

Education and Culture DG

Lifelong Learning Programme

Leonardo Da Vinci Transfer of Innovation Project

I TUBE

Innovation Transfer in continuous education of an integrated model

Based on personalization and digital portfolio.

LLP LdV- TOI- 10 – IT- 479

**WP 2 PILOT RUN FRAMEWORK FOR TRANSFERRING**

**14-07-2011**



**Learning Community**

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## INTRODUCTION

The present document describes the process, requirements, expected outputs and timing for the implementation of the Pilot run actions for the transferring of the ITUBE personalized approach of building of a digital portfolio for the empowerment of trainers' competences profile.

## ABSTRACT

The document describes the designed process of pilot run, detailing:

- Aims of the action of transferring
- Contents of pilot run
- Phases of pilot run
- Expected results
- Environments of the pilot run
- Technologic equipment
- Materials
- Tools
- Timing
- Methodologies
- Requirements
- Instructions
- Expected impact

## PILOT RUN DESIGN

Pilot run is designed in order to actuate the transferring of the integrated design of the personalization approach for the building of a digital portfolio, to the training of adult trainers. The pilot run will allow to check strength points and weakness point in order to perfect the ITUBE Integrated design.

### ***Aims of the action of transferring***

I TUBE project intends to improve the trainers competences, implementing the personalization strategy in the Vocational continuous education courses for adult workers at a risk of exclusion from the Labour Market; empower the training plans for adult learners; increase flexibility in the professionalism of VET trainers; implement the employability of adult workers, starting from the VET trainers itself, valorising the competences acquired in non formal and informal contexts, through the integrated use of digital portfolio in a personalization perspective.

The integrated design of the methodological approach of personalization with the concrete tool of Digital portfolio was produced in order to adapt and transfer this innovative result in new contexts, both regional and sectorial.

The transfer is planned from the vocational training for unoccupied young people, to the continuous vocational educators and trainers operating with adult employed people, over 45 at a risk of expulsion from the Labour Market.

As concerns the specific Italian context, the renewed Training Market conditions and challenges, the evolution of pedagogical models and strategies, throw into crisis the stability of ultra twenty years old VET Institutions, where the main part of trainers still work. Above all the over '45 VET trainers, that operate from the beginning of their career in these systems, continue to apply consolidate routines and to reply over crossed scholastic models, absolutely unfit above all with the needs of adult learners. From a geographical point of view various geographic areas both on a national (North, Centre, South of Italy) and European (western, central, eastern) level are interested by the transferring actions; the consortium altogether is indeed composed from a team of professionals with experiences of European relief.

Transferring actions aims to empower the culture of personalization in the VET System and to improve the VET trainers' map of competences, increasing their professional flexibility and employability.

### ***Contents of pilot run***

The Pilot run is focused on the transferring of the integrated design of the methodological approach of self-evaluation and learning personalization with the practical and technological tool of the digital portfolio. The transferring is planned as a direct experience of this integrated and empowered I TUBE approach in order to empower the culture of personalization in the VET System and to improve the VET trainers' map of competences. Consequently the contents of the pilot run will be:

1. The meaning and the methodological approach of personalization, as shown by the map of competences of the Learning Personalization Trainer;
2. The @ process of self evaluation that is a practical example on how to personalize a learning experience according to the proposed meaning f personalization;
3. The digital portfolio.

## **Map of competences of the Learning Personalization Trainer**

The first step of the transferring and pilot run actions is the self assessment of trainers' competences through the comparison of their profile with the map of competences of the innovative profile of the Learning personalization trainer. In order to make this comparison it is necessary a preliminary observation and discussion of what does mean personalization and which are the competences of a Learning Personalization Trainer.

## **The @ process of self evaluation**

The direct experience of the @ cycle will allow trainer to practice on themselves a personalized learning pathway. The experience itself will allow participants to acquire knowledge and know how to personalize a learning pathway.

They will be not asked to study the @ process, but they will be invited to experience it, to reflect on it in action.

At the end of the @ cycle experience, the whole @ process will be retraced: the trainer will present all the steps of the process guiding the participants to reflect about incurred changes in their level of awareness about personalization and self-evaluation meanings, strategies and practices compared with the initial self-assessment. This is the last step of @: strengthen the collectively awareness of the self-evaluation and personalization process that they have experienced.

