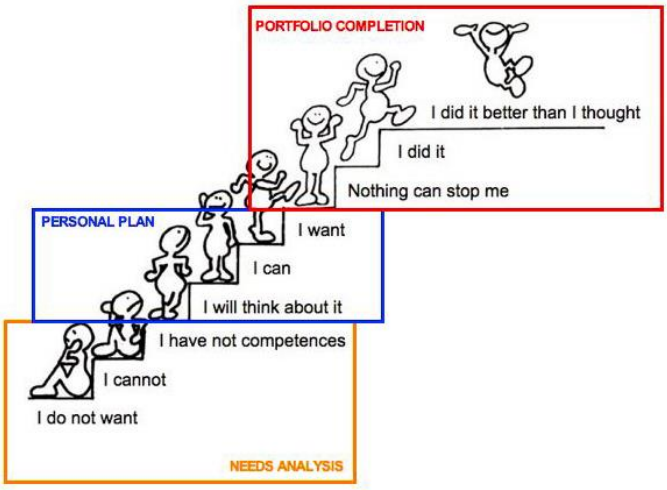
At each step the coach can adapt and customize the proposed tracks and tools; can reinforce the self awareness process and the self confidence by engaging the learner in simple tasks related to the information provided during the exercises,

[8] Recommendation of the European Parliament and Council of Europe on the 18th of December 2006

[9] I TUBE - **I**nnovation **T**ransfer in contin**U**ous education of an integrated model **B**ased on p**E**rsonalization and digital portfolio - LLP LdV- TOI- 10 – IT- 479

reinforcing the accomplishment of the assigned task with virtual grades or cockades.

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

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

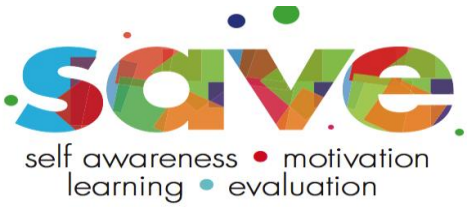
Table 3 step 2 - Learning styles

Table 5 step 3 Self portrait guide

MY INTERNSHIP

Evidences collected during the internship. According to the learning styles the 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.

The information collected in the personal profile section of the portfolio, once perfected and adapted to a job search aim, will be made public through 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.



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