## **The digital portfolio**

Finally, the outcomes of the preliminary self-assessment, increased with the renewed awareness and competences gained through the @ cycle will be made visible thanks the development of the digital portfolio. Description of meaning, techniques and methods of building a digital portfolio will be explained as instruction for the production of a personal digital portfolio by each participant.

## ***Phases of pilot run***

The pilot run will be carried out according to a common framework. This is necessary in order to allow a comparison of results, in a common European perspective. Nevertheless each Country, as already shown by the focus groups' results and by the description of the diffused practices, presents different contexts and different needs and areas of improvements and development. Here are described the common phases of the pilot run:

1. Pre-design;
2. Implementation;
3. Follow up.

On this common base, each partner will produce a Contextual Pilot Run Plan including: analysis of context constraints and specificities, modality of selection of trainers, profile of trainers, profile of

participants, modality of selection of participants, strategies for trainers' alignment, time planning, description of planned activities and sections.

## **Pre-design**

Before starting the pilot run activities it is necessary to set some previous conditions guarantying the efficacy of the experience. A pre-design it is necessary in order to:

- Carry out the analysis of context constraints and specificities;
- Align trainers;
- Select participants;
- Motivate people to participate to the Pilot run;
- Plan time table;
- Translate the Guidelines for transferring.

The pre-design is aimed to adapt the pilot run activities to each different context. The main result of the Pre-design is the Contextual Pilot Run Plan.

## **Analysis of context constraints and specificities**

I TUBE Project start form the specific Italian context and national needs analysis of VET trainers. Yet the project's aims reflect a European perspective and the consortium altogether is composed from a team of professionals with experiences of European relief. Each I TUBE partner has indeed complementary curricula; altogether the involved Structures cover all the purposes of the Project, allowing at the same time an exchange of acquaintances, experiences and good practices.

Consequently the Pilot run design will be differentiated according to the specific context, as already highlighted thanks to the good practices description of self-evaluation and personalization approaches in the partners' Country, and thanks to the focus group sections.

## **Selection of trainers**

Before starting the effective pilot run activities, it is necessary to select Trainers asked to guide the experimentation of the I TUBE approach.

The I TUBE experience is oriented to the innovation of training methods. It is decisive to identify trainers, asked to guide the experimentation activities, with a positive attitudes towards the change management, with at least 10 years of experience of work with adult learners, experience of digital portfolio application, experience of self-evaluation approach.

## **Align trainers**

Once trainer(s) are identified it is necessary to align them to the specific vision of ITUBE project. Taking in consideration the time that partners needed to comply with this vision, at least two or three alignment meetings must be organized in order to:

1. Introduce the I TUBE project;
2. Explain what is and what is for;
3. Clearly explain aims and objectives of the Pilot run and transferring activities;
4. Describe the integrated design of the methodological issue of the personalization and self-evaluation with the technological tool of digital portfolio; describe the meaning of personalization proposed by the project and the connected professional profile of Learning Personalization Trainer; explain the concept of self-assessment as a collective, integrative, collaborative, peer to peer process of surfacing of awareness;
5. Present the guidelines for the transferring;
6. To give practical instruction for the technical building of the digital portfolio, eventually involving in the alignment section also technical figures.

### **Select participants**

I TUBE refers to a specific target: over '45 VET trainers, that operate from the beginning of their career in the same Institution, continuing to apply consolidated routines and to reply over crossed scholastic models, absolutely unfit above all with the needs of adult learners. Nevertheless each partner Country presents a specific and different features and constraints. Each partner must identify the right profile of participants to be involved in the pilot run, clearly explain, on the base of the context and needs analysis the reasons of this choice.

### **Motivate people to participate to the Pilot run activities**

In order to acquire the adhesion of participants to the pilot run activities, it is necessary to organize preliminary dissemination meetings, showing the ITUBE approach, what it is for, why it is useful. At least one or two meetings should be organized to reach the right number of people and to motivate them to be involved in the ITUBE experience. These dissemination meetings are aimed to:

- Motivate people to participate to the pilot run: describe the value of the proposed experience, based on innovative model of personalized training allowing to valorize the eventual high number of learners as a strength point instead of a weak point; show the opportunity to know and share experience at an European level also with trainers of other Countries; highlight the opportunity to empower their training competences and professional profile;
- Present the Project;
- Explain aims and objectives of the pilot run, clearly highlighting what people will have acquired at the end of the proposed experience;
- Show a clear program of the activities, tools, support and materials that will be made available;
- Acquire information on the expectations of the potential participants and about their profile.

**Plan time table**

The overall duration of pilot run and the length of each step will be the same for each partner involved in the transferring activities. Nevertheless each Partner will plan a different timetable according to specific constraints and requirements of the reference context.

**Implementation**

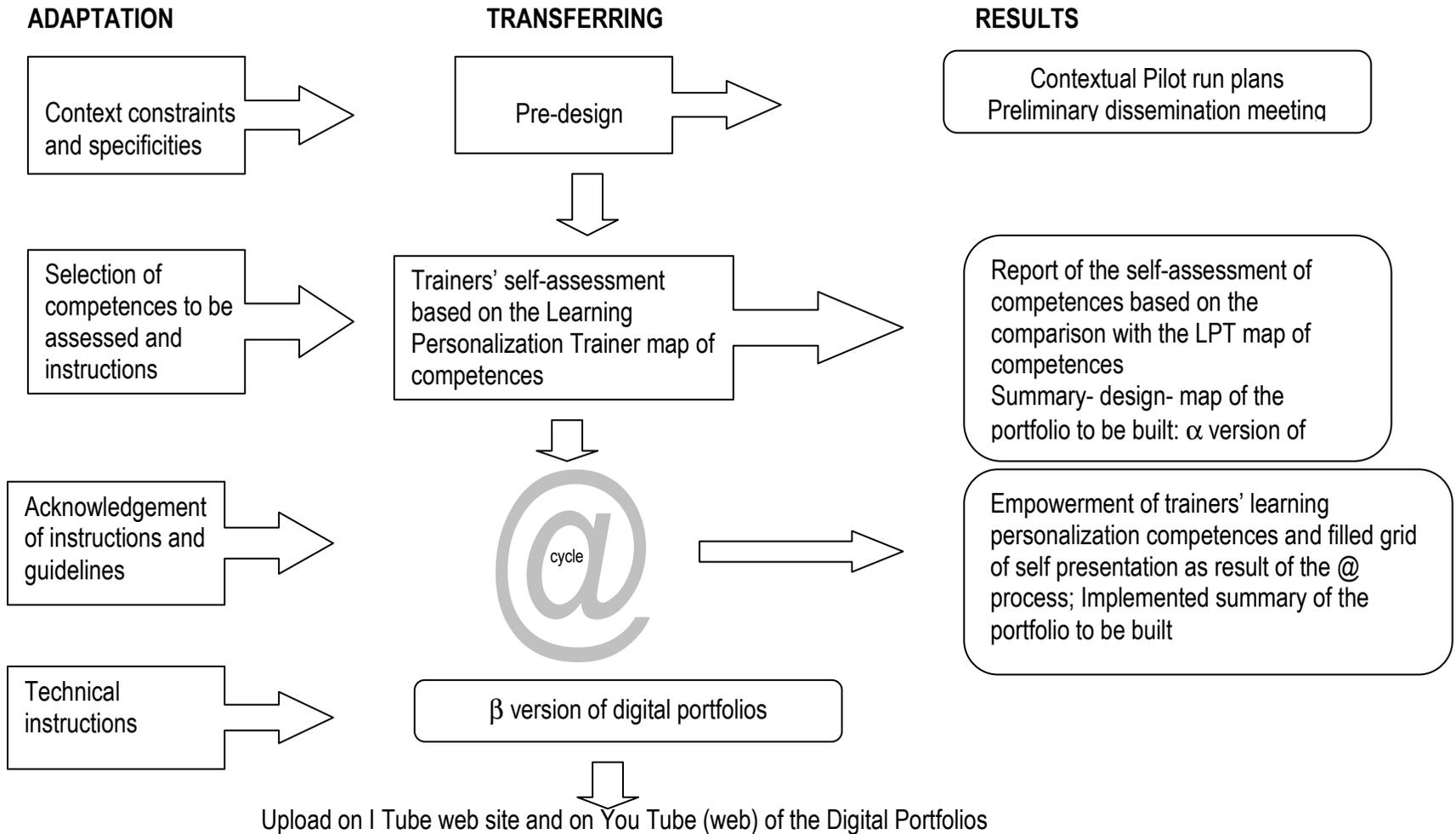
Once completed the pre-design activities, it is possible to implement the transferring actions. For this phase of the pilot run, specific guidelines are designed. The steps of the pilot run are:

1. Self-assessment of trainers based on the LPT map of competences;
2. Development of the  $\alpha$  version of digital portfolio (Summary- design- map of the portfolio to be built);
3. @ cycle experience of personalized learning pathway;
4.  $\beta$  version of digital portfolio and technical building of the digital portfolio;
5. upload of examples of digital portfolio on ITUBE web site and on You tube.

The following scheme summarizes these steps, the preparatory actions and the expected outputs for each phase. The result of each step represents the base for the following.

The guidelines clearly explain how to carry out each step of the pilot run.

The following scheme summarizes the main steps of I TUBE pilot run.



In order to better clarify the Pilot run process it is possible to represent the steps as follow

<b>A. PRE-DESIGN</b>	<b>Expected outputs</b>	<b>B. IMPLEMENTATION</b>	<b>Expected outputs</b>
Analysis of context constraints and specificities	Contextual pilot run plans		
Motivation to participation at the pilot run	Preliminary dissemination and communication meetings	Selection of participants	Start up of pilot run activities
Selection of the self assessment strategy	Tools and methodology of self assessment	Trainers' self assessment	Trainers' report of self assessment based on the LPT map competences Framework of digital portfolio to be built
Acknowledgment of the instructions	Translated Guidelines and tool box for the transferring	@ cycle implementation	Filled self-presentation grid Implemented framework of the digital portfolio to be built
		Building of Digital portfolio	Digital portfolio database

## **Follow up**

After completion of the implementation phase, it is necessary to collect information in order to evaluate the transferring results. To this aim each Partner will collect feedback from the several actors of the pilot run activities through the following tools:

1. Final report of the trainer(s);
2. Satisfaction questionnaire of the participants;

## ***Common Timetable***

**Pre-design:** before 30 of September 2011

**Trainers' self-assessment:** before 31 of October 2011

**@ cycle implementation:** from 01 of November 2011 till 31 May 2012

**Digital portfolio building:** before 30 of August 2012

**Follow up** before 15 of September 2012

## ***Methodologies***

The participants will experience the proposed approach, aimed to improve their competences, on themselves. They will work according to a collaborative approach in order to produce materials useful for the reflection in action about the self-assessment and the personalized learning experience. The process will be marked on a personalized approach that will allow to self-evaluate knowledge and competences in a critical and reflexive way. The learning experience will be structured including exercises, simulation, workshops and project works with the aim to self assess owned competences with reference to the professional profile of the Learning Personalization Trainer, to experience a personalized learning pathway going through the @ cycle and making visible the owned and acquired competences through the practical building of their digital portfolio.

## ***Requirements***

In order to ensure an effective implementation of transferring actions, staff, technological and adaptation requirements are necessary.

## **Staff requirements**

The following figures, having the described features, are requested to each partner involved in the experimentation for the effective implementation of pilot run activities:

1. Pilot run manager
2. Trainer
3. Participants

#### 4. Technical staff

**Pilot run manager:** partner, having the whole vision of the Project aims, will locally organize and coordinate the pilot run activity, taking care of giving feedback to the partnership about the correct development of the activity.

**Trainer(s)** carrying out the pilot run activities should have positive attitudes towards the change management, at least 10 years of experience of work with adult learners, experience of digital portfolio application, experience of self-evaluation approach. Trainers must be aligned and acknowledged about the ITUBE aims, contents and approach, they must be involved in the contextual plan design of the pilot run in order to identify the context constraints and justify the choice of the methodology well fit with the specific context.

#### **Participants**

Adult trainers over '45, having a consolidate attitude/routine of training based on a didactical directive approach; at a risk of exclusion form the Labour Market of Training.

#### **Technological requirements**

The digital devices should be easy to be used and possibly funny

#### **Technical staff**

ITUBE doesn't really requires any advanced knowledge of technology or computer programs, nevertheless it is recommended to identify at least one people having some experience in the use of web resources or digital device like digital camera, web camera, digital recorder, in order to support participants in the collection and transferring on the web of the produced files necessary for the building of the digital portfolio.

#### **Adaptation requirements**

Each context present different features and previous experiences or consolidated practices. Each partner, even if on the base of the common pilot run plan, will adapt to its own scenario the requested actions, as concern, for example, self-assessment strategies and tool, Length and calendar of the meetings, number of participants. Trainers and Pilot run manager will point out and justify their choices of adaptation in the contextual plan of Pilot run.

The adaptation issue are here listed:

**Self-assessment tools and strategies:** trainers will choice the strategy and tools most fit with the specific context in order to guide participants in the preliminary self assessment based on the Learning personalization Trainer map of competences.

**Pilot run timing:** not minus of n. 7 months

**Number of pilot run sections:** not minus of 9 (at least 3 days for each phase: self assessment, @ cycle, digital portfolio implementation)

**Length of pilot run sections** not minus of 4 not plus of 6 hours in a day

**Number of participants:** not minus of 7 not plus of 20

**Map of competences of the LPT:** the choice of which competences of the map is up to the partner

**@ steps:** the choice of which steps of the @ cycle is up to the partner

**Digital portfolio:** the choice of which sections of the digital portfolio is up to the partner

### Validity requirements

The experimentation and transferring must respect some validity criteria:

The criteria for the transferring validation refer to:

- Trainers' alignment;
- Course organization;
- Participants' involvement.

The experimentation and transferring will considered valid if all the listed criteria will have been respected. The fulfilment of the listed criteria will be verified checking the evidence of materials and results produced by each manager of the transferring.

Here are listed the criteria related to the Trainers

Criteria	Evidences to be produced
The Trainer of the pilot run is an adult training expert	Trainer's Curriculum Vitae
The Trainer of the experimental course has participated to a preliminary alignment session	Alignment session program (including project introduction, model presentation, web site presentation, etc.) Attendance sheet signed by the trainer
The Trainer has received the documentation (ITUBE integrated design, Guidelines for transferring, Brochure, etc.) and information materials	List of materials received by the trainer signed by the trainer and by the course responsible
The Trainer has produced a final report of the pilot run experience	Trainer's final report of the experimental course signed by the trainer and by the partner responsible

Here are listed the criteria related to the organization of the experimental course.

Criteria	Evidences to be produced
Contextualized pilot run plan is consistent with	Contextualized pilot run plan signed by the

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the format	trainer and by the course responsible
Participants have attended the course	Attendance sheets signed by the participants
Participants have received the documentation (ITUBE presentation, map of competences of the Learning Personalization Trainer, @ description, Digital portfolio instruction, Brochure, etc.) and information materials	List of materials received by the participants signed by each participant and by the responsible Partner

Here are listed the criteria related to involvement of participants' in the experimental course.

Criteria	Evidences to be produced
Expected results produced	Expected results listed in the Pilot run plan
Involvement of participants	Satisfaction questionnaire filled Pictures Digital portfolios

### ***Expected results***

An expected tangible outcomes of the transferring actions is a repertory of digital portfolio of VET trainers, that could be used by trainers as an instrument for the self evaluation and for self learning oriented to the empowerment of their learning personalization competences and to the improvement of their profile of competences.

An intangible outcome will be the implementation of a culture of personalization in the VET System and the improvement of VET trainers' competences, professional flexibility and employability. Actually the experimentation of the integrated design of the two issues, the methodological approach of personalization and the operative building of a digital portfolio, represents a learning experience oriented to the self-evaluation and implementation of competences of VET trainers.

The expected impact of the transferring actions is the implementation in the Continuous Vocational courses of the integrated model of personalization based on the use of the digital portfolio; a second impact is the improvement of the quality and efficiency of continuous vocational education and training for adult workers.

The expected outputs, according to the above-described steps of pilot run, are:

1. Report of the self assessment of competences based on the comparison with the LPT map of competences;
2. Summary- design- map of the portfolio to be built;
3. Grid of self presentation as result of the @ process;

4. Implemented summary of the portfolio to be built;
5. Database of digital portfolios.

### ***Environments of the pilot run***

The pilot run activities will be carried out both in a real context and in a virtual environment:

- Training centres of Partners: for the meeting face to face;
- ITUBE web site: for the development of the digital portfolio.

### ***Technologic equipment***

Some easy to use and largely diffused digital devices will be useful in order to collect materials for the build up of the digital portfolio, as for example:

- Digital photo camera;
- Digital video camera;
- Digital recorder;
- Web connection.

### ***Materials***

Trainers and participants will be equipped with the following supports:

1. Introduction to ITUBE aims, content and approach, explaining what is and what it is for;
2. Guidelines for the application of the ITUBE approach;
3. Map of competences of Learning Personalization Trainer;
4. Instructions for:
  - Preliminary self-assessment and self-evaluation grids and checklists;
  - @ cycle implementation;
  - the building of the digital portfolio.

### ***Tools***

Pilot run Managers will use the following formats collected in a common toolbox:

- Calendar of pilot run sections;
- Attendance sheets;
- Attendance certificates;
- Summary of the final report of trainer;
- Satisfaction questionnaire;
- Summary of the digital portfolio.

### ***Instructions***

In order to support the pilot run and the transferring of the ITUBE approach, trainers and participant will use common Guidelines, containing clear instructions useful for the implementation of the personalized learning experience and the build up of the digital portfolio.

## Expected impact

The building of the Digital portfolio is originally an individual exercise guided by a coach. It is personalized in a one to one relation of counselling.

The methodological approach of personalization transforms this exercise in a collective personalized process. The added value is that while trainers experience this approach they are, in the same time, empowering their own teaching competences and learning a personalization strategy. This exercise guides trainers through the @ cycle that is a personalized pathway for empowering the teaching competences of trainers. It implements a learning process oriented to:

- valorise highlighted strength points and to empower weakness points of trainers' competences;
- enhance culture of learning personalization;
- empower teaching competences;
- familiarize with personalization strategies, self evaluation and self orienteering approaches and collaborative learning methods.

The tangible impact will be made visible through the building of the digital portfolio, as result of the @ cycle. The  $\beta$  version of the portfolio gives evidence of the impact that is on awareness and competences empowerment.

An impact questionnaire will be realised in order to check and make visible the intangible results related to the:

- improved awareness of trainers with reference to their strength points and weakness points;
- improved culture of learning personalization;
- improved culture of self evaluation;
- empowered teaching competences;
- familiarization with personalization strategies, self evaluation and self orienteering approaches and collective/collaborative learning methods.

The following questionnaire is proposed as a possible example:

### IMPACT QUESTIONNAIRE

*You are kindly asked to express your evaluation filling in the questionnaire using a scale from 1 to 5 corresponding to the following evaluation:*

1: very negative

2: negative

3: neutral/ can't answer

4. positive

5 very positive

How your concept of personalized learning is changed after this path?

Not at all	1	2	3	4	5	Totally
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How your concept of self-evaluation is changed after this path?

Not at all	1	2	3	4	5	Totally
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How the use of a Digital Portfolio has changed after this experience of it?

Not at all	1	2	3	4	5	Totally
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Did you find some approaches you already use, but you didn't know to be of "personalization"?

Not at all	1	2	3	4	5	Totally
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Do you think that this approach is adaptable to usual training contexts of daily life/work situations?

Not at all	1	2	3	4	5	Totally
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Do you think that this learning experience improved your competences?

Not at all	1	2	3	4	5	Totally
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In your opinion, do is positive the integration of the Personalization approach and the use of Digital Portfolio?

Not at all	1	2	3	4	5	Totally
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Are your digital competences changed after this experience?

Not at all	1	2	3	4	5	Totally
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Have you acquired more awareness about your competences gained in your informal and non-formal learning?

Not at all

1	2	3	4	5	Totally
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